Ramping Up Root Cause Analysis: Tools and Readings

HB15-1323: School and District Accountability

COLORADO
Department of Education

HB15-1323 affects several different education issues, including state assessments, educator effectiveness and assessment pilots. This summary provides details on the changes to school and district accountability. Please note that HB15-1323 supersedes HB14-1182, which specified guidelines for assigning accreditation ratings during the assessment transition. The information below should be considered the most current and accurate.

School District Accreditation Ratings

CDE will not assign accreditation ratings for school districts and the Charter School Institute in the 2015-16 school year.

Each year, CDE reviews the performance of school districts and the Institute and determines the appropriate accreditation category. HB15-1323 provides an exception and directs CDE not to assign any accreditation ratings for school districts and the Institute in fall 2015. The legislation states that for 2015-16, school districts and the Institute will continue to implement the plan type that they were assigned in fall 2014. As a result, there will not be a request to reconsider process for district accreditation ratings in the fall of 2015. CDE will assign accreditation ratings again in the 2016-17 school year and each year thereafter, and the request to reconsider process will resume in 2016-17.

Example: If a district was Accredited with Improvement Plan in fall 2014, the district will implement an Improvement Plan during the 2015-16 school year.

School Plan Types

CDE will not recommend to the State Board of Education school plan types in the 2015-16 school year.

CDE annually reviews the performance of public schools and recommends to the State Board of Education which plan type (performance, improvement, priority improvement or turnaround) each school should implement. As required by HB15-1323, CDE will not recommend any school plan types in fall 2015. This guidance applies to Alternative Education Campuses (AECs) as well, which will not receive school plan types in fall 2015 and are not required to submit the Selection of Measures form in July 2015.

For the 2015-16 school year, all schools will continue to implement the plan type that they were assigned in fall 2014. This means there will not be a request to reconsider process for school plan types in the fall of 2015. CDE will recommend plan types to the State Board of Education in the 2016-17 school year and each year thereafter. The request to reconsider process will resume in 2016-17.

Example: If a school was assigned a Performance Plan in fall 2014, the school will implement a Performance Plan in the 2015-16 school year.

State Accountability Clock

The 2015-16 school year will not count toward the calculation of consecutive years on the state accountability clock.

The Education Accountability Act of 2009 states that a district or the Institute may not remain Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for longer than five consecutive years before the State Board

Highlights from HB15-1323

- District accreditation ratings will not be assigned in fall 2015 (based on 2014-15 assessments).

- School plan types will not be assigned in fall 2015 (based on 2014-15 assessments).

- 2014-15 and 2015-16 local assessment data can be submitted for the fall 2016 request to reconsider process. Since ratings will not be given in 2015, there will not be a request to reconsider process in fall 2015.

- The state accountability clock will be paused for one year.

- UIP requirements will hold firm during the 2015-16 school year. Guidance and training will be available.

- The accountability clock resumes in 2016-17, which will count as if it were consecutive to 2014-15.

- CDE will provide an update on assessments and accountability to the Joint Education Committee in 2015 and provide information to determine if accountability should resume in 2016-17.

removes the district's or Institute's accreditation. The calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the district/Institute is notified that it is Accredited with Priority Improvement Plan or Accredited with Turnaround Plan. The Education Accountability Act of 2009 outlines similar consequences for schools. Schools may not implement a Priority Improvement or Turnaround Plan for longer than five consecutive years before the district or Institute is required to restructure or close the school.

HB15-1323 excludes the 2015-16 school year, during which accreditation ratings and school plan types will not be assigned, from the calculation of five consecutive school years for both school districts and individual schools. This one year pause means that the 2016-17 school year will resume where the 2014-15 school year left off. It should be noted, however, that CDE may recommend to the Commissioner and the State Board that a school district's accreditation be removed if the school district is accredited with Turnaround Plan and has failed to make substantial progress, regardless of the number of years on the accountability clock. Similarly, if a public school fails to make adequate progress under its Turnaround Plan, the Commissioner at any time may assign the State Review Panel to evaluate the school's performance and recommend pathways for restructuring or closing the school.

Example: The following table displays the progression of the accountability clock if districts were to remain in Priority Improvement or Turnaround status.

Accountability Clock Sequence for School Districts

If, on July 1, 2015, a district is entering:	Then on July 1, 2016, district will remain in:	On July 1, 2017, district may enter:	On July 1, 2018, district may enter:	On July 1, 2019, district may enter:
Year 2	Year 2	Year 3	Year 4	Year 5
Year 3	Year 3	Year 4	Year 5	Loss of accreditation
Year 4	Year 4	Year 5	Loss of accreditation	-
Year 5	Year 5	Loss of accreditation	-	-

Unified Improvement Planning

Schools and districts will continue with the Unified Improvement Planning process during the 2015-16 school year.

While the accountability clock pauses during the 2015-16 school year, the Unified Improvement Plan (UIP) timelines and requirements remain in place. Some modifications will need to be made in the planning process because of the state assessment transition. More guidance and training will be made available over summer 2015.

Schools and districts with a 2014 Priority Improvement or Turnaround plan type must still meet the January 15, 2016 deadline for CDE review. The April 15, 2016 deadline will still stand for all schools and districts for public posting. Please note that the biennial submission for schools and districts in rural areas that have a Performance plan type or higher will be available during the transition.

Reporting

CDE will report to the Joint Education Committees in 2015 on the progress of using the new assessment data to calculate the performance of each school district, school, and the Institute.

Based on this report, CDE will recommend whether or not the provisions of HB15-1323 should be extended to apply to future school years.

Where can I learn more?

- District Accountability Handbook & Priority Improvement and Turnaround Supplement: www.cde.state.co.us/accountability/performanceturnaround (will be updated by September 2015)
- Accountability, Performance and Support Website: www.cde.state.co.us/accountability
- Unified Improvement Planning: www.cde.state.co.us/uip
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs

2015

2016

| Feb | Mar | April | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May |

Assessment

CMAS (PARCC)*
PBA

CMAS (PARCC)*
EOY

CMAS (PARCC)*: ELA & Math EOY
CMAS: Sci & SS
College Entrance

Reporting

2015 ELA/Math Achievement
Scores expected release

2015 ELA/Math Growth Results
MAY be released

Accountability

Informational SPF/DPF 2.0
Release

UIP

UIPs Due
for posting

Optional Submission
PI/T

PI/T UIPs due
for review

UIPs Due
for posting
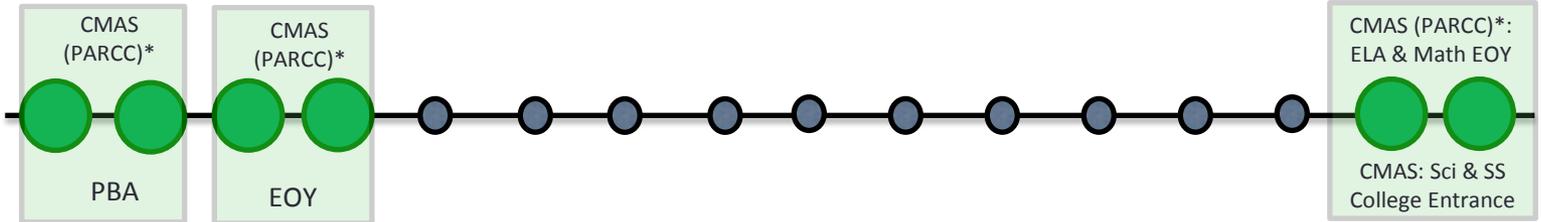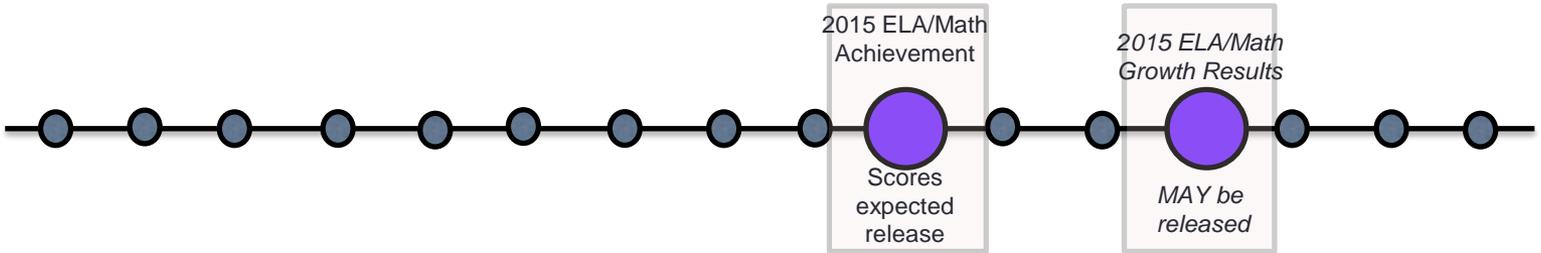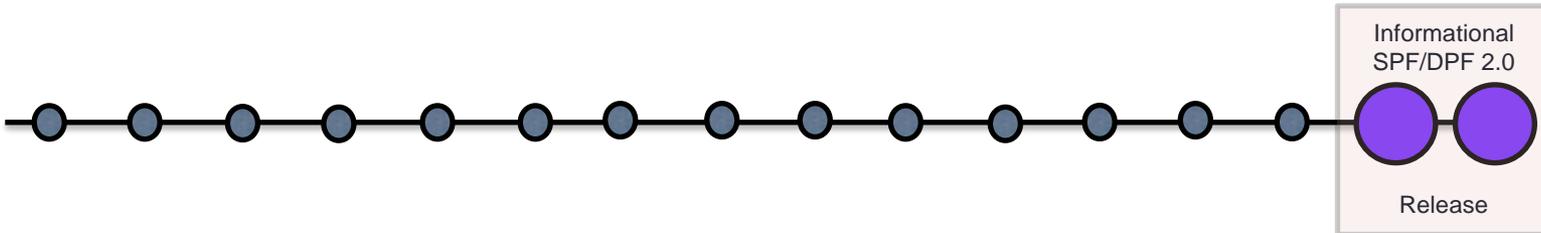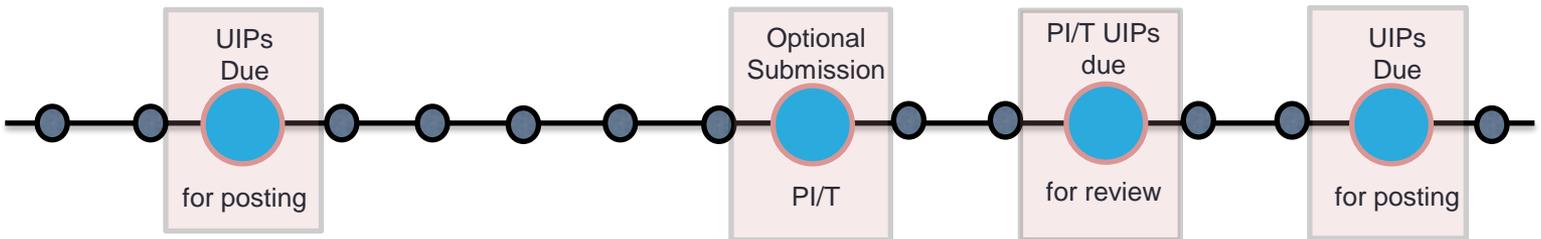
* Additional reporting release includes July: science and social studies; August: college entrance results; and April: ACCESS for ELLs

