

# It Takes A Team

School and Family

**A child educated  
only at school is  
an uneducated  
child. -George Santayana**



**COLORADO**  
Department of Education

## Vision Statement

Through increased family partnerships, we envision:

- reduced dropout rates;
- reduced gaps in academic achievement and growth among student groups;
- increased number of students who continue into higher education following high school graduation or completion.

# Role of SAC

School Accountability  
Committee

Advisory Committee

Make recommendations on  
Resource Allocation (Budget  
Priorities)

Make recommendations on  
school's continuous  
improvement plan (UIP)

Quarterly review progress of  
school plan

Review Student Fees & the  
School Calendar

“Schools know what is essential, but it is very hard to “ignore the rest”, the endless bombardment of new programs and innovations that looks so good but distract us from those few, powerful actions and structures that are the soul of good schooling.”

- Schmoker, *Focus: Elevating the Essentials* (2011)

# Role of DAC

District Accountability  
Committee

Advisory Committee

Provide recommendations on budget priorities

Make recommendations on the District Continuous Improvement Plan (DUIP)

Assist with family engagement practices for increasing participation

Review any charter school applications

Together...



Coming Together is a Beginning;  
Keeping Together is Progress;  
Working Together is Success.

-Henry Ford



# Finance and Budget *OVERVIEW*

## AGENDA

- ➔ **Timeline and Process**
- ➔ **State Outlook**
- ➔ **School Finance**
- ➔ **2016/2017 Budget Summary**
- ➔ **Two-Part Budgeting Process:  
Student Based Budgeting  
Budgeting for Outcomes**





# Timeline and Process

## Timeline and Process

**NOV**

Governor's  
Proposed  
Budget

**DEC**

Kick Off  
School  
(SBB-  
Student  
Based  
Budgeting)  
and  
Department  
(BFO-  
Budgeting  
for  
Outcomes)  
Processes

**JAN/FEB**

Community  
Engagement

**MAR**

Build  
Budget

**APR**

March  
Forecast  
and  
Fine Tuning  
of Budget

**MAY/JUN**

Budget  
Adoption



# State Outlook

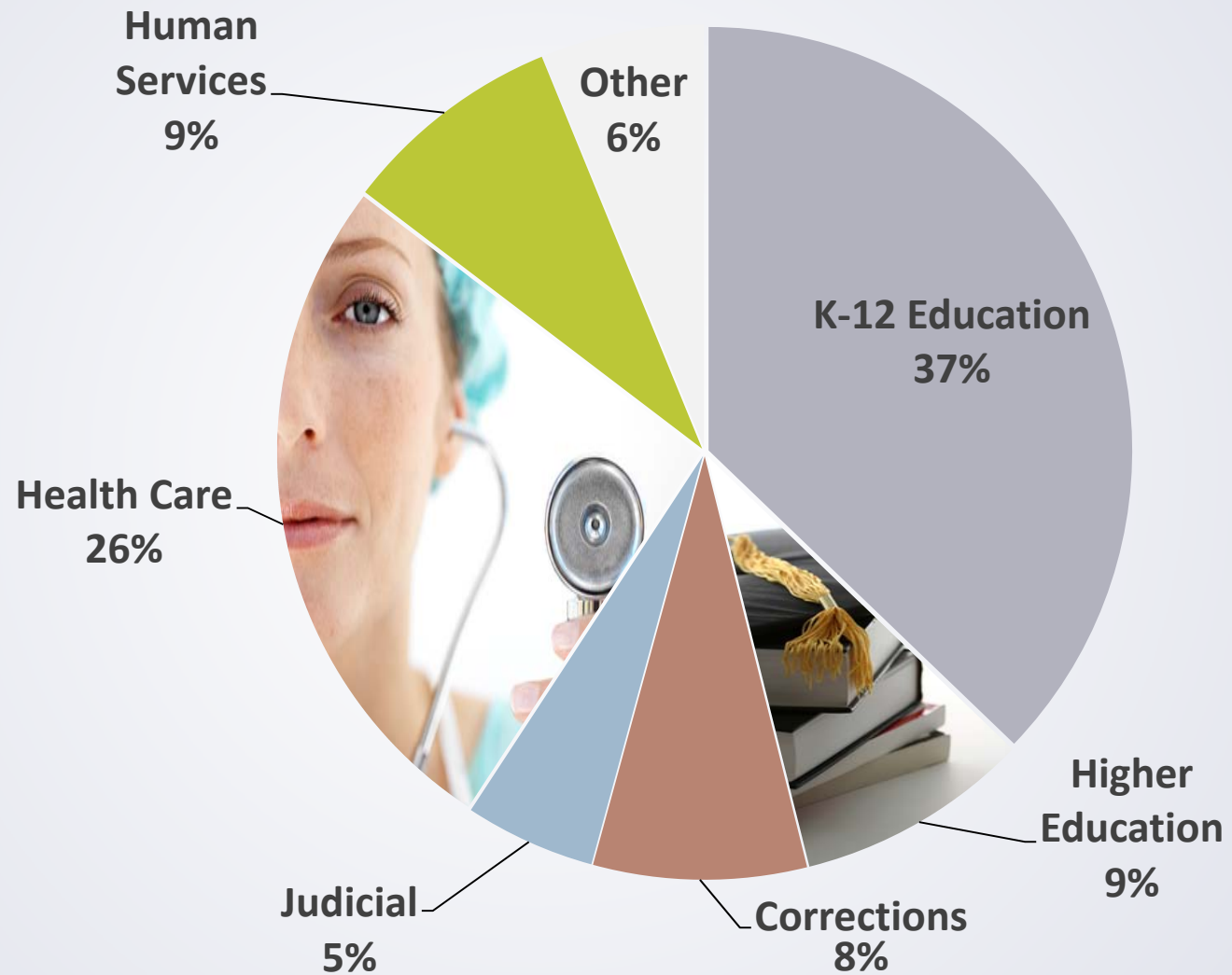
## State Outlook

**Tight  
budgets  
will  
persist**

- ➊ State Budget
- ➋ Labor Refunds
- ➌ Structural Issues

# State Budget

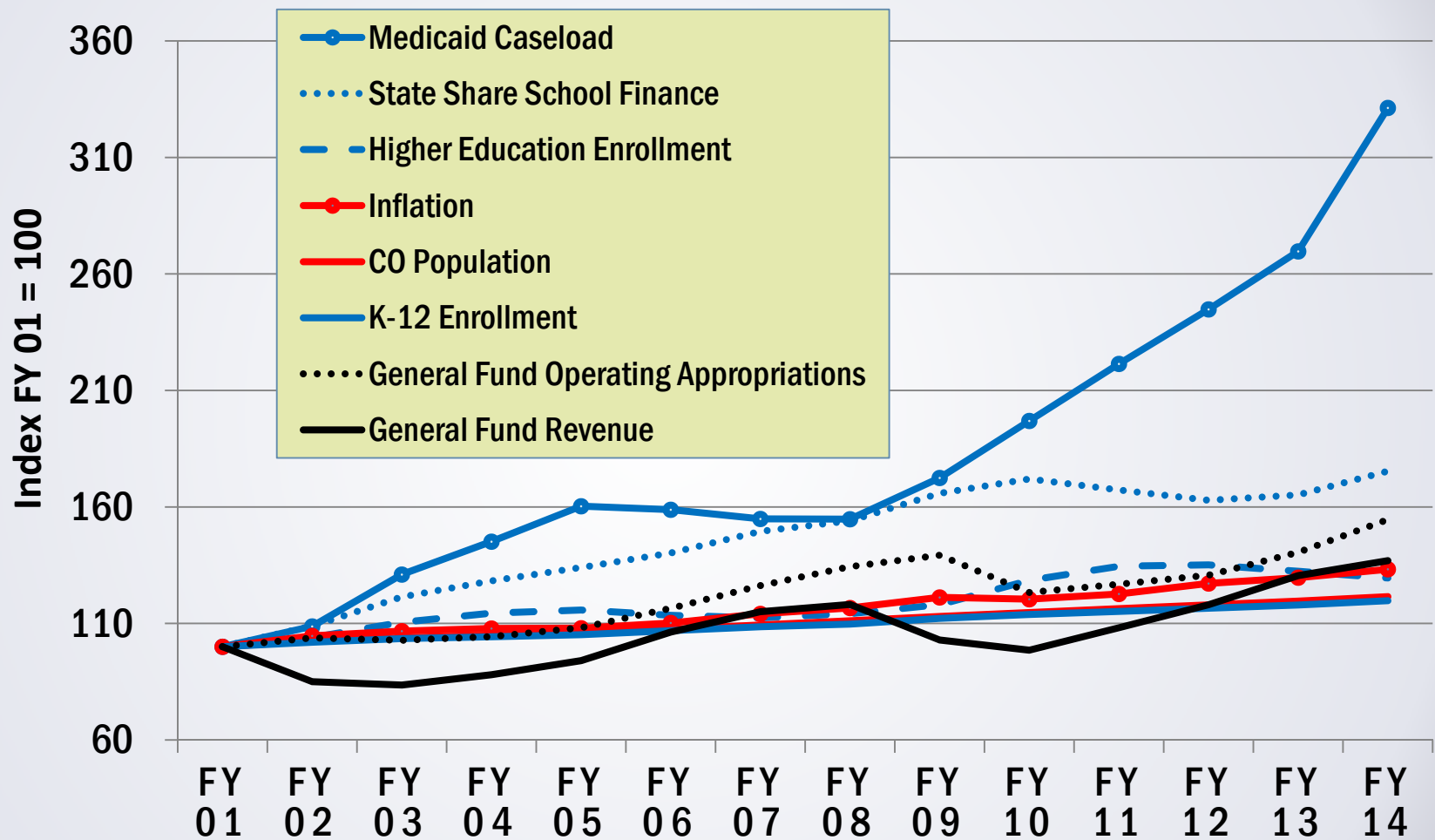
## General Fund Operating \$9.6B



Source: FY 2015-16

# State Budget

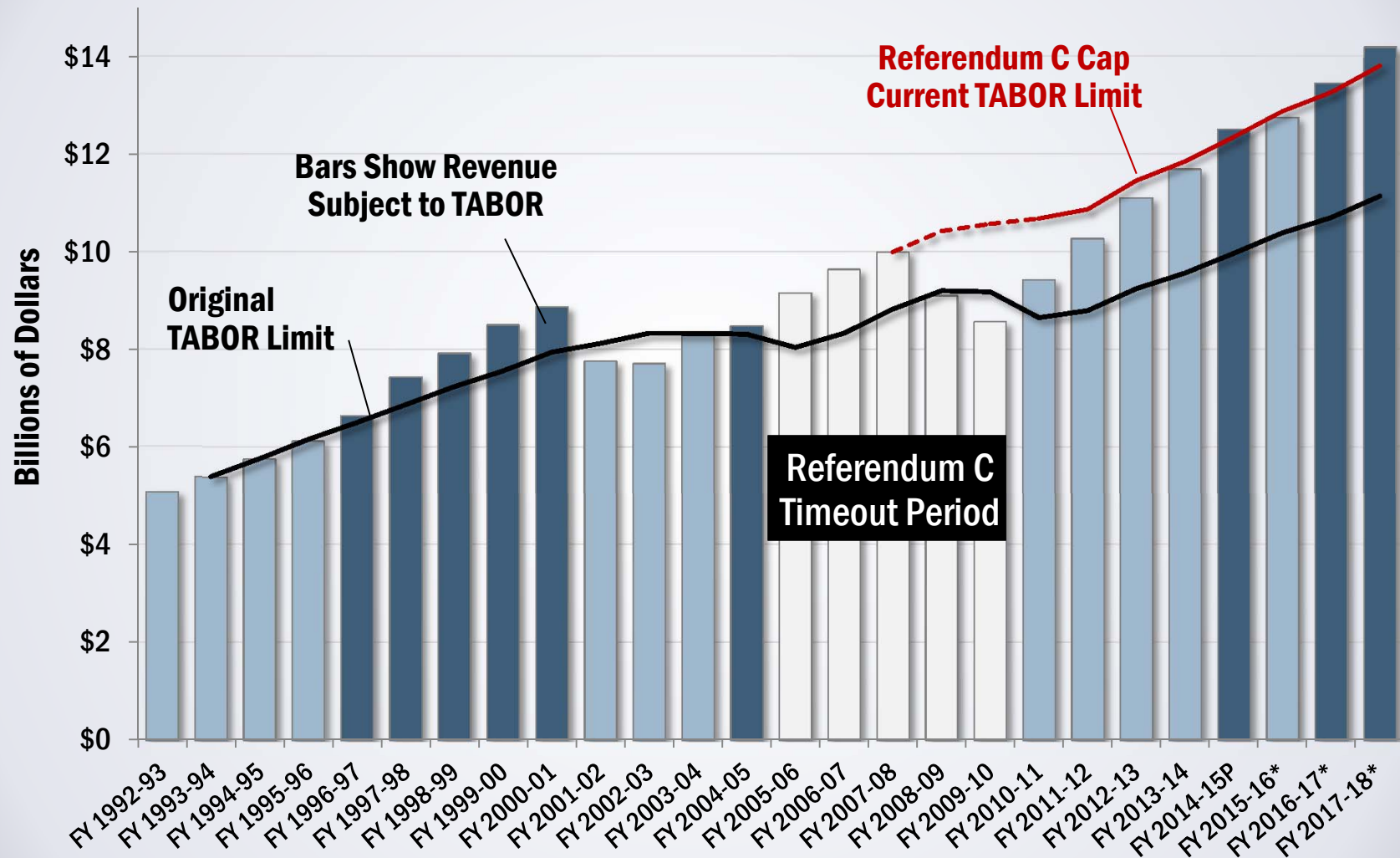
## General Fund & Caseload Growth



Source: CO Dept. of Education, U.S. Census Bureau & Bureau of Labor Statistics, and IBC Staff

