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Colorado's Unified Improvement Plan for Districts for 2014-15

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J AU Code: 03060 AU Name: ADAMS-ARAP 28J AURORA Official 2014 DPF: 3 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's 2013-14 performance on the federal and state accountability measures. In the table below, CDE has pre-populated the district/consortium's data in **blue** text. This data shows the district/consortium's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official District Performance Framework (DPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2013-14 Federal and State Expectations			2013-14 District Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	CSAP, CoAlt, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.19%	69.22%	71.31%	47.35%	48.26%	51.54%	Overall Rating for Academic Achievement: Does Not Meet * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.37%	49.11%	30.51%	48.56%	35.72%	21.65%	
		W	55.78%	56.79%	49.7%	34.63%	40.29%	31.72%	
Academic Growth	Median Growth Percentile **Description:** Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. **Expectation:** If district met adequate growth, MGP is at or above 45. If district did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	48	51	46	47	51	55	
		M	65	82	99	51	48	52	
		W	57	67	84	47	52	52	
		ELP	24	56	34	43	54	49	

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Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 District Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your District Performance Framework for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your District Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 60.4% using a 6 year grad rate	Does Not Meet	Overall Rating for Postsecondary & Workforce Readiness: Approaching
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your District Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Does Not Meet	
	Dropout Rate **Expectation:** At or below state average overall (baseline of 2009-10).	3.9%	5.6%	Approaching	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average (baseline of 2009-10).	20.1	17	Approaching	

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Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 Grantee Results		Meets Expectations?
English Language Development and Attainment	**AMAO 1** **Description:** Academic Growth sub-indicator rating for English Language Proficiency	A rating of Meets or Exceeds on the Academic Growth sub-indicator for English Language Proficiency	Approaching		NO
	AMAO 2 **Description:** % of ELLs that have attained English proficiency on WIDA ACCESS	11% of students meet AMAO 2 expectations	19.49%		YES
	AMAO 3 **Description:** Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for ELLs and (3) Meets Participation Requirements for ELLs	R	Approaching	NO
			W	Approaching	
			M	Approaching	
			Grad	Does Not Meet	
			Partici-pation	Meets	

Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2014	An optional submission is available to districts with a Priority Improvement or Turnaround plan type on October 15, 2014 for early CDE feedback. This is intended as a support and does not replace the required January 15 submission.
	January 15, 2015	Because the district has a Priority Improvement or Turnaround plan type, the district level UIP is due to CDE for review on January 15, 2015 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Plan Type for State Accreditation	Plan type is assigned based on the district's overall District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration.	Accredited w/Priority Improvement Plan - Entering Year 4 as of July 1, 2015	Based on District Performance Framework results, the district has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted to CDE by January 15, 2015 for review. The district will need to submit again by April 15 for public posting. Note the specialized requirements for identified schools included in the Quality Criteria document.
School(s) on Accountability Clock	At least one school in the district has a Priority Improvement or Turnaround plan type – meaning that the school is on the accountability clock.	Number of Schools on Clock: 18	Districts are encouraged to include information on how schools on the accountability clock are receiving additional intensive support-aimed at increasing dramatic results for students.
Student Graduation and Completion Plan (Designated Graduation District)	In one or more of the four prior school years, the district (1) had an overall Postsecondary and Workforce Readiness rating of "Does Not Meet" or "Approaching" on the District Performance Framework and (2) had an on-time graduation rate below 59.5% or an annual dropout rate at least two times greater than the statewide dropout rate for that year.	Yes, district must embed the Student Graduation Completion Plan within the UIP.	The district is a designated graduation district and is required to develop or revise a Student Graduation and Completion Plan in accordance with CRS 22-14-107. Since the plan must be submitted to CDE by January 15, 2015 for review under state accountability, the SGCP requirements within the plan and required SGCP addendum will be reviewed at the same time.
Gifted Education	All Administrative Units (AUs) that are the lead agency for the Gifted Program. Multiple district AUs (including BOCES) may incorporate the Gifted Program requirements into each individual district level UIP.	Single-district AU operating the Gifted Program.	The district must complete the required Gifted Education UIP addendum, budget, and signature pages. Note that specialized requirements for Gifted Education Programs are included for all LEAs in the District Quality Criteria document. The state expectations for Gifted Education Programs are posted on the CDE website at: http://www.cde.state.co.us/gt/director.

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Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan type assignment.	Yes, district must meet specific Title I requirements in the UIP.	Because the district has a Priority Improvement or Turnaround plan type, the district must complete the required addendum for ESEA programs when submitting the UIP for CDE review on January 15, 2015. Note that specialized requirements are included for Title I in the Quality Criteria document.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	Yes, district must meet specific Title IIA requirements in the UIP.	Because the district has a Priority Improvement or Turnaround plan type, the district must complete the required addendum for ESEA programs when submitting the UIP for CDE review on January 15, 2015. Note that specialized requirements are included for Title IIA in the Quality Criteria document.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years.	Title III Improvement – Year 7	Based upon Title III results, the grantee must complete the required addenda for (1) Title III Improvement and (2) ESEA programs when submitting the plan to CDE for review on January 15, 2015. Note that specialized requirements are included for Title III in the Quality Criteria document.
District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)	District has at least one school that (1) has been identified as a Title I Focus School and/or (2) has a current TIG award.	Yes, the district has at least one school that (1) is identified as a Title I Focus School or (2) has a current TIG award.	Regardless of the district's plan type, districts with a Focus school and/or a TIG school must address how the district is supporting the school(s) to make dramatic change. Note that specialized requirements are included for these school identifications in the Quality Criteria document.

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Section II: Improvement Plan Information

**Additional Information about the District**

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	The District has received School level TIG and SIG grants
CADI	Has (or will) the district participated in a CADI review? If so, when?	No
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	RMC completed school reviews on seven schools over the past two years. RMC is completing school reviews on nine schools in the fall of 2014.

Improvement Plan Information

The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

X State Accreditation   X Student Graduation and Completion Plan (Designated Graduation District)   X Title IA   X Title IIA

X Title III   X Gifted Education   ☐ Other: _____

For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: ☐ District Only   ☐ District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

District/Consortium Contact Information (Additional contacts may be added, if needed)

1	Name and Title	John R. Youngquist, Chief Academic Officer
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2	Name and Title	Dr. Lisa A. Escárcega, Chief Accountability & Research Officer
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	Phone	(303) 340-0861
	Mailing Address	15751 E. 1st Ave – ESC1 – Aurora, CO 80011

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your district. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the district/consortium did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
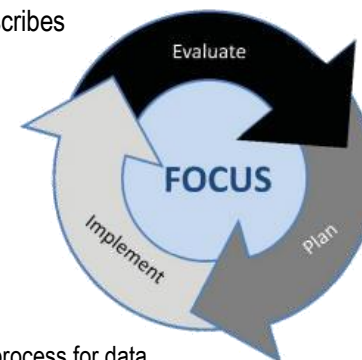
Data Narrative for District/Consortium

Directions: In the narrative, describe the process and results of the data analysis for the district/consortium, including (1) a description of the district and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. Descriptions of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

Data Narrative for District/Consortium

Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).	Review Current Performance: Review the DPF and local data. Document any areas where the district(s) did not at least meet state/ federal expectations. Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Narrative:

Description:
The Aurora Public School District (APS) is an urban district of 41,347 students grades preschool through twelve. Founded in 1885 and located within Arapahoe and Adams counties, APS is the 5th largest school district in the state. There are 59 schools in the district: 3 early childhood education schools, 27 elementary schools, 5 K-8 schools, 7 middle schools, 5 comprehensive high schools, 1 on-line high school, 3 pilot schools, 1 vocational/technical college, 1 gifted and talented K-8 school and 6 charter schools. As of October 2014, the total student enrollment grades kindergarten through twelve is 40,020 with demographic breakdowns of: 54% Hispanic, 18% Black, 18% White, 4.5% Asian, 4.5% two or more races; <1% Native American, and <1% Native Hawaiian or Other Pacific Islander. Thirty-five percent of our K-12 students are second

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language learners. These students speak 126 different languages with 82% of this group being native Spanish speakers. Sixty-nine percent of our K-12 students participate in the Free and Reduced Lunch Program.

In July of 2013, Superintendent Rico Munn and chief academic officer John Youngquist were brought on to lead the district. Initial direction for the district during 2013-14 was to continue focus on the most impactful goals from the district strategic plan, VISTA 2015: Accelerate learning and reduce learning gaps; Increase student achievement and teacher development through precise, individualized professional learning aligned with achievement; increase choice offerings; and access to postsecondary options and postsecondary workforce readiness. To support the achievement of the VISTA 2015 goals, restructure of the Division of Equity in Learning was designed to better ensure appropriate levels of accountability and support to the school sites from district divisions and departments. Along with the Division of Equity in Learning restructure, differentiated support structures for schools with high levels of identified risk factors were identified and coaching support for schools was redesigned.

Division of Equity in Learning: The restructure of several district divisions and departments into the Division of Equity in Learning was engaged for the 2014-2015 school year in order to ensure that district level resources provide higher levels of accountability and aligned support to the work of teachers and school leaders throughout the school district. The transition required a redistribution of a considerable amount of resource, over $3,5 million, to transition from district-sourced "coaches" to school-owned "Teaching Partners. The supervision of schools was transitioned from a typical grade-level configuration to a "P-20 Learning Community" system, repurposing former director-level roles into P-20 Learning Community Directors responsible for leading the efforts of approximately ten school through the grade levels and primarily serving a common community of families and students. In addition, P-20 LC Directors lead a newly designed team of cross-functional service-providers for each community. The services provided through this "matrixed" organizational structure include the services of MTSS Partners, Student-Engagement Advocates, Curricular experts, ELA and ESS consultants and other formerly "initiative-based" resources. Learning Community Directors and Support Team members are evaluated, in part, by the student learning outcomes of their community and through feedback from teachers and leaders in each Learning Community.

Differentiated Support Structures: The Aurora Public Schools determined through research that continuous school improvement can only happen through a process in which allocation of resources and effective improvement approaches are driven by school accountability and the particular challenges schools face. This continuous improvement approach calls for differentiating schools based on school risk-factor data and aligning types of school improvement approaches to that differentiation. Data-driven differentiation acknowledges that not all low-performing, mid-performing or high-performing schools experience the same challenges to the same degree or within the same environment.

School and district staff first identified organizational risks that would impact the relationship among district supports and schools. After assessing these risks, schools were placed into three levels of support (Universal, Targeted, Intensive). All schools that received SPF ratings of Turnaround or Priority Improvement (Title I focus schools are included) were weighted to appear in either the Targeted or Intensive support levels. Resources for additional supports have been made available for approval and distribution. The differentiated supports at the targeted and

intensive levels are considered as 'one-year-only' supports that will require schools to reapply for each year (based on evidence of impact).

The Aurora Public School District has also spent the past 18 months laying the groundwork for a new strategic plan for our organization. Since 2006, APS has been operating under the VISTA strategic framework, which will conclude in January 2015.

