

Comprehensive Accountability System

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Greeley-Evans School District 6
Comprehensive Accountability System
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Section 1: District Accountability Structure

Introduction

The Comprehensive Accountability System focuses on continuous improvement for all schools and departments within Greeley-Evans School District 6. Included in this system are multiple indicators used to monitor progress toward goals. The system sets up a methodology to continuously monitor and modify programs and strategies to enable all students to progress to their fullest potential.

Inherent in the term “comprehensive” is the idea that accountability is the responsibility of all the stakeholders in the district, including students, parents/guardians, district employees, business representatives and community members. All stakeholders, internal and external, have a vested interest in the quality of our schools. District employees understand that they are responsible to continuously increase student learning. All students must learn at high levels in order to be prepared for life after their school experience. Parents desire the best education possible for their children. Businesses need workers with skills necessary to make them competitive in the workplace. Because the communities of Greeley and Evans are judged by the quality of public schools, community members are also stakeholders in the schools.

The Comprehensive Accountability System focuses on data-driven measures specific to district-wide goals. By using multiple measures of achievement, students, district employees, parents/guardians and the community are held accountable for student learning in our schools. *Reaching for Excellence: 2009-2014* is the strategic plan for Greeley Evans School District 6. The strategic plan outlines the actions that will be taken over time to improve student achievement, community relationships and organizational effectiveness. The Comprehensive Accountability System provides the systems for improvement and measurement of the effectiveness of the strategic plan initiatives.

The system design provides two levels of improvement planning and results indicators through which progress is measured toward meeting the established goals. The levels are listed below.

- **District Strategic Plan and Associated District-Wide Indicators** are system outcome measures that indicate the degree to which the district is accomplishing the strategic goals. These data are reported publicly.
- **School and Department Improvement Plans and Indicators** are short-cycle measures that indicate the degree to which schools and departments are implementing agreed-upon strategies and achieving school and department goals. These data are monitored and reported internally.

Alignment with State Accreditation System

The Comprehensive Accountability System aligns fully with the district's accreditation contract with the Colorado Department of Education.

District-Wide Improvement Recommendations

District leadership team members and the District Accountability Committee members will analyze school and district data according to the calendar established within this plan. (See Appendix C.) The analysis identifies trends, indicators of success and opportunities for improvement. Based on this analysis, recommendations for change are made to the superintendent and Board of Education. The recommendations center on improvements in learning, community relationships and organizational effectiveness.

Accountability Principles

Seven principles of accountability¹ provided guidance in the development of the Comprehensive Accountability System.

Congruence

The system is compatible with celebrations and support already in place in the district.

Respect for diversity

The system includes multiple measures of students' achievement, some of which apply to all schools and some of which apply to individual schools based on school need.

Accuracy

The system measures are correct, used appropriately and reflect the use of alternative evidence rather than only test scores.

Specificity

The system delineates clear ideas of what is expected and what must be done to help students achieve.

Feedback for continuous improvement

The system allows for formative and summative assessment. The results are used to make informed decisions about school improvement and new initiatives.

Universality

The system includes accountability for students, teachers, school administrators, central office, Board of Education, and parents/guardians.

Fairness

The system is structured so that everyone knows the rules, the rules are applied consistently and all have the opportunity to participate equally.

¹ Reeves, D. (2004). *Accountability in Action*, Center for Performance Assessment: Colorado Springs, CO.

District-Wide Indicators

The Comprehensive Accountability System adopted by the Board in January of 2008 identified district-wide indicators that are measures of progress toward the achievement of our strategic goals.

In the 2008-2009 school year, the Colorado Department of Education (CDE) released new district accountability standards and measures. The goals below have been updated to reflect these new accountability measures and standards and appear in the District 6 updated strategic plan, *Reaching for Excellence 2009-2014*.

Measuring Excellence: District-Wide Indicators

Goal 1: Increase Academic Achievement

Indicator 1.1 Increase academic achievement and rate of academic growth.