# TABOR Refunds

## TABOR Refunds and Referendum C

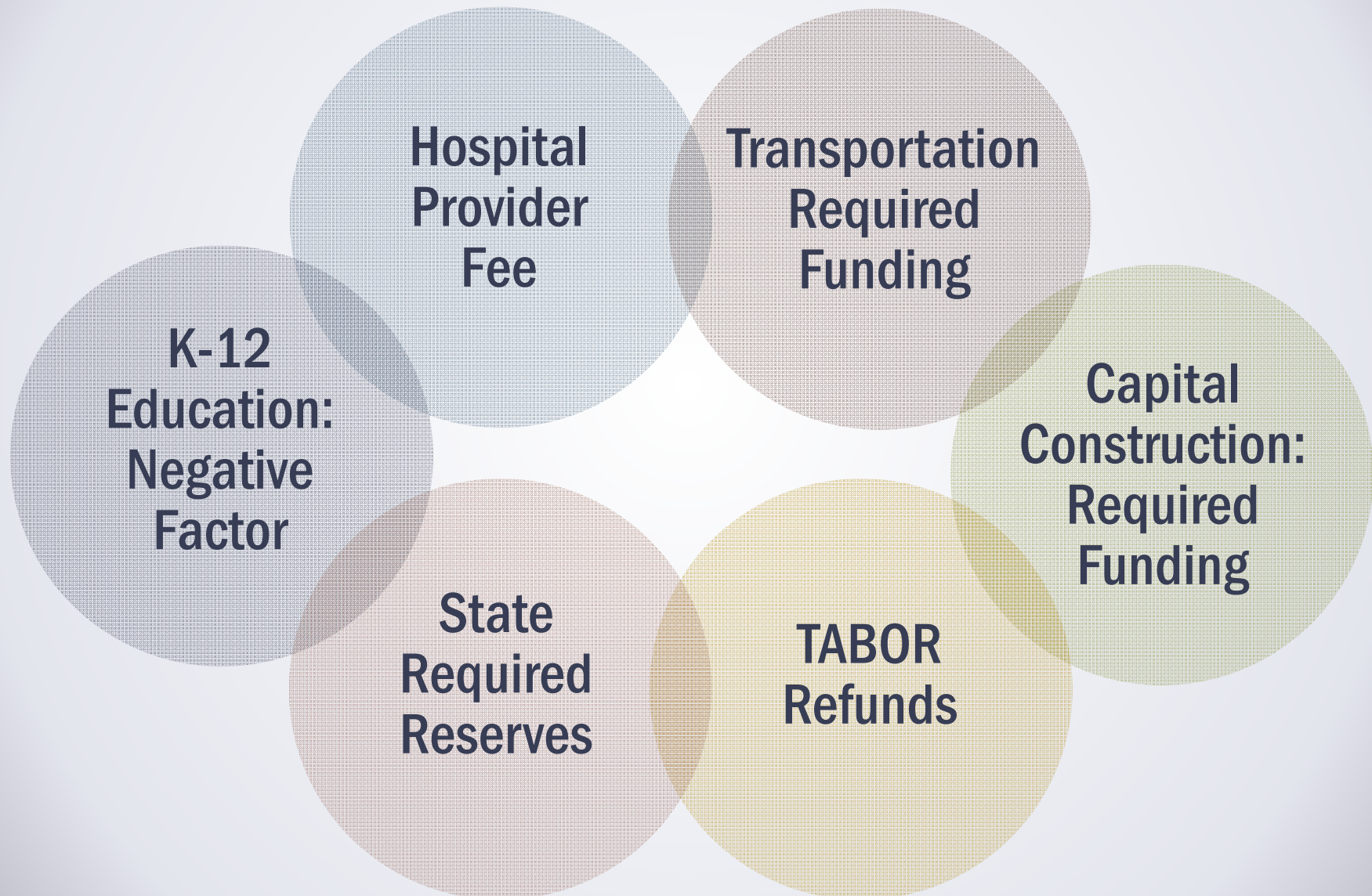


Source: Colorado State Controllers Office and Legislative Council Staff



## Structural Issues

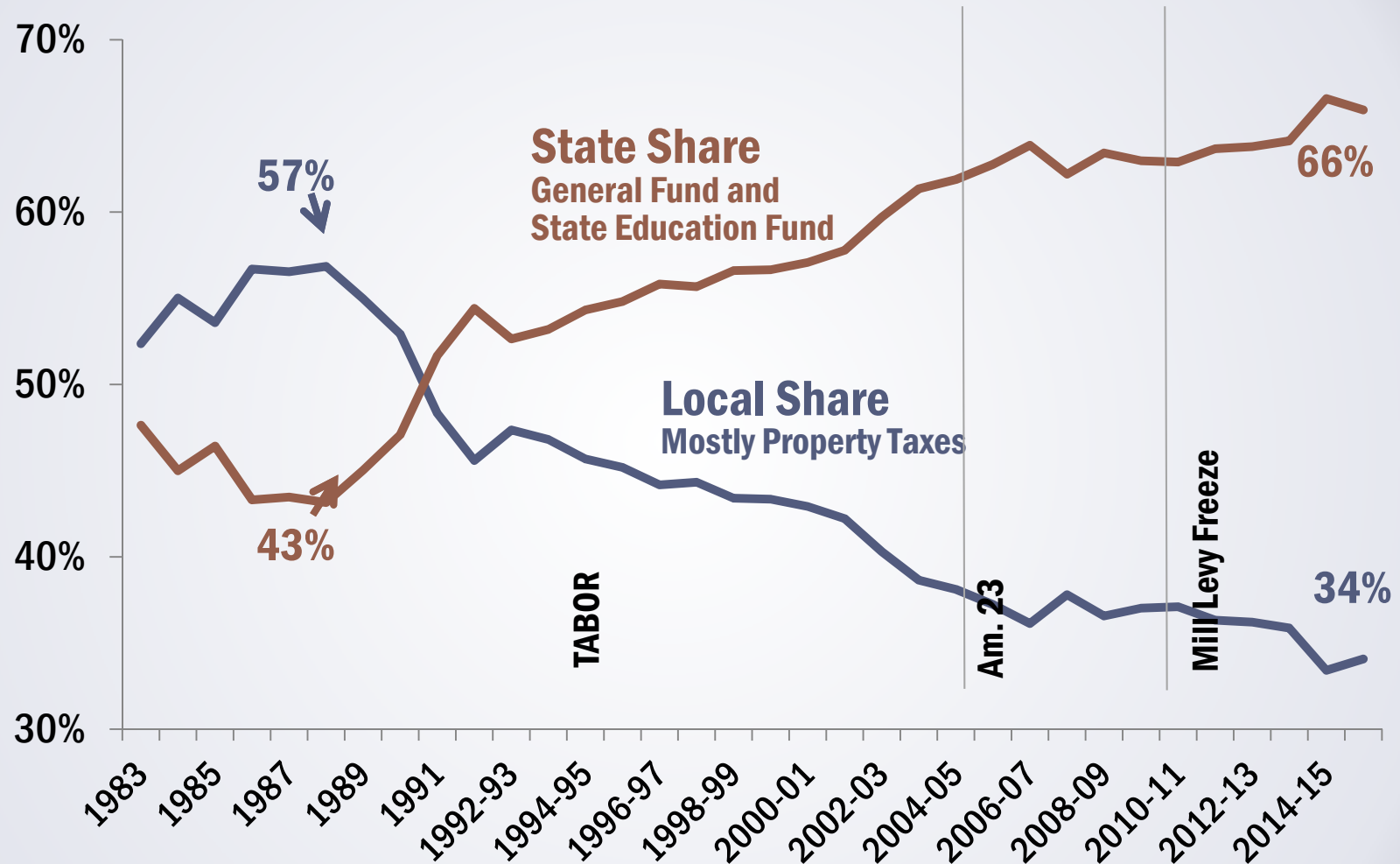
## Funding Challenges





## Structural Issues

## Statewide Impacts to School Finance



Relative State and Local Shares of School Finance, 1983 to FY 2015-16

Note: Prior to 1993, K-12 funding was done on a calendar year basis.



# School Finance

# School Finance

**Current  
Bill**  
(as introduced  
for 2016/2017)

- ① State Formula
- ② State Funding
- ③ State Assumptions

## State Formula

## TOTAL PROGRAM FUNDING

The amount each school district receives through the funding formula prescribed in the **School Finance Act**.

Based on pupil counts and other **“factors”** outlined in the formula plus funding for at-risk and on-line students.

Funded with a **mix of state (income and sales) and local (property) tax**. Each district’s mix can be different.



**Current  
school  
finance is  
legislated  
by the state  
and was  
last revised  
in 1994.**

**State Formula**

## **SCHOOL FINANCE ACT**



**Legislated  
each year  
with a new  
bill.**



**Required to  
fund  
inflation  
and growth.**



**Kindergarten  
funded at .58  
of an 1.0 FTE.**

## State Formula

**Base Funding**  
is adjusted  
annually  
for inflation

*and* adjusted by factors

Cost of living

Negative factor

Personnel & non-personnel costs

Size of district

## State Formula

## TOTAL PROGRAM Funding Factors

### NEGATIVE FACTOR

Tool used to balance State Budget.

Reduces what would otherwise be funded if School Finance Act was applied as intended.

Implemented in 2009/2010.

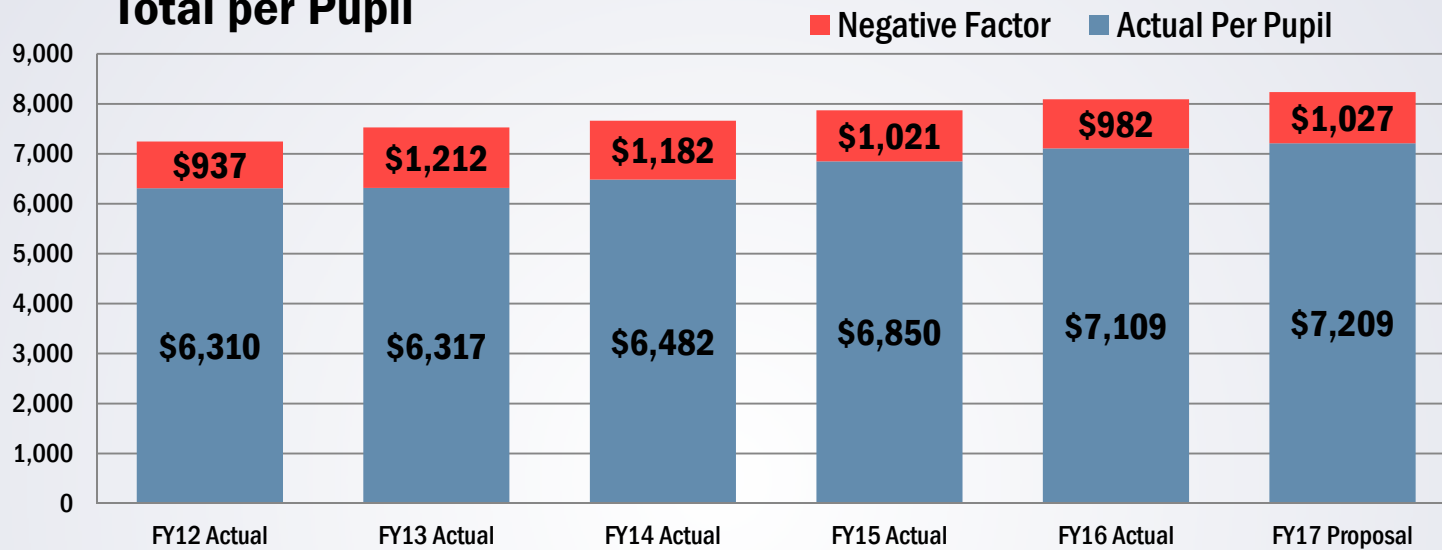
2016/2017 is \$830M in total with  
**\$77M for Jeffco**