To ensure that our new plan, APS 2020: Shaping the Future, reflects the goals and values of the APS community, we've brought together a Strategic Planning Team comprised of dedicated leaders to spearhead the process. This team represents the voices of parents, staff, elected officials, business leaders, service organizations and community members. Members are already hard at work developing our new plan for student, parent, staff and community review.

Using community feedback, the Strategic Planning Team has developed a draft plan for review in November. In January 2015, the Board will consider adopting the plan, which would lead to a full launch and implementation of APS 2020: Shaping the Future. After board adoption of the new strategic plan, final revisions to the district Unified Improvement Plan (UIP) will be made.

UIP Development:
The district unified improvement plan is developed collaboratively with staff from divisions and departments across the district including P-20 Communities, Curriculum and Professional Learning, English Language Acquisition, Accountability & Research, Special Education, Gifted & Talented, Early Childhood, and Instructional Technology. The team meets throughout the year to update the UIP with new data/information and to monitor implementation. Starting this school year, a project manager was brought on to support the monitoring and revision of the district UIP.

The planning began by analyzing three to five years of data including results of: TCAP Proficiency; TCAP Growth; ACT; CELAPro/ACCESS; DRA2; Graduation rates; Attendance/Truancy Data; Credit Accumulation Data; Discipline Data; Dropout rates; and other local assessments. After identifying trends in the data, the team brainstormed and prioritized priority performance challenges (PPCs). The highest level PPCs were presented to all district principals and root cause analysis was conducted. The team also used the results of recent school RMC Quality School Reviews, internal school visits and program evaluations to validate root causes. The District Accountability Committee reviewed the PPCs and gave input into both root causes and improvement strategies. General findings from the information reviewed are presented below.

Trend Analysis and Performance Challenges: **TCAP scores in red do not meet state targets for 2014. TCAP scores in green are approaching state targets.**

TCAP– Percent Proficient/Advanced – DRA2 and ACT Benchmarks

Content Area - Level	State Target	District 2011	District 2012	District 2013	District 2014	DRA2	2011	2012	2013	2014
Reading – ELE	71.50	46.5	48.0	47.2	47.4	Gr K	33	42	46	49
Reading – MS	70.50	49.4	48.8	49.8	48.3	Gr 1	28	32	39	39
Reading – HS	71.53	48.1	51.8	52.1	51.5	Gr 2	30	21	31	31
Math – ELE	70.51	48.9	48.4	48.8	48.6	Gr 3	39	42	44	44
Math - MS	50.00	40.5	37.5	36.0	35.7	Gr 4	49	48	49	54
Math - HS	32.16	19.5	21.9	22.1	21.7	Gr 5	52	56	47	57
Writing – ELE	54.72	34.9	36.3	34.3	34.6	**ACT**	**2011**	**2012**	**2013**	**2014**
Writing – MS	56.36	37.6	40.5	41.9	40.3	English	15.6	15.8	16.0	16.2
Writing – HS	48.61	26.9	29.7	31.7	31.7	Math	17.3	17.3	17.6	17.5
Science – 5th Grade	48.00	23.0	26.0	24.4		Reading	16.4	16.0	17.0	17.2
Science – 8th Grade	45.60	30.9	30.9	32.7		Science	17.7	17.3	17.5	17.7
Science – 10th Grade	48.63	27.7	30.3	31.5		Comp.	16.9	16.7	17.1	17.2

Notable trends in TCAP and DRA2 **reading** proficiency scores – The percent of students reaching benchmark (grade level) on the DRA2 reading assessment at **all grade levels** has increased over 4 years. TCAP reading proficiency scores across **elementary and middle school levels** have not increased significantly over 4 years and proficiency levels are 20%-24% below the state expectations. Proficiency in reading at the **high school level** has increased 3% over 4 years with proficiency levels remaining 20% below the state expectations.

Notable trends in TCAP **math** scores - Math proficiency scores at the **elementary and high school levels** have not increased significantly over 4 years and are 10%-20% below the state expectations. Proficiency levels in math at the **middle school level** have decreased 5% over 4 years and remained 14% below the state expectations.

Notable trends in TCAP **writing** scores - Proficiency scores in **writing** at the elementary level have not increased significantly over 4 years and proficiency levels are 20% below the state expectations. Proficiency in writing at the **middle and high school levels** has increased over 4 years. Proficiency levels at the middle and high school levels remain 16%-17%below the state expectations.

Notable trends in TCAP **science** scores from 2013 (Note that 2014 is not include as the new scores can't be compared to previous scores. The TCAP Science scores are included here for historical purposes). No significant change in proficiency scores over 3 years at the **elementary and**

middle school levels. Proficiency at the **high school level** has increased 5% over 3 years. Science is the lowest content area for proficiency ranging between 20%-30%. Science proficiency scores at all levels are 15%-20% below the state expectations.

Analysis of TCAP scores disaggregated by groups of students showed consistent trends across all subjects. Proficiency scores for students with disabilities are significantly lower than students without disabilities by 20%-40%. The percent of students proficient in all content areas over the past 3 years is consistently lower for students of color than for White students (20%-25% Gap). EL students who exit the ELD program consistently have above average district level proficiency rates on TCAP and CMAS and meet the state expectations in all content areas.

Notable trends for the ACT results over the past four years show English and reading scores have increased (similar to TCAP) while math and science scores have remained unchanged.   The average 2014 ACT composite score (17.2) is similar when compared to the average composite score (16.9) for 2011 and is 2.8 points below the state target of 20.0.

Notable trends in DRA2 scores from 2013 and 2014 end of year READ Act assessments – The percentage of students scoring below the state Significant Reading Deficiency cutoffs on the DRA2 decreased from 29.59% to 27.12%. The percentage of students scoring below the state cutoffs by grade level is shown below.

Percent of Student Scores Below SRD Cutoff 2013 and 2014

Grade	2013_No SRD	2013_SRD	**2013_% SRD**	2014_No SRD	2014_SRD	**2014_% SRD**	%Change
KG	3128	376	**10.70%**	3169	256	**7.4%**	**-3.3%**
01	2046	1309	**39.00%**	2179	1228	**34.8%**	**-4.2%**
02	2139	1017	**32.20%**	2182	1089	**32.1%**	**-0.1%**
03	1887	1165	**38.20%**	2019	1055	**32.9%**	**-5.2%**

Trend analysis across all content areas led to the following <u>Performance Challenge</u>:

1) Proficiency in all academic content areas is substantially below the state average and has not substantially increased over the past 4 years. More specifically, over the last four years achievement in all areas has increased slightly from 37.4% proficient/advanced to 38.9% proficient/advanced, but remains 22.5% below the state average in reading, 20.4% below the state average in math, 20.2% below the state average in writing.

TCAP Growth Data

TCAP Median Growth Percentile												
	Reading				Math				Writing			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
ELE MGP	49	49	46	47	51	54	52	47	47	52	46	45
ELE AGP	49	47	46	49	62	66	63	64	52	60	54	58
MS MGP	51	51	53	49	48	51	47	46	50	53	52	50
MS AGP	52	49	51	53	77	81	81	83	68	69	64	68
HS MGP	54	54	56	54	51	54	52	52	52	56	50	50
HS AGP	55	45	47	47	99	98	99	99	87	87	83	80

Notable trends in **median growth percentiles** (MGPs) and **adequate median growth percentiles** (AGPs)

- In reading, MGPs are within the typical range (35-65) and are near, at or above the AGPs.
- In writing, MGPs are typically near, at or above the state median but are 7-30 points below the AGPs.
- In math, MGPs are near, at or above the state median but AGPs are significantly higher.

TCAP Median Growth Percentile – 3 Year Average

	Reading			Math			Writing		
	ELE	MS	HS	ELE	MS	HS	ELE	MS	HS
FRL MGP/AGP	46/53	50/57	55/58	50/69	47/86	52/99	47/62	52/72	52/89
SOC MGP/AGP	47/52	50/56	55/55	51/68	48/85	52/99	47/60	52/71	52/88
IEP MGP/AGP	34/85	50/90	49/99	37/90	47/99	49/99	36/86	50/94	49/99
ELL MGP/AGP	49/56	52/59	56/62	52/69	48/86	53/99	50/63	55/73	55/91
Catch-up MGP/AGP	48/71	51/75	55/88	49/83	49/96	53/99	48/70	54/84	53/96

- MGPs and AGPs for disaggregated groups of students showed that MGPs are near at or above the state median except for students with disabilities at the elementary level.

- AGPs for disaggregated groups in most cases are significantly higher than MGPs indicating the typical student in each group is starting

well below proficiency and will need to make growth at a rate significantly above the state median of 50 in order to be proficient in three years or by tenth grade.

Trend analysis across both growth and growth gaps led to the following <u>Performance Challenges</u>:

2) MGPs are below the 65th percentile across all grades and contents. During the same period median growth percentiles in reading have been between 47 and 55, near or at the adequate growth percentile; median growth percentiles in math have been between 48 and 52, below the adequate growth percentiles ranging between 65 and 99; and median growth percentiles in writing have been between 47 and 52, below the adequate growth percentiles ranging between 57 and 84.

3) Over the last four years, the median growth percentiles for English Language Learners, Students with Disabilities, and students needing to 'Catch Up' have been between 33 and 57. The median growth percentiles for these groups are *substantially below the median adequate growth percentiles for these groups*.

<u>**CELAPro and ACCESS**</u> results used in calculating Annual Measurable Achievement Objectives (AMAOs) for ELL students showed that APS has made several AMAO targets over the past 5 years. For 2014, the targets missed were AMAO one and three. The AMAO target one (growth scores from ACCESS) was missed by a small percentage. The district ACCESS growth results increased significantly in 2013 (at all grade levels) and may have been inflated due to test administration procedures followed by the district which were not well outlined at the time of ACCESS administration. It is believed that the inflated increase in 2013 scores led to the subsequent drop in growth for 2014.

The specific target under AMAO 3 not met was graduation rates for ELL students. Median growth percentiles for ELL students in all subjects and grades for **TCAP** were near or at 50 while the adequate growth percentiles were not met. This pattern of median growth percentile scores for ELL students has been consistent over the past three years. The graduation rate for ELL students is 48.5% (6 year rate) and needs to increase to 65% for an 'improvement' rating. This information is included in performance challenge #4.

Annual Measurable Academic Outcomes by Year (2010-2014)

Year	AMAO 1 (Making Progress)			AMAO 2 (Attaining Proficiency)			AMAO 3/ AYP	Made Overall AMAO's
	Percent	Target	Met Target	Percent	Target	Met Target		
2014	58.3%	'Approaching'	No	19.49%	12%	Yes	'Approaching'	No
2013	75.0%	'Meets'	Yes	19.83%	11%	Yes	'Approaching'	No
2012	66.7%	'Meets'	Yes	7.3%	7%	Yes	'Approaching'	No
2011	45.6%	50%	No	8.2%	6%	Yes	No	No
2010	47.5%	48%	No	7.3%	5%	Yes	No	No

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Gifted Education Learners

The program plan goal as outlined in the 2014-15 Gifted Learner Plan is 100% of the gifted population will be proficient and advanced on TCAP with a 5% increase each year of students scoring advanced in their designated area of giftedness. As the data indicates below, we were close, but did not meet 100% proficient and advanced on TCAP for our Gifted students. *Students who are gifted in Language Arts* consistently score at 98% proficient and advanced in Reading. *Students who are gifted in Math* consistently score at 91% proficient and advanced on Math TCAP. Relatively consistent scores in proficient and advanced categories were also noted for the other areas. No increase in the percent of advanced scores for students identified as gifted was noted for 2014.