Unified Improvement Planning Processes
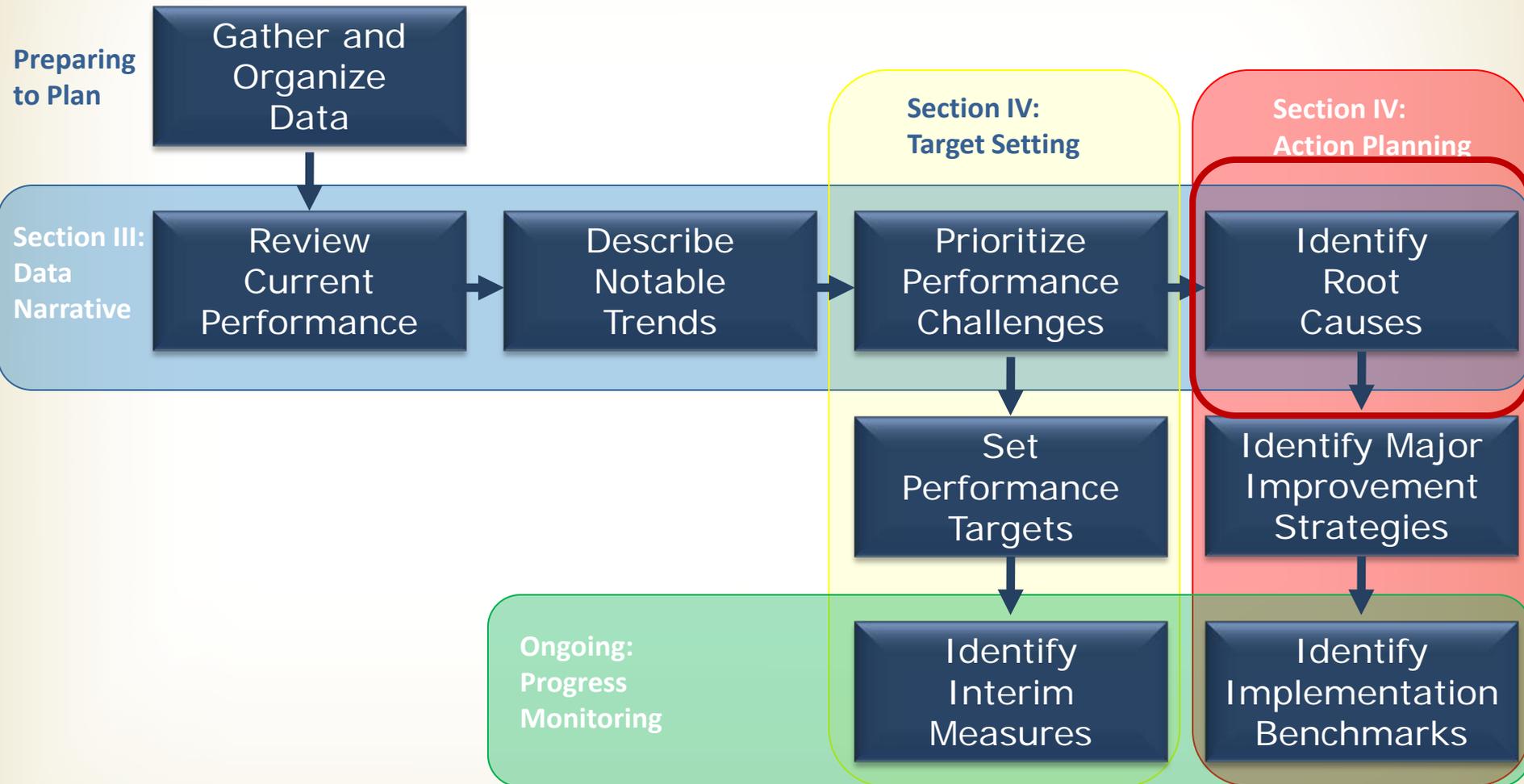
Unified Improvement Planning Handbook
Root Cause Analysis Excerpt

Step Four: Determine Root Causes

This step involves identifying the underlying causes behind the priority performance challenges identified in the prior analysis step. Root causes are statements that describe the deepest underlying cause, or causes, of performance challenges. They are the causes that, if dissolved, would result in elimination, or substantial reduction, of the performance challenge(s). Root causes describe why the performance challenges exist. They are the things that most need to change and can change. Root causes are not student attributes (such as poverty level or student motivation), but rather relate to adult behavior. Furthermore, the root cause should be something within the school or district's control. A cause is a "root" cause if: "1) the problem would not have occurred if the cause had not been present, 2) the problem would not reoccur if the cause were corrected or dissolved, and 3) correction or dissolution of the cause would not lead to the same or similar problems" (Preuss, 2003).

Root causes become the focus of major improvement strategies. This is why it is critical for root causes to reflect the magnitude of the performance challenge faced by the school or district. For example, if the school or district performance challenges impact 85% of the students in the school, the absence of appropriate intervention strategies for 4th grade girls in writing is not likely to be an appropriate root cause.

***How to identify root causes.*** One way to determine root causes includes the steps described below. In general, the process for determining root causes can be thought of as a funnel, starting with the broadest thinking possible about causes related to each prioritized performance challenge and systematically narrowing and deepening the collective understanding until the team arrives at a root cause.

- Step 1: Focus on one or a couple of closely related performance challenges (e.g., 4th grade math achievement and growth have both declined over the past three years).
- Step 2: Consider the school/district context, including process and perception data (e.g., equitable distribution of teachers, TELL survey results, or Multi-Tiered System of Support reviews).
- Step 3: Brainstorm possible explanations (causes) for the priority performance challenge(s). This is the time to encourage team members to think outside of the box and to get all of their thoughts on the table about what may have caused the challenge.
- Step 4: Group like causes together (or categorize the explanations).
- Step 5: Apply criteria to narrow the explanations to those that are actionable. This includes removing those explanations that are outside the control of the school or district.
- Step 6: Deepen the thinking to ensure the identified causes are "root" causes. One tool to help planning teams deepen their thinking is the "why. . . because" process.
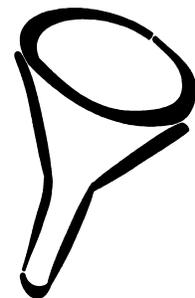
- Step 7: Once the team believes they have identified a *root cause*, they should verify their root cause with other data sources. This step is critical because sometimes explanations that seem to reflect the best current thinking of the planning team may not hold up once additional data is reviewed. Additional data sources typically include types of data other than student performance data.

While it is described as a series of steps, the process of identifying a root cause is iterative – planning teams may need to move back and forth among the steps in the process. For example, the team may be applying criteria to narrow their explanations when they realize that they had not identified an important explanation in the earlier brainstorming step.

If schools/districts have had an external review (e.g., diagnostic school review), the findings from that review should be incorporated into the root cause analysis process between steps 3 and 4. Local staff may want to brainstorm possible explanations for their priority performance challenges before they consider the findings of external reviews. Then they can compare the findings to the list they have generated. This may facilitate greater staff buy-in for identified their root causes. External review findings may also be part of the data planning teams use to validate their root causes.

Planning teams may list their root causes in the Data Analysis Worksheet. In the Data Narrative, teams must identify the root cause(s), and explicitly reference the additional data that was reviewed to verify the root cause(s) for each priority performance challenge. The narrative should also include a description of the processes in which the planning team engaged to identify the root cause(s) and who participated.

Types of Data by UIP Process

Performance Data	Demographic Data	Process Data	Perception Data
• Local (district) summative and interim assessment results • Student work samples • Classroom assessment results • K-3 reading assessment results (required by the READ Act)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover)	• External school/district reviews • Curriculum documents • Instructional materials • Observations of Instructional Practice • Academic interventions available to students • Student attendance • Discipline referrals and suspension rates • Schedules and class sizes • Family/community involvement policies/practices • Professional development (structure, participation, focus) • Services and/or programs (e.g., Title I, special ed, ESL) • MTSS Fidelity of Implementation	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment results

UIP: Root Cause, Action Planning Implementation Benchmarks

Data Intersection Questions

What type of data would you need to gather to be able to answer these questions?

Demographics – Enrollment, Attendance, Drop-Out Rate, Ethnicity, Gender, Grade Level

Perceptions – Perceptions of Learning Environment, Values and Beliefs, Attitudes, Observations

Student Learning – Standardized Tests, Norm/Criterion-Referenced Tests, Teacher Observations of Abilities, Authentic Assessments

School Processes – Discipline Plan, District Curriculum, Student Services, G/T Plan, Observation and Monitoring of Classroom Practices

Guiding Questions	Data Section Type/Intersection of Types
Do students who participate in extra math help perform better than those who don't get the extra help?	
Do newly adopted district strategies to support English Learners correlate with improved instruction? Do they correlate with better outcomes for English learners?	