Buy down decreased in 2015/2016  
and 2016/2017

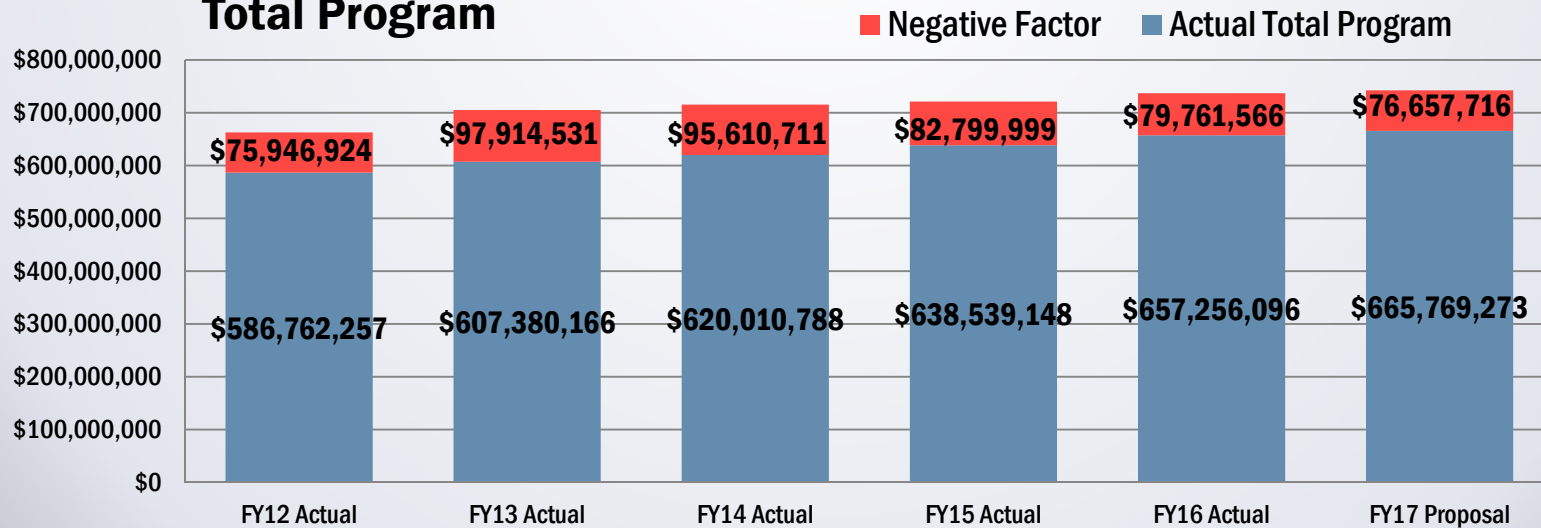
# State Formula

## TOTAL PROGRAM Funding Factors

### Total per Pupil



### Total Program





## State Formula

## TOTAL PROGRAM Funding

**Funded  
Pupil  
Count  
(Oct 1)**

**X**

**Per Pupil  
Funding  
Amount**

**+**

**At-Risk  
Pupil  
Funding**

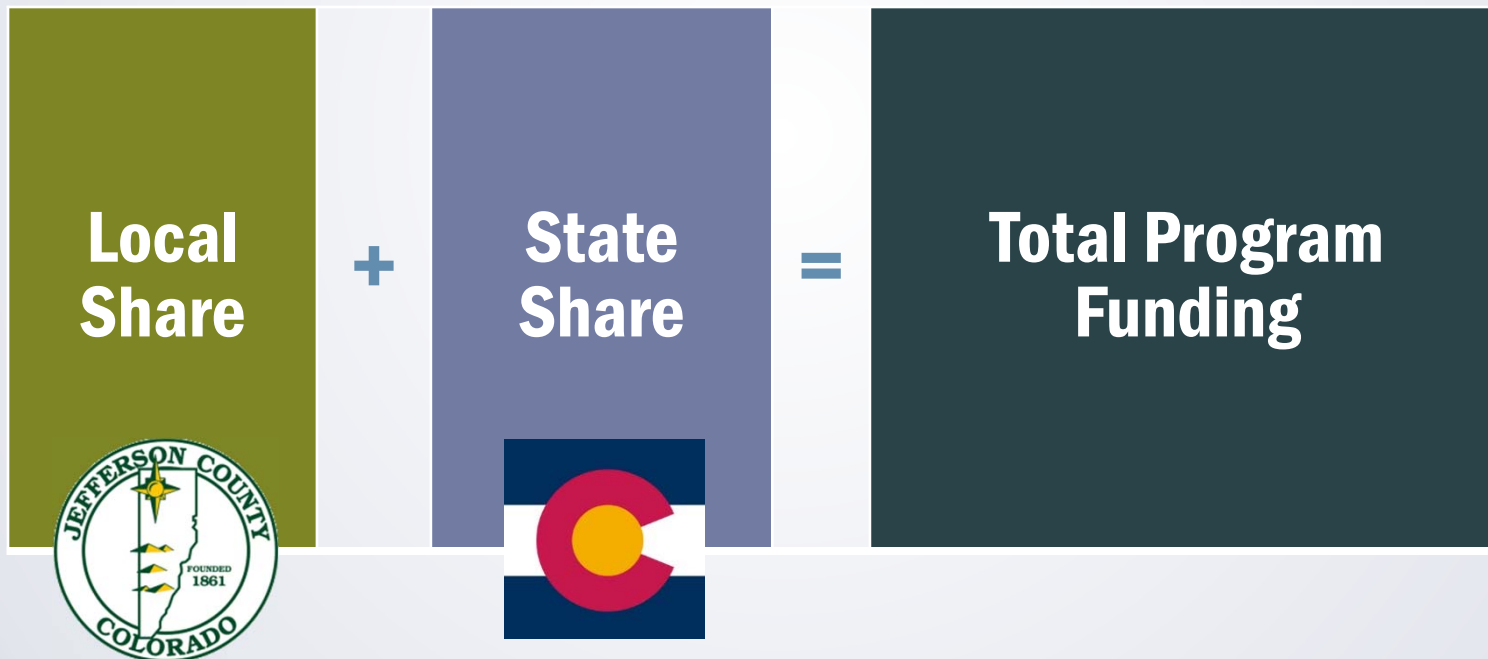
**+**

**On-line  
Pupil  
Funding**

## State Formula

## LOCAL SHARE and STATE SHARE

The two sources of revenue that combine to equal **Total Program Funding**.



## State Formula

## LOCAL SHARE is:

Received through property tax collections at the county level and a portion of specific ownership tax.

**Property valuations** are set by the county assessor

- ▶ Assessed value for residential property equals 7.96% of the actual value of the property (commercial property is 29%)

**A set (or frozen) mill** is levied by districts

- ▶ A mill is one-tenth of one percent (.001)

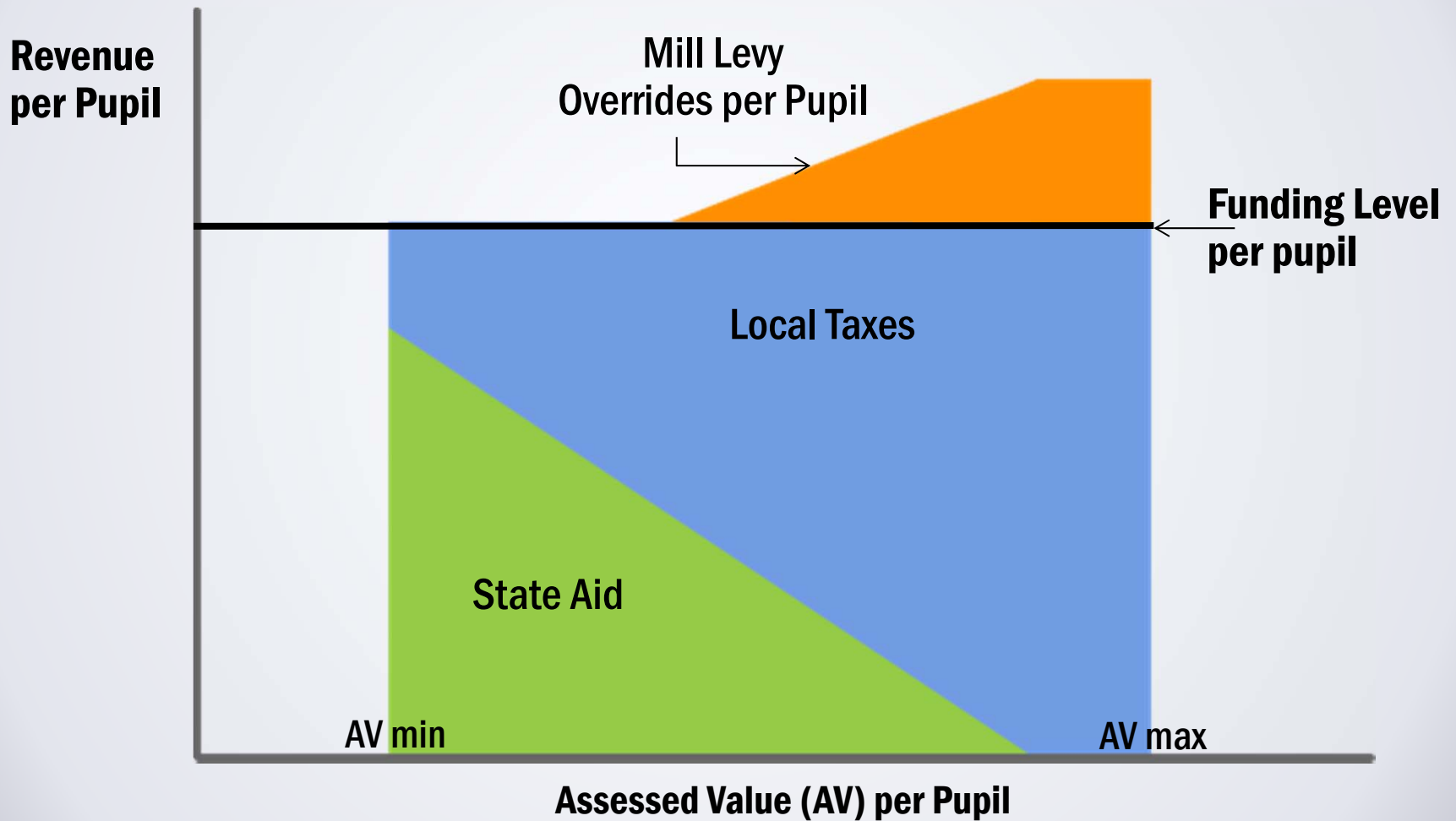
## State Formula

## STATE SHARE is:

The **difference** between the amount of local share revenue that districts generate (property tax & and specific ownership tax) and the amount of the Total Program Funding.