TCAP– Percent Proficient/Advanced – Gifted/Talented

Subject	Area	2013				2014			
		Total	% Prof	%Adv	P&A %	Total	% Prof	%Adv	P&A %
Math	Both Language Arts & Mathematics	488	30.9	62.3	93%	512	27.0%	65.6%	92.6%
Math	Language Arts Gifted	260	39.2	43.8	83%	247	36.0%	44.9%	81.0%
Math	**Mathematics Gifted**	**433**	**33.9**	**57.5**	**91%**	**438**	**34.0%**	**57.3%**	**91.3%**
Reading	Both Language Arts & Mathematics	487	70.2	26.9	97%	512	75.6%	22.5%	98.0%
Reading	**Language Arts Gifted**	**259**	**73**	**25.5**	**98%**	**247**	**72.1%**	**25.5%**	**97.6%**
Reading	Mathematics Gifted	433	82	11.1	93%	438	78.8%	14.6%	93.4%

Writing	Both Language Arts & Mathematics	487	64.3	27.7	92%	512	65.0%	26.8%	91.8%
Writing	**Language Arts Gifted**	**259**	**71.8**	**20.5**	**92%**	**247**	**72.5%**	**20.6%**	**93.1%**
Writing	Mathematics Gifted	433	69.3	13.9	83%	438	67.4%	17.1%	84.5%

- Disaggregated data for gifted students showed an achievement gap between students identified as white and students of color. Achievement gaps by race/ethnicity are smaller in reading than in writing or math. Achievement gaps were also noted in the performance of students identified as ELL versus non-ELL students in reading and writing (but not math) and students that qualify for free/reduced lunch versus students who don't qualify for free/reduced lunch. There is an achievement gap between males and females in writing but not a significant gap in reading and math. These patterns have been noted over a several year period.

Gifted/Talented TCAP Proficiency Scores

		2013				2014			
			Reading	Writing	Math		Reading	Writing	Math
		N	P/A%	P/A%	P/A%	N	P/A%	P/A%	P/A%
Ethnicity	Black	185	95%	91%	87%	183	94%	91%	87%
Ethnicity	Hispanic	565	93%	84%	86%	574	93%	84%	86%
Ethnicity	White	578	97%	91%	93%	569	97%	91%	93%
ELL	ELL	81	65%	78%	93%	81	78%	78%	93%
ELL	Non-ELL	1498	96%	89%	90%	1503	96%	89%	90%
FRL	FRL	786	93%	84%	85%	810	92%	84%	85%
FRL	Not Eligible	779	97%	92%	93%	777	98%	92%	93%
Gen	Female	713	97%	93%	90%	710	94%	84%	90%
Gen	Male	852	93%	83%	90%	877	96%	94%	89%

- When reviewing growth results by grade level, trend analysis shows a relatively decreasing growth at the middle grades level and a sharp drop in math growth at grade 9. These trends have been variable over the past three years.

Gifted/Talented TCAP Growth Scores 2014
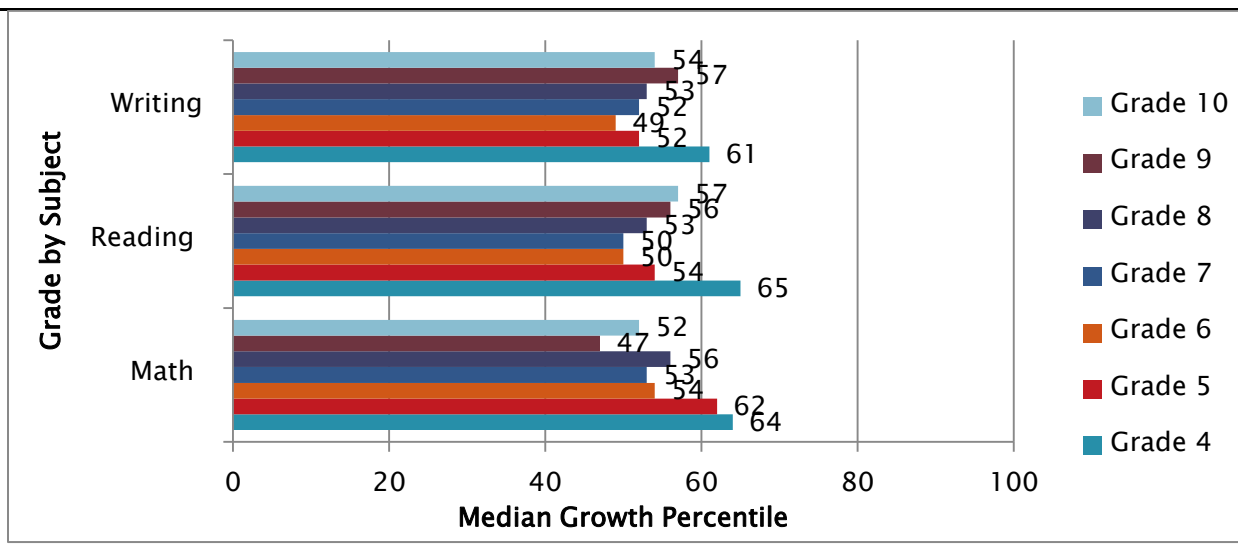
Post-secondary Readiness:

Four Year Graduation Rates 2010 to 2014

Year	Overall	Female	Male	Native Amer.	Asian	Black	Hisp.	White	Nat Hi.	Two+ Races	ELL	SpEd
2014	55.8	60.6	51.3	42.1	51.7	60.7	51.4	64.5	64.7	56.6	41.7	37.2
2013	52.6	57.1	48.1	77.8	48.0	57.8	46.8	62.1	25.0	61.3	39.5	26.9
2012	48.0	52.6	43.7	38.9	47.9	54.4	38.6	64.8	46.7	62.5	29.2	27.9
2011	48.5	56.3	41.0	45.0	50.7	57.5	38.5	61.7	45.5	64.2	31.2	31.1
2010	45.5	50.0	41.0	29.2	56.7	57.3	35.7	64.3	--	--	30.6	25.4

Dropout Rates 2010 to 2014

Year	Overall	Female	Male	Native Amer.	Asian	Black	Hisp.	White	Nat Hi.	Two+ Races	ELL	SpEd
2014	4.7	4.2	5.2	5.6	4.9	4.4	5.6	2.7	3.3	4.0	*	*
2013	4.8	4.7	4.9	4.2	4.1	4.5	5.9	2.4	5.5	4.4	7.1	2.3
2012	5.7	5.3	6.0	4.3	5.9	5.6	7.2	2.3	6.8	4.3	8.8	3.8
2011	6.4	5.6	7.2	8.5	5.7	5.1	8.5	3.2	6.0	5.1	10.5	3.9
2010	6.9	6.6	7.3	7.7	4.2	6.1	9.4	3.4	--	--	11.6	4.0

Notable trends in **graduation rates** - Disaggregated four year graduation rates show the highest rates were obtained by students identified as Native Hawaiian, Black, and White. Lower rates were noted for students identified as Hispanic, Asian, ELL and students with disabilities. In addition, male students graduate at a consistently lower rate across most disaggregated groups. Four year graduation rates have increased 10 percent over the past four years.

Notable trends in **dropout rates**   Dropout rates have declined thirty percent over a four year period from 6.9 to 4.7. Dropout rates remain above the state average and are highest for students identified as Hispanic and ELL.

Trend Analysis Related to Graduation Outcomes Resulted in the Following <u>Performance Challenge</u>:
4) Over the last four years, the four-year graduation rate has increased from 45.5% to 55.8% and remains 24.2% below the state expectation of 80%. The five-year graduation rate has increased from 59.4% to 66.2% and remains 13.8% below the state expectation of an 80%. During the same period, the dropout rate has decreased significantly from 6.9% to 4.7% and remains 1.1% below the state expectation of 3.6%.

Attendance

School	Prior Year (2012-13)						Current Year (2013-14)					Change % Present
	EndYr % Present	Oct Count	% FRL	# Ages 6 - 17	% Mins Present	% Unex Abs	Oct Count	% FRL	# Ages 6 - 17	% Mins Present	% Unex Abs	
Elementary Schools	94.5%	13981	80.5%	10996	94.5%	1.2%	14361	78.9%	11434	94.4%	1.3%	-0.1%
K-8 Schools	94.6%	3817	47.8%	3292	94.6%	1.1%	3957	46.6%	3447	94.9%	1.1%	0.4%
Middle Schools	92.1%	5901	78.7%	5901	92.1%	2.8%	6137	79.3%	6137	91.7%	3.1%	-0.4%
High Schools	85.4%	9459	62.9%	8551	85.4%	9.7%	9575	62.1%	8719	86.0%	9.3%	0.6%
District Total: End of Year	**91.4%**	**33158**	**71.4%**	**28740**	**91.4%**	**3.9%**	**34030**	**70.5%**	**29737**	**91.4%**	**4.0%**	**0.0%**

Truancy

School	Prior Year (2012-13)					Current Year (2013-14)				Change % Truant
	End Yr Rate	Oct Count	# Ages 6 - 17	# Truant	% Truant	Oct Count	# Ages 6 - 17	# Truant	% Truant	
Elementary Schools Total	6.9%	13981	10996	754	6.9%	14361	11434	805	7.0%	0.2%
K-8 Schools Total	4.6%	3817	3292	150	4.6%	3957	3447	208	6.0%	1.5%
Middle Schools Total	13.7%	5901	5901	806	13.7%	6137	6137	1006	16.4%	2.7%
High Schools Total	39.7%	9459	8551	3395	39.7%	9575	8719	3525	40.4%	0.7%

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| District Total: End of Year	17.8%	33158	28740	5105	17.8%	34030	29737	5544	18.6%	0.9%

After several years of decreasing truancy and increased attendance, APS had an increase in the percent of truant student and no change in average daily attendance for 2013-14. Trend analysis shows the attendance rates are highest at the elementary level and lowest at the high school level. For habitually truant students, rates are the lowest at elementary, increase at the middle level, and greatly increase at the high school level. Actions addressing these data are included in the major improvement strategies.

Credit Accumulation
APS has tracked credit accumulation based on age and credits earned. The expected rate of credit accumulation is 5.5 credits per year for a total of 22.0 credits for graduation. Data across three years (2011-12, 2012-13, 2013-14) revealed approximately 25% of students at the high school level are over-age/under-credit. This percent varies significantly by school, from our AEC charter school having 68% of their students qualifying as over-age/under-credit (this is the population they serve) to one high school that has 10% of their students qualifying as over-age/under credit. Analysis of credit accumulation by ethnicity shows fairly high rates of over-age/under-credit for students of color groups (24%-28%) compared with students identified as White (16%). EL students have the highest percentage of over-age/under-credit students by special populations (32%).

