

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

Organization Code: 0140 District Name: LITTLETON 6 AU Code: 03040 AU Name: ARAPAHOE 6 LITTLETON Official 2014 DPF: 1 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 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.51%	70.5%	71.53%	84.22%	83.84%	82.29%	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.51%	50%	32.16%	82.66%	75.85%	54.15%	
		W	54.72%	56.36%	48.61%	68.86%	74.41%	66.51%	
Academic Growth	Median Adequate 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: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	21	18	6	57	53	47	
		M	35	46	49	56	61	51	
		W	33	33	23	58	51	49	
	ELP	28	56	34	62	57	55		

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	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>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.</p>	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.	<p>Overall Rating for Growth Gaps: Meets</p> <p>* Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>92.5% using a 5 year grad rate</p>	Exceeds	<p>Overall Rating for Postsecondary & Workforce Readiness: Exceeds</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	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.	Meets	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	0.8%	Exceeds	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	20.0	22.4	Exceeds	

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

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	Meets		YES
	AMAO 2 Description: % of ELLs that have attained English proficiency on WIDA ACCESS	11% of students meet AMAO 2 expectations	24.96%		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	Meets	YES
			W	Approaching	
M			Meets		
Grad			Meets		
		Participation	Meets		

Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2014	The district has the option to submit the updated 2014-15 plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The district has the option to submit the updated 2014-15 plan through Tracker for public posting on SchoolView.org.
	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/uiip/UIP_TrainingAndSupport_Resources.asp

Accountability Status and Requirements for Improvement Plan (cont.)

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 with Distinction	Based on District Performance Framework results, the district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
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: 0	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.	No, district does not need to complete a Student Graduation Completion Plan.	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
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 .

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.	No, district does not have specific Title I requirements in the UIP.	District does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years.	Grantee is not identified under Title III Improvement.	Grantee does not need to complete the additional requirements for Title III.
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.	No, the district does not have any schools identified as a Title I Focus School or have a current TIG award.	The district does not need to meet additional requirements.

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?	
CADI	Has (or will) the district participated in a CADI review? If so, when?	
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.	

Improvement Plan Information

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

State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 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: _____

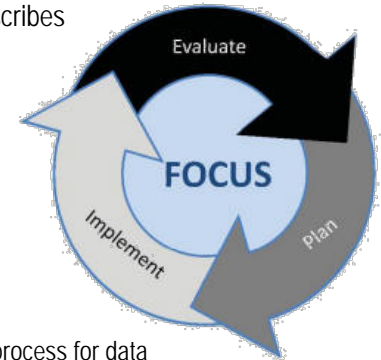
District/Consortium Contact Information (Additional contacts may be added, if needed)

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	Phone	303-347-3300
	Mailing Address	5776 S Crocker St, Littleton CO 80120

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. A description 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

<p>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).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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Narrative:
2011/12: After examining a significant body of evidence including district TCAP scores, MAP scores, District Performance Frameworks, growth scores, and our internal student achievement index which includes student grades and performance on common district assessments, the leadership team decided that subgroup achievement and growth in mathematics should be the priority performance challenge (see data on page 7 – 9). This is the same priority performance challenge from the 10/11 UIP. The previous plan was just put in place beginning June 2011 and many of the improvement strategies stretch over multiple school years. Implementation benchmarks are being monitored as are interim student achievement targets. The types of intervention implementation and changes in instructional practices described in the action plan occur over time. Time is needed to implement the improvement strategies before evaluation of impact can be made. A primary district improvement strategy hinges on a solid and thoughtful implementation of the Colorado Academic Standards. Changing direction after just one year of awareness does not seem thoughtful or warranted.

The 2011 root cause analysis was conducted during a four hour district workshop on root cause. The team included the following central office administrators: Director of Elementary Education, Director of Special Education/Student Support Services, Director of Communications, four Special Education Coordinators, Elementary and Secondary Learning Specialists, Math and Intervention Specialist, Coordinator of Gifted and Talented Education, ESL TOSA, Coordinator of CTE, the Chief Information Officer, and the Assistant Superintendent of Learning Services. The Director of Learning Services and the Director of Secondary Education facilitated the process for the District and all site teams.