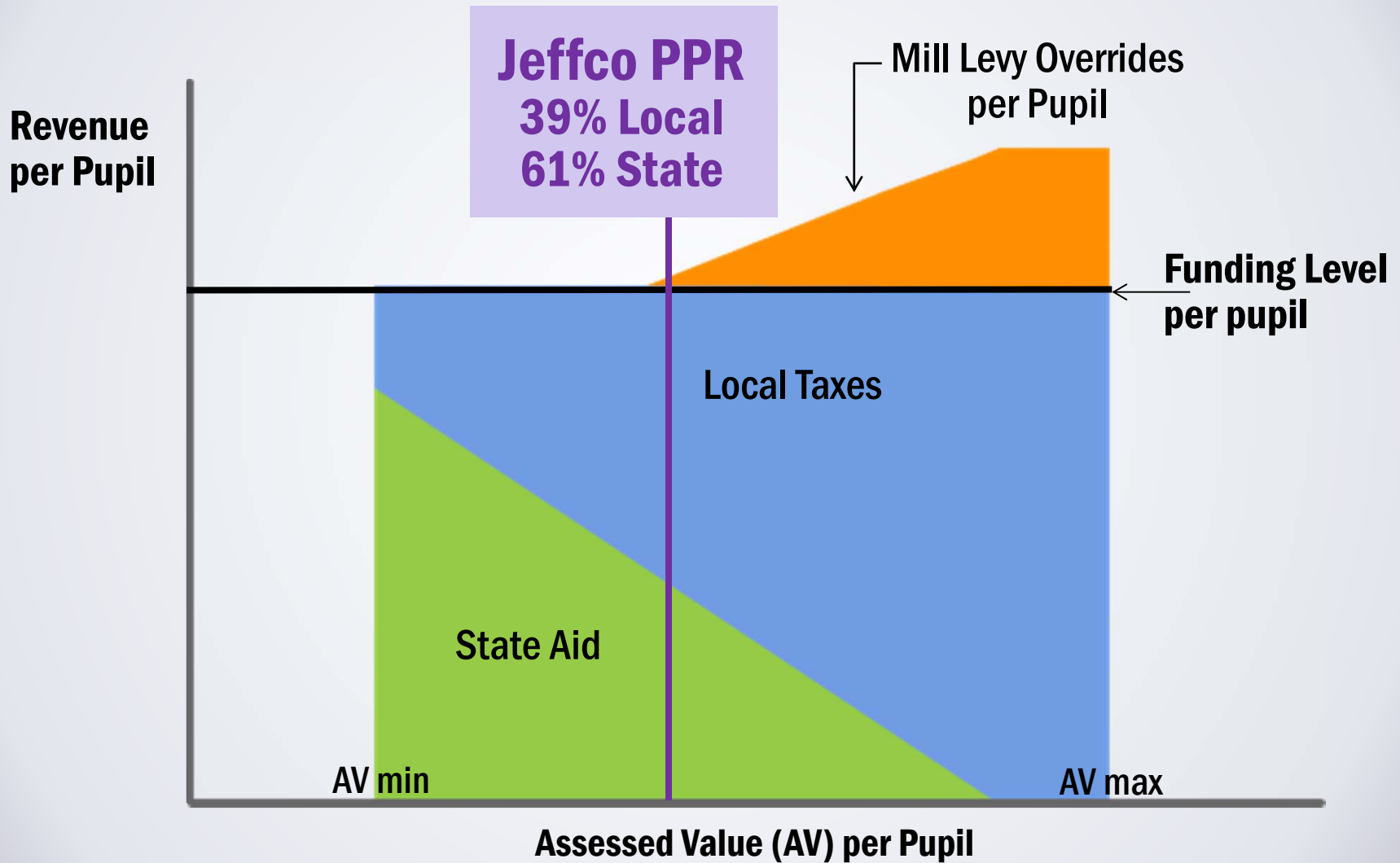
- ▶ **State funding is necessary if local share does not fully fund Total Program.**
- ▶ **Funded from the state via income tax and sales and use tax**

# State Funding



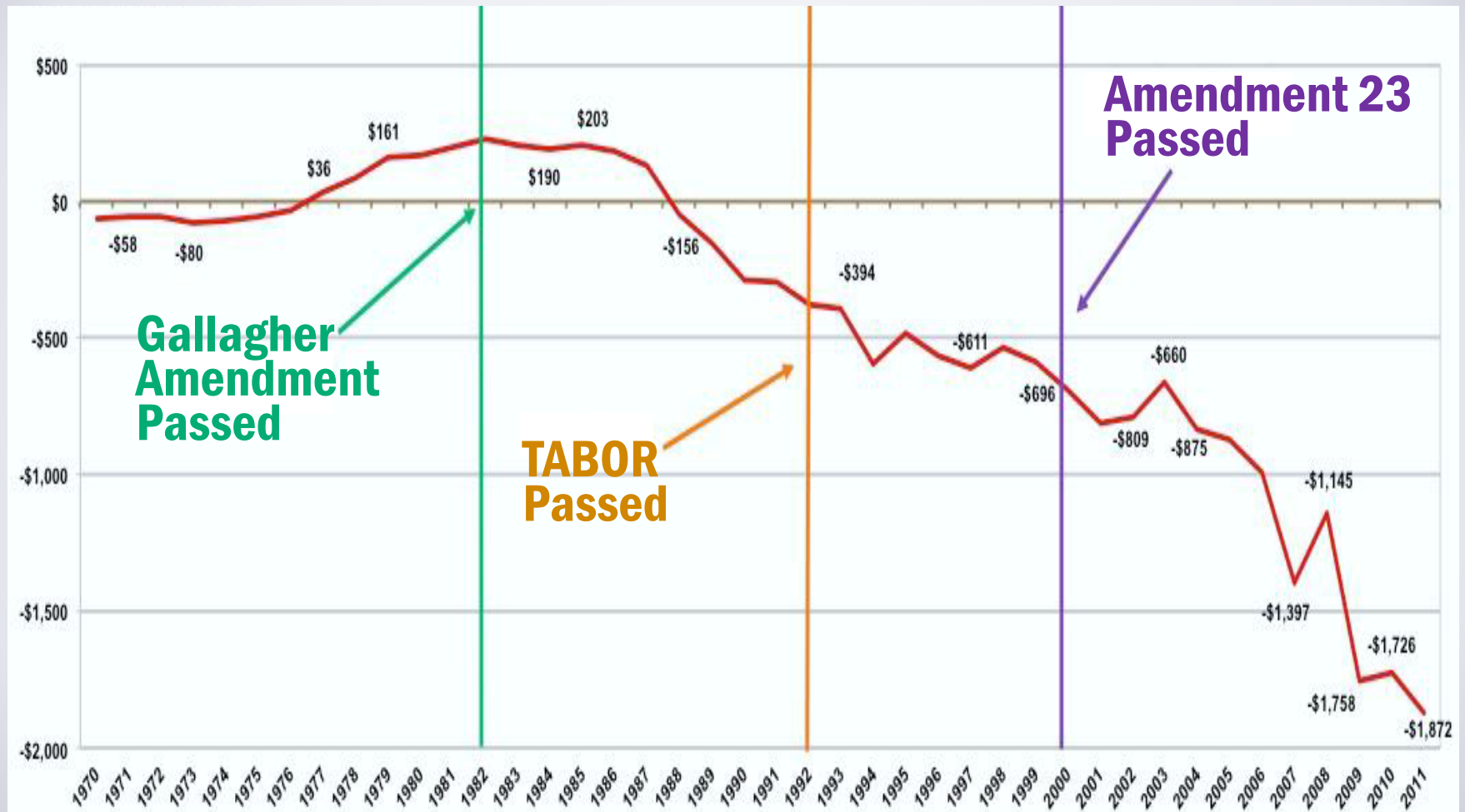
# State Funding

## What is Jeffco's split?



# State Funding

## Per Pupil: Colorado vs. National Average



Source: National Center for Education Statistics

### **Mill Levy Overrides (MLO)**

- ▶ MLO is additional revenue outside of the Total Program Formula
- ▶ Limited to 25% of Total Program
- ▶ Is not included in the total for the local share and, therefore, does not affect the amount of state share funding

### **Capital Projects – Bond Mill levies**

- ▶ Proceeds and expenditures from debt authorization in separate capital fund
- ▶ Bond mill revenue flows to debt service fund for repayment of debt



### Mill Levy Overrides

1998 – Defeated

1999 – \$35.8 Million (\$45 Million authorized)

2004 – \$38.5 Million

2008 – Defeated

2012 – \$39 Million

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**TOTAL – \$113.3 Million**

Note: Mill levies continue unless changed by election.

### Bond Levy

1998 – \$265 Million

2004 – \$323.8 Million

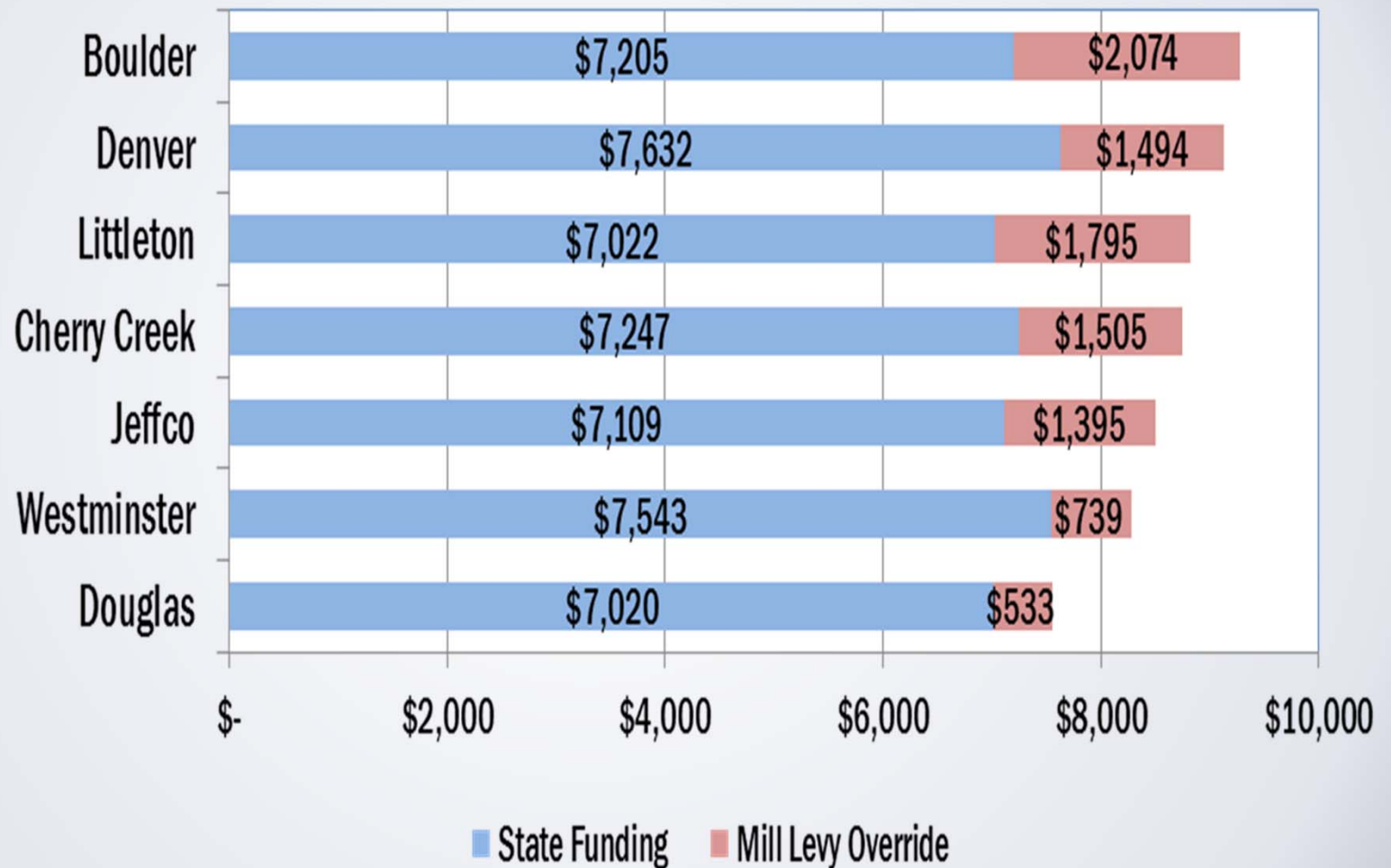
2008 – Defeated

2012 – \$99 Million

Note: Bond levies end with repayment of the debt.

# State Funding

## 2015/2016 APPROPRIATED BY DISTRICT



## State Funding

## COMPARISONS TO OTHER DISTRICTS

### Comparisons Per Pupil Revenue, Mill Levy and Bond

District	# Students	State Per Pupil Funding 15/16	Mill Levy Override Per Pupil 15/16	Outstanding Bonds Per Pupil 14/15
Denver	90,234	\$7,612	\$1,608	\$16,429
<b>Jeffco</b>	<b>86,708 (2<sup>nd</sup>)</b>	<b>\$7,126 (4<sup>th</sup>)</b>	<b>\$1,307 (5<sup>th</sup>)</b>	<b>\$5,160 (6<sup>th</sup>)</b>
Douglas	66,896	\$7,050	\$504	\$5,839
C. Creek	54,695	\$7,265	\$1,547	\$9,060
Boulder	31,247	\$7,234	\$2,125	\$18,374
Littleton	15,780	\$7,040	\$1,825	\$8,336

- ▶ Marijuana tax revenue is directed at education through a grant process:
  - State of Colorado Best Grant Program
  - Jeffco has not been awarded a Best Grant since marijuana tax revenue was directed at this fund. If Jeffco were to be granted dollars, Jeffco's required funding match would be 76%.
  - Other Grant Programs
    - Student Re-Engagement – \$420K (April 2016) used to provide social/emotional support and drug prevention education to students.
    - School Health – \$73,803 (July 2016) used to help with dropout prevention
- ▶ Property values increasing, but school funding is not due to the funding formula.