Discipline
APS tracks discipline data for office referrals and suspensions on a quarterly basis at the district level. Trend analysis over the past four years shows district office referral rates have decreased from 20.61% of students receiving one or more referrals in 2009 to 16.75% in 2014. Decreases in referral rates from 2009 to 2014 were noted for all ethnic/racial student groups. Differences in referral rates between ethnic/racial student groups are evident each year. Students who identify as Black continue to be referred to the office at a higher rate than other student groups. This trend is consistent over the four years of data reviewed. Actions addressing these data are included in the major improvement strategies.

DISTRICT OFFICE REFERRALS

Percent of Students with Office Referrals within Ethnicity
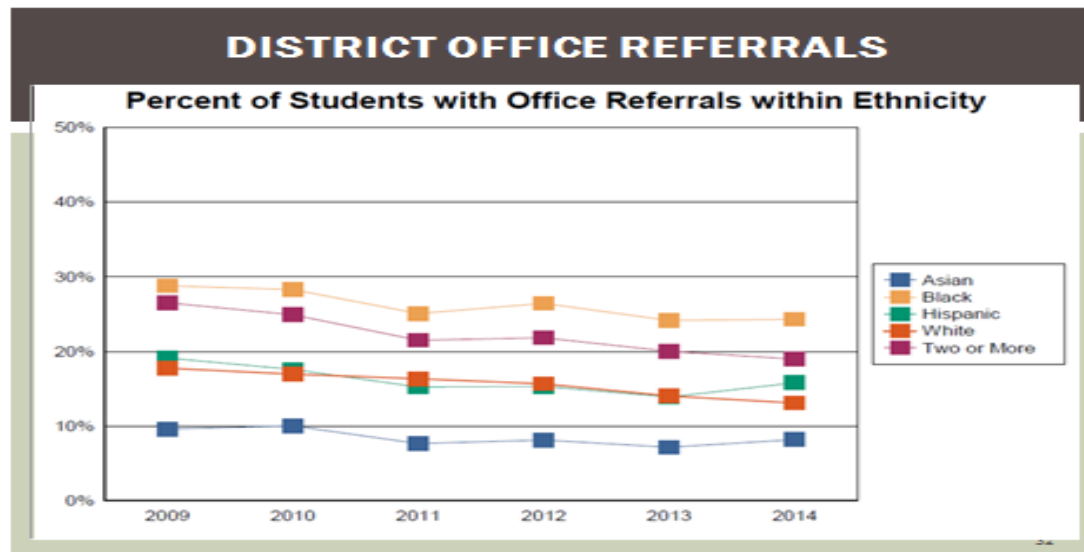
Highly Qualified Staff

As noted in the data table below, the percent of novice teachers at *high* poverty schools is 22% and the percent of novice teachers at *low* poverty schools is 61%. This trend is reversed from what is typically seen in high poverty district. The Highly Qualified Staff data noted below will help us allocate professional learning resources.

PctQtl	District Pct of Novice Teachers	StatePct of Novice Teachers	PctGap	EqtQtl	DistrictEqtGap	StateEqtGap
4 (Low poverty)	60.87	16.30	44.57	Gap between 4 (low) and 1 (high)	-38.60	13.79
3		13.29		Gap between 4 (low) and 2	-34.96	-.44
2	25.91	15.85	10.06	Gap between 3 and 1 (high)	7.6	16.80
1 (High Poverty)	22.27	30.09	-7.81			

Root Cause #1 –Proficiency & Academic Growth:

Considering the quantitative data noted above with data gathered by internal experts, it was concluded that the Aurora Public Schools lacks consistent implementation of effective standards-driven instructional practices in reading, writing, math, science and social studies. The school district needs to ensure alignment between standards, curricular resources and assessments and fully engage systems that provide differentiated professional learning for teachers and school leaders.

Root Cause #2 – Academic Growth Gaps:

Considering the quantitative data noted above with data gathered by internal experts, it was concluded that the Aurora Public Schools lacks formative assessment systems and response mechanisms that are required to ensure the acceleration of learning for every student. APS needs to develop and implement formative assessment practices and multi-tiered systems of support in a manner that gains advantage from the assets and is responsive to the needs demonstrated by our students.

Root Cause #3 – Dropout/Graduation Rates:

Considering the quantitative data noted above with data gathered by internal experts, it was concluded that the Aurora Public Schools lacks the systems and strategies necessary to engage a plan for graduation and post-secondary success for every student. The school district needs to significantly improve the alignment of our Post-Secondary Workforce Readiness systems to create an aligned, refined and predictable process for PWR planning with every Aurora Public Schools student.

Verification of these root causes were found in the quality school reviews conducted by RMC Research Corporation, through the over 200 school site visits that were performed by the superintendent, chief academic officer and district leadership teams between August 15, 2013 and November 1, 2014, and as a result of the engagement of district-level leadership teams and all school leaders in conversations related to the alignment of school root-causes to the identified district root-causes. Participation in these data-related conversations included representatives from: The Office of Superintendent, The Division of Research and Accountability, Directors of Curriculum, Professional Learning, English Language Acquisition and Exceptional Student Services, staff focused on the implementation of post-secondary and workforce planning, Directors of Student Achievement and Curriculum Coordinators.

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium's reflections to help build your data narrative.*

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2013-14 school year, 53.4% of students will score proficient or advanced overall on the Reading TCAP.	46.5 (-1.9%) of students scored proficient or advanced overall on the Reading TCAP – target not met.	The Aurora Public School is responding to a historical trend of underperformance. The Root Causes, Major Improvement Strategies and Actions identified in this document are designed to be responsive to this underperformance and will take time to fully engage.

Over the course of the last several years, UIP actions had created an expectation that schools, in and of themselves, would engage significant levels of improvement. It is the current understanding that district level accountability, investment and coherent strategy must be directly supportive of the school-level action and this is represented in the current UIP.

Professional Learning for teachers and principals has not completely focused on supporting the work of teaching and learning by the classroom teacher. This UIP responds to this by providing a very targeted professional learning strategy, ensuring that the constant target is improved teaching and learning. |
	By the end of the 2013-14 school year, 43.3% of students will score proficient or advanced overall on the Math TCAP.	35.9% (-1.4%) of students scored proficient or advanced overall on the Math TCAP – target not met.	
	By the end of the 2013-14 school year, 40.6% of students will score proficient or advanced overall on the Writing TCAP.	34.2% (-1.5%) of students scored proficient or advanced overall on the Writing TCAP – target not met.	
	By the end of the 2013-14school year, 32.0% of students will score proficient or advanced overall on the Science TCAP.	N/A –TCAP Science no longer given	
Academic Growth	The 2014 Median Student Growth Percentile in Reading will be 60 for all levels.	The Median Student Growth Percentile was 49 (-2) – target not met.	
	The 2014 Median Student Growth Percentile in Math will be 60 for all levels.	The Median Student Growth Percentile was 48 (-2) – target not met.	
	The 2014 Median Student Growth Percentile in Writing will be 60 for all levels.	The Median Student Growth Percentile remained at 49 – target not met.	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth Gaps	2014 Median Growth Percentiles for students needing to 'catch-up', ELL students and students with IEPs will be 65 in all subjects/levels.	The Median Student Growth Percentile for students needing to 'catch-up' was 50 (-2) in Reading; 48 (-2) in Math; and 50 (-1) in Writing – target not met. The Median Student Growth Percentile for ELL students was 51 (-2) in Reading; 48 (-2) in Math; and 51 (-1) in Writing – target not met. The Median Student Growth Percentile for IEP students remained at 44 in reading; remained at 42 in Math; decreased to 44 (-1) in writing - target not met.	Targeted support structures have not been well- aligned to universal systems of instruction and gaps between the systems seem to be mitigating the opportunity that exists to accelerate the learning of students from universal to targeted learning strategies. Professional Learning systems have not bee differentiated to a degree that engages all teachers in relative levels of development that allow them to better understand culturally relevant and standards-based instructional practices.
Postsecondary & Workforce Readiness	The 2014 Dropout Rate will be 4.1%.	The 2014 Dropout rate decreased to 4.7 – target met.	Post-Secondary/Workforce Readiness systems have not been strongly enough aligned to create a coherent and predictable process for PWR planning for every Aurora Public School student. While we have experienced a decrease in the dropout rate due to a greater emphasis being placed on the tracking of our students, the expectations we have stated for our students have not matched our ability to systemically support them as they progress through the grade levels and PWR/ Graduation planning needs to become a fully aligned and predictable process for all students.
	The 2014 mean ACT Composite score will be 18.1.	The 2014 mean ACT Composite score was 17.2 (+.1) – target not met.	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Student Graduation and Completion Plan (For Designated Graduation Districts)	The *on-time* 2014 graduation rate will be 58.8%. The five-year 2014 graduation rate will be 65.4%	The on-time 2014 Graduation Rate increased to 55.8% (+3.2%). Target not me The five year 2014 graduation rate was 66.2% (+6.8%). Target was met	The expectations we have stated for our students have not matched our ability to systemically support our students as they progress through the grade levels and PWR/Graduation planning needs to become a fully aligned and predictable process for students.
English Language Development and Attainment (AMAOs)	80% of ELL students will meet AMAO 1 expectations.	AMAO 1 not met for 2014 – 58.3% of points received an 'approaching' rating for AMAO 1	ELD programming has been broadly and consistently implemented but a greater emphasis on ensuring effective implementation at each school site needs to be developed and engaged.
	22% of ELL students will meet AMA 2 expectations.	AMAO 2 met for 2014 – 19.49% of students met the target, with the state target being 12%.	
	2014 Median Growth Percentiles for ELL students will be 65 in all subjects. The *on-time* 2014 Graduation rate for Ell students will increase to 49.5%	The MGP for ELL students was 51 in Reading, 51 in Writing, 48 in Math – target not met. The on-time 2014 Graduation Rate for ELL increased 2.2% to 41.7% - target not met.	