Process and Perception Measures for Unified Improvement Planning

CDE Developed Measures:

Focus	Instrument Name	Description	Purpose/Use	Access
Human Capital System	Self-Assessment for a Healthy Human Capital System	Developed by CDE staff, this excel based rating scale includes criteria related to the following "strategies" for optimizing educator effectiveness: Optimize New Educator Supply, Boost Effectiveness of all Educators, Leverage and Retain Effective Educators, Prioritize Effective Teachers for High-Needs Students, and Improve or Exit Ineffective Educators. The tool includes criteria related to each "strategy" and for up to three domains within strategies. Districts can rate their efforts as emerging, developing, operationalizing, or optimizing. Ratings across are automatically summarized across strategies and domains in a REPORT worksheet which provides a vehicle for districts to identify areas of focus for action planning. An action planning template is also included.	This instrument was designed for districts and schools to use to identify their readiness related to building a healthy human capital system and develop strategies to address needs, or refine best practices.	http://www.cde.state.co.us/fedprograms/tii/a
Educator Perceptions of Teaching and Learning Conditions	TELL Colorado Survey Teaching, Empowering, Leading and Learning *New Teacher Center and Colorado Department of Education*	This is a biannual (i.e., 2015, 2013, 2011, 2009) on-line survey was developed by the New Teacher Center (NTC) and is administered by NTC in collaboration with CDE. The survey is available to all schools/districts in Colorado (for teachers and principals to complete). It includes questions focused on educator perception of building level teaching and learning conditions. Results are available in a variety of formats for any school or district for which there was at least 50% participation and at least five respondents.	The TELL Survey is intended to: • Provide schools, districts and state policymakers with data on teaching and learning conditions. • Provide data to support school improvement efforts (root cause analysis and implementation benchmarks for unified improvement planning) and inform state level education policy. It is NOT intended for results to be used to negatively sanction or criticize individuals	http://www.tellcolorado.org/

Focus	Instrument Name	Description	Purpose/Use	Access
Elementary Literacy Programs	[Literacy Evaluation Tool](#)	Developed by CDE staff, this rating scale includes criteria for evaluating implementation of state defined components of an elementary literacy program, including the following: • Universal Instruction • Interventions • Assessment • School Leadership Team • Professional Development • Data-Based Decision-Making • Community and Family Involvement	This tool was designed to be used by consultants and specialists outside of an educational program, or by school district personnel, to evaluate elementary schools' literacy programs (intended to increase student literacy outcomes).	https://www.cde.state.co.us/coloradoliteracy/literacyevaluationtool
Positive Behavioral Interventions and Supports (PBIS)	[Benchmarks of Quality](#)	Developed by CDE (and educators across Colorado), the Benchmarks of Quality (BoQ) is a rubric focused on the elements of Positive Behavioral Interventions and Supports. The BOQ includes 53 items in the following subscales: • PBS Team • Faculty commitment • Discipline process • Data entry and analysis • Developing expectations • Acknowledgement system • Teaching lesson plans • Implementation (action) plan • Classroom Systems • Evaluation It also includes descriptors for four levels of implementation for most of the items. CDE has provided training modules on how to administer the BOQ, Scoring forms for team members and coaches, a scoring guide, a discrepancy spread sheet, administrator interview protocol, and some quick check tools.	The Benchmarks of Quality was developed for use by local district teams to assess their PBIS Universal implementation soon after initial implementation and annually thereafter. The BoQ is designed for data to be collected from all team members, coaches and administrators. It also provides a tool to measure discrepancies across the data provided by different individuals about PBIS.	http://copbisuniversal.pbworks.com/w/page/70791140/Benchmarks%20of%20Quality%20%28BoQ%29

Focus	Instrument Name	Description	Purpose/Use	Access
Programs for English Language Learners	Guidebook on Designing, Delivering, and Evaluating Services for English Learners	This CDE developed toolkit for an English Learner program design and evaluation includes (as appendices) two self-assessment tools: • District-Self Assessment Tool for English Language Development (ELD) Plan and Evaluation (Appendix K, p. 158-164) • EL Walk Through and Program Review Tool (Appendix L, p. 165-173). The *District Self-Assessment Tool* is a checklist of elements districts should include in each component of their ELD Plan with space for districts to also make notes about their self-assessment. The *EL Walk Thorough and Program Review Tool* is a rating scale with "characteristics of effectiveness" for each of the following program components: Instructional and Learning Behaviors that Support English Learners (ELs), Learning Environment, Planning for Quality Instruction to Support English Language Development and Academic Knowledge, Leadership and Organizational Effectiveness, Monitoring Academic Performance and Growth, and Engaging Parents and Community as Strategic Partners.	These tools were developed to for districts to use as part of their efforts to evaluate their English Language Development Programs.	http://www.cde.state.co.us/sites/default/files/ELsG-book.pdf
Practices that support English Learners	English Language Development Rubrics	Developed by CDE staff based on practices reviews with districts that had positive outcomes with English Learners, this rubric includes guiding questions (criteria) for each English Language Development (ELD)Program Component including the following: • Systemic Processes and Procedures • Human Resources • Research-Based ELD Program • Collaborative Leadership	This rubric is intended to be used as a tool for districts to self-assess their implementation of the components of their English Language Development program.	http://www.cde.state.co.us/fedprograms/eld-program-rubric

Focus	Instrument Name	Description	Purpose/Use	Access
		• Fiscal Resources • Family and Community Partnering • Ongoing Evaluation of ELD Program • Teaching and Learning • Organizational Culture The rubric includes three to six guiding questions for each component and performance descriptions for each guiding question to allow staff to rate their implementation as emerging, developing, operationalizing, or optimizing.		
School Effectiveness (developed for schools with Turnaround Plan type designations)	Diagnostic Review Rubric	Developed by the Colorado Turnaround Network Office of Turnaround Support, this rubric includes indicators (or criteria) focused on the following school effectiveness indicators: *Culture of Performance*, *Academic Systems*, *Talent*, and *Operations*. The rubric also includes performance level descriptors for each indicator. The rubric was based on CDE's School Quality Review and Network Walkthrough Tool, Mass Insight Education's School Readiness Assessment, CSSI Standards 1-10 Rubric with Evidence, and the DPS Leap Framework.	This rubric is intended to provide a common framework that can be used to diagnose and evaluate school effectiveness with regard to the included components. CDE staff use it to evaluate the initial status and on-going progress of schools that are part of the Turnaround Network.	http://centeronschoolturnaround.org/wp-content/uploads/2014/10/CO.Turnaround.NetworkSchool.Conditions.pdf

Measures Developed by External Entities:

Focus	Instrument Name and Source	Description	Purpose	Access
Implementing Improvement Initiatives	Implementation Drivers: Assessing Best Practices *National Implementation Research Network*	The Implementation Drivers Best Practice Assessment is a Rating Scale that addresses the following categories of Implementation Drivers: 1) Competency Drivers – are mechanisms to develop, improve and sustain one's ability to implement an intervention as intended in order to benefit children, families and communities. 2) Organization Drivers – are mechanisms to create and sustain hospitable organizational and system environments for effective services. 3) Leadership Driver – focuses on providing the right leadership strategies for the types of leadership challenges that often emerge as part of the change management process needed to make decisions, provide guidance, and support organization functioning. Best Practices for each driver are included with guidance for rating them as: in place, partially in place, not in place, don't know or don't understand.	The implementation Drivers Assessment is provided for organizations that benefit children, families and communities to evaluate their implementation of major improvement initiatives.	http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-ImplementationDriversAssessingBestPractices.pdf
Student Engagement	Student Engagement and Motivation Webinar Series	In 2014, CDE provided an on-line webinar series focused on student engagement. The series included definitions, data and practices for student engagement. The series also introduced a review by REL Southeast of 21 instruments that could be used to collect data related to student engagement. All of the instruments were reviewed for technical quality and most are available free of charge.	The identified Student Engagement measures were developed for a range of purposes/uses including: conducting research on motivation and cognition; conducting research on dropping out; evaluating of interventions, monitoring student engagement at the teachers, school or district level; diagnosing and monitoring student engagement at the student level and assessing needs.	*Webinar Series:* http://www.cde.state.co.us/dropoutprevention/alternativeeducation_resources *REL Southeast Summary of Student Engagement Measures:* http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/rel_2011098.pdf

Focus	Instrument Name and Source	Description	Purpose	Access
Positive Behavioral Interventions and Supports	SWPBIS Tiered Fidelity Inventory Behavior *PBIS OSEP Technical Assistance Center*	The School Wide Positive Behavioral Interventions and Supports (SWPBIS) Tiered Fidelity Inventory (TFI) is a free on-line tool that facilitates data collection, scoring and reporting on implementation of SWPBIS. It is divided into three sections: Tier I Universal SWPBIS Features; Tier II Targeted SWPBIS Features; and Tier III Intensive SWPBIS Features. The TFI is designed to be completed by a school Systems Planning Team. Completion of the TFI produces scale and subscale scores indicating the extent to which Tier I, Tier II and Tier III core features are in place. The TFI rubric includes a description of "features," possible data sources, and scoring criteria for each feature (scores range from 0 - 2 for each) related to the degree to which the feature is implemented. It also generates over--all points for each Tier which is then reported as the percentage of SWPBIS Implementation by Tier.	The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI may be used (a) for initial assessment to determine if a schools is using (or needs) SWPBIS, b) as a guide for implementation of Tier I, Tier II and Tier III practices, c) as an index of sustained SWPBIS implementation, or d) as a metric for identifying schools for recognition. Completion of the TFI produces scale and subscale scores indicating the extent to which Tier I, Tier II and Tier III core features are in place.	https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf
Time Use in Educational Settings	School Time Use Tools *National Center on Time and Learning*	The National Center of Time and Learning (NCTL) focuses on expanding and improving learning time in school to improve student achievement and enable a well-rounded education. NCTL provides several tools to support school and district efforts to evaluate how time is used within their setting. These include the following: • Classroom Time Analysis Tool - a web-based observation tool that helps individual teachers understand how they are using time in their classrooms, and helps schools identify and capture effective time management strategies across classrooms. • School Time Analysis Tool - a web-based tool to assist schools to better understand how they are currently using time across a typical week and school year in three broad categories: Academic, Non-core Academic, and Other. • Expectations for Effective Teams Comprehensive Analysis -- a rating scale teams can use to assess their practices related to structures, data cycles, focus on improved student learning, and communication.		http://www.timeandlearning.org/school-resources/tools

Focus	Instrument Name and Source	Description	Purpose	Access
		• Framework for Assessing School Community Partnerships - A rubric schools can use to assess their community partners: common purpose, complementary content, communication, flexibility and adaptation, and continuous improvement and sustainability. • Framework for Assessing Enrichment Programming at Your School - a rubric for assessing instruction and programming in subjects other than the four core academic subjects including but not limited to arts, music, health and fitness, technology, and foreign languages. • Framework for Assessing Teacher Collaboration -- a rubric that can be used to determine how well the school uses collaboration time and to search for ways to improve that time.		