# 2016/2017 Budget Summary

# Budget Summary

## Jeffco 2016/2017 Adopted Budget

- 1 State Funding Placeholder
- 2 Community Engagement
- 3 District Recommendations

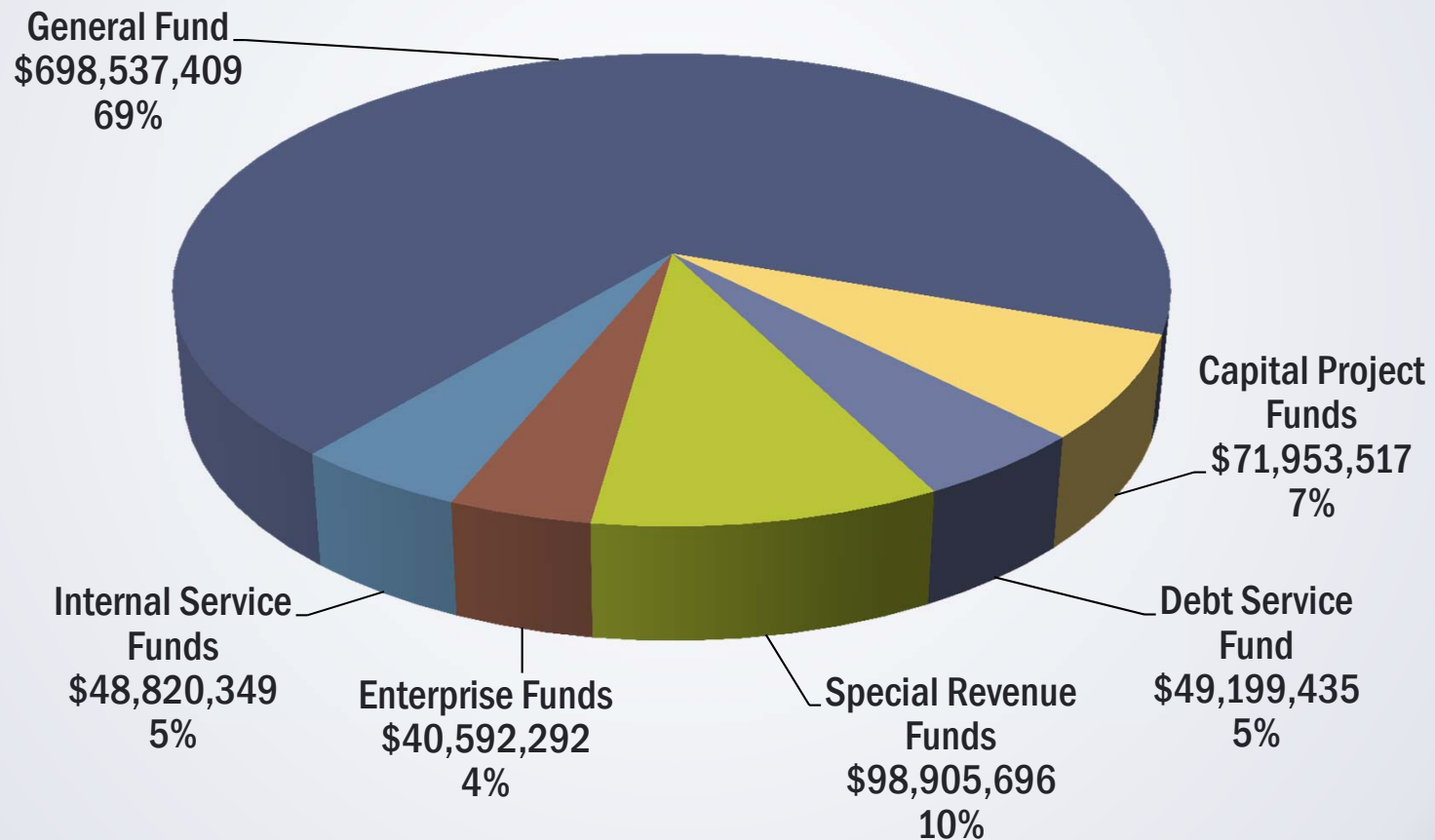


JEFFCO  
2020 Vision



# DISTRICT FUNDS Summary 2016/2017

## 2016/2017 Total Appropriation by Fund





## **DISTRICT FUNDS General Fund/Operating**

	<b>Adopted 2016/2017</b>	<b>% of Total</b>
<b>General Fund</b>	<b>\$698,537,409</b>	<b>69%</b>

- ▶ **For routine operations**
- ▶ **Funded by property taxes, Specific Ownership Taxes, state and other general revenues**
- ▶ **Used to manage all resources that are not legally, or by sound financial management, required to be managed in another fund.**
- ▶ **Most significant fund in relation to the district's overall operations.**

## **DISTRICT FUNDS Other Funds**

	<b>Adopted 2016/2017</b>	<b>% of Total</b>
<b>Capital Project Funds</b>	<b>\$71,953,517</b>	<b>7%</b>
<b>Debt Service Fund</b>	<b>\$49,199,435</b>	<b>5%</b>
<b>Special Revenue Funds</b>	<b>\$98,905,696</b>	<b>10%</b>
<b>Enterprise Funds</b>	<b>\$40,592,292</b>	<b>4%</b>
<b>Internal Service Funds</b>	<b>\$48,820,349</b>	<b>5%</b>
<b>Charter School Funds</b>	<b>\$73,445,189</b>	

## DISTRICT FUNDS Summary

- **Capital Project Fund**
  - ▶ Includes revenue and expenditures from annual transfers from the General Fund
  - ▶ Includes (Capital Reserve Fund) and bond proceeds (Building Fund).
- **Debt Service Fund**
  - ▶ Manages the accumulation of resources for the payment of general long-term debt (principal, interest and related costs).

## DISTRICT FUNDS Summary

- **Special Revenue Funds**

- ▶ Account for revenues that are legally and managerially restricted to expenditures for particular purposes.
- ▶ For example, grant dollars are accounted for here.

- **Enterprise Funds**

- ▶ Used to manage operations financed in a manner similar to a private business.

- **Internal Services Funds**

- ▶ Used to manage the cost of goods or services provided to other departments and schools on a cost-reimbursement basis.

## **GENERAL FUND Balance**

**State Accreditation**

**Bond Ratings**

**Sound Financial Management**

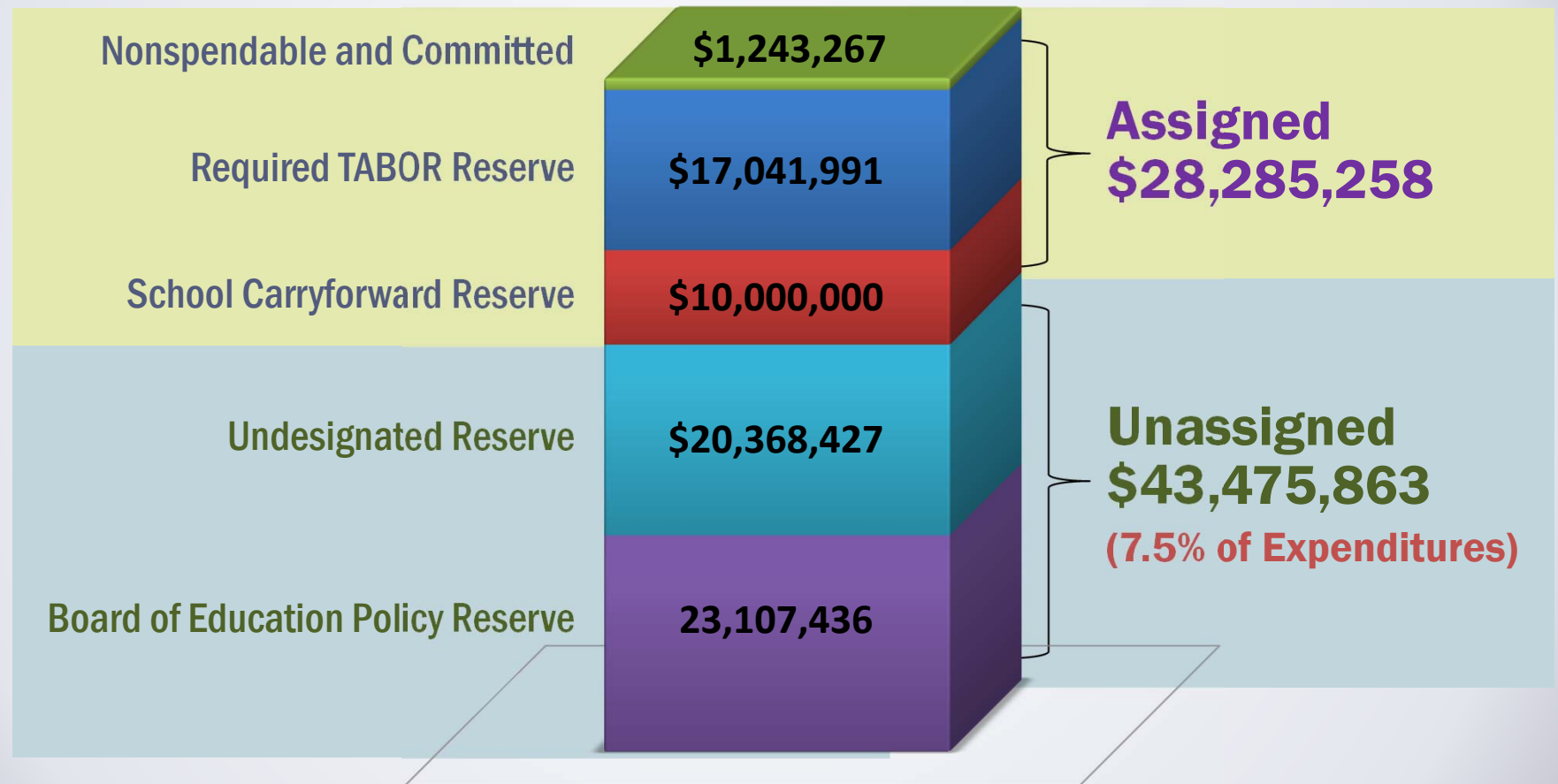
**State Auditor's Fiscal Health Indicators**

**TABOR — 3 percent**

**Board Policy — 4 percent**

**GFOA Best practice — 8 to 16 percent  
of expenditures**

## GENERAL FUND Reserves 2014/2015



Source: Comprehensive Annual Financial Report – Fiscal Year Ended June 30, 2015



# Two-Part Budgeting Process

## TWO-PART Budgeting Process



- ▶ **For Schools**  
Entering second year of **Student Based Budgeting (SBB)**
- ▶ **For Departments**  
Implementing a new process **Budgeting for Outcomes (BFO)**

These processes work in unison to better align the district's budget with its strategic plan and long term financial plan.





# Student Based Budgeting

## SBB Key Findings

“Furthermore, the flexibility provided to schools and teachers offers them the opportunity to devise innovative solutions that might not be possible in a top-down budget coming from the district office. In student-based budgeting, school-level priorities drive budgeting and not the other way around.”

See more at:  
<http://reason.org/news/show/student-based-budgeting-helps-princ#sthash.vlDC85oq.dpuf>

Greater School  
Autonomy



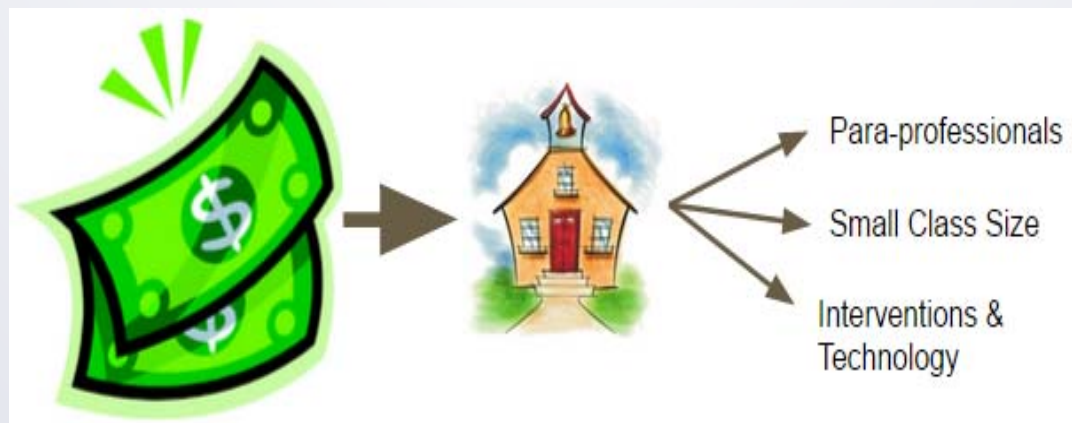
Better Student  
Outcomes

“Holding all else constant, a school district that allocated 50 percent of its FY2011 budget to weighted student formula, where money follows the student, is nearly 10 times more likely to close achievement gaps than a district that only allocated 20 percent of its FY2011 budget to weighted student formula.”

*2013 Weighted Student Formula Yearbook*

## SBB Purpose

- ▶ **Defined expectations – school autonomy within established guidelines**
    - To provide the opportunity for principals, with input from all stake-holders, to make
      - **site-specific**
      - **student-based**
- decisions on the deployment of resources to obtain the greatest student achievement outcomes.