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about district-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, districts/consortia are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading: 2011 – 46.6% P/A – state 67.9% 2012 – 48.3% P/A – state 69.3% 2013 – 48.4% P/A – state 69.5% 2014 – 46.5% P/A – state 69.0% Writing: 2011 – 34.3% P/A – state 55.3% 2012 – 35.5% P/A – state 54.0% 2013 – 35.6% P/A – state 55.0% 2014 – 34.2% P/A – state 54.4% Math: 2011 – 37.6% P/A – state 55.7% 2012 – 37.7% P/A – state 55.8% 2013 – 37.3% P/A – state 56.7% 2014 – 35.9% P/A – state 56.3%	Proficiency in all academic content areas is substantially below the state average and has not substantially increased over the past 4 years. More specifically, over the last four years achievement in all areas remains stable at 38.9% and remains 22.5% below the state average in reading, 20.4% below the state average in math, and 20.2% below the state average in writing.	Aurora Public Schools lacks consistent implementation of effective standards-driven instructional practices in reading, writing, math, science and social studies. Aurora Public Schools lacks formative assessment systems and response mechanisms that are required to ensure the acceleration of learning for every student.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	Reading elementary MGP – 47; AGP 48 Reading middle level MGP – 51; AGP 51 Reading high school MGP – 55; AGP 46 Math elementary MGP – 51; AGP 65 Math middle level MGP – 48; AGP 82 Math high school MGP – 52; AGP 99 Writing elementary MGP – 47; AGP 57 Writing middle level MGP – 52; AGP 67 Writing high school MGP – 52; AGP 84 In reading, MGPs are within the typical range (35-65) and are at or above AGPs. In math, while overall MGPs are near or at the state median, but 14-47 points below the AGPs. In writing, MGPs are typically near or at the state median but 10-32 points below the AGPs.	MGPs are below the 65th percentile across all grades and contents. During the same period median growth percentiles in reading have been between 47 and 55, near or at the adequate growth percentile; median growth percentiles in math have been between 48 and 52, below the adequate growth percentiles ranging between 65 and 99; and median growth percentiles in writing have been between 47 and 52, below the adequate growth percentiles ranging between 57 and 84.	Aurora Public Schools lacks consistent implementation of effective standards-driven instructional practices in reading, writing, math, science and social studies. Aurora Public Schools lacks formative assessment systems and response mechanisms that are required to ensure the acceleration of learning for every student.
Academic Growth Gaps	MGPs and AGPs for disaggregated groups of students showed that MGPs are typically near, at or above the state median except in for students with disabilities at the elementary level. AGPs for groups in many cases are significantly higher than MGPs.	Over the last four years, the median growth percentiles for English Language Learners, Students with Disabilities, and students needing to 'Catch Up' have been	Aurora Public Schools lacks consistent implementation of effective standards-driven instructional practices in reading, writing, math, science and social studies. Aurora Public Schools lacks formative assessment systems and response mechanisms that are required to ensure the acceleration of learning for every student.

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| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		between 33 and 57. The median growth percentiles for these groups are at or below the district median growth percentiles and substantially below the median adequate growth percentiles for these groups.	
Postsecondary & Workforce Readiness	ACT scores are below the state average and have increased slightly over three years (16.9 composite in 2011; 17.2 composite in 2014). Dropout rates have declined thirty percent over a four year period from 6.9 to 4.7. Dropout rates remain above the state average and are highest for students identified as Hispanic and ELL.	Over the last five years, the four-year graduation rate has increased from 45.5% to 55.8%. The five-year graduation rate has increased from 52.4% to 66.2% but remains 13.8% below the state expectation of an 80% graduation rate. During the same period, the dropout rate has decreased significantly from 6.9% to 4.7% and remains 1.1% below the state expectation of 3.6%.	Aurora Public Schools lacks formative assessment systems and response mechanisms that are required to ensure the acceleration of learning for every student. Aurora Public Schools lacks the systems and strategies necessary to engage a plan for graduation and post-secondary success for every student.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Student Graduation and Completion Plan (For Designated Graduation Districts)	Disaggregated four year graduation rates show the highest rates were obtained by students identified as Native Hawaiian, Black, and White. Lower rates were noted for students identified as Hispanic, Asian, ELL and students with disabilities. In addition, male students graduate at a consistently lower rate across most disaggregated groups. Four year graduation rates have increased 10 percent over the past four years. Attendance rates have increased 1.2 % (84.8% to 86.0%) over the past four years at the HS level. Habitually Truant rates have decreased 4.9% over the past four years (40.4% in 2014) at the HS level and remains at a rate significantly higher than the Elementary (7.0%) or MS (16.4%) levels.	Over the last five years, the four-year graduation rate has increased from 45.5% to 55.8%. The five-year graduation rate has increased from 52.4% to 66.2% but remains 13.8% below the state expectation of an 80% graduation rate. During the same period, the dropout rate has decreased significantly from 6.9% to 4.7% and remains 1.1% below the state expectation of 3.6%.	Aurora Public Schools lacks formative assessment systems and response mechanisms that are required to ensure the acceleration of learning for every student. Aurora Public Schools lacks the systems and strategies necessary to engage a plan for graduation and post-secondary success for every student.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
English Language Development and Attainment (AMAOs)	AMAO #1 Making Progress in English 2010-11: 45.6 % Did not meet 50% target 2011-12: Received a 'meets' rating 2012-13: Received a 'meets' rating 2013-14: Received an 'approaching' rating AMAO #2 Attaining Proficiency 2010-11: 8.2% Did meet 6% target 2011-12: 7.3% Received a 'meets' rating 2012-13: 19.8% Received a 'meets' rating 2013-14: 19.49% Received a 'meets' rating AMAO#3 TCAP Proficiency and Graduation Rate 2010-11: Did not Meet proficiency targets 2011-12: 60% Received an 'approaching' rating 2012-13: 55% Received an 'approaching' rating 2013-14: 50% Received an 'approaching' rating	Over the last four years, the median growth percentiles for English Language Learners, have been between 33 and 57. The median growth percentiles for these groups are at or below the district median growth percentiles and substantially below the median adequate growth percentiles for these groups. See above for graduation rate priority performance challenge related to AMAO #3.	Aurora Public Schools lacks consistent implementation of effective standards-driven instructional practices in reading, writing, math, science and social studies. Aurora Public Schools lacks formative assessment systems and response mechanisms that are required to ensure the acceleration of learning for every student.

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Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *District/Consortium Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

District/Consortium Target Setting Form
Directions: Complete the worksheet below. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.
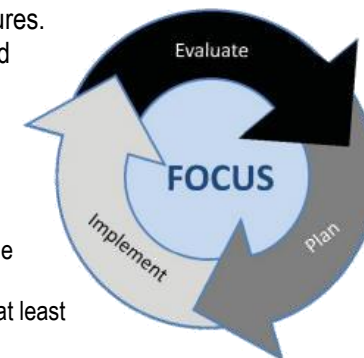
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

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District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	Over the last four years, achievement in reading has increased from 46.7% proficient/adv. to 48.4% proficient/adv., but remains 21.1% below the state average.	By the end of the 2014-15 school year, students will score at or above the 15th Percentile on Reading CMAS. By the end of the 2014-15 school year, the percent of students that qualify as having a significant reading deficiency will be 21.5%.	By the end of the 2015-16 school year, students will score at or above the 20th Percentile on Reading CMAS. By the end of the 2015-16 school year, the percent of students that qualify as having a significant reading deficiency will be 16.5%.	Acuity or MAP Assessments grades 3-10 (administered 1-2 times during the school year during the CMAS transition). PALs Literacy Assessments ongoing (grades K-5).	Strategies 1, 2 & 3
		M	Over the last four years, achievement in math has not changed from 37.3% proficient/adv., and remains 19.4% below the state average.	By the end of the 2014-15 school year, students will score at or above the 15th Percentile on Math CMAS at Elementary & MS and above the 30th percentile at HS.	By the end of the 2015-16 school year, students will score at or above the 20th Percentile on Math CMAS at Elementary & MS and above the 35th percentile at HS.	Acuity or MAP Assessments grades 3-10 (administered 1-2 times during the school year during the CMAS transition). K. Richardson Assessments ongoing (grades K-5).	Strategies 1, 2 & 3
		W	Over the last four years, achievement in writing has increased from 31.8% to 35.6% proficient/adv., but remains 19.4% below the state average.	By the end of the 2014-15 school year, students will score above the 15th Percentile on Writing CMAS.	By the end of the 2015-16 school year, students will score above the 20th Percentile on Writing CMAS.	Common Assessments grades 3-10 (administered throughout the school year).	Strategies 1, 2 & 3

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		S SS		By the end of the 2014-15 school year, students will score at or above the 20th Percentile on Science CMAS.	By the end of the 2015-16 school year, students will score at or above the 25th Percentile on Science CMAS.	Common Assessments grades 3-10 (administered throughout the school year).	Strategies 1, 2 & 3
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	Over the last four years median growth percentiles in reading have generally been between 46 and 56, near or at the adequate growth percentile.	The 2015 Median Student Growth Percentile in Reading will be 60 for all levels.	The 2016 Median Student Growth Percentile in Reading will be 60 for all levels.	Acuity or MAP Assessments grades 3-10 (administered 1-2 times during the school year during the CMAS transition). Common Assessments grades 3-10 (administered throughout the school year). PALs Literacy Assessments ongoing (grades K-5).	Strategies 1, 2, 3 & 5
		M	Over the last four years median growth percentiles in math have been between 47 and 53, below the adequate growth percentiles ranging between 65 and 99.	The 2015 Median Student Growth Percentile in Math will be 60 for all levels.	The 2016 Median Student Growth Percentile in Math will be 60 for all levels.	Acuity or MAP Assessments grades 3-10 (administered 1-2 times during the school year during the CMAS transition). Common Assessments grades 3-10 (administered throughout the school year).	Strategies 1, 2, 3 & 5
		W	Over the last four years median growth percentiles in writing have been between 47 and 52, below the adequate growth percentiles ranging between 57 and 84.	The 2015 Median Student Growth Percentile in Writing will be 60 for all levels.	The 2016 Median Student Growth Percentile in Writing will be 60 for all levels.	Common Assessments grades 3-10 (administered throughout the school year).	Strategies 1, 2, 3 & 5
		ELP	Over the last three years median growth	2015 Median Growth Percentiles for ELL	2016 Median Growth Percentiles for ELL	Progress monitoring using site walkthroughs and	Strategies 1, 2, 3 & 5

			percentiles on ACESS for ELL students have averaged between 43 and 54, near or above the adequate growth targets.	students will be 55 on the ACCESS assessment.	students will be 60 on the ACCESS assessment.	stages of language development tools.	
Academic Growth Gaps	Median Growth Percentile, local measures	R	Over the last four years, the median growth percentiles for English Language Learners, Students with Disabilities, and students needing to 'Catch Up' have been between 33 and 57. The median growth percentiles for these groups are at or below the district median growth percentiles and *substantially below the median adequate growth percentiles for these groups*.	2015 Median Growth Percentiles for students needing to 'catch-up', ELL students and students with IEPs will be 65 in all subjects/levels.	2016 Median Growth Percentiles for students needing to 'catch-up', ELL students and students with IEPs will be 65 in all subjects/levels.	Acuity or MAP Assessments grades 3-10 (administered 1-2 times during the school year during the CMAS transition). Common Assessments grades 3-10 (administered throughout the school year). PALs Literacy Assessments ongoing (grades K-5).	Strategies 2, 3 & 5
		M	See Above.	2015 Median Growth Percentiles for students needing to 'catch-up', ELL students and students with IEPs will be 65 in all subjects/levels.	2016 Median Growth Percentiles for students needing to 'catch-up', ELL students and students with IEPs will be 65 in all subjects/levels.	Acuity or MAP Assessments grades 3-10 (administered 1-2 times during the school year during the CMAS transition). Common Assessments grades 3-10 (administered throughout the school year).	Strategies 2, 3 & 5
		W	See Above.	2015 Median Growth Percentiles for students needing to 'catch-up',	2016 Median Growth Percentiles for students needing to 'catch-up',	Common Assessments grades 3-10 (administered throughout the school year).	Strategies 2, 3 & 5