Inventory of Data Sources other than Student Performance Data

Measure	Purpose	Focus	Admin. Level	Subject	Metrics	Reports/Views	Questions

Developed in partnership by CTLT and Alpine Achievement.

Inventory of Data Sources other than Student Performance Data

LEGEND

Measure	Name of instrument used to collect the data (e.g., student safety survey, classroom walkthroughs, etc.) .
Purpose	Why the instrument was created. How it was intended to be used. If available, information about how it should not be used.
Focus	What is the focus of the instrument? What is it intended to measure?
Admin. Level(s)	Level at which the measure is administered (district, school, classroom, other).
Subject	Description of from whom data would be collected (e.g., all teachers, students on IEPs, 3rd grade parents.).
Metrics	The statistics that will be reported (satisfaction level, frequency, etc.).
Comparison Points	Data points to which local metrics can be compared (if available).
Reports/ Views	Reports of views of that data that will be available or could be generated.
Questions	What questions the data that is collected will help to answer (e.g., To what degree has the intervention been implemented).

Instrument Description Template

Component	Description
Instrument	*Name of the measure or instrument and where it can be accessed*
Purpose	*Purpose/Intended use(s) and unintended uses if identified*
Focus	*About what the measure should be used to collect data*
Administration Level	*How and level at which the measure is administered (district, school, classroom, other)*
Subject	*From whom data will be collected (who will respond to the instrument)*
Metrics	*That statistics that will be generated and could be reported (e.g., frequency of response, satisfaction level)*
Comparison Points	*Data points to which local metrics can be compared (if available)*
Reports/ Views	*Reports of views of that data that will be available or could be generated*
Questions	*What questions will the data that is collected help to answer?*

Student Engagement Measures

Instrument	Developer	Availability	Behavioral	Emotional	Cognitive
Student Self-Reports					
4-h Study for positive youth development: School engagement Scale (4-h)	Richard Lerner, institute for applied research in youth development, Tufts University	Available by contacting developer, at richard.lerner@tufts.edu; http://ase.tufts.edu/iaryd	X	X	X
attitudes Towards mathematics Survey (aTm)	Raymond Miller, University of Oklahoma	Available in miller et al. (1996)	X		X
consortium on chicago School research/academic engagement Scale (ccSr/aeS)	consortium on chicago School research (ccSr)	http://ccsr.uchicago.edu/surveymeasures2007	X		
engagement versus disaffection with learning (evsd), student report	Ellen Skinner, Portland State University	www.pdx.edu/psy/ellen-skinner-1	X	X	
high School Survey of Student engagement (hSSSe)	center for evaluation and education policy, Indiana University	www.indiana.edu/~ceep/hssse/	X	X	X
identification with School Questionnaire (iSQ)	Kristin (Voelkl) Finn, Canisius College	Available in Voelkl (1996)		X	
motivated Strategies for learning Questionnaire (mSlQ)	Paul Pintrich and Elisabeth Degroot, National Center for Research to Improve Postsecondary Teaching and Learning, University of Michigan	Middle school version available in Pintrich and Degroot (1990)			X
motivation and engagement Scale (meS)	Andrew Martin, lifelong achievement group	www.lifelongachievement.com	X	X	X
research assessment package for Schools (rapS), student report	institute for research and reform in education (irre)	Available in rapS manual (www.irre.org/publications/)	X	X	

Instrument	Developer	Availability	Behavioral	Emotional	Cognitive
School engagement measure (Sem)-MacArthur	Phyllis Blumenfeld and Jennifer Fredricks, MacArthur network for Successful pathways through middle childhood	Available in Fredrick's et al. (2005) or by contacting co-developer, at jfred@conncoll.edu	X	X	X
School engagement Scale/ Questionnaire (SeQ)	Sanford Dornbusch, Stanford University, and Laurence Steinberg, Temple University	Available by contacting co-developer, at lds@temple.edu	X		
School Success profile (SSp)	Gary Bowen and Jack Rickman, Jordan Institute for Families, University of North Carolina at Chapel Hill	www.schoolsuccessprofile.org	X	X	
Student engagement instrument (Sei)	James Appleton, Gwinnett county Schools, Georgia, and Sandy Christenson, University of Minnesota	Available in Appleton et al. (2006) or by contacting developer, at Jim_appleton@gwinnett.k12.ga.us		X	X
Student School engagement Survey (SSeS)	national center for School engagement (ncSe)	www.schoolengagement.org	X	X	X
Teacher Reports					
engagement versus disaffection with learning (evsd), teacher report	Ellen Skinner, Portland State University	www.pdx.edu/psy/ellen-skinner-1	X	X	
reading engagement index (rei)	Allan Wigfield and John Guthrie, University of Maryland	Available in Wigfield et al. (2008) or by contacting developers, at aw44@umail.umd.edu or jg76@umail.umd.edu	X	X	X
research assessment package for Schools (rapS), teacher report	institute for research and reform in education (irre)	available in rapS manual (www.irre.org/publications/)	X	X	
Observational					
behavioral observation of Students in Schools (boSS)	Edward Shapiro, Lehigh University	Manual can be ordered through Guilford press (Shapiro 2004)	X		

Instrument	Developer	Availability	Behavioral	Emotional	Cognitive
classroom aimS	Alysia Roehrig, Florida State University	Available by contacting developer, at aroehrig@fsu.edu	X	X	
code for instructional Structure and Student academic response (mS-ciSSar)	Charles greenwood, Juniper gardens children's project, University of Kansas	www.jgcp.ku.edu/~jgcp/products/ebaSS/ebass_materials.htm	X		
instructional practices inventory (ipi)	Jerry valentine, middle level leadership center, University of Missouri	www.mllc.org			X

Adapted from:

Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., & Mooney, K. (2011). *Measuring student engagement in upper elementary through high school:*

A description of 21 instruments. (Issues & Answers Report, REL 2011–No. 098). Washington, DC: U.S. Department of Education, Institute of Education

Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from:

http://ies.ed.gov/ncee/edlabs.

TELL Survey Basics

Background:

The Teaching, Empowering, Leading and Learning (TELL) Colorado survey is an anonymous biennial statewide survey of licensed, school-based educators to assess teaching conditions at the school, district and state level. The survey results are intended to support school and district improvement planning and to inform policy decisions. Participation is voluntary and anonymous. Every school that reaches the minimum response rate threshold of 50% (and a minimum of 5 respondents) will be able to use its own data in school improvement planning.

TELL Colorado is administered every other year. The 2013 TELL Colorado survey was administered over a five-week window (February 6 - March 11) in 2013. The 2013 TELL Colorado was the third statewide survey of educators in Colorado.

Purpose:

- Provide schools, districts and state policymakers with data on teaching and learning conditions.
- Provide data to support school improvement efforts (root cause analysis for unified improvement planning) and inform state level education policy.
- The data is NOT intended to be used to negatively sanction or criticize individuals.

Accessing TELL Colorado Survey Data

Go to: www.tellcolorado.org

Click on: Survey Results

Select your district name. If school-level results are available, the name(s) of the schools will appear below the district name.

Three different reports/views of the data are available. You can click on the icon for each report to bring up a web-view of the report. Reports can also be downloaded as Excel files or as a PDF (depending on the report).

Subject:
In general, data was collected from all licensed, school-based educators including teachers and principals. Teachers and principals in charter schools are included and do not need to be licensed to participate. Participation is voluntary and anonymous. Only teacher results are reported at the school and district levels to maintain anonymity. Principal results are reported at the state level only. All districts were invited to participate and encouraged to support participation by their teachers and principals.

Focus:
The TELL survey collected data about the following topics (or constructs):

- **Time:** Available time to plan, collaborate and provide instruction and barriers to maximizing time during the school day.

- **Facilities and Resources:** Availability of instructional, technology, office, communication, and school resources to teachers.

- **Community Support and Involvement:** Community and parent/guardian communication and influence in the school.

- **Managing Student Conduct:** Policies and practices to address student conduct issues and ensure a safe school environment.

- **Teacher Leadership:** Teacher involvement in decisions that impact classroom and school practices.

- **School Leadership:** The ability of school leadership to create trusting, supportive environments and address teacher concerns.

- **Professional Development:** Availability and quality of learning opportunities for educators to enhance their teaching.

- **Instructional Practices and Support:** Data and supports available to teachers to improve instruction and student learning.

Reports/Views, Metrics and Comparison Points:
Reports/views are available at the district and school level if the minimum response rate was achieved. Reports/views include aggregate metrics for responses to a number of individual items for each construct.

Report/View	Metrics	Comparison Points
Summary Results Presented as %s. [Downloadable as an Excel file from tellcolorado.org]	For each item the following metrics are provided: • The percent of educators in the district (school) rating their level of agreement as agree or strongly agree (for items for which level of agreement was being rated).	For each item the following metrics are provided: • The percent of educators in the state rating their level of agreement as agree or strongly agree. At the school level: • Percent of teachers in the district and in other Colorado schools in the state at the same level (elementary, middle high) rating their level of agreement with the item as strongly agree or agree. • The percent of teachers who responded at the state, district and school level.
Summary Comparison Results Presented as %s. [Downloadable as an Excel file from tellcolorado.org]	For each item the following metrics are provided: • The percent of educators in the district (school) rating their level of agreement as agree or strongly agree in 2013. • The percent of educators in the district (school) rating their level of agreement as agree or strongly agree in 2011.	Comparison between 2013 and 2011 responses for each item.
Detailed Results Represented as a bar graph. [Downloadable as a PDF from tellcolorado.org]	**District and School Level** For each item the following metrics are provided: • Total number of responses in the district (school). • Number of "don't know" responses in the district	**District and School Level** For each item the following comparison points are provided: • Total number of responses in the state. • Number of "don't know" responses in the state.