1.1a Annually increase the percentage of students (total group and each disaggregated subgroup) who score proficient or advanced in reading, writing, math and science as measured by the CSAP ("Annual Student Achievement Level" goal).

1.1b Annually increase the percentage of students (total group and each disaggregated subgroup) "on track to catch up" or "on track to keep up" by 10th grade or within 3 years in reading, writing and math as measured by the CSAP ("Longitudinal Growth" goal).

Indicator 1.2 Reduce learning gaps.

1.2a Annually reduce the learning gaps in overall achievement levels between subgroups in reading, writing, math and science as measured by the CSAP ("Reducing Learning Gap" goal).

1.2b Annually reduce the learning gaps in longitudinal growth between subgroups in reading, writing and math as measured by the CSAP ("Reducing Learning Gap" goal).

Indicator 1.3 Increase postsecondary readiness.

1.3a Annually increase the district graduation rate (as defined by the state of Colorado) within the total population and disaggregated subgroups ("Postsecondary Readiness" goal).

1.3b Annually increase the ACT composite score each year within the total population and disaggregated subgroups ("Postsecondary Readiness" goal).

Indicator 1.4 Improve English language acquisition.

1.4a Annually increase the percent of students moving to a higher level of proficiency (NEP to LEP to FEP) as measured by the Colorado English Language Assessment.

1.4b Annually increase the percent of students scoring proficient or advanced as measured by the Colorado English Language Assessment.

Indicator 1.5 Improve student engagement.

1.5a Annually increase the average daily attendance (ADA) of students to a minimum of 96%.

1.5b Annually increase the percentage of students indicating engagement in school as measured by the Gallup Student Poll.

Goal 2. Strengthen Relationships

Indicator 2.1 Strengthen stakeholder relationships.

2.1a Annually decrease the percentage of in-district students enrolling in out-of-district schools.

2.1b Increase the percent of community members indicating a high level of satisfaction on a district-wide perception survey as measured on a triennial basis.

2.1c Maintain a high level of parent satisfaction as measured by the annual Parent Satisfaction Survey.

Goal 3. Improve Organizational Effectiveness

Indicator 3.1 Improve organizational effectiveness across the district.

3.1a Annually increase the percentage of staff fully implementing adult actions in the school and department improvement plans as measured by adult action data.

3.1b Annually increase the percentage of staff indicating high levels of engagement as measured by the Gallup Staff Engagement Survey.

3.1c Annually increase the percentage of internal stakeholders indicating satisfaction with the organization's systems and processes as measured by an internal stakeholder satisfaction survey.

3.1d Annually increase the percent of staff attending 96% of the time as measured by staff attendance data.

School and Department Indicators

School and department indicators are used to monitor growth toward achieving the school and department goals and are aligned with district-wide indicators. School and department indicators are collected often enough to provide early warning signs so that mid-course adjustments and/or corrections can be made. School and department indicators must be relevant and measurable. Indicators are developed for adult actions and for results. Generally, these actions are paired so that each adult action has a corresponding result.

Further discussion of this concept and guidance can be found in Appendix B.

Section 2: School and Department Improvement Planning

Introduction

Schools and departments use a continuous improvement process to guide their improvement efforts. Improvement plan templates are used by schools and departments to guide their improvement efforts and report their progress toward meeting plan goals and district-wide indicators.

Leadership Teams and Employee Involvement

Schools and departments establish leadership teams to direct the continuous improvement process in order to impact student achievement results. All employees participate in data analysis, commit to the adult actions outlined in the plan and collect data to monitor results.

Continuous Improvement Process

Schools and departments use a continuous improvement process to identify needs, create a plan, monitor and report results, and plan for improvement.

