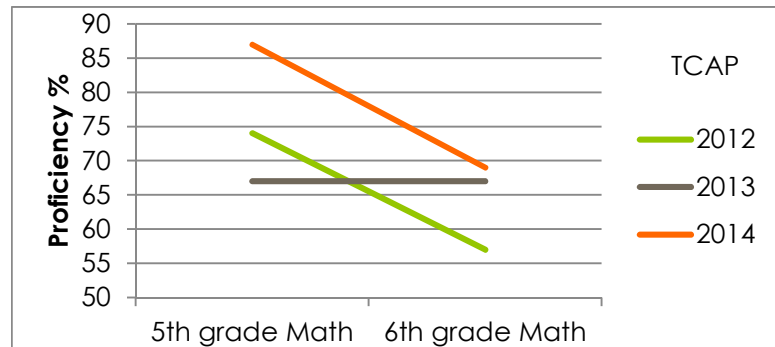# Essential Data for School Accountability: Columbine Hills Elementary School 2015-2016

Aim higher. Stay focused.
~Brandon Adams

Contents:

1. Cover Sheet

2. School Wide Performance by Student Group

3. School Wide Performance by Grade and Subject

4. District Goals

5. ACT scores for Colleges in Colorado

6. Important Questions for Accountability Committee

Demographics

Total Number of Students: 265

Minority: 29%

Free and Reduced Lunch: 37%

Estimated Percentage of ALP Students: 18%

Remediation Rate: N/A

School Wide Performance by Student Group

Columbine Hills Elementary School	MGP 2012	MGP 2013	MGP 2014	Rolling MGP		% P&A 2012	% P&A 2013	% P&A 2014	Rolling P&A
Math									
Free and Reduced Lunch[1]	61	68	54	61		72%	70%	71%	71%
General Education[2]	64	69	51	61		76%	83%	81%	80%
Advanced Learning Plan[3]	**	**	**	**		**	**	61%	70%
Reading									
Free and Reduced Lunch	64	50	43	52		86%	87%	76%	83%
General Education	50	53	54	52		90%	92%	92%	91%
Advanced Learning Plan	**	**	**	**		**	**	44%	44%
Writing									
Free and Reduced Lunch	43	54	57	51		49%	58%	58%	55%
General Education	55	64	54	58		67%	65%	58%	63%
Advanced Learning Plan	**	**	**	**		**	**	28%	28%

**Data Not Available

Legend	
MGP	Median Growth Percentile
%P&A	Percent Proficient and Advanced
F&R	Free and Reduced
GT	Gifted and Talented ~ General ALP
IEP	Individualized Education Program

* All student demographics align with the 2013 – 14 CDE data set.

---

[1] F&R/NotGT/NotIEP
[2] NotF&R/NotGT/NotIEP
[3] NotF&R/GT/NotIEP - %P&A values reflect only percent advanced to align with expectations.

www.K12accountability.org

School Wide Performance by Grade and Subject

% Proficient and Advanced												
Year	3rd Grade			4th Grade			5th Grade			6th Grade		
	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math
2012	94%	61%	78%	74%	51%	77%	85%	61%	74%	81%	62%	57%
2013	81%	49%	77%	88%	71%	85%	79%	49%	67%	86%	69%	67%
2014	80%	47%	76%	84%	64%	78%	95%	77%	87%	80%	57%	69%

Median Growth Percentile												
Year	3rd Grade **			4th Grade			5th Grade			6th Grade		
	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math
2012				55	62	60	53	43	65	50	45	64
2013				52	70	80	39	41	43	45	71	50
2014				61	63	58	30	44	37	54	55	54

** Data Not Available

Focus on **Median Growth Percentile (MGP)** as a key measure of a school team's value added.

- The impact of different student demographics/socio-economic situations on MGP is minimal.
- A MGP above 60 indicates that students are learning at least a year's worth of information, a MGP below 40 shows that less than a year's worth of learning has occurred.

Focus on **Rolling MGP**, the three year average MGP for the school, as it controls for the impact of student and staff populations over time.

Focus on **Percent Proficient and Advanced (% P&A)** as a key measure of students' progress towards meeting the goal of being career and college ready.

www.K12accountability.org

District Goals: How will your achievement improvements contribute?

- Every student will have completed Algebra 1 by the end of 9th grade (unless IEP requirement is different).

- **The percentage of proficient/advanced third grade students in reading on TCAP will increase from 80% to 85% by August of 2015.**

- **The percentage of proficient/advanced fourth grade students in math on TCAP will increase from 77% to 80% by August 2015.**

- **Every student will achieve one year's growth, or more as needed to 'catch up,' in each year of school and be ready for the next level.**

- The growth measures for the median growth percentile (MGP) will reach 50th MGP or growth measures over 50th MGP will increase by:
  - For Free/Reduced Lunch Eligible students
    - in writing from 47 to 50
    - in reading from 48 to 50
    - in math from 49 to 51
  - For students with disabilities
    - in writing from 45 to 50
    - in reading from 48 to 50
    - in math from 50 to 52
  - For English learners
    - in writing from 52 to 54
    - in reading from 54 to 56
    - in math from 54 to 56
  - For Advanced Learning Plan (ALP) students
    - in writing from 54 to 56
    - in reading from 57 to 59
    - in math from 60 to 62

- The college remediation rate for Jeffco graduates will decrease from 29.8% to 27.8% by Spring 2015.

4

- Every student will graduate career and workforce and/or post-secondary ready.

- The Colorado ACT scores in every high school in every subgroup will meet/exceed the 'college readiness' benchmarks as defined by ACT below:

College Readiness Benchmark by Subject				
Subject	English	Mathematics	Reading	Science
Score	18	22	22	23

Average Freshman ACT Scores for Colleges in Colorado

All 11th graders in Colorado take the ACT, many colleges use this as an entrance indicator of college readiness. Below are the average freshmen composite ACT scores:

- Colorado School of Mines – 31

- Colorado State University – 24.7

- Colorado University at Boulder – 26.8

- Denver University – 28

- Red Rocks Community College – To be exempt from Accuplacer test

  - Reading – 17

  - English – 18

  - Math - 19

Important Questions for Accountability Committees

- How are you identifying best practices in your building and transferring those skills among your staff?
- Do you understand the root causes of achievement shortfalls at your school?
- Have you tracked implementation of major achievement improvement initiatives from previous years' Unified Improvement Plans?
- Which group of students is experiencing the most growth and why?
- Are all of your students experiencing at least a year's worth of achievement growth?
- What changes will you make to ensure all students are proficient at the end of every year?
- Have you looked at achievement scores from other schools to determine best practices from schools in Jeffco and beyond?
- In which subjects and grade levels are students experiencing the most growth at your school?
- How do we replicate success?

Sources

CDE Datalab

http://www.jeffcopublicschools.org/schools/

http://www.boarddocs.com/co/jeffco/Board.nsf/Public