The team used two protocols to determine root cause; a 20 Hunches protocol and a 5 Whys protocol. The most compelling possible root cause was determined through a consensus protocol. The most compelling root cause was determined to be: staff working with the highest need students have insufficient training in mathematics and math intervention.

This root cause was verified by observational/experiential data and conversations with site leadership.

A draft of the district plan will be shared with the District Accountability Committee. Suggestions from the committee will be incorporated into the plan.

2012/13: The district leadership team again engaged with the entire student achievement and growth body of evidence including the most recent data. With the Colorado waiver for the ESEA requirement of AYP, the district leadership team felt it appropriate to switch the conversation from specific populations of students to ANY student needing to catch –up (i.e. not yet proficient). The priority performance challenge of mathematics remains unchanged as the district is deep in the implementation of the new Common Core State Standards / CAS in mathematics and shifting focus would not be appropriate for Littleton Public School students and staff.

The disaggregated graduation rate data included for the first time on the DPF and SPF provided for great conversation around the need for specific goals and actions plans for this measure. The district has set a goal around graduation rates for all populations of students and is creating a K-12 action plan. During the December 2012 and April 2013 District K-12 Instructional Leadership Meeting, all principals and district administrators engaged in root cause conversations as PK – 12 vertical teams, realizing that the path to graduation begins the moment a student enters our system in pre-school or kindergarten. We have identified some possible root cause(s) hypotheses. These include; lack of systemic plan and resources for attendance issues, resources that allow all students to be academically and socially successfully by 3rd grade, capacity in the system to address increasing mental health needs of our students. We are now in the data collection phase to begin to test some of these hypotheses. This work will continue during subsequent District K-12 Instructional Leadership Meetings throughout 12/13 and 13/14 in order to establish our hypothesis for root cause and to generate the remainder of the action plan. A Graduation Rate Task Force will be formed to be the workgroup for this priority; this taskforce will also fold in the work on new competency based graduation guidelines being proposed by CDE.

2013/14: The district leadership team again engaged with the all of the student achievement and growth body of evidence including the most recent data from TCAP and the District and School Performance Framework. Our root cause continues to be valid and the priority performance challenge for the district UIP continues to be mathematics as the district is in deep implementation of the CAS/ccss. The disaggregated graduation rate data included for the first time in 12/13 continues to be a very important data point for K-12 conversations, especially in light of the new graduation guidelines adopted by the SBE.

The implementation of SB-10-191 has caused much of the K-12 work specifically on graduation to be slowed down, no resources were available to begin that work in 13/14. The workload on the system that is required to shift to the new teacher effectiveness evaluation system has taken all of the limited district resources.

LPS is currently trying to remain focused on solid standards implementation as all things are dependent on that done well.

We plan to form a Graduation Rate workgroup to return to the conversations and hypothesis testing of our root cause (identified in 12/13) around graduation rates. This taskforce will also fold in the work on new competency based graduation guidelines being proposed by CDE.

2014/15: The district leadership team reviewed and analyzed all of the student achievement and growth body of evidence toward our 90% goal including the Spring 2014 TCAP and the 2014 District and School Performance Frameworks. The identified root cause continues to be valid. We continue to identify mathematics as our priority performance challenge for the purpose of our UIP.

As a district we are engaged K-12 implementation of the CAS. District resources are being expended to support the implementation of the CAS. We are implementing new instructional resources for secondary mathematics and the selection, adoption of elementary resources took place in 14/15 for implementation in 15/16. LPS remains focused on implementing the Colorado Academic Standards well. LPS views standards at the center of all the other initiatives and believe it important that it is done well in order to influence successful implementation of the other reforms (grad guidelines, SB-191, accountability). We have worked to implement the new state assessment systems as well even with a substantially higher number of parent refusals than normal at most secondary schools.

With regard to our math goals, the percent of students “catching up” increased overall and at all grade levels except grade 9. The subgroup movement on CU was more mixed. The overall academic growth and academic growth gap indicators on the DPF increased. For math specifically the overall growth increased, however the academic growth gaps decreased slightly. This indicates the need to continue on this pathway.