## **BUDGETING FOR SCHOOLS: Central to Local**

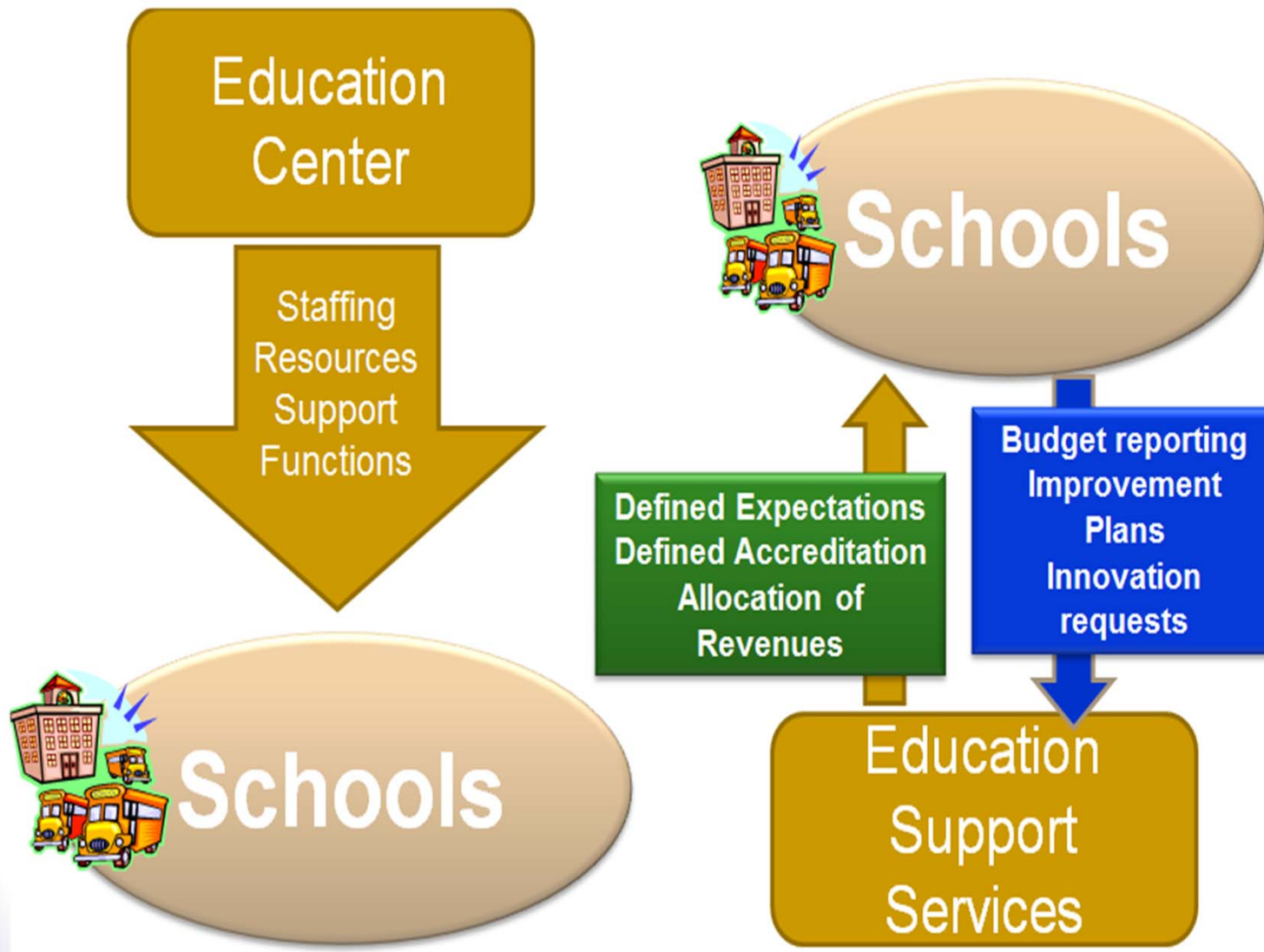
### **► From a Central Perspective**

- Number of resources dictated to schools and small discretionary dollar amounts for FFE and supplies
- Decisions for staffing apply to all—no local flexibility

### **► To a School Perspective**

- Desire to meet local needs and wants
- Ability to adjust with changing student populations
- Adapt and innovate timely

# BUDGETING FOR SCHOOLS: Central to Local





## COST OF INCREASE in SBB



**\$25/Student**  
**\$1.8M**



**\$50/Student**  
**\$3.7M**



**\$100/Student**  
**\$7.3M**



# Budgeting for Outcomes

## WHY BUDGETING FOR OUTCOMES (BFO)

**After research and careful consideration, the budget staff believes using BFO, a modified priority based budgeting approach, for departments will yield greater results than any of the other models.**



- Better aligns our processes with the Board's Ends, strategic planning goals and long term financial plan.
- Creates a departmental process that supports SBB.
- Promotes efficiencies and presents a focus on the district's already established goals.
- Enables the district to continually evaluate the success of achieving defined goals.



## BFO OBJECTIVES

**The key objective of BFO is to identify the best uses of our district's limited resources and to create a budget to maximize those resources.**

### **Other objectives of BFO:**

- Budgeting priorities change with changes in the strategic plan.
- Focuses on programs that directly contribute to the success of the strategic plan.
- Takes into consideration future needs of the district.



# BUDGETING FOR OUTCOMES

aligns  
with

STUDENT BASED BUDGETING

aligns

OUR PROCESSES

with

BOARD  
ENDS

STRATEGIC  
PLANNING  
GOALS

LONG  
TERM  
FINANCIAL  
PLAN

Manageable  
with existing  
staff and  
resources



## **BFO FIRST YEAR ACCOMPLISHMENTS**

- ▶ **Clearly identified priorities of the district based on community values.**
- ▶ **Successfully completed the BFO process with 4 groups; Custodial Services, Educational Research & Design, Facilities Services, and Security and Emergency Management.**
- ▶ **Partnered with Government Finance Officers Association (GFOA) for implementation assistance and develop best practices**

Accepted into the Alliance for Excellence in School Budgeting, which provides the district access to tools and networking opportunities surrounding Best Practices in School Budgeting program

## BFO SECOND YEAR GOALS

- ▶ **Successfully roll out BFO district wide, including General Fund and other funds by teaming with district leadership.**
- ▶ **Assist district leadership with focusing on long term goals by creating 3-5 year business plans.**
- ▶ **Demonstrate financial stewardship of allocated budget district wide, through strong performance measures.**

**Taking control of our own future**



# QUESTIONS





# Family-School Partnerships



# Welcome!

**Tracie Apel**

**Communications Specialist -  
Outreach**

**[tapel@jeffco.k12.co.us](mailto:tapel@jeffco.k12.co.us)**

**303-982-6831**



# FSP Chair

**Lisa Papke**

**Board Appointee - Parent**

**DAC FSP Subcommittee Chair**

**[lisa.papke@comcast.net](mailto:lisa.papke@comcast.net)**

**720-936-5472**



The background features a dark teal base with several overlapping, semi-transparent geometric shapes. A large, bright lime green trapezoidal shape is centered horizontally and vertically, serving as a backdrop for the text. Above and below this central shape are darker teal and teal-colored polygons that create a layered, mountain-like effect.

**Who is here tonight?**

# GOALS for this session:

## Review Family-School Partnerships for DAC

What is this subcommittee all about?



## Review Six Standards:

What are the standards and where did they come from?



## Something to ponder:

def - think about (something) carefully, especially before making a decision or reaching a conclusion.

What standard will your SAC focus and/improve on?





*Family engagement is not a single event. It is a shared responsibility in which regular, two-way communication ensures that the student is on track to meet grade level requirements.*

*~Heather Weiss*

Harvard Graduate School of Education



1.

What is the FSP for the DAC?

# SB 13-193 - What is it?

SB 13-193 is all about increasing family engagement in public schools. This includes (but not limited to):

- ◆ Publicizing opportunities to serve on School Accountability Committees;
- ◆ Assisting the school district in implementing the Family Engagement policy adopted by the local school board;
- ◆ Identifying an employee of the district to act as the point of contact for parent engagement training and resources.

# Family-School Partnership Subcommittee of DAC

- ◆ Currently reviewing district policies as they relate to Family-School partnerships.
- ◆ Goal is to streamline policies and create a common language to work with so as to start with relevant purpose and accountability.
- ◆ Currently in the process of sending proposals to the district whose leadership team will review along with all district policies.
- ◆ Will present to the full DAC the recommendations with the district taking the responsibility for compliance.

# Tracie's role as it relates to SB 13-193 and the DAC

- ◆ Using the “hub and spoke” model: serving as the hub to connect those charged with family engagement in the district.
- ◆ Sharing DAC information to SAC chairs and other related parties.
- ◆ Provide materials and resources to those charged with family engagement in the district.
- ◆ Provide regular communication via a newsletter connecting those responsible for family engagement in the district.

# Newsletter



## Family-School Partnerships

### Newsletter

September 26, 2016

#### Important Dates September

##### September 26th

###### JAGC

Evening for parents with  
James Webb, PhD.

Ed Center, Boardroom,  
5th Floor  
6:30 pm

##### September 27th

###### SEAC

General Meeting

Ed Center, Boardroom,  
5th Floor  
5:30 - 7:30 pm

##### September 28th

###### DAC

Fall Update

Ed Center, Boardroom,  
5th Floor  
5:30 - 7:30 pm

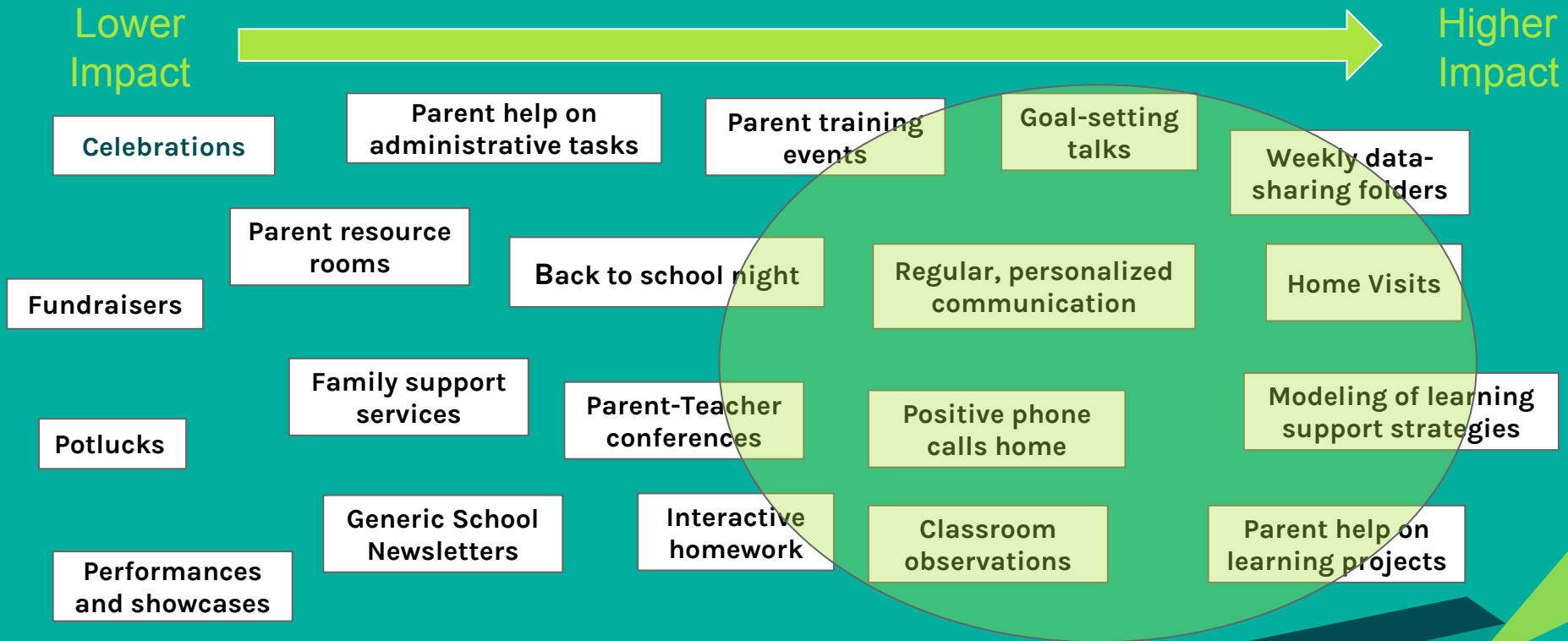




# SAC Chairs and Principals

- ◆ Submit best practices to subcommittee/Tracie Apel so items can be incorporated into newsletter.
- ◆ Share successes and items to improve on with others charged with family engagement.
- ◆ Be willing to collaborate as practical with others involved in family engagement.