I. Identify Needs

- | | |
|--|--|
| A. Identify district-wide indicators addressed in the plan | All improvement plans will address district-wide indicators; this step identifies those indicators the plan will target. |
| B. Conduct a needs assessment | Analyze the data to identify the strengths and challenges. |
| C. Identify and prioritize most urgent needs | Identify the most urgent need(s) for improvement identified from strengths and challenges on the needs analysis. |

II. Create a Plan

- | | |
|-----------------------|---|
| A. Develop SMART goal | Establish student-focused goal (schools) or system-focused goal (departments) to be accomplished based on the most urgent needs (Specific, Measurable, Achievable, Relevant, Timely). |
|-----------------------|---|

B. Identify school or department indicators and establish plan for monitoring	Identify how schools or departments will know if the SMART goal is accomplished. Establish steps for monitoring results.
C. Find appropriate research-based strategies	Identify what research says about how to best accomplish the SMART goal.
D. Establish adult actions – strategies	Establish the actions that adults in the organization will do to accomplish the SMART goal.
E. Identify indicators of adult actions and establish plan for monitoring	Identify how schools or departments will know if the adults in the organization are implementing the agreed-upon strategies. Establish steps for monitoring adult actions.
F. Develop professional development and/or action plan	Establish the actions needed to implement the strategy including the professional development needed.
G. Develop parent involvement plan	Establish what will be done to help parents or stakeholders understand and support the strategies implemented in the plan.
III. Monitor Results	
A. Collect data on results indicators	Collect results data according to the monitoring plan in order to frequently analyze results and adjust plan.
B. Collect data on indicators of adult action	Collect adult action data according to the monitoring plan in order to frequently analyze results and adjust plan.
IV. Report Progress	
Report progress on adult actions and student or system results according to established timelines. Reports are made to school and department peers.	
V. Reflect and Recommend	
Reflect on the successes of the improvement plan, what was learned by the adults in the school or department and the degree to which the school or department contributed in a positive way to the district-wide indicators; make recommendations for next cycle.	

Timeline: Schools

<u>Date</u>	<u>Required Action</u>
July, August	Examine data and begin development of plan
Mid-September	Plans due to appropriate district office staff
End of September	Plans approved by district office and revisions requested
October	Plans approved by Board of Education
September – May	Progress monitoring reports
May, June	Year-end reflection on available results and processes related to school improvement plans

Timeline: Departments

<u>Date</u>	<u>Required Action</u>
November	Examine data and begin development of plan
Mid-December	Plans due to appropriate district office staff
January	Plans approved by district office and revisions requested
End of January	Plans approved by Board of Education
February - November	Progress monitoring
December	Year-end reflection on results and processes related to school improvement plans

Review by the Board of Education

The Board of Education will annually review the Comprehensive Accountability System and will review progress on the district strategic plan three times per year. At the final annual board retreat, the Comprehensive Accountability System, district strategic plan, and district-wide indicators will be reviewed and updated as needed.

Section 3: Professional Development

Introduction

Professional development is provided to all employees to improve skills related to student achievement, organizational effectiveness and community relationships. In addition, professional development is provided to all district staff on the Comprehensive Accountability System and school or department improvement processes.

Continuous Improvement Process Training

On a yearly basis, principals and school leadership teams attend training on the continuous improvement process. The training takes place prior to the beginning of the improvement cycle. Training focuses on building a collaborative culture that allows school staff to align their efforts around the following facets of the continuous improvement process:

- Improvement planning process, including annual changes to enhance the processes and products
- Selecting effective adult actions
- Data analysis techniques
- Progress monitoring strategies
- Improvement plan management techniques

Professional Development Planning

District professional development leaders develop a yearly plan for the delivery of professional development aligned with the Comprehensive Accountability System. School improvement plans are reviewed with principals at monthly meetings to identify school-based professional development needs. School and district leaders collaborate to identify resources to support schools in the delivery of professional development. District leaders review the department improvement plans in January of each year to identify professional development needs.

Evaluation of Professional Development

Professional development is evaluated based upon its impact on student achievement. A plan for evaluating this impact will be developed by March 2008. The plan will be monitored by the Professional Development Council on an annual basis.