The disaggregated graduation rate data and consequent goals, that were included for the first time in 12/13, continue to be a very important data point our system. LPS has convened a graduation requirement task force in order to wrestle with the SBE adopted guidelines. We also plan to form a Graduation Rate workgroup to return to the conversations and hypothesis testing of our root cause around graduation rates.

All of the state reform initiatives have caused LPS to divert resources and energy away from the action priorities identified in the UIP. An example of this is the implementation of SB-10-191. Given finite resources, choices are made to slow down on-time graduation initiative. The workload on the system that is required to shift to the new teacher effectiveness evaluation system has taken all of the limited district resources. We are implementing Student Learning Objectives slowly, allowing teachers several years to “practice” before it becomes part of the educator effectiveness evaluation system. We feel that the SLO work is the logical next step for LPS in terms of our standards work, however it is additive to the other priorities.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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)	N/A – Exceed		<p>Overall, the focus on students needing to catch up is proving successful.</p> <p>The begin focus on on-time graduation is proving successful</p>
Academic Growth	N/A – Meets		
Academic Growth Gaps	Earn 75% of the Academic Growth Gap points in mathematics , thereby meeting the target for subgroup performance	As a district, the MGP for all subgroups was above the 50%ile, and we increased the growth and growth gap points earned by +7.3 % to 67 % of the math points	
	Increase the number of students “catching up in mathematics to 25%	The % of students catching up increased by 2.5% to 16.5 percent, therefore still short of the goal	
Postsecondary & Workforce Readiness	Earn 75% of the disaggregated graduation rate points thereby increasing the graduation rate for ALL populations to >80%	The on-time graduation rate (always one year behind the achievement and growth data) did increase for ALL subgroups. Additionally, LPS increased the % of points earned from Disaggregated Graduation Rates +12.5% year.	
Student Graduation and	N/A		

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.
Completion Plan (For Designated Graduation Districts)			
English Language Development and Attainment (AMAOs)	N/A		

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.

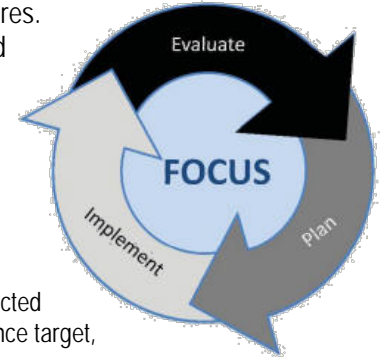
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	District has MET or EXCEEDED academic achievement for the past 3 years. At all levels and content area measured LPS students perform at or above the 86%ile compared to students across the state of Colorado		Systematic and high quality Tier I instruction, layered with a comprehensive process for student intervention
Academic Growth	District has MET or EXCEEDED academic growth indicator for the past 3 years at all levels and content area measured, with the exception of the 2012 English Language Proficiency Growth metric at high school		Systematic and high quality Tier I instruction, layered with a comprehensive process for student intervention

