Improvement Planning 2024-2025

Data Analysis Considerations connected to 2024 Changes or New Resources from the Department

Overview

This document coordinates content across the Department that connects data analysis and planning to the new streamlined Unified Improvement Plan (UIP), new accountability data, and a new TLCC resource as well as PSAT/SAT test format changes and the new Learning Environment District Profile Reports (coming September 2024). It does not cover all Accountability and Improvement Planning (ACI) Changes for 2024 outlined in this summary ACI change document. The resource also assumes knowledge about the UIP, TLCC survey, state assessments, and the Colorado Growth Model. The intended audience includes district and state leaders who guide teams through data analysis and improvement planning in the UIP process. The document is organized into sections titled with guiding questions as follows:

How does the New, Streamlined UIP Template Align Better to Local Planning Processes?

The new, streamlined UIP template aligns better to local planning processes because it allows UIP teams to complete data analysis following their own planning cadence and tools. There is no longer a 'Data Narrative' section to write a brief description, reflect on prior year targets, narrate current performance or draft trend statements; these sub-tabs are gone. Outside of the UIP system, teams will continue to reflect on prior year targets, and identify and track persistent trends over time that help identify selected priorities.

In the streamlined template, the first UIP element starts with the *Student Performance Priorities* (previously *Priority Performance Challenges*) and target setting along with a synthesis of the evidence and reasoning for identified student performance priorities.

The reorganized, streamlined UIP layout creates an improved workflow that leads with the current year priorities. Once *Student Performance Priorities* are identified, the template guides the UIP writer to set associated annual and interim performance targets, instead of setting targets at the end of the UIP process. *Annual Targets* specify the measure (e.g., CMAS results, graduation data) and metric (e.g., mean scale score, graduation rate) that will be used to gauge progress on Student Performance Priorities. Whereas, *Interim Targets* should align to an *Annual Target* to assess the impact of the Major Improvement Strategies on student performance during the year. To develop "ambitious but attainable" targets, consider the following guiding questions:
- ➔ (ambitious) Does the target move the school/district aggressively toward meeting state, federal and local expectations?
- ➔ (attainable) Is the target realistic for the time period?

The Unified Improvement Plan is the result of thorough data analysis.
- ➔ including data from both local and state sources, both assessment and non-assessment data points
- ➔ reviewing data disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable
- ➔ analyzing current school performance relative to local, state, and federal metrics and expectations (e.g. SPF metrics, ESSA indicators)

UIP Resources: UIP 101 Webinar Series & Resources and UIP Workbook for those who need support leading this work.

What is On Track Growth and How do I use Colorado Growth Metrics for Target Setting?

On Track Growth (OTG) is a "growth to standard" measure, meaning that it draws upon both achievement and growth indicators to provide a view of student growth in relation to established assessment benchmarks. **This makes OTG a key measure to help determine whether a student or student group is making enough growth to meet or maintain academic expectations within a specific timeframe.** A growth to standard measure is required by statute for inclusion in performance frameworks. Due to the digital assessment transition for PSAT and SAT, OTG data is not currently available for high school grade levels. With this, CDE has paused the implementation of an OTG indicator in performance frameworks until data is available for all grade levels.

For improvement planning purposes, CDE will release OTG data for the CMAS state assessments in student-level data files (mid-August) and public reporting tools (i.e., District and School Dashboard; Public and Private Data Explorer Tool) in late August and early September. OTG is expected to be included in performance frameworks once all grade levels are available, likely no earlier than the 2027 frameworks. Note CMAS OTG and WIDA ACCESS On Track Growth utilize two different calculation methodologies. To learn more about ACCESS OTG, see the ACCESS On Track Growth fact sheet.

CMAS On Track Growth
Each student will have one of the following two On Track designations for a given school year:
- **Catch Up:** Students that are not at grade level should be supported to move to the next performance level within two years.
- **Keep Up:** Students who are currently meeting expectations should be supported to maintain grade level proficiency for the next three years.