Schools and district office departments use the following questions to evaluate whether the specific professional development opportunities follow best practices in professional development and result in the expected change in adult actions.

- What changes in adult actions are desired?
- How will the adults be taught the desired behaviors?
- How will the desired adult actions be modeled?
- How will the adults practice the adult actions in a safe setting?
- How will the adults be given feedback to help them shape their adult actions?
- How will the adult actions be monitored?

Section 4: Communication Plan

Introduction

Meaningful, timely, clear and concise communication between the school district and its employees, parents and community members is essential to the district's success. Information about the creation of the Comprehensive Accountability System and its purpose and goals is shared with the Greeley-Evans communities through a variety of district communication vehicles, as will the district-wide, school and department indicator data. A variety of communication tools are used to ensure that all parents and community residents can readily access information about the Comprehensive Accountability System. These communication guidelines are specific to the Comprehensive Accountability System; they do not comprise the entire communication efforts of the school district.

School Reports

The School Improvement Team at each school site has the responsibility for communicating school results to parents, employees and business partners. A uniform reporting template will be provided to schools by district leadership. The report will be included in school newsletters, shared at parent meetings and staff meetings, posted on school websites and shared with business partners. Data walls will be displayed in appropriate school and district locations.

Community Reports

A graphic representation that concisely and clearly displays district-wide indicators has been developed and reported to the community. This graphic representation is likened to the dashboard on a car which displays critical and essential information, but not all the detail behind the gauges. This district dashboard is created and disseminated annually. This dashboard is incorporated into the annual community report, district presentations to the community and other communications vehicles. Dashboard brochures or fliers will be disseminated.

Critical formative data tied to district-wide indicators will be presented at Board of Education meetings as the data become available. Periodic updates on the improvement processes will also be provided. On a yearly basis, the Board of Education will review the results of district wide indicators and develop and/or revise goals and strategies for improvement.

Communications vehicles that will carry highlights of the Comprehensive Accountability System results include:

- District 6 Television (Comcast cable, channel 3)
- District 6 Web site (www.greeleyschools.org)
- News releases to area media and e-mail list-serves
- Board of Education community presentations and information kits
- *The Intercom* employee newsletter
- *Chalkboard* teacher newsletter
- Data fairs
- School and classroom newsletters

Section 5: Rewards and Supports

Introduction

It is important that schools, faculty, staff and students are recognized for their individual and collective contributions toward reaching the goals set forth in the Comprehensive Accountability System. Schools and departments that contribute positively to the district-wide indicators will be recognized for their results. Underperforming schools and departments will be provided with support in order to improve student learning.

Rewards and Incentives for Departments, Schools and Students

Recipients eligible for recognition are those who have demonstrated positive results on district, school and/or department indicators.

District Level Recognition

District level recognition will be provided based on the following award levels.

School Awards

“Success, Expected” Achievement Award	Schools that improve on all district-wide student achievement indicators for all CSAP assessments
“Success, Expected” Equity Award	Schools that close the achievement gap between subgroups (n = 10 or more) while increasing achievement in all areas for all CSAP assessments
“Looking Up” Achievement Award	Schools that improve on three of the four content areas (reading, writing, math, science) district-wide student achievement indicators
“Looking Up” Equity Award	Schools that close the achievement gap between subgroups (n = 10 or more) while increasing achievement in three of the four content areas (reading, writing, math, science)
“Show Up, Move Up” Engagement Award (begins 2010-2011 school year)	Schools that achieve the district-wide indicator for attendance for staff and students and that increase staff and student engagement
“Caring School” Customer Service Award (begins 2010-2011 school year)	Schools that improve the satisfaction of their parents

Departments Awards

“Looking Up” Department Improvement Award	Departments that meet or exceed all of their department improvement goals
“Positive Impact” Department Award (begin 2010-2011)	Departments that improve the satisfaction of their stakeholders (internal)