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
Academic Growth Gaps	<p>While the district MET the indicator LPS leadership continues to identify student subgroups as the area of Performance Challenge to continue to focus on.</p> <p>The different subgroups exhibit degrees of success with academic growth, the “catch-up” subgroup will address all of the student needs regardless of the subgroup population (s).</p> <p>Academic Growth Gaps – Math (K-10)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% of Math Growth Gap Points Earned / Rating</th> <th>% of Students Catching Up</th> </tr> </thead> <tbody> <tr> <td>09/10</td> <td>60% / Approaching</td> <td>14.5 %</td> </tr> <tr> <td>10/11</td> <td>58% / Approaching</td> <td>15.6%</td> </tr> <tr> <td>11/12</td> <td>63% / Meet</td> <td>16.8%</td> </tr> <tr> <td>12/13</td> <td>56.7% / Approaching</td> <td>14.1%</td> </tr> <tr> <td>13/14</td> <td>63.3% / Meets</td> <td>16.5%</td> </tr> </tbody> </table> <p>See the GT UIP addendum for disaggregated GT data as it relates to the district performance challenge.</p>	Year	% of Math Growth Gap Points Earned / Rating	% of Students Catching Up	09/10	60% / Approaching	14.5 %	10/11	58% / Approaching	15.6%	11/12	63% / Meet	16.8%	12/13	56.7% / Approaching	14.1%	13/14	63.3% / Meets	16.5%	<p>Students in any subgroup population(s) that needs to catch up to proficiency in mathematics</p>	<p>District leaderships continues to believe that the root cause is correct and will continue to collect data to verify</p> <p>Staff working with the highest need students have insufficient professional development in mathematics instruction and math intervention.</p> <ul style="list-style-type: none"> Curriculum: Students needing to catch-up in mathematics have inconsistent access and exposure to and support with grade level curriculum as defined by state standards Instructional practices: Students needing to catch-up in mathematics have inconsistent and/or misaligned instruction related to state standards. Professional Development: district and building administrators do not have consistent; research based professional development on how to address persistent achievement gaps. The 14/15 and 15/16 focus will be on Tier 1 math implementation with new instructional resources as well as a continued emphasis on intervention All teachers, including teachers in ELA, GT and special education, do not have consistent PD and on-going coaching support in curriculum, differentiation and tiered instructional support related to the learning needs of these two subgroups
Year	% of Math Growth Gap Points Earned / Rating	% of Students Catching Up																			
09/10	60% / Approaching	14.5 %																			
10/11	58% / Approaching	15.6%																			
11/12	63% / Meet	16.8%																			
12/13	56.7% / Approaching	14.1%																			
13/14	63.3% / Meets	16.5%																			
Postsecondary & Workforce Readiness	<p>The district EXCEEDS in all indicators for Post Secondary/Workforce Readiness except in the disaggregated graduation rate targets.</p>	<p>Meet or exceed the state expectations in graduation rate for</p>	<p>Root cause analysis in progress</p>																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes										
	<table border="1"> <thead> <tr> <th data-bbox="478 363 590 440">Year</th> <th data-bbox="590 363 1026 440">% of Disaggregated Graduation Rate Points Earned / Rating</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 440 590 480">10/11</td> <td data-bbox="590 440 1026 480">50.0% / Approaching for 4 of 4 populations</td> </tr> <tr> <td data-bbox="478 480 590 521">11/12</td> <td data-bbox="590 480 1026 521">56.3% / Approaching for 3 of 4 populations</td> </tr> <tr> <td data-bbox="478 521 590 643">12/13</td> <td data-bbox="590 521 1026 643">Expected 56.3% / approaching in ¾ populations, however increasing in all populations</td> </tr> <tr> <td data-bbox="478 643 590 789">13/14</td> <td data-bbox="590 643 1026 789">68.8% of Disaggregated grad rate points earned. Increased on-time rate for all sub-groups.</td> </tr> </tbody> </table>	Year	% of Disaggregated Graduation Rate Points Earned / Rating	10/11	50.0% / Approaching for 4 of 4 populations	11/12	56.3% / Approaching for 3 of 4 populations	12/13	Expected 56.3% / approaching in ¾ populations, however increasing in all populations	13/14	68.8% of Disaggregated grad rate points earned. Increased on-time rate for all sub-groups.	ALL populations of students	
Year	% of Disaggregated Graduation Rate Points Earned / Rating												
10/11	50.0% / Approaching for 4 of 4 populations												
11/12	56.3% / Approaching for 3 of 4 populations												
12/13	Expected 56.3% / approaching in ¾ populations, however increasing in all populations												
13/14	68.8% of Disaggregated grad rate points earned. Increased on-time rate for all sub-groups.												
Student Graduation and Completion Plan (For Designated Graduation Districts)	NA – The district does not need to complete the additional requirements for a Student Graduation Completion Plan.	SEE GRADUATION RATE DATA IN PSWFR											
English Language Development and Attainment (AMAOs)	NA – The district meets all AMAO targets.												