Report/View	Metrics	Comparison Points
	(school). For items asking teachers the degree to which they agree with a certain statement: • Percent of teachers in the district (school) rating their level of agreement with the item as: strongly disagree, disagree, agree, strongly agree (for items for which level of agreement was being rated). For items with other response categories: • For some items related to "time", how much time devoted to different activities during an average week. • For some items related to professional development, the percent of teachers indicating each area that they need professional development to teach students more effectively. • For new teachers: the percent indicating they have received different kinds of supports, the percent that indicated they engaged in various activities with their mentors the percent rating the degree to which support received from mentors influenced practice in different areas, and the characteristics of their relationship with their mentor.	• Percent of teachers in the state rating their level of agreement with the item as: strongly disagree, disagree, agree, strongly agree (for items for which level of agreement was being rated). **School Level Only:** • Total number of responses in the district and other schools in the state at the same level (elementary, middle, high). • Number of "don't know" responses in the district and other schools in the state at the same level (elementary, middle, high). For items asking teachers the degree to which they agree with a certain statement: • Percent of teachers in the district and other schools in the state at the same level (elementary, middle high) rating their level of agreement with the item as: strongly disagree, disagree, agree, strongly agree. For items with other response categories: • The percent of teachers in the state, district and other schools in the state at the same level (elementary, middle, high) selecting each response.

Report/View	Metrics	Comparison Points
Scatterplot Graph of all schools in the district with minimum response rate. [Provided in an Excel file to district superintendent]	The scatter plot represents schools with the following axis • Vertical (Y): 2013 rate of agreement (average percent of teachers responding agree/strongly agree on every item with this rating scale). • Horizontal (X): Change in rate of agreement between 2011-2013. • Color indicates school level (elem, middle, high).	• State average rate of agreement for 2013. • State average change in rate of agreement between 2011-2013.
Growth Heat Map Table of agreement rates by school for each school in the district achieving the minimum response rate. [Provided in an Excel file to district superintendent]	• 2013 rate of agreement (average percent of teachers responding agree/strongly agree) overall, as a composite measure by construct, for each item. • Change in rate of agreement between 2011-13 overall, as a composite measure by construct, for each item.	• 2013 rates of agreement are color coded from red to green based on results relative to all other in the chart schools, with red indicates a rates relative lower than other schools and green indicating rates relatively higher than other schools. • Each change in rate or agreement is accompanied by a green, yellow, or red arrow indicating positive growth, no change, or negative growth.
2013 Heat Map Similar to the Growth Heat Map this is a table of agreement rates for schools that did not meet the minimum response rate for 2011 but achieved the minimum response rate for 2013. [Provided in an Excel file to district superintendent]	• 2013 rate of agreement (average percent of teachers responding agree/strongly agree) for each survey construct and item that included teachers rating their level of agreement.	• 2013 rates of agreement are color coded from red to green based on results relative to all other schools in the chart, with red indicates a rates relative lower than other schools and green indicating rates relatively higher than other schools.

Additional Support:
- A facilitator's guide is available to help schools unpack their own data.
- Schools and districts that have access to their own data can download reports (see figure) and spreadsheets.
- Contact Lisa Medler (medler_l@cde.state.co.us) with additional questions.

TELL Terminology:
- Teaching Conditions – the systems, relationships, resources, environments and people in the school that affect teachers' ability to teach (or learn) at a high level.

- Construct – a grouping of several specific questions, all dealing with the same topic.

- Item – a specific individual question.

- Rate of Agreement – the percentage of people who said they agreed or strongly agreed that a condition was in place.

- Neither Agree nor Disagree – the percentage of people who did not feel the condition was or was not in place. They could be ambivalent, they may not have understood the question, or they may not have experience in that arena.

Using Your TELL Data Dashboard

Tab 1: Scatterplot of School Results for those with Sufficient Response in 2013 and 2015

The first tab (tabs can be clicked at the bottom left corner of the file) in the downloaded excel file is labeled "scatterplot" and contains a graphic organization of schools in your district on the results of the TELL Colorado Survey data for 2013 and 2015. It displays all the schools in your district with sufficient response on the survey in BOTH 2013 and 2015 (at least 50 percent and 5 educators) so you can more easily identify schools that may need additional support and those that have positive conditions and are improving. The colors correspond to their level (elementary, middle, high, special).

Colorado Scatterplot
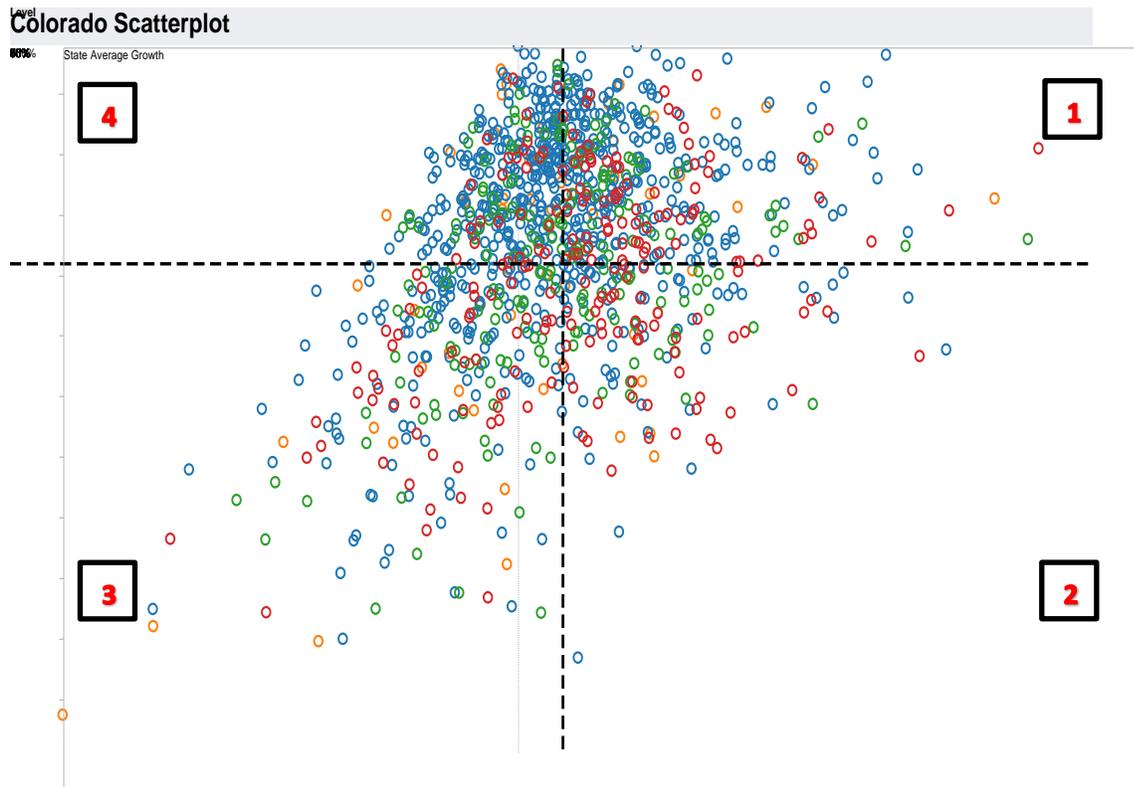
The horizontal axis represents "growth" of schools on the TELL Survey based on a single composite rate of agreement between 2013 and 2015. The composite is a single teaching conditions measure comprised of the average agreement (agree/strongly agree) on every agreement scale question asked in both 2013 and 2015. The vertical axis represents the composite "rate of agreement" on TELL Colorado for 2015 only.

The two black dashed lines represent the **state average** rate of agreement and growth on the TELL Colorado Survey composite. The two black dashed lines divide the scatterplot into four quadrants. The further from the intersection of the two dashed lines, the further from the state average in teaching conditions and change in conditions.

These quadrants are numbered in the diagram above and represent the following:

1. Schools in this quadrant improved teaching conditions relative to the average Colorado school between 2011 and 2013 (measured by TELL) and currently have conditions that are above the state average. These schools are places in your district that could have promising policies and practices to possibly utilize in other school contexts.

2. Schools in this quadrant have below state average conditions, but are showing better than state average growth on the TELL Colorado Survey between 2011 and 2013. These schools have improved conditions, but still need to continue improvement to meet or exceed the state average. Improvement plans in these schools may be working and should be continually monitored.

3. Schools in this quadrant have lower than average growth or declined in the proportion of educators agreeing that teaching conditions are present since 2011, and in 2013 had conditions below the state average. These schools are below state average and declining, and therefore may need external support and guidance to facilitate identifying school improvement strategies to improve teaching conditions.

4. Schools in this quadrant have above average conditions in 2013, but have lower than average growth or declined on the proportion of educators reporting the presence of teaching conditions since 2011. While these schools have above average conditions, fewer educators in 2013 than in 2011 agree that positive conditions are in place, meriting an analysis of what changes may have occurred in the school and reexamining school improvement strategies.

Tab 2: Growth Heat Map for Schools with Sufficient Response in 2013 and 2015

The second tab in your Excel file is a heat map that displays each of the TELL Colorado Survey composite areas—Time, Facilities and Resources, Community Engagement and Support, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Supports—as well as rates of agreement on all questions for each of the schools on the scatterplot. This tool provides more detailed information on survey results to better understand aspects of teaching conditions arrayed on the scatterplot.

The first three columns display the district, school name, and school level. The remaining columns display rates of agreement for each of the eight TELL Colorado Survey constructs and all agreement scale questions.