Student Awards

Platinum Award (Also eligible for gold or silver award)	Students who receive perfect scores on <u>any</u> CSAP content areas
Gold Award	Students who score “Advanced” on <u>all</u> CSAP content areas (reading, writing, math)
Silver Award	Students who score “Proficient” or above on <u>all</u> CSAP reading, writing and math
Bronze Award	Students moving up one proficiency level or more in <u>any</u> content area

School-based Student Recognition Awards

Each school will develop a recognition program that awards individual students for learning or behaviors that contribute positively to the district-wide indicators. Some examples are:

- academic excellence
- academic improvement
- student engagement
- student behavior and attendance
- caring and concern

General Recognitions

There are many ways a school or department can recognize achievement at their respective sites. Schools and departments are encouraged to align their rewards with the Comprehensive Accountability System.

Supports and Sanctions

The purpose of the Comprehensive Accountability System is to improve student achievement. If schools or departments fail to show acceptable progress toward meeting their targets, the support and sanctions procedures described below will be implemented.

General Supports

The following supports may be provided to encourage positive school or department results.

- Providing more direct expectations about improvement initiatives
- External coaching of critical staff
- Reorganization
- Targeted professional development

School Supports

Underperforming schools will develop a more detailed plan based on the learning needs of individual students and targeted adult behaviors. Underperforming schools are defined as those that are failing to meet standards defined by one or more external accountability systems. With district support, these schools will:

- Identify, by name, each student scoring “Unsatisfactory” on CSAP and design plans to ensure learning is achieved. (September)
- Identify the adult actions that will be implemented and monitored to meet the learning goals for each identified student. (September)
- Report individual student progress and associated adult actions based on district-adopted measure(s). (monthly)

Schools that continue to underperform will engage in an external audit to identify leverage points for improvement and will develop focused improvement plans.

Department Supports

Departments that fail to make acceptable progress during the first year may be required to participate in an external audit of processes and procedures. After the audit, a focused improvement plan incorporating audit recommendations will be developed, implemented and monitored.

School or Department Sanctions

Should the support system described above not result in improvement of a school or department, the following sanctions could be applied.

- Increased oversight
- Change in leadership
- Reconstitution of staff
- Reorganization of department or school
- School closure

Appendix A: Accountability Glossary

Accountability

The responsibility of an organization to its sponsors and clientele for accomplishing its mission with prudent use of resources.

Accreditation

Official recognition that an individual school or the district meets required standards. The Colorado Department of Education accredits districts in this state. The Board of Education accredits the schools.

Achievement Gap

Persistent differences in achievement among different types of students as indicated by scores on standardized tests, teacher grades, and other data.

Achievement Tests

Tests used to measure how much a student has learned in various school subjects.

Adult Actions

Adult actions are those things that employees of the system are responsible for and that have a likelihood of improving the performance of students or the organization. Adult actions are intentional, focused and based on research.

Assessment

Measuring the learning and performance of students or staff.

Benchmark – Strategic – Intensive

Categories of student achievement. Benchmark students demonstrate grade level skills; strategic students lack some of the grade level skills; intensive students lack many grade level skills.

Classroom Walkthroughs

Structure through which building principals and instructional coaches view classroom practices to provide instructional feedback.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

One-minute measures that are indicators of basic reading skills.

English Language Acquisition (ELA)

State-defined term that refers to programs designed to teach English to students whose home language is not English.

English Language Learner (ELL)

A student whose first language is other than English.

English as a Second Language (ESL)

Teaching English to non-English-speaking or limited-English-proficient (LEP) students.

Exceptional Student Services (ESS)

Exceptional students are students qualifying for additional services based on unique needs; includes students with Individual Education Plans and gifted and talented students.

Fidelity

With consistency and accuracy.

Formative Data

Data collected on an ongoing and regular basis to inform adult actions.

Gifted and Talented (GT)

A gifted individual is someone who demonstrates, or has the potential for demonstrating, an exceptional level of performance in one or more academic area.