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			ELL students and students with IEPs will be 65 in all subjects/levels.	ELL students and students with IEPs will be 65 in all subjects/levels.	
Postsecondary & Workforce Readiness	Graduation Rate	Over the last five years, the four-year graduation rate has increased from 45.5% to 55.8%. The five-year graduation rate has increased from 52.4% to 66.2% but remains 13.8% below the state expectation of an 80% graduation rate. During the same period, the dropout rate has decreased from 6.9% to 4.7% and remains 1.1% below the state expectation of 3.6%.	The *on-time* 2015 graduation rate will be 60.8%. The five-year 2015 graduation rate will be 71.2%	The *on-time* 2016 graduation rate will be 65.8%. The five year 2016 graduation rate will be 76.2%	Quarterly reports on course grade failures and students credit off-track to graduate (early warning system).	Strategies 2, 3 & 4
	Disag. Grad Rate	See Above.	The *on-time* 2015 graduation rate will be 60.8%. The five-year 2015 graduation rate will be 71.2%	The *on-time* 2016 graduation rate will be 65.8%. The five year 2016 graduation rate will be 76.2%	Quarterly reports on course grade failures and students credit off-track to graduate (early warning system).	Strategies 2, 3 & 4
	Dropout Rate	See Above.	The 2015 Dropout Rate will be 4.1%.	The 2016 Dropout Rate will be 3.5%	Quarterly reports on course grade failures and students credit off-track to graduate (early warning system).	Strategies 2, 3, 4 & 5
	Mean CO ACT	Over the last four	The 2015 mean ACT	The 2016 mean ACT	ASPIRE, and practice ACT	Strategies 1, 2 & 3

		years, ACT scores have increased slightly and remain 2.9 points below the state target of 20.1.	Composite score will be 18.2.	Composite score will be 19.2.	assessments given each October.	
	Other PWR Measures	The percent of students off-track for on-time graduation has consistently been over 25% for the past four years.	At the end of the 2014-15 school year, less than 20% of freshman and sophomore students will be off-track to on-time graduation.	At the end of the 2015-16 school year, less than 15% of freshman, sophomore and junior students will be off-track to on-time graduation.	Early warning system monthly monitoring including attendance and credit accumulation.	Strategies 1, 2, 3, 4
English Language Development & Attainment	ACCESS Growth (AMAO 1)	The district did not make AMAO 1 for 2013-14 but has made it two years prior. See Overall Growth PPC	66.7% of ELL students will meet AMAO 1 expectations.	71.7% of ELL students will meet AMAO 1 expectations.	Formative assessment to monitor listening & speaking. Acuity or MAP Assessments grades 3-10 (administered 1-2 times during the school year during the CMAS transition).	Strategies 1, 2, 3, 4 & 5
	ACCESS Proficiency (AMAO 2)	Not a Priority Performance Challenge.	22% of ELL students will meet AMAO 2 expectations.	24% of ELL students will meet AMAO 2 expectations.	Formative assessment to monitor listening & speaking. Acuity or MAP Assessments grades 3-10 (administered 1-2 times during the school year during the CMAS transition).	Strategies 1, 2, 3, 4 & 5
	TCAP (AMAO 3)	Over the last five years, the four-year graduation rate has increased from 45.5% to 55.8%. The five-year graduation rate has increased from	2015 Median Growth Percentiles for ELL students will be 65 in all subjects. The *on-time* 2015	2016 Median Growth Percentiles for ELL students will be 65 in all subjects. The *on-time* 2016	Formative assessment to monitor listening & speaking. Acuity or MAP Assessments grades 3-10 (administered 1-2 times during the school year during the CMAS transition).	Strategies 1, 3, 4 & 5

		52.4% to 66.2% but remains 13.8% below the state expectation of an 80% graduation rate.	Graduation rate for Ell students will increase to 49.5%	Graduation rate for ELL students will increase to 59.5%.	Quarterly reports on course grade failures and students off-g track to graduate (early warning system).	

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that districts focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1:

Create a strong culture of performance by engaging a system of supervision and support for schools that ensures equitable distribution of resources, provides for effective planning mechanisms, effectively monitors and supports implementation of priority actions, ensures a high level of just-in-time support for teachers, principals and school communities and provides for clear avenues of communication and support between central offices and school sites.

Root Cause(s) Addressed:

Proficiency & Academic Growth: The Aurora Public Schools lacks consistent implementation of effective standards-driven instructional practices in reading, writing, Math, Science and Social Studies. The school district needs to ensure alignment between standards, curricular resources and assessments and fully engage systems that provide differentiated professional learning for teachers and school leaders.

Academic Growth Gaps: The Aurora Public Schools lacks formative assessment systems and response mechanisms that are required to ensure the acceleration of learning for every student. APS needs to develop and implement formative assessment practices and multi-tiered systems of support in a manner that gains advantage from the assets and is responsive to the needs demonstrated by our students.

Dropout/Graduation Rates: The Aurora Public Schools lacks the systems and strategies necessary to engage a plan for graduation and post-secondary success for every student. The school district needs to significantly improve the alignment of our Post-Secondary Workforce Readiness systems to create an aligned, refined and predictable process for PWR planning with every Aurora Public Schools student.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☑ State Accreditation   ☑ Student Graduation and Completion Plan (Designated Graduation District)   ☑ Title IA   ☑ Title IIA   ☑

☐ Gifted Program   ☐ Other: _____

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Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Engagement of district-wide strategic planning process to develop and implement a revised APS Belief-set, Vision, Mission and Goals	July, 2014	June, 2015	Superintendent	General Fund	January, 2015 *(Specific I.B.s for all Action Steps are identified in the UIP Workplan which can be provided upon request)*	In progress
Ensure the implementation of a planning process that will ensure the identification and engagement of significant benchmarks for primary actions steps identified in each of the Major Improvement strategies in this UIP.	March, 2014	July, 2015	Chief Academic Officer	General Fund	July, 2015	In progress
Develop and implement a structure of school visits and classroom observation that allows for ongoing survey of school strengths and needs and identifies supportive responses	July, 2014	June, 2016	Chief Academic Officer	General Fund	December, 2014 June, 2015 June, 2014	Ongoing
Continue the implementation of the Division of Equity in Learning and refinement of the P20 Learning Community-based redesign	July, 2014	June, 2016	Chief Academic Officer	General Fund Mill Levy	July, 2014 January, 2015 June, 2016	Ongoing
Create and Engage a Differentiated Support Structure system that provides access to resources and autonomies in response to the impact of identified risk factors.	July, 2014	June, 2016	Chief Academic Officer	General Fund	July, 2014 January, 2015 July, 2015 June, 2015	In Progress
Focus on the recruitment, hiring, development and retention of high quality staff including the revision and implementation of competency-aligned and behavior-based selection strategy for new leaders	August, 2015	May, 2016	Chief Personnel Officer	General Fund	August, 2014 January, 2015 May, 2015 January, 2016 June, 2016	In Progress

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Develop and engage the Reciprocal Accountability Compact between schools and P20 LC Support Teams to ensure that resources provided by the Support Teams are aligned and the team is held accountable to commitments	July, 2014	June, 2016	Chief Academic Officer/P-20 LC Directors	General Fund	October, 2014 December, 2014 May, 2015 October, 2015 June, 2016	In Progress
External review of current ELA programming with response and implementation of recommendations during 2015-16	January 2015	June 2016	Chief Academic Officer	General Fund	January, 2015 June, 2015 June, 2016	To begin January, 2015

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2:

Ensure strong alignment between the Colorado Academic Standards, curricular resources/pacing guides, and formative and accountability-level assessments so that teachers and school leaders will confidently and effectively engage these resources to inform and support data-sourced planning and teaching and learning to mastery.

<u>Root Cause(s) Addressed:</u>

Proficiency & Academic Growth: The Aurora Public Schools lacks consistent implementation of effective standards-driven instructional practices in reading, writing, Math, Science and Social Studies. The school district needs to ensure alignment between standards, curricular resources and assessments and fully engage systems that provide differentiated professional learning for teachers and school leaders.

Academic Growth Gaps: The Aurora Public Schools lacks formative assessment systems and response mechanisms that are required to ensure the acceleration of learning for every student. APS needs to develop and implement formative assessment practices and multi-tiered systems of support in a manner that gains advantage from the assets and is responsive to the needs demonstrated by our students.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☑ State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) ☑ Title IA ☑ Title IIA
☑ Title III ☑ Gifted Program ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	**2015-16**				
Continue to engage representative groups of teachers in Teacher Listening Sessions to ensure a strong central understanding of the teacher perspective	August, 2014	June, 2016	Chief Academic Officer	General Fund	December, 2014 June, 2015 June, 2016	Ongoing
Continue the redefinition and confirmation of core instructional practices that represent the foundation of teaching and learning activities for each curricular area	February, 2014	June, 2016	Director of Teaching and Learning	General Fund, Title I, Title II (federal funds to support professional learning for educators)	August, 2014 January, 2015 June, 2015 June, 2016	Ongoing
Engage teachers in the development of a "guaranteed and viable curriculum" for mathematics (Spring 2015) and literacy/language arts (2015-2016)	January 2015	June, 2016	Math Instructional Coordinator	General Fund	June, 2014 June, 2015	Not Begun

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Refine and continue implementation of district-wide "English Language Development" programming to ensure that all second language learners are supported through effective, research-based teaching and learning practices in a milieu that is responsive to their language level.	August, 2013	June, 2015	Director of ELD	ELPA Funds General Fund	June, 2014 June, 2015	Ongoing
Full implementation of READ Act - responding to the needs of students with Significant Reading Deficiencies	August, 2014	June, 2016	Elementary Literacy Inst Coord	General Fund READ Act Fund	August, 2014, October, 2014 January, 2015, Aug., 2015, June, 2015	Ongoing
Continue revision Pacing and Planning guides to ensure full alignment to Colorado Academic Standards and increase accessibility for teacher	July, 2014	June, 2015	Professional Learning Program Director	General Fund	August, 2014, January, 2015 August, 2015, June, 2016	In Progress
Review, revise and pilot the progress-reporting system for elementary grades (pilot 2015-2016), middle grades (pilot 2016-2017), high school (pilot 2017-2018)	January, 2015	June, 2016	Director Teaching and Learning	General Fund	March, 2015, August, 2015 January, 2016, June, 2016	Not yet begun
Develop and engage strategy for further implementation of high-quality Early Childhood Education programming	August, 2014	June, 2016	Program Director ECE	General Fund	January, 2015, June, 2015 January, 2016, June, 2016	In Progress
Develop and implement a plan for the revision of requirements for graduation with both immediate and longer-term implementation items identified	October, 2014	June, 2016	Program Director PWR	General Fund	January, 2015, June, 2015, January, 2016, June, 2016	In Progress

- Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Major Improvement Strategy #3:

Provide high quality, job embedded, differentiated professional learning to teachers and school leaders that is grounded in the Colorado Academic Standards and data-driven teaching and learning cycles and evaluated by the learning outcomes of our students.

Root Cause(s) Addressed:

Proficiency & Academic Growth: The Aurora Public Schools lacks consistent implementation of effective standards-driven instructional practices in reading, writing, Math, Science and Social Studies. The school district needs to ensure alignment between standards, curricular resources and assessments and fully engage systems that provide differentiated professional learning for teachers and school leaders.