Microsoft Excel - Example Workbook

Factor Composites

District	School Name	Level	Composite Overall 2013	Change	Composite 2013	Change	Composite 2013	Change	Composite 2013	Change	Composite 2013	Change	Composite 2013	Change	Composite School 2013	Change	Composite Teacher 2013	Change	Composite 2013
STATE	State Average	STATE	76.9% → 0.0%		82.3% ⬆ 0.5%		79.7% ⬇ -1.6%		78.6% ⬇ -0.4%		80.6% ⬆ 1.9%		75.1% ⬆ 0.5%		80.9% ⬆ 1.1%		78.4% ⬆ 0.7%		59.5%
District	School Name	Elementary	84.0% ⬇ -8.8%		94.4% ⬇ -3.6%		94.2% ⬇ -2.5%		79.5% ⬇ -8.3%		97.6% ⬇ 0.0%		77.3% ⬇ -10.1%		81.5% ⬇ -15.2%		84.4% ⬇ -10.1%		68.1%
District	School Name	Elementary	81.1% ⬇ -4.4%		76.7% ⬇ -8.1%		81.4% ⬇ -0.5%		81.7% ⬇ -8.0%		76.9% ⬆ 2.0%		85.9% ⬇ -3.8%		91.0% ⬇ -0.3%		95.2% ⬆ 0.9%		59.5%
District	School Name	High	81.6% ⬇ -0.9%		86.9% ⬆ 3.2%		92.7% ⬆ 2.8%		73.5% ⬇ -9.8%		78.4% ⬇ -4.4%		72.4% ⬆ 2.2%		83.4% ⬇ -4.0%		84.2% ⬆ 1.6%		81.0%
District	School Name	Middle	72.3% ⬇ -3.6%		76.5% ⬇ -1.1%		75.1% ⬇ -4.1%		73.9% ⬆ 0.5%		78.4% ⬆ 8.6%		81.4% ⬇ -2.3%		73.8% ⬇ -2.0%		78.0% ⬇ -0.8%		46.5%
District	School Name	Elementary	91.0% ⬇ -0.7%		93.9% ⬇ -0.3%		92.6% ⬇ -1.7%		84.8% ⬇ -0.9%		97.2% ⬇ -1.2%		90.9% ⬆ 3.0%		96.4% ⬇ -0.7%		95.5% ⬇ -1.8%		78.8%
District	School Name	Middle	85.8% ⬆ 10.8%		85.1% ⬆ 9.2%		85.3% ⬆ 14.1%		78.8% ⬆ 2.4%		92.4% ⬆ 14.4%		85.9% ⬆ 9.1%		84.6% ⬆ 8.6%		86.7% ⬆ 17.0%		86.6%
District	School Name	Elementary	92.4% ⬇ -0.4%		94.4% ⬆ 2.3%		93.8% ⬆ 1.7%		93.5% ⬇ -1.6%		96.7% ⬆ 1.3%		92.1% ⬇ -1.5%		94.8% ⬇ -1.5%		96.3% ⬇ -0.2%		78.3%
District	School Name	High	83.0% ⬇ -2.0%		93.4% ⬆ 1.5%		78.8% ⬇ -5.8%		81.9% ⬆ 3.7%		86.8% ⬆ 0.1%		71.1% ⬇ -5.8%		95.2% ⬆ 1.8%		88.0% ⬇ -2.4%		68.9%
District	School Name	Elementary	91.0% ⬇ -4.3%		98.3% ⬆ 0.2%		94.0% ⬇ -4.3%		95.2% ⬇ -2.2%		87.5% ⬇ -10.4%		97.2% ⬆ 0.7%		96.1% ⬇ -3.3%		96.3% ⬆ 0.8%		63.5%
District	School Name	Elementary	54.8% ⬇ -1.7%		100.0% → 0.0%		100.0% → 0.0%		92.2% ⬆ 1.7%		100.0% → 0.0%		95.8% ⬇ -3.1%		100.0% → 0.0%		96.2% ⬆ 0.3%		74.4%
District	School Name	Elementary	91.4% ⬆ 9.3%		93.6% ⬆ 2.7%		94.2% ⬆ 2.4%		80.7% ⬇ -5.7%		97.4% ⬆ 22.4%		89.5% ⬆ 15.6%		98.2% ⬆ 18.8%		95.4% ⬆ 10.7%		82.3%
District	School Name	Middle	87.6% ⬇ -4.1%		88.8% ⬇ -1.8%		91.7% ⬆ 0.4%		82.6% ⬇ -3.2%		86.5% ⬇ -8.8%		90.6% ⬇ -0.4%		90.8% ⬇ -5.2%		86.8% ⬇ -9.3%		83.3%
District	School Name	Elementary	84.9% ⬇ -6.6%		94.4% ⬇ -2.0%		97.5% ⬆ 3.5%		86.5% ⬆ 2.3%		93.8% ⬇ -6.3%		78.9% ⬇ -10.2%		73.1% ⬇ -19.5%		81.3% ⬇ -7.6%		73.6%
District	School Name	Elementary	79.5% ⬇ -10.5%		84.9% ⬇ -6.3%		84.0% ⬇ -9.3%		81.8% ⬇ -9.9%		91.3% ⬇ -8.1%		75.6% ⬇ -18.7%		75.6% ⬇ -8.7%		76.3% ⬇ -8.5%		66.7%
District	School Name	Elementary	75.7% ⬇		65.4% ⬇ -18.4%		95.6% ⬆ 6.1%		80.4% ⬇ -2.9%		92.9% ⬇ -2.0%		82.4% ⬆ 4.6%		74.7% ⬇ -12.1%		81.9% ⬇ -5.6%		32.6%
District	School Name	Special	68.7% ⬇ -18.		47.2% ⬇ -21.9%		82.5% ⬇ -14.4%		70.3% ⬇ -17.3%		71.9% ⬇ -9.4%		67.5% ⬇ -24.7%		64.6% ⬇ -30.5%		76.6% ⬇ -16.4%		68.8%
District	School Name	High	76.3% ⬇ -8.7%		95.1% ⬇ -4.6%		87.6% ⬇ -5.2%		71.5% ⬇ -6.6%		87.0% ⬆ 0.0%		67.3% ⬇ -7.1%		80.4% ⬇ -11.4%		69.3% ⬇ -18.5%		61.8%
District	School Name	Elementary	% ⬇ -0.1%		% ⬆ 0.9%		96.7% ⬆ 5.6%		91.7% ⬆ 0.5%		90.9% ⬇ -6.3%		95.1% ⬆ 3.7%		99.3% ⬆ 3.3%		97.9% ⬆ 3.8%		71.4%
District	School Name	Elementary	% -1.4%		% ⬆ 1.8%		91.2% ⬆ 2.6%		87.8% ⬆ 0.1%		96.6% ⬆ 1.4%		87.3% ⬇ -7.2%		93.9% ⬇ -4.1%		94.7% ⬇ -2.6%		69.6%
District	School Name	Elementary	0% ⬇ -12.5%		9 ⬇ -1.2%		84.6% ⬇ -3.4%		64.7% ⬇ -16.7%		87.5% ⬇ -5.8%		52.8% ⬇ -24.4%		82.2% ⬇ -5.3%		84.3% ⬇ -8.2%		30.8%

Scatterplot | Change Heat Map | 2013 Heat Map

The first column beneath each composite and question is the 2015 rate of agreement. It is color-coded from red *to* green *based on results relative to all other schools.*

The second column beneath each question is the change in rate of agreement on TELL Colorado between 2013 and 2015. It is accompanied by a green, yellow, *or* red *arrow indicating positive growth, no change, or negative growth.*

Benchmarks of Quality (PBIS) Instrument Description

Element	Description
Instrument Name and Access	Benchmarks of Quality (for Positive Behavior Interventions and Supports (PBIS)) **Link to WIKI:** http://copbisuniversal.pbworks.com/w/page/70791140/Benchmarks%20of%20Quality%20%28BoQ%29: Note: This tool has a recorded training that can be used with school discipline teams or whole staffs to prepare them to use is. **Links to Tools:** Scoring Guide: http://copbisuniversal.pbworks.com/w/file/72274853/BoQ_Scoring_Guide%20_Revised_3%2019%2010%20wo%20pg%201.pdf Scoring Form (Word Format): http://copbisuniversal.pbworks.com/w/file/72274832/Modified%20BoQ%20Scoring%20Form%2012.2013.doc Discrepancy Sheet: http://copbisuniversal.pbworks.com/w/file/74062547/BoQ-R%202013.xlsx
Purpose	This resource can be used to assess if a school has an effective discipline system, specifically Positive Behavior Interventions and Supports, in place.
Focus	Measures the quality of a discipline system (PBIS) in the school based on the following criteria: **Discipline Team:** • Team has administrative support • Team has regular meetings (at least monthly) • Team has established a clear mission/purpose **Staff:** • Faculty is aware of behavior problems across campus through regular data sharing. • Faculty is involved in establishing and reviewing goals. • Faculty feedback is obtained throughout year. **Clear Guidelines:** • Discipline process described in narrative format or depicted in graphic format. • Discipline process includes documentation procedures. • Discipline referral form includes information useful in decision making. • Problem behaviors are defined. • Major/minor behaviors are clearly differentiated. • Suggested array of appropriate responses to major (office-managed) problem behaviors.

Data Collection:
- Data system is used to collect and analyze ODR data.
- Additional data are collected (attendance, grades, faculty attendance, surveys) and used by team.
- Data analyzed by team at least monthly.
- Data shared with team and faculty monthly (minimum).

Systemic Practices:
- 3-5 positively stated school-wide expectations are posted around school.
- Expectations apply to both students and staff.
- Rules are developed and posted for specific settings (settings where data suggested rules are needed).
- Rules are linked to expectations.
- Staff is involved in development of expectations and rules.
- A system of rewards has elements that are implemented consistently across campus.
- A variety of methods are used to reward students.
- Rewards are linked to expectations and rules.
- Rewards are varied to maintain student interest.
- Ratios of acknowledgement to corrections are high.
- Students are involved in identifying/developing incentives.
- The system includes incentives for staff/faculty.