Indicator

A data source that provides information.

Pacing Guide

A curriculum plan with timelines for teaching identified content.

Paired Indicators

Specific adult actions that are linked to desired results.

Parent Teacher Organization (PTO) or Parent Teacher Association (PTA)

Organizations of parents at schools who advise and support school-based activities.

Professional Development/Learning

Also known as staff development, this term refers to learning experiences, connected to improved student learning, that help teachers and administrators build knowledge and skills.

Progress Monitoring

Act of collecting data on an on-going and regular basis to determine whether or not the adult actions used are achieving the desired results

Research-Based Practices

Practices that have been proven through the use of accepted research methodology to help improve student achievement.

Response to Intervention

A systematic approach to working with students that gradually increases the intensity and depth of instruction if the student is not responding.

Strategic Plan

A document used by an organization to align its organization and budget structure with organizational priorities, missions, and objectives.

Subgroups

State-defined subgroups include ethnicity (American Indian/Alaskan Native, Asian/Pacific Islander, Black [Not Hispanic], Hispanic, White [Not Hispanic], Other); English Language Learners, Students with IEPs, Economically Disadvantaged.

Teacher Insight®

A tool produced by Gallup to help the district hire the most talented teachers.

Weighted Index Points

A calculation developed by the Colorado Department of Education that determines the district's performance on CSAP on a scale from -50 to +150.

Appendix B: District-wide Indicator Information

	District-wide Indicator (reported to BOE and public)	Data Collected	Data Reported	Progress Monitoring Indicators (reviewed by internal staff)
1.	Increase Academic Achievement			
1.1	Increase academic achievement and rate of academic growth.			
1.1a	Annually increase the percentage of students (total group and each disaggregated subgroup) who score proficient or advanced in reading, writing, math and science as measured by the CSAP ("Annual Student Achievement Level" goal).	March	August	<ul style="list-style-type: none"> • Galileo Benchmark assessments in reading, math, science • Common unit assessments in reading, writing, math and science • DIBELS
1.1b	Annually increase the percentage of students (total group and each disaggregated subgroup) "on track to catch up", "on track to keep up" and "on track to move up" by 10 th grade or within 3 years in reading, writing and math as measured by the Colorado Growth Model ("Longitudinal Growth" goal)	March	August	<ul style="list-style-type: none"> • Galileo Benchmark and common unit assessment data disaggregated by CU, KU, MU groups
1.2	Reduce learning gaps.			
1.2a	Annually reduce the learning gaps in overall achievement levels between subgroups in reading, writing, math and science as measured by the CSAP ("Reducing Learning Gap" goal).	March	August	<ul style="list-style-type: none"> • Galileo Benchmark and common unit assessment data disaggregated by subgroups
1.2b	Annually reduce the learning gaps in longitudinal growth between subgroups in reading, writing and math as measured by the CSAP ("Reducing Learning Gap" goal).	March	August	<ul style="list-style-type: none"> • Galileo Benchmark and common unit assessment data from CU, KU, MU groups disaggregated by subgroups
1.3	Increase postsecondary readiness.			
1.3a	Annually increase the district graduation rate (as defined by the state of Colorado) within the total population and disaggregated subgroups ("Postsecondary Readiness" goal).	May	June (reports rate for previous year)	<ul style="list-style-type: none"> • # of Ds and Fs at the end of each semester • # of 8-12 career plans in place (quarterly) • # of 6th graders at risk of dropping out (quarterly) • Movement of students out of traditional high schools and into alternative schools (monthly)
1.3b	Annually increase the ACT composite score each year within the total population and disaggregated subgroups ("Postsecondary Readiness" goal).	April	August	<ul style="list-style-type: none"> • Galileo Benchmark assessments in reading, math, science • Common unit assessments in reading, writing, math and science