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. While districts/consortia may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Districts are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, districts should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 15/16	Major Improvement Strategy
			14/15	15/16		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R				
		M				
		W				
		S				
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R				
		M				
		W				
		ELP				
Academic Growth Gaps	Median Growth Percentile	R				
		M	<p>Increase the Median Growth percentile for catch-up students in mathematics, thereby</p> <ul style="list-style-type: none"> Earn >75% of the Academic Growth Gap points in Earn greater >75% of the Academic Growth Gap points in Math, thereby 	<p>District Math Assessment 3x/year (K-2)</p> <p>Math MAP 2-3x/year</p>	<p>#1: Leadership training for district and building administrators that support the supervision</p>	

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			increasing the percent of students actually “catching up” to proficient in mathematics	<p>Math, thereby meeting for all subgroups of students</p> <ul style="list-style-type: none"> Increase the number of students “catching up” in mathematics K-10 to 25% 	<p>meeting or exceeding for all subgroups of students</p> <ul style="list-style-type: none"> Increase the number of students “catching up” in mathematics K-10 to 25% 	<p>Primary Math Assessment (limited pilot) K/1</p> <p>Do The Math Checkpoints</p> <p>Math Navigator Checkpoints</p> <p>Dreambox Checkpoints</p> <p>Classroom Assessments</p>	<p>of the tiered instructional practices, professional development has occurred in LPS as a result of literacy initiatives</p> <p>#2: Increase content knowledge and instructional/differentiation strategies in mathematics</p> <p># 3 Tier II math intervention support</p>
		W					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate	Meet or exceed the state expectations in graduation rate for ALL populations of students	Earn at least 75% of the Disaggregated Graduation points thereby increasing the graduation rate for the ALL populations to > 80%	Earn 75% of the Disaggregated Graduation Rate points thereby increasing the graduation rate for the ALL populations to > 80%	In process as root cause analysis, research and action planning is completed.	Expect to monitor from 9 th to 12 th grade the number of students “on track” to graduate”	# 4 Graduation Rate Taskforce In process as root cause analysis, research and action planning is completed
	Dropout Rate						
	Mean CO ACT						
English Language Development & Attainment	ACCESS Growth (AMAO 1)						
	ACCESS Proficiency (AMAO 2)						

	TCAP (AMAO 3)					
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Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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: **Leadership training for building administrators** **Root Cause(s) Addressed:** **Professional Development: district and building administrators do not have consistent, research based professional development on how to address persistent achievement gaps**

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

- State Accreditation
 Title IA Program Improvement/Corrective Action Plan
 Title IIA (2141c)
 Title III (AMAOs)
 Student Graduation and Completion Plan (Designated Graduation District)
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<i>Collaboration with MCREL to provide consistent, high quality and research based leadership training to support principals and district administrators. This will be based on the work of Robert Marzano et. al., Balanced Leadership and District Leadership that Works. The goal is to build capacity in district leaders to develop a highly reliable system that can sustain and improve our already high performance.</i>	<i>June 2011 – Feb 2012; 8 days of principal PD and 3 days of district PD</i>	<i>All district instructional and human resources administrators and all building principals</i>	<i>Title Ia corrective action and general fund</i>	<i>Training calendars MCREL feedback assignments Participation rates</i>
<i>Begin “Walk-through” training aligned with the previous leadership professional development and the Colorado Teacher Evaluation model</i>	<i>Summer 2013 and on-going for 13/14 and 14/15 school year</i>	<i>Principals and AP</i>	<i>RTTT for teacher evaluation</i>	<i>Walk-through protocols</i>
<i>Expand Balanced Leadership Training to include secondary assistant principals –</i>	<i>Summer 2012: 5 days PD for assistant principals</i>	<i>Assistant principals</i>		
<i>Continue to implement the Balanced Leadership framework as a cornerstone to planning for and implementing the numerous state initiatives (SB 212, SB 163, SB 191, Graduation Guidelines, etc...)</i>	<i>Ongoing from 2012 – present</i>	<i>All district leadership</i>	<i>State and local funds</i>	