Professional Development:
- A behavioral curriculum includes teaching expectations and rules.
- Lessons include examples and non-examples.
- Lessons use a variety of teaching strategies.
- Lessons are embedded into subject area curriculum.
- Faculty/staff and students are involved in development & delivery of behavioral curriculum.
- Strategies to share key features of SWPBS program with families/community are developed and implemented.
- A curriculum to teach components of the discipline system to all staff is developed and used.
- Plans for training staff to teach students expectations/rules and rewards are developed, scheduled and delivered.
- A plan for teaching students expectations/ rules/rewards is developed scheduled and delivered.

Implementation:
- Booster sessions for students and staff are planned, scheduled, and implemented.
- Schedule for rewards/incentives for the year is planned.
- Plans for orienting incoming staff and students are developed and implemented.

	• Plans for involving families/community are developed and implemented. • Classroom rules are defined for each of the school-wide expectations and are posted in classrooms. • Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal). • Expected behavior routines in classroom are taught. • Classroom teachers use immediate and specific praise. • Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors. • Procedures exist for tracking classroom behavior problems. • Classrooms have a range of consequences/ interventions for problem behavior that are documented and consistently delivered. • Students and staff are surveyed about PBS. • Students and staff can identify expectations and rules. • Staff use referral process (including which behaviors are office managed vs. which are teacher managed) and forms appropriately. • Staff use reward system appropriately. • Outcomes (behavior problems, attendance, and morale) are documented and used to evaluate PBS plan.
Admin. Level	• School level • Classroom level • Student level • Family/Community Level
Subject	• PBIS team • Classroom teachers • Students
Metrics	A comparison score is generated from all the scores that are collected on a school wide scoring form.
Comparison Points	The instrument can be administered three times or more per year to provide comparison data.
Reports/ Views	The scoring form can be completed electronically and could be imported into excel to create circle graphs and percentages for each benchmark on the rubric.
Questions	• Does a consistent discipline system exist at the school? • Are all stake holders in agreement about the school wide discipline system? • To what level is the school wide discipline system being implemented? • Are students aware of the school wide behavior expectations? • Are behavior expectations and rules explicitly taught?

Diagnostic Review Instrument Description

Component	Description
Instrument	Diagnostic Review Rubric http://centeronschoolturnaround.org/wp-content/uploads/2014/10/CO.Turnaround.NetworkSchool.Conditions.pdf This is a rubric focused on school effectiveness indicators. Developed by the Colorado Turnaround Network Office of Turnaround Support, this rubric was based on CDE's School Quality Review and Network Walkthrough Tool, Mass Insight Education's School Readiness Assessment, CSSI Standards 1-10 Rubric with Evidence, and the DPS Leap Framework.
Purpose	This rubric is intended to provide a common framework that can be used to diagnose and evaluate school effectiveness. The Colorado Turnaround Network Office of Turnaround Support uses it in evaluating the initial status and on-going progress of schools that are part of the Turnaround Network.
Focus	The rubric includes *indicators* and *performance descriptors* for the following components of the school: 1. Culture of Performance (School Mission and Vision, Shared Accountability, Inspiring Learning Environment, Purposeful Relationships with Families, Effective Social-Emotional Supports, Continuous Improvement, and Commitment to Equity) 2. Academic Systems (Comprehensive and Aligned Curriculum, Articulated Instructional Model, Planning for Equity, Meeting Individual Needs, Assessment System and Data Culture, Multi-tiered Systems of Support, and Use of Instructional Time) 3. Talent (Strategic Leadership, Distributed Leadership, Instructional Leadership, Talent Development, and Evaluation) 4. Operations (Staff recruitment, Allocation, and strategic retention; Organizational Structures; Budget and Resource Authority; Stakeholder Engagement, Time Allocation, and Collaborative Structures)
Administration Level	School
Subject	External or internal reviewers evaluating school effectiveness
Metrics	From five to seven *indicators* have been identified for each major component. The rubric also includes performance level descriptors for each indicator for the following levels: below standard, developing, proficient and exemplary. Reviewers can use this rubric to rate schools on each indicator. Additional metrics could include the most frequent rating across indicators within each component.
Comparison Points	The rubric establishes a "proficient" level for each indicator.

Component	Description
Reports/ Views	NA
Questions	- To what degree are aspects of our school consistent with effective schools? - Has the school established a culture of performance? - To what degree are effective academic systems in place? - How does the school manage talent? - Are effective operational systems in place? - What aspects of the school could be the focus of improvement efforts?

English Learner Walk Through and Program Review Instrument Description

Element	Description
Instrument	English Learner Walk Through and Program Review (Appendix K of the *Guidebook on Designing, Delivering, and Evaluating Services for English Learners*) This rating scale identifies characteristics of effectiveness for each English Learner (EL) program component; space is provided for reviewers to classify the quality of the evidence available to support that each characteristic is present (little or no evidence, some evidence, substantial evidence) and to make notes about the evidence. For each EL program component the instrument also prompts reviewers to identify recommendations for ways to address implementation gaps and resources needed. http://www.cde.state.co.us/sites/default/files/ELsG-book.pdf (Note this links to the full Guide, Appendix K is on page 165-173)
Purpose	This rating scale was developed to use as part of efforts to evaluate English Language Development Programs at the district level.
Focus	This tool includes the following EL program components: • **Instructional and Learning Behaviors that Support English Learners** (a. eliciting student background knowledge about the topic. b. modeling language for students and allowing them to practice expressing academic concepts in English. c. grouping and regrouping students for a variety of purposes including proficiency level differentiation. d. giving all students time to work on aspects of academic language both orally and in writing. e. using a variety of strategies and modalities to teach, focusing on the big ideas of instruction and students' progress in reading, writing, and language acquisition aligned to district grade level expectations. f. using a variety of resources in addition to text (pictures, models, diagrams) to organize information and to elicit student talk. g. differentiating for English learners. h. encouraging students to use the 21st century skills of invention, critical thinking, information literacy, collaboration and self-direction. i. assisting students in connecting big ideas or themes from the content areas to student reading and writing during other parts of their day.) (a. interacting with other students in a variety of group settings including native English speaking peers, maximizing peer modeling. b. engaged in the lesson through hands-on activities, discussion, or group work. c. using their native language to make sense of the instruction. d. engaged in discussions and collaborative activities which are facilitated by teachers. a. observing and responding to the needs of teachers to foster peer learning opportunities through observations. b. providing common time for planning among content area/classroom teachers and specialists.

Element	Description
	c. supporting staff through professional development that differentiates for the needs of English learners. d. recognizing and responding to on-going needs of English learners through their knowledge of and involvement in curriculum, instruction and assessment.) • **Learning Environment** (a. Student work is posted and visible evidence of their learning and academic progress. b. Resources are available in the students' native language (even in all English programs). c. Materials that acknowledge students' cultures are visible on the walls and in the reading materials. d. Materials are available at a range of reading levels and complexity. e. The entire classroom is a resource for students in their independent work. f. There are obvious connections between the big ideas from the content areas and what students are reading and writing. g. Environment is safe, organized and designed to support learning.) (a. Climate of respect is evident through student to student and teacher to student interactions. b. Faculty and staff demonstrate high expectations for ALL students. c. Diversity is valued and honored through all student interactions including student to student and staff/faculty to student. d. Students' cultural, linguistic and experiential knowledge are viewed as assets and where appropriate, integrated into instructional strategies and activities. e. Students of all different skill levels are provided with rich opportunities to learn. f. No evidence indicates disproportionality in recognition of student awards, behaviors or physical placement. g. Evidence shows the involvement and inclusion of English learners in all aspects of the school. h. All students have equitable access and support to a rigorous academic program.) • **Planning for Quality Instruction to Support English Language Development and Academic Knowledge** (a. use a standards based approach (Colorado Academic and English Language Proficiency standards) that focuses on what students should know and be able to demonstrate. b. collaborate with grade level, content area and specialists to plan for English learners, to identify common themes, focus on specific academic skills, develop common assessments and share ideas for sheltering instruction. c. identify multiple avenues for students to learn about, interact with and display their knowledge about instructional topics and proficiency level differentiation. d. connect big ideas or themes from the content areas to what students read and write during other parts of their day. e. use knowledge of proficiency levels of English learners for instructional planning. f. identify which features of language, i.e. grammar, functions and vocabulary will require additional instruction. g. plan together on how to group and regroup students across the school day along different dimensions (English language development, literacy, interests, etc.) h. identify common visual images to use across contexts to purposely interconnect what students are learning across their day. i.

Element	Description
	identify multiple avenues for students to learn about, interact with and display their knowledge about the instructional topics.) • **Leadership and Organizational Effectiveness** (a. collaboratively develops and sustains shared beliefs, values and goals focused on improving student achievement. b. allocates resources, monitors progress, and provides organizational infrastructure to ensure equity and access for ALL students. c. ensures accountability for effective programs, support systems, initiatives and teaching practices. d. fosters a system of shared leadership) (a. involves collecting, managing and analyzing a variety of data and relevant information. b. sets district goals that are clear, strategic and focused on closing achievement gaps and improving student learning. c. includes specific action steps for working with their English learners. d. provides guidance and support to schools to develop high quality, school-level plans aligned to the Unified Improvement Plan (UIP). e. ensures collaboration with outside providers and agencies to support the development and implementation of the Unified Improvement Plan.) (a. District and school budgets are aligned with the intent of improving student achievement and equity. b. District recruits, hires and allocates staffing based on the learning needs of all students. c. Fiscal resources are provided for professional growth and development aligned to improvement planning and prioritizing professional endorsements. d. Scheduling and placement are appropriate for the community of learners and aligned to the instructional indicators. e. Data management system is provided with the ability to track essential characteristics such as ethnicity, time in the United State, mobility, and programming and supports the disaggregating of data.) • **Monitoring Academic Performance and Growth** (a. District curriculum is aligned with the revised Colorado academic standards/grade level expectations including the English Language Proficiency standards and assessment frameworks. b. All students have equitable access to a rigorous academic program and a system of support to ensure success. c. District and school monitor implementation of the academic curriculum to ensure English learners have equitable access to a rigorous academic program.) (a. All assessments of student learning are aligned with state standards. b. District facilitates a collaborative approach in the design and selection of quality assessments appropriate for English learners. c. Leaders are involved in the progress monitoring of their students. d. District ensures that analyzed data are used to improve classroom, school and district performance. e. Leaders ensure that content area/classroom teachers and specialists have English language development data on all English learners in order to differentiate learning. f. A data management system is in place to document students' developing proficiency in listening, speaking, reading, writing and understanding content. g.