	District-wide Indicator (reported to BOE and public)	Data Collected	Data Reported	Progress Monitoring Indicators (reviewed by internal staff)
1.4	Improve English language acquisition.			
1.4a	Annually increase the percent of students moving to a higher level of proficiency (NEP to LEP to FEP) as measured by the Colorado English Language Assessment.	January	June	<ul style="list-style-type: none"> • Language for Learning assessments • Phonics Decoding Test • Oral Reading Fluency • Theme Skills Tests
1.4b	Annually increase the percent of students scoring proficient or advanced as measured by the Colorado English Language Assessment.	January	June	<ul style="list-style-type: none"> • Language for Learning assessments • Phonics Decoding Test • Oral Reading Fluency • Theme Skills Test
1.5	Improve student engagement.			
1.5a	Annually increase the average daily attendance (ADA) of students to a minimum of 96%	May	June	<ul style="list-style-type: none"> • Review of attendance data (monthly)
1.5b	Annually increase the percentage of students indicating engagement in school as measured by the Gallup Student Poll.	October & March	November & April	<ul style="list-style-type: none"> • Office referrals, out-of-school suspensions, in-school suspensions (monthly)
Goal 2. Strengthen Relationships				
2.1	Strengthen stakeholder relationships.			
2.1a	Annually decrease the percentage of in-district students enrolling in out-of-district schools.	January	February	<ul style="list-style-type: none"> • Enrollment data (monthly)
2.1b	Increase the percent of community members indicating a high level of satisfaction on a district-wide perception survey as measured on a triennial basis.	May (every 3rd year)	June (every 3rd year)	<ul style="list-style-type: none"> • Community feedback (informal feedback, community engagement, etc.)
2.1c	Maintain a high level of parent satisfaction as measured by the annual Parent Satisfaction Survey.	March	April	<ul style="list-style-type: none"> • Parent complaints that reach the district level
	District-wide Indicator (reported to BOE)	Data Collected	Data Reported	Progress Monitoring Indicators (reviewed by internal staff)
Goal 3. Improve Organizational Effectiveness				
3.1	Improve organizational effectiveness across the district.			
3.1a	Annually increase the percentage of staff fully implementing adult actions in the school and department improvement plans as measured by adult action data.	June	August	<ul style="list-style-type: none"> • Adult action data from SIPs (quarterly)
3.1b	Annually increase the percentage of staff indicating high levels of engagement as measured by the Gallup Staff Engagement Survey.	October	January	<ul style="list-style-type: none"> • Data from Gallup impact plans (quarterly)
3.1c	Annually increase the percentage of internal stakeholders indicating satisfaction with the organization's systems and processes as measured by an internal stakeholder satisfaction survey.	June	August	<ul style="list-style-type: none"> • Short-cycle data produced by department improvement plans (quarterly)
3.1d	Annually increase the percent of staff attending 96% of the time as measured by staff attendance data.	May	June	<ul style="list-style-type: none"> • Staff attendance (monthly)