In addition to these designations, CDE will calculate a Student Growth Percentile (SGP) and Adequate Growth Percentile (AGP) for each student.
- The **SGP** describes how a student's actual growth compares to the growth of their 'academic peers' (or students across the state with similar prior test scores). **This metric reflects how well schools did in helping each student progress over the course of the year.** Median growth percentiles or MGPs (i.e., the middle number in an ordered set of SGPs) are used in performance frameworks to summarize student growth for groups of students.
- The **AGP** provides a general idea of how difficult it will be for the student to achieve the next performance level. **This is forward looking to consider how much growth a student minimally needs in the next school year to be considered "on track".** Median adequate growth percentiles or MAGPs (i.e., the middle number in an ordered set of AGPs) are not currently used in performance frameworks but can be used to represent student growth within the context of state standards for groups of students.

For each student, if their SGP met/exceeded their AGP, then they will be flagged as being "on track".

Uses in Improvement Planning
OTG metrics should be incorporated with other local and state metrics to identify and track persistent trends over time that help identify selected priorities. In late August - early September, plan to use the new OTG tab in the District and School Dashboard (DISH) that will include a chart with median adequate growth percentiles overlapping MGPs as well as a table to track the percentage of students 'on track' to reach the next level within two years or maintain grade level expectations over the next three years, both including disaggregation or group filters consistent with other DISH tabs.

When using OTG data for district and school improvement planning, keep in mind the following considerations:
- Focus on the MAGP for targeted groups, reflecting on how well schools did in helping each student progress.
- Review Catch Up and Keep Up groups separately because their AGPs will be appreciably different.
- Only use aggregated OTG data for annual target setting (MAGP, % on track). Do not use it to set student targets.

On Track Growth Resources: On Track Growth & CO Growth Fact Sheets (downloads) plus OTG Webinar Series webpage

How do I Frame my CO PSAT & SAT results in the context of Test Format Changes this Year?

When districts interpret local state level results, it's always important to review scores relative to state level results. Likewise, schools typically look at their results relative to both their district and the state. **Given that the 2024 PSAT and SAT assessments transitioned to an adaptive Digital PSAT/SAT assessment, it's even more important to compare local results relative to the state.** Differences between 2024 and 2023 PSAT/SAT scores may be attributed to a variety of factors, including true differences in student achievement, the new computer-based administration mode, new item types, adjustments to content distributions, and a different technical model.

The Assessment Division presented preliminary state-level overall (All Students) CMAS and PSAT/SAT results to the State Board of Education. In summary, Colorado's preliminary PSAT/SAT results:

➔ Overall PSAT and SAT reading and writing scores were comparable to the 2023 results;

➔ PSAT/SAT math scores were significantly lower than in 2023 -- as many as four to seven percentage points lower for students who met and exceeded expectations.

Final state, district and school results are expected to be publicly released at the August State Board of Education meeting. Before then, focus on the use of PSAT SAT Student Data file provided by Assessment via Syncplicity to your district assessment coordinators for internal improvement planning purposes.

Considerations when reviewing 2024 PSAT/SAT data:

- Changes to the PSAT/SAT test formats from past years are significant enough that instructional leaders should attribute changes in scores from prior years to both true changes in student performance and the above described test enhancements.
    - Use the 2024 results to understand current student performance within this year's data to identify patterns in student learning that require attention/action.
    - Use scores from Spring 2024 as a baseline for future year comparisons. Since the test format and scoring rules will be consistent moving forward, any changes seen across years will be more easily attributable solely to true changes in student performance.
- College Board enhancements to the PSAT/SAT assessments that affected student testing and scores include:
    - Computer-based administration mode
    - New item types
    - Adjustments to content distributions (e.g., for SAT, more advanced math and geometry, less data analysis and problem-solving)
    - Different technical approaches leading to more precise measurement
- Especially in math, students across the state scored lower as a whole on the 2024 digital PSAT/SAT compared to their counterparts who took the prior paper version of the assessment.
- Differences between 2024 and 2023 PSAT/SAT scores may be attributable to true differences in student achievement and, in part, to the computer-based administration mode, new item types, adjustments to content distributions, and different technical approaches.
- Scores for all administrations of the digital SAT Suite are technically sound and accurate.
    - Colleges and universities are accepting the College Board College and Career Readiness Benchmarks.
    - However, while 2024 and 2023 scores are comparable overall, they are not interchangeable. The way the two versions assess college readiness skills has changed and a student who took both versions of the test would not necessarily get identical scores.
    - **With State Board approval at its June meeting, CDE re-normed the [performance framework cut scores](#) (15th, 50th, 85th percentile) for 2024 PSAT/SAT data** (also in science with new 2020 science standards).

For more information on the [Colorado School Day Digital PSAT & SAT](#) assessment transition, the Assessment Division presented to the State Board of Education (5/9/24) and shared [Preliminary Spring 2024 CMAS and PSAT/SAT Assessment Results](#) (6/13/2024).

Is there a tool to connect TLCC Results to Identified Root Causes & Improvement Strategies?

Yes! The new TLCC and UIP Strategy Guides Worksheet (link downloads) will help school and district leaders systematically identify and address the most pressing TLCC topics through a structured root cause analysis and alignment to the related UIP 2.0 strategy guides. While these results present an opportunity to inform professional, data-driven conversations about strategies for moving forward, be sure to review the TLCC Dos and Don'ts check list in connection with access, analysis and sharing of TLCC results. As a reminder, Colorado districts and schools that participated in the 2023 administration of the TLCC survey and reached the required participation rates (50% of building teachers and staff, and at least five responses) may access results at this dashboard.

For LEAs that are interested in administering the TLCC survey in the 2024-25 school year,Panorama Education will offer the TLCC survey for districts in the state's "off-year" (i.e., 2025). This will enable sites to view results over time and track progress on implementation. Districts that already have a partnership with Panorama may be able to administer the survey at no cost. Districts may learn more about the opportunity reviewing this Panorama Off Year Administration flier.

Visit: https://www.tlccsurvey.org/ to access results and more tools to support 'Using TLCC Results' (section name at TLCC webpage)

How will the New Learning Environment District Profile Reports Support District Improvement Planning?

With a September 2024 release date, the new 'Learning Environment District Profile Reports' will include helpful indicators to track and monitor student engagement and information about learning environments. Increasing student engagement is a Department-wide priority, and also included in many school and district UIPs**.** The report will include chronic absenteeism rates; number of behavior incidents (e.g. detrimental behavior, disobedient/defiant, tobacco violation) and disciplinary actions (e.g., in-school suspensions, out-of-school suspensions, expulsions, referrals to law enforcement); staffing ratios (counselor, social worker, psychologists, nurses); TLCC survey, school climate surveys and more. Data will be available at the state and district level and can be disaggregated by student groups. Given this rich data set of engagement and process measures, district UIP teams might identify student performance priorities, set associated targets using presented indicators (e.g., chronic absenteeism), and use in a root cause analysis to identify systems and structures within the district or school that reveal underlying cause(s) of performance priorities.

These Learning Environment District Profile Reports are part of requirements from HB 22-1376. **The department's Dropout Prevention and Student Re-Engagement office is leading the development and use of the new Learning Environment District Profile Report. The team will be hosting learning opportunities in Fall 2024 and are available to support use of the reports.** Refer to this webpage to see the most recent iteration of the district profile reports, resources, dates for webinars, and contact information.

Questions?

- Accountability & Data Reporting – accountability@cde.state.co.us
- Improvement Planning & the UIP Template – uiphelp@cde.state.co.us
- Visit the Accountability & Continuous Improvement Unit's webpage for accountability & UIP resources.