# Perspective on Relative Impact of Family Engagement Strategies on Student Learning





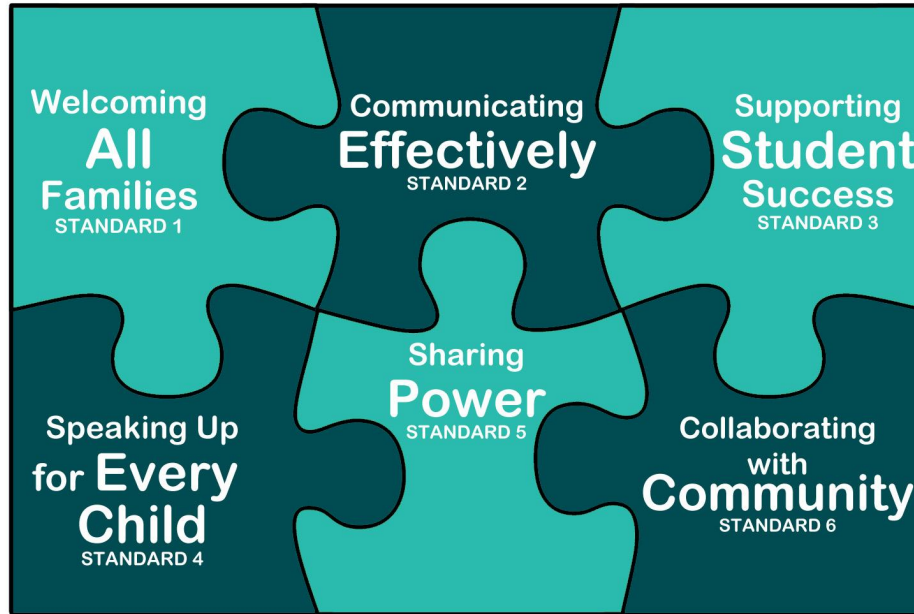
2.

**What are the six  
standards?**

Can you name them????

# The Six Standards

## National Standards for Family-School Partnerships



[PTA.org/excellence](https://pta.org/excellence)

# How are Standards 1-3 evident at your school?

## Welcoming All Families

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

~Create a welcoming climate.

~Build a respectful, inclusive school community.

## Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

~Share information between school and families.

~Communication should be two-way and ongoing.

## Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

~Share information about student progress.

~Support learning by engaging families.

# How are Standards 4-6 evident at your school?

## Speaking up for every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

~Understand how the school system works.

~Empower families to support their own and other children's success in school.

## Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

~Strengthen the families' voice in shared decision making.

~Build families' social and political connections.

## Collaborating with the Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

~Connect the school with community resources.

~Have the school give back to the community.



3.

**What standard will your  
SAC focus on this year?**

How to decide?

# Data Points for Goal Setting

- ◆ **Make Your Voices Heard Survey**
- ◆ **Family-School Partnership Survey**
- ◆ **Other surveys your school already employs to improve communication**





# Questions??



The background features a series of overlapping, semi-transparent geometric shapes. At the top, a dark teal triangle points downwards. Below it, a light green trapezoid points upwards. The central portion of the image is dominated by a large teal trapezoid pointing upwards. At the bottom, another dark teal triangle points upwards, and a light green trapezoid points downwards. The text "Thank You for Coming!!" is centered within the teal trapezoid.

**Thank You for Coming!!**

## RESOURCES:

### National Standards for Family-School Partnerships:

<http://www.pta.org/nationalstandards>

### SAC/DAC Training Materials - CDE:

<https://www.cde.state.co.us/uip/trainingmaterials>

### Promising Practices - CDE:

[https://www.cde.state.co.us/uip/promising\\_partnership\\_practices\\_2016](https://www.cde.state.co.us/uip/promising_partnership_practices_2016)

### Jeffco DAC/SAC Webpage:

<http://www.jeffcopublicschools.org/community/dac.html>

### Newsletter Submissions:

Email Tracie Apel at [tapel@jeffco.k12.co.us](mailto:tapel@jeffco.k12.co.us)

## Contact Information:

### DAC Sub-Committee Chair

Lisa Papke

[lisa.papke@comcast.net](mailto:lisa.papke@comcast.net)

720-936-5472

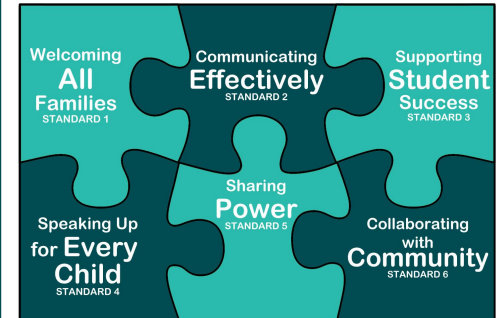
### FSP Liaison/Communications

Tracie Apel

[tapel@jeffco.k12.co.us](mailto:tapel@jeffco.k12.co.us)

303-982-6831

### National Standards for Family-School Partnerships



[PTA.org/excellence](http://PTA.org/excellence)



# Making Sense of State Accountability in Colorado

The background features several colorful 3D graphics. On the left, there are several yellow and orange 3D rectangular blocks of varying heights. In the center, there are three 3D rectangular blocks in red, pink, and purple. To the right, there are two large, curved arrows: one red and one blue. In the bottom right corner, there is a 3D pie chart with three visible slices in yellow, blue, and red.

DAC School Accountability Committee  
Fall Update 2016

Julie Oxenford O'Brian

# Session Outcomes

## Participants will. . .

- Understand the purpose and key components of school accountability in Colorado.
- Describe how school accountability has changed for the 2016-17 school year.
- Identify the data the state uses to “rate” school performance.
- Preview soon to be released School Performance Framework (SPF) reports.
- Access *State Accountability Resources* (including school performance data).

# K-12 System Mission

*All students will exit Colorado's K-12 education system ready for postsecondary education and workforce success.*

--Colorado's Achievement Plan for Kids  
(SB 08-212)

# State Accountability Purposes

- Focus attention on maximizing student progress toward postsecondary and workforce readiness, and post-graduation success.
- Annually publicly report on school and district performance (transparent, building public understanding).
- Hold schools/districts accountable for performance on common statewide performance indicators and associated measures/metrics.
- Employ a *differentiated* approach to school support and intervention based on performance and need
  - Higher performance results in greater autonomy
  - Lower performance results in greater support and intervention

# Major Components

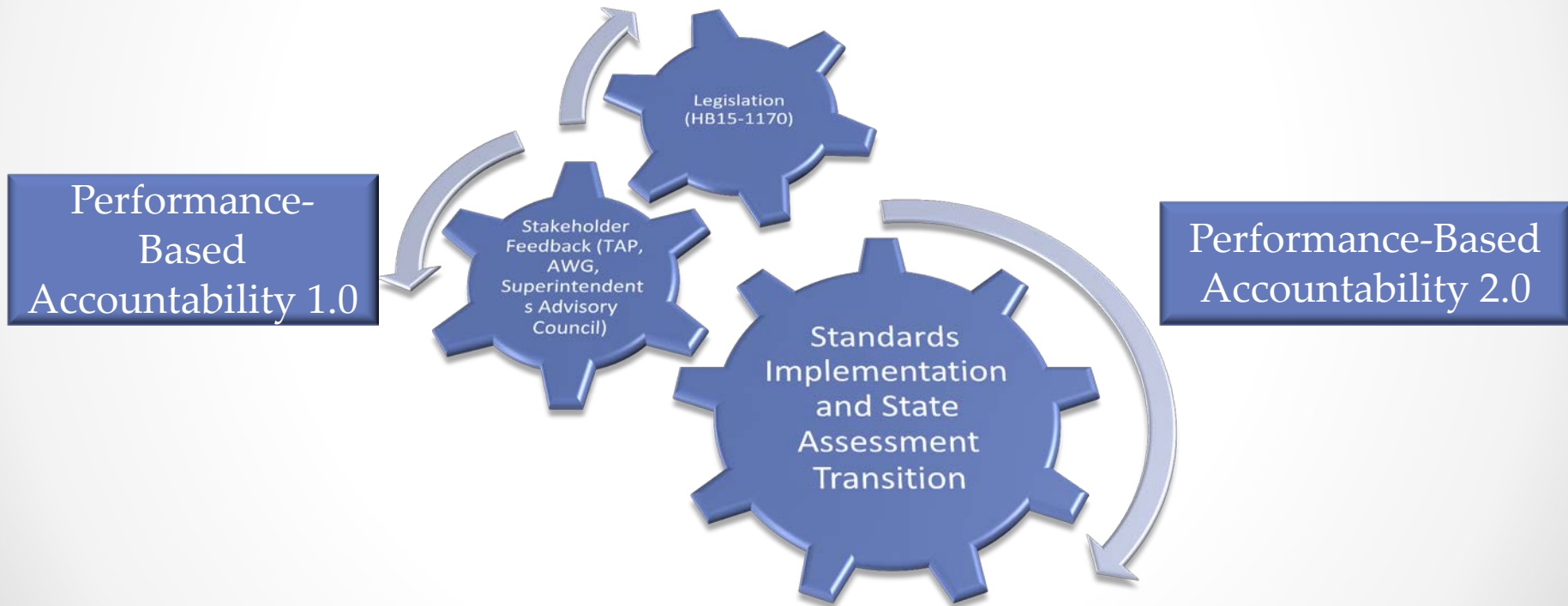
- State School Performance Framework Reports coming soon)

Note: not provided in fall 2015 because of the state assessment transition.

- Annual State “Plan Type Assignments”
  - Performance, Improvement, Priority Improvement, Turnaround
  - Initially State Identified
  - District option to submit “Request to Reconsider”
- District “accreditation” of schools (State Performance Indicators +)
- School Continuous Improvement Plans publicly posted each spring)
- Accountability Clock
  - *Priority Improvement* or *Turnaround* Plan Types
  - Not more than 5 consecutive school years
  - District must restructure or close the school



# Accountability Changes for 2016-17



# Key School Performance Framework Changes

## 2014

- Academic Achievement
  - TCAP Percent Proficient & Advanced
  - No disaggregated groups
  - No “bonus points” for READ Act
  - 10<sup>th</sup> grade assessment included
- Academic Growth
  - Growth Gaps reported separately
  - Adequate Growth Percentiles and Median Growth Percentiles
  - Disaggregated groups reported under Growth Gaps Indicator
- Postsecondary and Workforce Readiness
  - Matriculation rates not included

## 2016

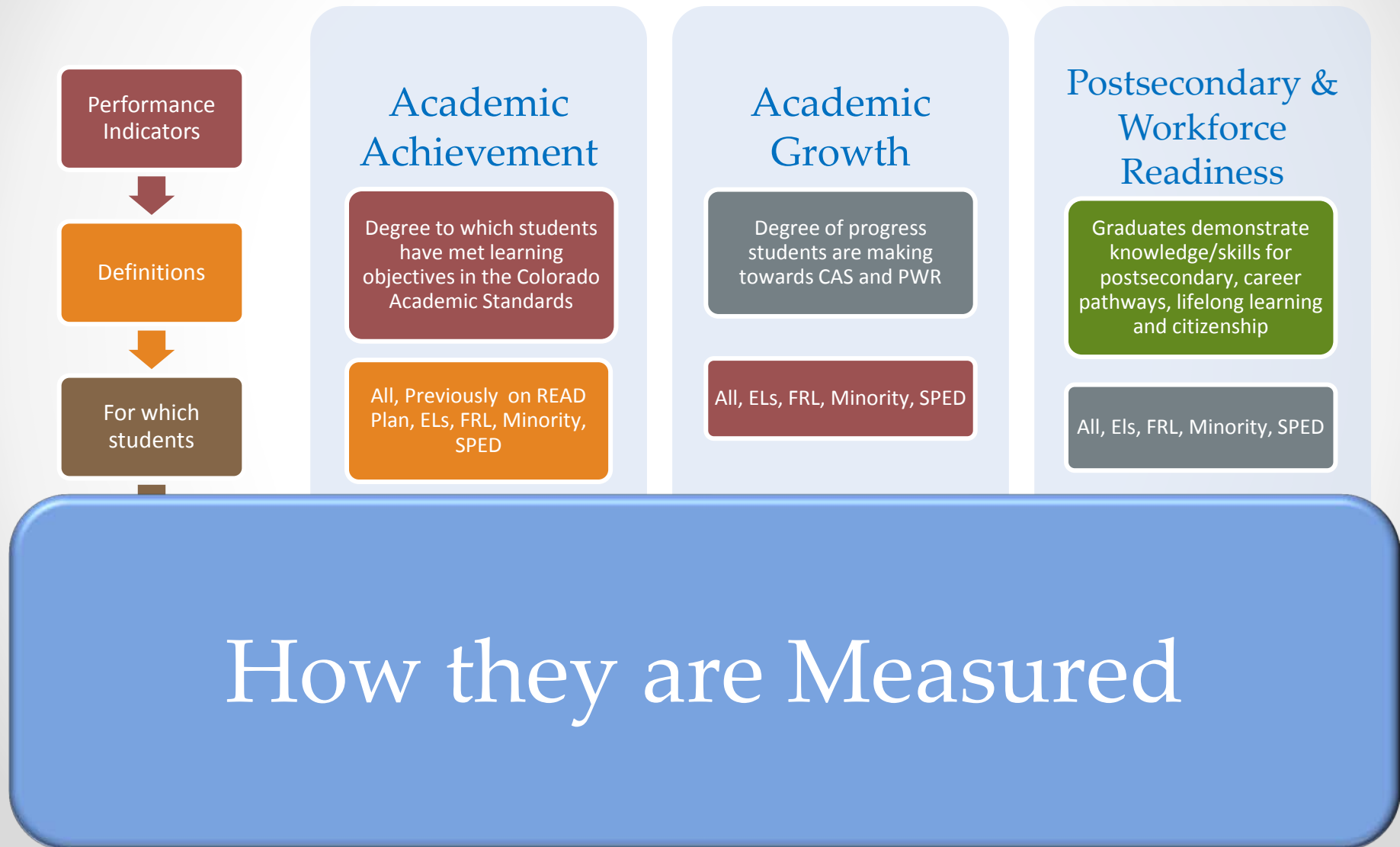
- Academic Achievement
  - CMAS PARCC Mean Scale Score
  - Disaggregated Groups for ELA, Math and Science
  - Bonus points for previously on READ plan
  - No 10<sup>th</sup> grade results included
- Academic Growth
  - Growth and Growth Gaps combined in one indicator
  - Median Growth Percentiles only
  - Disaggregated groups reported with points under Growth Indicator
- Postsecondary and Workforce Readiness
  - Matriculation rates included (one year post-graduation enrollment in 2- and 4- year IHEs or Career/Technical Education programs)