Academic Growth Gaps: The Aurora Public Schools lacks formative assessment systems and response mechanisms that are required to ensure the acceleration of learning for every student. APS needs to develop and implement formative assessment practices and multi-tiered systems of support in a manner that gains advantage from the assets and is responsive to the needs demonstrated by our students.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☑ State Accreditation ☑ Student Graduation and Completion Plan (Designated Graduation District) ☑ Title IA ☑ Title IIA

☑ Title III ☑ Gifted Program ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Create a vision, mission, goals and accountability mechanisms for the APS professional learning system.	July, 2014	March, 2015	Program Director Prof Learning	General Fund	July, 2014 March, 2015	Not Begun
Provide specific and differentiated professional learning in the core instructional content, embedded in the context of culturally relevant and equitable educational practices	July, 2014	June, 2016	Program Director Professional Learning	General Fund Title I Title III	August, 2014 January, 2015 July, 2015 June, 2016	Ongoing
Refine and further implement a plan for principal and teacher effectiveness training and evaluation implementation to ensure effective engagement of evaluation and professional learning	August, 2014	June, 2016	Program Director Educator Effectiveness	General Fund	July, 2014 January, 2015 June, 2015 January, 2016 June, 2016	Ongoing
Develop and engage a cadre of "teacher-leaders" who will engage in deep learning around instructional	November, 2014	June, 2016	Program Director Professional Learning	General Fund Title II	January, 2015 June, 2015 January, 2016	In Progress

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					June, 2016	
practice, develop a deep understanding of district and school-level priorities and develop the skills to support colleagues in strengthening their teaching craft					June, 2016	
Equity in Learning "Excellence in Equity" three year implementation to ensure a district-wide common understanding of equity and effective implementation of culturally relevant educational practices and actions	July, 2014	June, 2016	Chief Academic Officer	General Fund	July, 2014 January, 2015 June, 2015 January, 2015 June, 2015	In Progress
Fully engage the Teaching Partner model including specific district-wide implementation of training in "coaching," "classroom lab facilitation," and other priority support strategies	July, 2014	August, 2015	Program Director Professional Learning	General Fund Title II	August, 2014 February, 2015 August, 2015 June, 2016	In Progress
Revision and implementation of early-career/induction support systems for teachers and school leaders	July, 2014	December, 2015	Director Teaching and Learning	General Fund	August, 2014 December, 2014 June, 2015 December, 2015	In Progress
Strategic engagement of partnerships with PEBC and Catapult for inst. and leadership training/mentoring/coaching	September, 2014	June, 2015	Chief Academic Officer	General Fund Title I	September, 2014 January, 2015 June, 2016	In Progress
Review of "Turnaround Leadership Readiness" at the district level by the University of Virginia School Turnaround program, selection of sites and implementation	December, 2014	June, 2016 (pending review and approval)	Chief Academic Officer	General Fund CDE Grant	December, 2014 January, 2015 June, 2015 June, 20-16	Not Yet Begun
Development of Competency Sets for all Division of Equity in Learning Director-level roles and the engagement of team development and professional learning activities	July, 2014	July, 2015	Chief Academic Officer	General Fund	July, 2014 December, 2014 June, 2015	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Major Improvement Strategy #4:

Through the implementation of Multi-tiered Systems of Support at each school site, ensure the engagement of effective universal, targeted and intensive learning experiences for students currently performing below grade-level expectation and, specifically, for Students with Disabilities, students with Significant Reading Deficiencies, and students at risk for dropping out or not advancing successfully into post-graduate learning and/or work force experiences.

<u>Root Cause(s) Addressed:</u>

Academic Growth Gaps: The Aurora Public Schools lacks formative assessment systems and response mechanisms that are required to ensure the acceleration of learning for every student. APS needs to develop and implement formative assessment practices and multi-tiered systems of support in a manner that gains advantage from the assets and is responsive to the needs demonstrated by our students.

Dropout/Graduation Rates: The Aurora Public Schools lacks the systems and strategies necessary to engage a plan for graduation and post-secondary success for every student. The school district needs to significantly improve the alignment of our Post-Secondary Workforce Readiness systems to create an aligned, refined and predictable process for PWR planning with every Aurora Public Schools student.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☑ State Accreditation　　☑ Student Graduation and Completion Plan (Designated Graduation District)　　☑ Title IA　　☑ Title IIA

☐ Title III　　☑ Gifted Program　　☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Create an Aurora Public Schools definition of "multi-tiered support strategies" which may include elements of the current RTI programming	July, 2014	February, 2015	MTSS Coordinator	General Fund	June, 2014	In Progress
Ensure the development and implementation of a multi-tiered system of support at each school site	June, 2014	June, 2016	P20 LC Directors	General Fund	June, 2015 December, 2015 June, 2016	In Progress
Implement a district-wide data-dashboard system to allow P20 Directors and Support Team members, school leaders and teachers to monitor key school and student-level information in "real-time" with pilot implementation during the 2014-15 school year	August 2014	June, 2016	Chief of Research & Accountability	General Fund	August, 2014 January, 2015 June, 2015 June, 2016	In progress

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Create a well-aligned, predictable and effectively implemented Post-Secondary Workforce Readiness planning system to support the improvement of graduation rates and the decrease of dropout for all student groups.	July, 2014	June, 2015	Program Director PWR	General Fund	June, 2014 January, 2015 June, 2015	In Progress
Engage full implementation of "digital badging" processes to strengthen college and career planning and identify and acknowledge PWR skills and abilities demonstrated by students at all grade levels.	July, 2014	June, 2016	Program Director PWR	General Fund and aligned grants	July, 2014 December, 2014 June, 2015 June, 2016	Ongoing
Engagement of "Zero-Dropouts" organization for training of MTSS Partners, Student Engagement Advocates and representatives from all school sites in priority behavioral response actions to include restorative justice, alternatives to suspension and attendance response systems	October, 2014	October, 2015	P20 LC Director Community P	General Fund External Funding	October, 2014 January, 2015 March, 2015 June, 2015 October, 2015	In Progress
Review and revise program services for Gifted and Talented students to ensure alignment with Learning Community structure	January, 2015	August, 2015	Director Student Services	General Fund	January, 2015 March, 2015 August, 2015	Not Yet Begun
Implementation of data-driven monitoring and planning processes in reading and math with all special education teachers for all special education students	July, 2014	June, 2015	Director Student Services	General Fund State & Federal Funding	December, 2014 March, 2014 June, 2014	Ongoing
Development and engagement of programming related to Social Emotional Learning/Behavior as Content including identification of tiered programs and services and professional development of teachers, school leaders and central staff	September, 2014	June, 2016	Program Director Counseling & Mental Health	General Fund Aligned Grant Resources	September, 2014 December, 2014 March, 2015 June, 2015 June, 2016	In Progress
Continue to secure effective implementation of Post-Secondary Workforce strategies including engagement of PWR Program Director, Coords and Partners on P20 LC Support Teams	July, 2014	August, 2016	Program Director PWR	General Fund APS Foundation Resources Aligned Grant Resources	July, 2014 June, 2015 June, 2016	In Progress

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| Development and implementation of "Future Center" strategy for college readiness with initial implementation at Hinkley High School | July, 2014 | June, 2016 | APS Foundation Executive Director | APS Foundation Resources Related Grants General Fund | July, 2014 January, 2015 June, 2015 June, 2016 | In Progress |

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #5:

Engage parents/guardians and community members in ongoing partnership and collaboration with school and district leaders to ensure that there is effective communication between school and home, that parents are able to understand and participate in the learning process, and that there are opportunities for community involvement in order to accelerate the learning of all students.

Root Cause(s) Addressed:

Proficiency & Academic Growth: The Aurora Public Schools lacks consistent implementation of effective standards-driven instructional practices in reading, writing, Math, Science and Social Studies. The school district needs to ensure alignment between standards, curricular resources and assessments and fully engage systems that provide differentiated professional learning for teachers and school leaders.

Dropout/Graduation Rates: The Aurora Public Schools lacks the systems and strategies necessary to engage a plan for graduation and post-secondary success for every student. The school district needs to significantly improve the alignment of our Post-Secondary Workforce Readiness systems to create an aligned, refined and predictable process for PWR planning with every Aurora Public Schools student.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☑ State Accreditation   ☑ Student Graduation and Completion Plan (Designated Graduation District)   ☑ Title IA   ☐ Title IIA

☑ Title III   ☑ Gifted Program   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Ensure that parents of students who have been identified with Significant Reading Deficiencies participate in the development of their child's READ Act Plan	January, 2014	June, 2016	Elementary Literacy Instructional Coordinator	General Fund CDE READ Act Fund	January, 2014 June, 2014 June, 2015 June, 2016	In Progress
Continue design, development and implementation of APS Welcome Center to provide educational services for refugee and immigrant students and families	July, 2014	June, 2016	Deputy Supt.	Aligned Grants and Community Non-Profit Resources General Fund Title III	July, 2014 December, 2014 March, 2015 June, 2015 June, 2016	In Progress

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Implementation and further development of Community Corp action to provide resource for staff support and community engagement at high student population schools	July, 2014	June, 2015	Deputy Supt	General Fund Aligned Community and Grant Resources	July, 2014 January, 2015 June, 2015	In Progress
Provide training for central and school-based office staff related to welcoming and engaging parents of diverse backgrounds through culturally responsive interactions	July, 2014	October, 2014	Deputy Supt.	General Fund Title III	August, 2014 October, 2014 August, 2015 October, 2015	Annual
ESL Classes provided at school sites through resources provided by the English Language Acquisition program	July, 2014	June, 2016	Director ELA	Title III External Funds	July, 2014 January, 2015 June, 2015 June, 2016	Ongoing
ELA Parent Advisory Committees (EPAC) meet quarterly to increase communication and understanding between parents, schools and district in support of increasing the academic achievement of English Language Learners	July, 2014	June, 2016	Dir. of ELA	Title III	July, 2014 January, 2015 June, 2015 June, 2016	Ongoing

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that districts focus on no more than 3 to 5 major improvement strategies.

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- ESEA Programs, including Titles IA, IIA and III (Required for districts accepting ESEA funds with a Turnaround or Priority Improvement plan type)
- Title III (Required for all grantees identified for Improvement under Title III, regardless of plan type)
- Additional Requirements for Administrative Units with a Gifted Program (Required for all districts)

Section V: Supporting Addenda Forms

Required For Districts Identified to Create a Student Graduation and Completion Plan

Districts that are required by the state to create a Student Graduation and Completion Plan must use this format to ensure that all improvement planning requirements are met. As a part of this process, some districts may meet some of the requirements in earlier sections of the UIP and may just reference the UIP page numbers in this form.

Description of Plan Requirements	Recommended Location in UIP	Description of How Requirement is Met. *Provide a description of how requirement is being met below OR provide a page number in the UIP*
Analysis of data. The Plan includes description and analysis of the following data: Dropout rate, graduation rate, completion rate, truancy rate, suspension rate, expulsion rate, mobility rate, and number of habitually truant students.	Section III: Narrative on Data Analysis and Root Cause Identification	Information related to this topic is available on pages 16, 17 and 18.
Target Setting. Includes targets for each of the following: • Reducing student truancy rate • Reducing dropout rate • Increasing student attendance rate • Increasing graduation rate • Increasing completion rate	Section IV: District Target Setting Form	Targets for Dropout and Graduation rates – pages 32-33 Target for truancy – reduce the percent of high school students that are truant by 5% annually. Target for attendance – increase the average daily attendance rate for high school students by 1% annually.
Improvement Strategy. Identifies at least one major improvement strategy that is designed to result in (1) improved dropout	Section IV: Action Planning	Information related to this topic is available on pages 40, 41, 42.