Appendix C: Comprehensive Accountability System Timeline

Plan Components	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
District Indicators **reported internally only		<ul style="list-style-type: none"> • CSAP • Adult actions** • ACT • Internal satisfaction survey** 			<ul style="list-style-type: none"> • Gallup student poll 		<ul style="list-style-type: none"> • Gallup staff engagement** 	<ul style="list-style-type: none"> • Student enrollment data 		<ul style="list-style-type: none"> • Parent satisfaction • Gallup student poll 	<ul style="list-style-type: none"> • CELA 	<ul style="list-style-type: none"> • CELA • Graduation rate • Average daily attendance • Staff attendance** • Community satisfaction (3rd yr)
School Improvement Plans	<ul style="list-style-type: none"> • Final report 	<ul style="list-style-type: none"> • Develop SIP 	<ul style="list-style-type: none"> • Approve SIP 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Implement • Progress Monitor • Report 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Implement • Progress Monitor • Report 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Report on results
Department Improvement Plans	<ul style="list-style-type: none"> • Implement • Progress Monitor • Report 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Final report 	<ul style="list-style-type: none"> • Develop DIPs 	<ul style="list-style-type: none"> • Approve DIPs 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Implement • Progress Monitor • Report 	<ul style="list-style-type: none"> • Implement • Progress Monitor 	<ul style="list-style-type: none"> • Implement • Progress Monitor
Professional Development	<ul style="list-style-type: none"> • PD on development of SIP • Implement summer PD plan 	<ul style="list-style-type: none"> • Provide support in writing SIPs 	<ul style="list-style-type: none"> • Provide support in writing SIPs 	<ul style="list-style-type: none"> • Identify PD needs from SIPs 	<ul style="list-style-type: none"> • PD on development of DIP 	<ul style="list-style-type: none"> • Provide support in writing DIPs 	<ul style="list-style-type: none"> • Identify PD needs from DIPs • Plan summer PD • Offer PD related to SIPs, DIPs 	<ul style="list-style-type: none"> • Offer PD related to SIPs and DIPs 	<ul style="list-style-type: none"> • Offer PD related to SIPs and DIPs • Monitor PD evaluation plan 	<ul style="list-style-type: none"> • Offer PD related to SIPs and DIPs 	<ul style="list-style-type: none"> • Offer PD related to SIPs and DIPs 	<ul style="list-style-type: none"> • Implement summer PD
Communications	<ul style="list-style-type: none"> • D6 TV • Website 	<ul style="list-style-type: none"> • D6 TV • Website 	<ul style="list-style-type: none"> • Dashboard available • LINK article • D6 TV • Website 	<ul style="list-style-type: none"> • LINK article • D6 TV • Website • Radio address with Dashboard focus 	<ul style="list-style-type: none"> • LINK article • D6 TV • Website 	<ul style="list-style-type: none"> • LINK article • Annual Community Report • D6 TV 	<ul style="list-style-type: none"> • LINK article • D6 TV • Website 	<ul style="list-style-type: none"> • LINK article • Supt. State of the District address • D6 TV • Website 	<ul style="list-style-type: none"> • LINK article • D6 TV • Website 	<ul style="list-style-type: none"> • LINK article • D6 TV • Website 	<ul style="list-style-type: none"> • LINK article • D6 TV • Website 	<ul style="list-style-type: none"> • D6 TV • Website
Rewards			<ul style="list-style-type: none"> • BOE Awards • School-based student recognition 	<ul style="list-style-type: none"> • School-based student recognition 	<ul style="list-style-type: none"> • School-based student recognition 	<ul style="list-style-type: none"> • School-based student recognition 	<ul style="list-style-type: none"> • School-based student recognition 	<ul style="list-style-type: none"> • School-based student recognition 	<ul style="list-style-type: none"> • School-based student recognition 	<ul style="list-style-type: none"> • School-based student recognition 	<ul style="list-style-type: none"> • School-based student recognition 	
Supports			<ul style="list-style-type: none"> • Identify schools • Develop plans 	<ul style="list-style-type: none"> • Implement 	<ul style="list-style-type: none"> • Implement 	<ul style="list-style-type: none"> • Implement 	<ul style="list-style-type: none"> • Implement 	<ul style="list-style-type: none"> • Implement 	<ul style="list-style-type: none"> • Implement 	<ul style="list-style-type: none"> • Implement 	<ul style="list-style-type: none"> • Implement • Final report 	
DAC			<ul style="list-style-type: none"> • Review academic results 			<ul style="list-style-type: none"> • Review SIPs 	<ul style="list-style-type: none"> • Evaluate accountability system and recommend upgrades to BOE • Review SIPs 	<ul style="list-style-type: none"> • Review SIPs 	<ul style="list-style-type: none"> • Review SIPs 	<ul style="list-style-type: none"> • Review SIPs 	<ul style="list-style-type: none"> • Review department results • Provide feedback on SIPs to schools 	<ul style="list-style-type: none"> • Provide feedback to BOE

Comprehensive Accountability System Timeline