# School Performance Framework (2016-17)

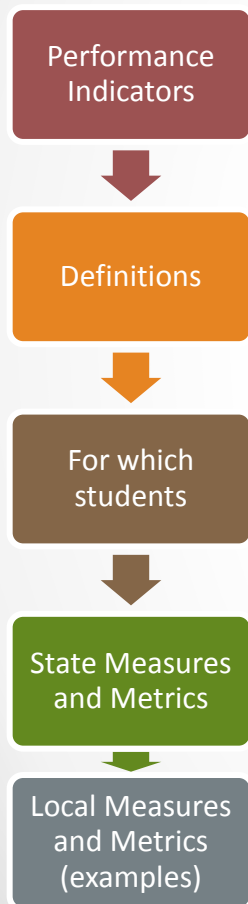
Focus = Big Ideas

How they are Measured

# School Performance Framework (2016-17)



# School Performance Framework (2016-17)



## Academic Achievement

Degree to which students have met learning objectives in the Colorado Academic Standards

All, Previously on READ Plan, ELs, FRL, Minority, SPED

CMAS for ELA, Math, and Science (Mean Scale Score)

NWEA MAP MEAN RIT scores, DIBELS % at Benchmark

## Academic Growth

Degree of progress students are making towards CAS and PWR

All, ELs, FRL, Minority, SPED

Colorado Growth Model for CMAS for ELA, Math, & for ACCESS for ELLs (Median Growth Percentile)

MAP RIT Score Gain, Change in % at Benchmark fall to spring

## Postsecondary & Workforce Readiness

Graduates demonstrate knowledge/skills for postsecondary, career pathways, lifelong learning and citizenship

All, ELs, FRL, Minority, SPED

Dropout, Average Colorado ACT Composite, Matriculation, Graduation

CTE Participation Rate, Concurrent Enrollment Rate, FAFSA Completion

# Performance Information in the SPF

- Overall Plan Type Assignment: Performance, Improvement, Priority Improvement, Turnaround
- Performance “rating” by Indicator: Exceeds, Meets, Approaching, Does Not Meet (state expectations)
- Detailed performance by indicator:
  - Academic Achievement
  - Academic Growth
  - Postsecondary and Workforce Readiness (High Schools Only)

# SPF Example: Page 1

## Preliminary Plan Type

Performance Plan

53.3 / 100

Plan Type  
Assignment

This is the plan type the school is required to adopt and implement, which is based on the data associated with the version type indicated on the upper right-hand corner of this report. Please see the scoring guide at the end of this report for information on the data included with each version. Schools are assigned a plan type based on the overall percent of points earned. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on more than one assessment will reduce the overall plan type by one level. Framework points are calculated using the percentage of points earned out of points eligible.

## Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	30.1%	9 / 30	Does Not Meet
Academic Growth	65.4%	26.2 / 40	Meets
Postsecondary & Workforce Readiness	60.3%	18.1 / 30	Approaching

Performance  
Indicator  
Ratings



# SPF: Academic Achievement

Students

ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned / Eligible	Rating
English Language Arts	All Students	94	99.0%	719.5	9	2 / 8	Does Not Meet
	Previously Identified for READ Plan	32	100.0%	702.4	1	0 / 0	-
	English Learners	74	98.7%	718.2	8	.25 / 1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	88	98.9%	719.8	9	.25 / 1	Does Not Meet
	Minority Students	89	98.9%	718.6	8	.25 / 1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
Math	All Students	94	100.0%	720.7	18	4 / 8	Approaching
	English Learners	74	100.0%	720.0	17	.5 / 1	Approaching
	Free/Reduced-Price Lunch Eligible	88	100.0%	720.8	18	.5 / 1	Approaching
	Minority Students	89	100.0%	720.0	17	.5 / 1	Approaching
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
Science	All Students	30	100.0%	524.7	12	2 / 8	Does Not Meet
	English Learners	27	100.0%	514.0	9	.25 / 1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	28	100.0%	524.4	11	.25 / 1	Does Not Meet
	Minority Students	29	100.0%	526.5	12	.25 / 1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	11 / 33	Does Not Meet

Content Areas

Academic Achievement Rating



# SPF: Academic Growth

Students

ACADEMIC GROWTH					
Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
English Language Arts	All Students	49	48.0	4 / 8	Approaching
	English Learners	41	56.0	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	46	46.0	.5 / 1	Approaching
	Minority Students	47	56.0	.75 / 1	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
Math	All Students	50	52.5	6 / 8	Meets
	English Learners	42	58.0	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	47	55.0	.75 / 1	Meets
	Minority Students	48	55.0	.75 / 1	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
ELP (2015)	English Language Proficiency (ELP)	78	33.0	1 / 4	Does Not Meet
TOTAL		*	*	15.25 / 26	Approaching

Content Areas

Academic Growth Rating

# SPF: Postsecondary and Workforce Readiness

Students

POSTSECONDARY AND WORKFORCE READINESS						
PWR Indicator	Student Group	Count	Best Rate	Rate/Score	Pts Earned/Eligible	Rating
Dropout	All Students	253	*	1.6%	3 / 4	Meets
COACT	All Students	37	*	18.0	2 / 4	Approaching
Matriculation	All Students	17	*	64.7%	1.5 / 2	Meets
	2-Year Higher Education Institution	*	*	17.6%	*	-
	4-Year Higher Education Institution	*	*	41.2%	*	-
	Career & Technical Education	*	*	5.9%	*	-
Graduation	All Students	17	7yr	82.4%	2 / 4	Approaching
	English Learners	20	6yr	85.0%	.75 / 1	Meets
	Free/Reduced-Price Lunch Eligible	30	6yr	80.0%	.5 / 1	Approaching
	Minority Students	17	7yr	82.4%	.5 / 1	Approaching
	Students with Disabilities	n < 16	-	-	0 / 0	-
TOTAL		*	*	*	10.25 / 17	Approaching

Measures

Postsecondary and  
Workforce Readiness  
Rating

# Scoring Guide

## Cut scores for state rating determinations

Scoring Guide for 2016 District/School Performance Frameworks					
Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement	The district or school's mean scale score was (2016 baseline):		All Students	Disaggregated Group	
	• at or above the 85th percentile of all schools in 2016	Exceeds	8	1	
	• below the 85th percentile but at or above the 50th percentile	Meets	6	.75	
	• below the 50th percentile but at or above the 15th percentile	Approaching	4	.50	
	• below the 15th percentile of all schools in 2016	Does Not Meet	2	.25	
Academic Growth	Median Growth Percentile was:		All Students	Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1	4
	• below 65 but at or above 50	Meets	6	.75	3
	• below 50 but at or above 35	Approaching	4	.50	2
	• below 35	Does Not Meet	2	.25	1
Postsecondary and Workforce Readiness	Dropout Rate: The district or school dropout rate was (of all schools in 2015):				
	• at or below 0.5%	Exceeds	4		
	• at or below 2.0% but above 0.5%	Meets	3		
	• at or below 5.0% but above 2.0%	Approaching	2		
	• above 5.0%	Does Not Meet	1		
	Average Colorado ACT Composite score was (using 2010 cut-scores):				
	• at or above 22.0	Exceeds	4		
	• at or above 20.0 but below 22.0	Meets	3		
	• at or above 17.0 but below 20.0	Approaching	2		
	• below 17.0	Does Not Meet	1		
	Matriculation Rate (of all schools in 2015):				
	• at or above the 85th percentile (73.1%)	Exceeds	2		
	• below the 85th percentile (73.1%) but at or above the 50th	Meets	1.5		
	• below the 50th percentile (59.3%) but at or above the 15th	Approaching	1		
	• below the 15th percentile (41.1%)	Does Not Meet	0.5		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students	Disaggregated Group	
	• at or above 95.0%	Exceeds	4	1	
	• at or above 85.0% but below 95.0%	Meets	3	.75	
	• at or above 75.0% but below 85.0%	Approaching	2	.50	
	• below 75.0%	Does Not Meet	1	.25	

### Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the achievement indicators have been established utilizing 2016 school baseline CMAS Science, CMAS PARCC and DLM data.

Mean Scale Score by Percentile Cut-Points - 1-year (2016 school baseline)

Percentile	English Language Arts				Mathematics				Science			
	Elem	Middle	High	All	Elem	Middle	High	All	Elem	Middle	High	All
15th percentile	722.3	724.1	724.6	723.1	719.1	716.5	717.1	718.2	531.9	527.7	564.4	538.7
50th percentile	739.5	740.1	739.6	739.6	734.3	731.2	729.8	732.9	601.7	591.4	609.2	600.2
85th percentile	755.9	757.3	753.3	754.9	751.9	746.2	746.0	749.3	655.9	643.3	651.3	652.7

### Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned... of the points eligible.			
	• at or above 87.5%		Exceeds	
	• at or above 62.5% - below 87.5%		Meets	
	• at or above 37.5% - below 62.5%		Approaching	
	• below 37.5%		Does Not Meet	

### Total Possible Points by Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	36 total points (8 for each subject for all students and 4 for each subject by disaggregated groups; 1 per group)	40%	30%
Growth	28 total points (8 for each subject for all students and 4 for each subject by disaggregated groups; 1 per group) and 4 for English language proficiency	60%	40%
Postsecondary Readiness	18 total points (4 for each sub-indicator except 8 for graduation, and 2 for matriculation)	not applicable	30%

### Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Plan Type/Category Type
	%	not applicable	Distinction (District only)
	%	%	Accredited (District) or Performance (School)
	%	%	Improvement
	%	%	Priority Improvement
	%	%	Turnaround

### Version and Corresponding Data Utilized in Framework

Version & Included Data	Version A	Default one year calculations split by EMH levels
	Version B	One year achievement and growth calculations split across EMH levels with three year PWR calculations
	Version C	One year achievement and growth calculations combined across EMH levels with one year PWR calculations
	Version D	One year achievement and growth calculations combined across EMH levels with three year PWR calculations

# School Accountability Committee Roles

- Make recommendations concerning the preparation of school Performance or Improvement plan (if either type is required).
- Publicize and hold SAC meeting to identify strategies to include in Priority Improvement or Turnaround plan (if required).
- Meet at least quarterly to discuss implementation of the school's plan.

# Key State Data Resources: Updated with 2016 Data

- CMAS administered by PARCC Math and ELA Achievement  
<http://www.cde.state.co.us/assessment/cmas-englishmath-dataandresults>
- CMAS Science and Social Studies Achievement  
<http://www.cde.state.co.us/assessment/cmas-sciencesocial-dataandresults>
- ACCESS for ELLs School Level Achievement  
<http://www.cde.state.co.us/assessment/ela-dataandresults>
- School Growth Summary Reports (updated 2016)  
<http://www.cde.state.co.us/schoolview/coloradogrowthmodel>
- Colorado ACT  
<http://www.cde.state.co.us/assessment/coact>
- Colorado PSAT 10  
<http://www.cde.state.co.us/assessment/psatdata>
- To be updated soon: School Dashboard  
<http://www.schoolview.org/dish/schooldashboard.asp>