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prevention, including student attendance, and (2) improved student engagement and re-engagement.	Form	
Parent Involvement and Outreach Strategies. Identifies the manner in which the district and parents will work together to address dropout risk factors and remediation strategies.	Section IV: Action Planning Form	Information related to this topic is available on pages 42, 43
Practices Assessment and Additional Supports. Describes supports the district will provide to students who leave school prior to graduation and educational alternatives available to students. A description of the implementation of recommendations from Practices Assessment is included.	Section IV: Action Planning Form	Information related to this topic is available on pages 40, 41, 42

Section V: Supporting Addenda Forms

Required ESEA Proposed Budget: 2015-16 Title Funds
This chart **must** be completed for any district that is accredited with a Priority Improvement or Turnaround plan and accepts ESEA Title funds (i.e., Titles I, IIA, III). The chart must be completed for each applicable Title program. This includes:
  (1) Title IA Priority Performance Challenge (PPC) activities (10% of district allocation)
  (2) Title IIA activities (entire allocation)
  (3) Title III activities, if the district is a Title III grantee lead (entire allocation)

The approval of Colorado's ESEA Flexibility waiver enabled the state to align state and federal accountability requirements. In turn, districts accredited with a Priority Improvement or Turnaround plan type are expected to enter into a formal agreement with the state on the use of the Title IA PPC set aside (10% of district allocation) and Title IIA funds for the upcoming school year (i.e., 2015-6). Additionally, in order to ensure program coherence and grant coordination, Title III funds must be accounted for as well. Building on this addendum, CDE Federal Programs staff will arrange meetings with LEA staff to follow up on proposed use of funds and to provide technical assistance in the planning of Title programming for the 2015-16 school year. Districts can expect initial feedback on proposed activities as part of the comprehensive UIP feedback and then continued follow up.

For activities already referenced in the action plans of this template (Section IV), list references to the respective strategies and action steps in the crosswalk. In the crosswalk, provide specifics about the page, section and line references. Add rows in the table, as needed. Use the 2014-15 allocation as a baseline. If the LEA intends to Transfer or REAP-Flex Title IIA funds, type "Transfer" or "REAP" into the first Title IIA cell.

Description of Proposed Activity	Crosswalk of Description in Action Plan	Title IA PPC Proposed Amount	Title IIA Proposed Amount	Title III Proposed Amount
School teaching partners (coaches) to support teachers in literacy and mathematics to support accelerated student growth and achievement . Federal funds will increase the number of positions above what the district	Major Improvement Strategy # 3	$900,000	$1,155,491	

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allocates.

Description	Strategy			
Support for Priority Improvement and Turnaround Schools (Title and non-Title): Consultants, mentoring and/or coaching, and professional learning opportunities are available to all schools through the use of general fund (state and local funds). Consultants and coaches for the district are funded through GF and managed by a Director of Professional Development. This department offers a plethora of professional learning opportunities customized to individual schools and individuals. These learning opportunities are aligned to the district's focus on standards based learning. The ESEA funds are used to supplement the work that the Division of Equity in Learning manages through the department of Professional Learning. The ESEA funds are creating additional time and space for intensives that would not be available.	Major Improvement Strategy # 1, 2, 3	$223,089		
Charter school professional learning based on needs assessments	N/A – see consolidated application		$18,000	
Non-public school allocations	N/A – see consolidated application		$12,000	$
10.5 FTE ELA consultants to oversee professional development of all ELA teachers leaders and teachers at all APS school sites (includes salary, mileage, supplies to support PD)	Major Improvement Strategy #4			$750,000
District wide professional learning for teaching staff, includes ELAchieve institutes, internal professional learning opportunities presented by the ELA consultants, external consultants	Major Improvement Strategy #4			$50,000
Professional learning opportunities for ELA consultants to ensure internal consultants have the skills and knowledge to support district educators, including ELAchive seminars, WIDA conferences	Major Improvement Strategy #4			$25,000
Parent Outreach, including ELA Parent Advisory	Major Improvement Strategy #4,			$23,500

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Committee (EPAC)	5			
Adult ESL classes	Major Improvement Strategy #5			$56,049
English Language development services for ELA students at private schools	N/A – see consolidated application			$5,600
		$1,123,089	**$1,185,491**	**$910,149**
		Must be 10% of projected total district allocation	*Must reflect entire projected allocation*	*Must reflect entire projected allocation*

Section V: Supporting Addenda Forms

For Administrative Units with Gifted Education Programs

Administrative Units (AU) must complete this form to document Gifted Education program plan requirements for student performance. AUs responsible for multiple districts may collaborate with districts to develop a joint addendum; this is especially true for AUs with member districts that have a small number of identified gifted students. Numbers can be aggregated to the AU level for data analysis and common AU targets can be recorded in the template and applicable district UIP documents. As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum or by (2) listing the page numbers where the gifted education elements are located in the UIP. For additional information, go to: http://www.cde.state.co.us/gt.

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Record reflection on progress towards previous year's targets.	Section III: Data Narrative	Data Narrative page 14
Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments.	Section III: Data Narrative	Data Narrative pages 14-15
Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected student groups.	Section III: Data Narrative	Data Analysis pages 14-15 Notable trend: Over the past three years, achievement for students identified as gifted in middle school reading, writing and math has remained stable with MGPs ranging from the 37th percentile to the 61st percentile in math, 51st percentile to 60th percentile in reading, and 46th percentile to 60th

		percentile in writing. These MGPs are convergent with the district data following district growth trends.
		Trend data for gifted student performance was analyzed with other trend statements for the general student population. The performance challenge for students identified as gifted was not selected as a priority performance challenge.
Set targets for gifted students' performance that meet or exceed state expectations which will facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.	Section IV: Target Setting Form	Targets: 100% of students identified as gifted will score at the 'Strong Command' level on CMAS with a 5% increase each year of student scoring at the 'Distinguished Command' level in their designated areas of giftedness. The percent of students who are designated as achieving 'make-up growth' in their area(s) of strength will increase 3% each year.
Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.	Section IV: Target Setting Form	See Above.
Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.	Section IV: Target Setting Form	Elementary, Middle and High School **MAP Assessments** MAP data is used to measure student growth, identify "level" of ability and inform intervention strategies. MAP helps pinpoint where students are ready for advanced learning and where they may need support. MAPs are given to all gifted readers who perform "higher" than the DRA2 levels are able assess. Elementary **Math Curriculum Investigations Assessments** The K-5 pacing guides indicate which investigations assessments are used across the district for each unit. Examples of proficient student work and rubrics for these assessments are available. Elementary **District Reading Assessment DRA-2** The DRA-2 is a reading inventory that allows teachers to gather

		immediate data on students. This data can then be analyzed to guide instruction in a way that is more beneficial than many other assessments students take. The DRA-2 will be given in the spring to *all* students grades K-5. Elementary, Middle and High School **Ongoing Formative Classroom Assessments** Formative assessments occur during the learning process and provide information to both teachers and students that enable them to make adjustments to increase learning.
Identify <u>major</u> (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.	Section IV: Action Plan or table below	• Continue to support the affective needs of identified gifted students to include self-advocacy, stress management, social skills training, understanding giftedness, and early college and career planning. • Encourage students to participate in a pathway that is designed to meet their interests and strength area and seek out mentors in their communities. • Plan for programming in all categories of giftedness, including creativity, leadership, visual arts, music, psychomotor abilities and performing arts. • Continue to improve means by which articulation and transition of gifted students is planned and implemented, especially at level changes (5th to 6th, 8th to 9th). • Continue to expand programming components, and options available to all gifted students. • Continue to provide professional development opportunities to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.

Description of Gifted Education Program Requirements (cont.)	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Describe steps and timeline for major improvement strategies and professional development that will have positive and long	Section IV: Action Plan or	Time line: July 2015 – June 2016 for all three of these sections. Identification:

term impact to improve gifted student performance.	table below	• Provide professional development to build capacity of staff to better identify gifted and high potential learners in underserved populations. • Create and provide professional learning for an identification process for creativity and leadership • Provide professional learning to staff, including specials/electives staff to implement visual arts, performing arts, music, or psychomotor abilities. Programming: • Provide professional development to support the affective needs of identified gifted students to include self-advocacy, stress management, social skills training, understanding giftedness, and early college and career planning. • Provide professional development for planning for programming in all categories of giftedness including creativity, leadership, visual arts, music, psychomotor abilities, and preforming arts. • Provide professional development to improve the skills, knowledge, and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan or table below	Director of Special Education, Chief Academic Officer, AGATE TOSAs, P-20 Community support teams, AGATE Leaders
Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.	Section IV: Action Plan or table below	Student achievement is reported through ALP conferences, general conferences and through report cards. Students in full year acceleration (single subject or whole grade) have achievement reported at the level of the class they attend.

Optional Action Plan for Gifted Education Activities (additional rows may be added, as needed)

Notes:

- The gifted education proposed budget (http://www.cde.state.co.us/gt/director.htm.) for the upcoming year is due directly to the Office of Gifted Education, rolfe_t@cde.state.co.us, by April 15.
- Leads in multiple-district administrative units must submit an UIP Summary Sheet along with the proposed budget directly to the Office of Gifted Education, rolfe_t@cde.state.co.us, by April 15.
- Every district attaches its individual program addendum (AU joint addendum or district specific addendum) to the district's UI

Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
The district uses multiple pathways and tools to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	☐ Completed X In progress ☐ No	The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	☐ Yes X In progress ☐ No
Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths. Note: The AU's program plan should describe the key programming options matched to areas of giftedness and utilized in serving gifted students.	☐ Yes X In progress ☐ No	ALPS are implemented and annually reviewed for every gifted student for monitoring individual <u>achievement and affective</u> goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.)	☐ Yes X In progress ☐ No
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.	☐ Yes X In progress ☐ No	The district/BOCES provides a certified person to administer the gifted education program plan, and provide professional development; The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)	X Yes ☐ In progress ☐ No X Yes ☐ In progress ☐ No

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Report on State Performance Indicators as Recorded on the 2012-2016 Program Plan

Description of State Performance Indicator	Mark one box:	Description of State Performance Indicator	Mark one box:
AU will increase the identification of gifted students from traditionally under-represented populations as evidenced in proportionality of local data by 2016.	☐ Completed X In progress	AU will implement ALPs in high schools either as a blended plan with the ICAP or as a separate individual ALP by fall 2014.	X Completed ☐ In progress
AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness.	X Completed ☐ In progress	AU will have a policy or guidelines for acceleration. Districts reviewed acceleration plans for students in general and have a local acceleration plan for gifted students.	☐ Completed X In progress
AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016.	☐ Completed X In progress	AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER).	☐ Completed X In progress

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