

**Annual Facility School Report**

**September 2024**

**DUE DATE: September 16, 2024**

**To Be Completed By:**

* Day treatment
* Hospitals
* Residential treatment
* Specialized Day Schools

These items should be scanned and sent via email:

* Cover page
* General assurance statements
* A copy of the social service or hospital license for each licensed program (if applicable)
* Documentation of progress on the previous school improvement plan

Submit to: [Singer\_r@cde.state.co.us](mailto:Singer_r@cde.state.co.us)

**INSTRUCTIONS**

**Submit to:** [**Singer\_r@cde.state.co.us**](mailto:Singer_r@cde.state.co.us)

**Purpose: To assure compliance with State and Federal statutes and regulations, verify continued eligibility for approval, and provide data required by federal regulations and data program planning.**

**Facilities with multiple programs, either at different locations or at the same campus, must complete separate forms for each school location and/or program.**

**COVER PAGE DIRECTIONS**

**Facility Identification**

**Name and Address of Facility**

* Enter the name (please enter the name exactly as it appears on your Department of Human Services license) and address of the facility.

**Name, Telephone Number, and Email Address of the Special Education Director**

* Enter the Special Education Director's name, telephone number, and email address.

**License Number(s), if applicable**

* Indicate the program's Human Service or hospital license number and include a copy of the most current license(s). If the program holds more than one license, i.e., residential and day treatment, include all license numbers and submit copies of each license. Double-check to ensure that the copy of your license is legible (including the annual renewal sticker)
* Hospital programs not licensed by the Department of Human Services should include copies of pertinent licenses or certification from the Department of Public Health and Environment and/or The Joint Commission.

**Age Range of Students Served**

* Indicate the age range of students served at this program/location

**School Identification**

* Complete this information if the name and/or address differs from the licensed program information recorded above Certification of Information.

**All forms must be signed by the facility Director of Special Education and the executive director or program administrator. Please sign, scan, and send all forms electronically.**

**GENERAL ASSURANCES**

The General Assurance form must be signed by the Director of Special Education, the educational coordinator, and the executive director/program administrator. Please sign, scan, and send all forms electronically.

**SCHOOL IMPROVEMENT PLAN**

Include a copy of the School Improvement Plan from the previous school year indicating progress made on goals. On a separate document, list continued and any new goals for the 24-25 school year. New facilities (approved after July 1, 2024) that have not completed the self-assessment and school improvement planning process should briefly describe the self-assessment program being used and indicate which steps in the process have been completed. Please refer to the School Improvement Plan instructions for more detailed information. At least one goal must address student outcomes/student achievement.

**STUDENT DATA REPORT**

This information will continue to be collected on December 1 of each year through Infinite Campus. You do not need to submit anything for this area at this time.

**Instructions for Completing the School Improvement Plan**

**Introduction**

Each approved facility school program must complete a self-assessment or program evaluation, identify goals, and develop a school improvement plan. At a minimum, the program evaluation and school improvement plan should be revised annually. However, each facility is encouraged to view this as an ongoing program of improvement rather than a once-a-year event. It can be helpful for the facility school to conduct a self-assessment at the end of the school year. The school improvement plan can be developed then, with revisions made at the beginning of the school year.

There are several options for completing the program evaluation and school improvement plan. Each facility may choose a process and format best suited to its size and situation.

**The Self-Assessment Process**

The self-assessment process should involve reflection, discussion, and gathering materials demonstrating the program’s performance and evaluating relative strengths and needs. The intent is to develop a meaningful process that will improve student achievement.

**Step 1: Who will be involved?**

The facility's education staff should be involved in the program evaluation process. The facility may also want to consider participation from other staff members, school representatives, parents, students, educators from other facilities, and/or community members. One option is to develop an ongoing school improvement committee to assist with program evaluation, plan improvement, and identify potential resources. If the facility has multiple programs/locations, the education team at each location should develop their own self-assessment and school improvement plan.

**Step 2: How are we doing?**

Use the Quality Standards for Approved School Programs, the Systems Rubric, previous monitoring reports, and student progress data to guide your self-assessment. Discuss the various pieces of information available. Consider legal compliance issues, quality of program issues, and student progress. Discuss concrete examples that support different impressions.

**Step 3: How do we demonstrate it?**

Consider how you will develop a “body of evidence” to demonstrate current performance and ongoing progress. Discuss examples demonstrating performance on a particular standard to someone unfamiliar with the facility. Look at data that may already be collected by the agency or would be easily identified in the day-to-day school operation.

One option for collecting this “body of evidence” is a portfolio. The portfolio may be set up as a 3-ring binder with a section divider for each standard or sections related to other focus categories. Information and examples are collected and revised as one way to demonstrate performance.

**Step 4: What are our goals?**

Discuss goals with your team in the context of the school’s philosophy. If the school has not developed a written statement of the education philosophy, this is a good time to do it. Look at the program's intent and what you want to accomplish educationally.

Goals should be written in SMART format (Smart, Measurable, Attainable, Realistic, and Timely) and incorporate the revised Quality Standards and the School-level Systems for Improved Performance Rubric for Facility Schools.

Be sure that at least one goal addresses student outcomes/academic achievement. Other goals could include:

1. **Student Outcomes**-What do we want the students to learn or achieve before they transition out of our program? What would show that we’re making a difference in our students’ education?
2. **Systems Input**-What aspects of our educational services do we need to improve? Instructional technique? Classroom management? Opportunities for experiential learning? Other ideas?
3. **Process-** What aspects of the special education process do we need to improve? Do we have any compliance issues that need correction? What would make the process more meaningful for students and families? What would improve the quality of our IEPs?

As a team, brainstorm a list of possible goals. Items offered for consideration should include any Quality Standard that you rated as a 1 or 2 and any item of concern or compliance from a prior monitoring report. Prioritize the possible goals and select 3 to 5 to focus on for the coming year. Select goals that are the most meaningful for students and staff. Which goals will result in the most significant improvement in student services and outcomes? Which goals are staff members energized about working toward?

**Step 5: How will we know when we’ve achieved each goal?**

Decide how you will measure your progress. Think in concrete, objective terms. What will success look like? Consider real-life examples for each goal.

**Step 6: How will we go about achieving each goal?**

Develop an action plan. What will you do differently as a staff to accomplish the goals? The action plan may include staff training needed to implement a new strategy or process. It should also include the required resources and supports and how you will address them. Include who is responsible for each component and timelines for completion.

**Step 7: How are we progressing?**

Review your action plan periodically; quarterly is recommended. Can you identify examples of progress? Do the goals and activities need to be revised?

**Step 8: Record Keeping**

Send a copy of the school improvement plan or action plan to CDE as part of the Approved Facility School Report and documentation of progress on the most recent improvement plan. The portfolio or other documentation of the self-assessment process and the school improvement plan should be kept in the education files. In the event of a change of staff, all such information must be available to the next education coordinator, including:

* The facility’s educational philosophy
* Educational policies and procedures
* Most recent approval verification documentation
* Self-assessment, portfolio, and school improvement plan
* Most recent monitoring report and Corrective Action Plan if applicable.