District Instructional Coaching Program will continue to support the on-going PD for teachers in the area of Tier I literacy through the various LPS Models for Professional Development	12 – 15 and continuing for the 15/16 School year	Instructional coaching program and district learning specialists	Staff salaries general fund	
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Major Improvement Strategy #2: Increase content knowledge and instructional/differentiation strategies in mathematics **Root Cause(s) Addressed:** Staff working with the highest need students have insufficient training in math instruction and math intervention, this includes understanding and implementing Colorado Academic Standards, aligned instructional practices supported by on-going and consistent professional development

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

- State Accreditation
 Title IA Program Improvement/Corrective Action Plan
 Title IIA (2141c)
 Title III (AMAOs)
 Student Graduation and Completion Plan (Designated Graduation District)
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Standards Implementation in mathematics: lateral discussions and resource mapping with the new Colorado Academic Standards (CAS) in Math. The district standards implementation specialist, instructional coaches, and district math specialist and will play an integral role in the transition to the new CAS.	Beginning May 2011 and continuing for 12/13, 13/14, 14/15 school year	K- 8 teachers, district math specialist, elementary and secondary learning specialists, instructional coaches	Salaries from general fund and Title Ila, resources from Title Ila, Title Ia corrective action and general fund	District standards documents including Grade level crosswalks, planning templates,
<i>Grade 4/5 Math Institute: a 3 day math institute geared at Tier I math instruction. This institute will develop 4th and 5th grade teachers' understanding of the critical 4/5 math content including the standards for math practice, first instruction and interventions. The district math specialist will coordinate and support the institute. District instructional coaches and math specialist at the elementary schools will be a fundamental component of the embedded, follow-up PD</i>	May 2013 and ongoing embedded PD using instructional coaches (14/15)	Grade 4 and 5 teachers, principals, math interventionists, resource teachers and instructional coaches	\$80,000 (12/13 PI/CA Title IA) Instructional Coaching Program and District Math Specialist (Title IIA)	Grades 4 and 5 look-fors for administrative walk through, developing of a "base recipe" pacing guide for EDM materials
Implement new math materials 6 – Algebra 1 (Geo and Alg 2?)	Spring 2014 and on-going	Secondary math teachers, math specialist and IC	General fund	
Direct and embedded on-going support for the implementation of K-5 Math CAS including quarterly planning meetings,	13/14, 14/15 School Year	Math Specialist, Instructional Coaches K /1 Teachers, and principals	Title Ila and general fund for stipends, substitutes, contracted	Attendance sheets PMA data review

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			state, and/or local)	
<p>Tier II math intervention training and on-going instructional support including but not limited to training in co-teaching, reciprocal teaching, Critical implementation components will include principal training in instructional look-fors and instructional coaching cycles provided by the instructional coaches and district math specialists.</p> <p>Math Intervention Implementation Support Meetings for ALL teachers</p> <ul style="list-style-type: none"> • Math 180 • Intensified Algebra • Math Navigator (6-12) • Do the Math (2-5) • Dreambox (K-2) • FASTT Math (3-12) 	Beginning in June 2011 and 12/13, 13/14 and 14/15	District Math / Intervention Specialist, building math interventionists, resource teachers, instructional coaches, principals and assistant principals	General Fund	Levels of Use Implementation Evaluations Participation logs

Major Improvement Strategy #4: Graduation Rate Taskforce and Graduation Guidelines Taskforce Root Cause(s) Addressed: In Process

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
 District Partnership Grant
 Improvement Support Partnership Grant
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Utilize the K-12 District Instructional Leadership existing meeting for vertical conversations to analyze and verify root cause(s) hypotheses	12/13 and 13/14 14/15–2016/17 school year	All district administration	GF	Work products from DIL meetings
Creation of a Graduation Rate Taskforce that will be the	13/14 school year	Selected district administrator and	GF	Work products from

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work group that will include completion and verification of root cause analysis, improvement strategy development and action planning	Form in Sp 2014 and work in 14/15 —Possible formation and work in 2015/16	teachers		taskforce
Graduation guideline District Work Group	2014 – 15 school year - monthly meetings 2015/16 – monthly meetings with a BOE recommendation in Spring 2016	Selected district administration, building administration and HS and MS Counselor	GF	BOE recommendation

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

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 Gifted Program leads)