Element	Description
	Different assessments are used to measure language proficiency and academic knowledge. h. Assessments allow students to demonstrate their understanding of the content through a variety of modalities. i. Rubrics are posted with examples of students' work. j. English Second Language-endorsed teachers and leaders are involved in the process of developing and assigning appropriate interventions for English learners in the Response to Intervention (RTI) framework. k. Teachers observe students interacting informally across different settings and in both languages, if possible. l. Professional development is provided for teachers and administrators for data analysis and data driven instruction.)
Administration Level	The instrument can be used by internal or external reviewers to score evidence of the characteristics of an effective EL Program present at the *District Level.*
Subject	District EL department; an internal or external reviewer can use this tool to rate the evidence provided by the district regarding the EL program.
Metrics	The tool can be used to assign a rating to the quality of evidence for each characteristic of effectiveness under each major EL program component. The instrument provides a row to total the quality of evidence of implementation across characteristics of effectiveness for each EL program component. So a "summary" score can also be assigned by component.
Comparison Points	NA
Reports/ Views	The totals across characteristics could be used to generate frequency tables and/or means related to the quality of evidence for each EL Program component.
Questions	• Are EL students designated using accurate criteria? • Does the district using a Body of Evidence to track progress? • Do teachers understand what each level of EL development is and how to respond instructionally to each level? • Is the district using assessments designed to measure English language proficiency?

ELD Program Rubric Instrument Description

Component	Description
Instrument	ELD Program *Rubric* DISTRICT-LEVEL http://www.cde.state.co.us/fedprograms/eld-program-rubric This rubric was developed by CDE staff based on practices reviews with districts that had positive outcomes with English Learners.
Purpose	Districts can use this tool to evaluate the current status of their implementation of system-wide practices that are inclusive and supportive of English Learners (ELs).
Focus	The following components of the district English Language Development Program are included in the rubric: **Systemic Processes and Procedures** (*Do written processes and procedures around EL Services exist (ELD plan)? Are district processes and procedures developed with district, school, and family/community stakeholders? How does the district monitor and ensure implementation of ELD procedures?*) **Human Resources** (*Does the district require the same licensing/endorsement requirements for ESL/Bilingual instructional staff working in the ELD program as all other instructional staff* (Non-ESL/Bilingual)*? Does the district require the ELD classroom student-teacher ratios to mirror district student-teacher ratio policies? Does the district require Non-ESL/Bilingual instructional staff to hold CLDE/Bilingual endorsements? Does the district tailor recruitment campaigns and incentives to the district's unique staffing needs and within the district's ELD program model(s) context? Does the district acknowledge and prioritize candidates' ability to speak a second language in its hiring practices?*) **Research-Based ELD Program** (*Did the district develop the ELD program based on relevant research that represents the EL population demographics (language background, culture, education, etc.) and linguistic, social-emotional and academic needs? Is there a process the district uses to monitor implementation of selected ELD program model(s) at school sites? How does the district provide professional learning to school leadership teams in implementing ELD program model(s) at school sites? Does the district have a plan to evaluate the ELD program across district/schools?*) **Collaborative Leadership** (Who makes decisions about ELD programming? How are ELD programming decisions made that represent EL students' linguistic, social-emotional, and academic needs (proficiency level, language demands, and cultural background, changing demographics/ numbers, etc.)?) **Fiscal Resources** (*Does the district allocate funding to the ELD program based on a set formula? PPR? Numbers? Increases? Is the allocation formula evaluated and modified on a regular basis?*) **Family and Community Partnering** (*How are effective family and community partnering structures created and supported? How are current partnering practices communicated to schools, families, and community? How are policies and processes used to support partnering with families and community? Does the district actively engage in community outreach and establish partnerships with community organizations? How does the* district

Component	Description
	support the professional development of district *and/or school family/community liaisons within the context of ELD programs?)* • **Ongoing Evaluation of ELD Program** (*Has the district identified an evaluation method and process that supports continuous improvement? Has the district included relevant data? (appropriate assessments) Does the district disaggregate the English Learner group of students beyond the aggregate for SPFs and DPFs? Does the district include cross district and community representation, including students, in their evaluation process development and improvement?)* • **Teaching and Learning** (*How do the professional learning opportunities connect the CELP standards and the CAS to the district/school instructional model? How are professional learning opportunities identified and developed in the district in support of ELs in content and ELD programming? How does the district provide and support high-quality, targeted, and job-embedded professional development in support of ELs in content and ELD programming?)* • **Organizational Culture** (*How does the district hold all students to the same academic, behavioral, and extra-curricular expectations and rigor? Does the district provide opportunities for distributed leadership for educators? Do all families have the same opportunity to participate in district and school committees? How does the district support, value, and solicit feedback/input from family and community members? How does the district create a welcoming environment for all students and families? How does the district value the diversity of the student body and community in schools and classrooms?)*
Administration Level	Districts can use this tool to self-assess at the district level.
Subject	Who completes the self-assessment is locally determined. The person or people using this self-assessment tool need to have familiarity with all aspects of the districts' ELD Program.
Metrics	This rubric includes three to six guiding questions for each ELD program component and performance descriptions for each guiding question. Staff can assign ratings for each guiding question as emerging, developing, operationalizing, or optimizing. A Scoring Summary sheet is provided for districts to visually indicate their level of implementation across all components.
Comparison Points	Districts could use the Scoring Summary Sheet over time to compare current to prior ratings.
Reports/ Views	Staff can use the Scoring Summary sheet to visually display the district's level of implementation across all components each time the tool is used.
Questions	• To what degree has the district implemented systematic process and procedures related to support provided to English Learners? • Has the district distributed human resources equitably to develop, implement and support quality ELD programming?

Component	Description
	• To what degree are district ELD programs founded in scientifically based research, with proven academic and linguistic outcomes? • Does the district provide high quality professional development that results in effective teaching and learning for students that are acquiring English while accessing grade-level content?

Literacy Evaluation Tool Instrument Description

Component	Description
Instrument	Literacy Evaluation Tool https://www.cde.state.co.us/coloradoliteracy/literacyevaluationtool This rating scale includes specific criteria related to state defined components of an elementary literacy program.
Purpose	This tool was designed by CDE Staff to be used by consultants and specialists outside of an educational program, or by school district personnel, to evaluate elementary schools' literacy programs (intended to increase student literacy outcomes).
Focus	The tool includes *criteria* related to the following components of a literacy program: • **Universal Instruction**-There is evidence that substantiates every student is receiving effective, differentiated Tier I core literacy instruction from high-quality research-based curricula and instructional strategies aligned to the Colorado Academic Standards (CAS). • **Interventions**-Additional instruction provided to students that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level benchmarks. Students needing acceleration also receive appropriate interventions to accelerate grade level proficiency. • **Assessment**-Valid and reliable instruments for screening and progress monitoring reading achievement are clearly specified and are used to guide instruction. Procedures for using assessments are clearly specified. For students in grades K-3, approved interim assessments from the READ Act State Board Approved List are used at a minimum of 3 times a year and more often for students reading below grade level. • **School Leadership Team (SLT)**-An SLT serves the purpose of leading the school's efforts to embed the essential components of reading instruction into all elements of the school's structures and developing and updating the PD plan related to literacy assessment and instruction. Representation is comprised of various grade levels, an administrator, and a representative of teachers working with students receiving interventions. • **Professional Development (PD)**-An integral part of the school-wide system for increased literacy achievement. Professional development includes the skills and knowledge gained in an effort to improve teaching and is aligned to research based principles and instructional practices. • **Data-Based Decision-Making**-Improving literacy achievement is incumbent on discussion about the current state of literacy achievement. Discussions regarding literacy data must become a regular part of the school climate. • Community and Family Involvement-Community and family involvement contributes to the social, emotional, physical, academic, and occupational

| Component	Description
	growth of children. Successful involvement is dependent on collaboration among youth, families, schools, businesses, and agencies.
Administration Level	School level
Subject	Data is intended to be collected by an outside consultant/specialist or district personnel.
Metrics	Reviewers document available evidence and record the degree to which each aspect of the component is in place (0 = not in place, 1 = partially in place, 2 = fully in place). The tool includes a table that can be used to calculate the total points earned for each major component and divide by the total points possible to calculate the "percent of implementation."
Comparison Points	N/A
Reports/ Views	Data could be saved in an excel spread sheet and frequency distributions and mean scores by program components generated.
Questions	- To what degree are state-recommended components of a literacy program in place in the school? - Is every student receiving effective differentiated Tier I literacy instruction? - Are high-quality research-based curricula and instructional strategies (aligned to the Colorado Academic Standards) being used? - To what degree is additional instruction provided to students that need it to meet their specific needs while accelerating their growth towards grade-level benchmarks? - Are valid and reliable assessment instruments used for screening and progress monitoring? - Are approved K-3 interim assessments used at least 3 times a year? - To what degree are procedures in place for using assessment results clearly specified? - Are effective processes in place for the school leadership team to lead the school's literacy efforts? - To what degree is effective professional development in place that is likely to increase literacy achievement? - To what degree is data-based decision-making related to literacy a regular part of the school climate? - Are structures in place to support community and family involvement?

Human Capital Systems Instrument Description

Component	Description
Instrument	Self-Assessment for a Healthy Human Capital System This excel-based rating scale includes criteria related to five strategies for optimizing educator effectiveness. http://www.cde.state.co.us/fedprograms/tii/a
Purpose	This instrument was designed for districts and schools to use to identify their readiness related to building a healthy human capital system and develop strategies to address needs, or refine best practices.
Focus	The tool focuses on district implementation of "strategies" for optimizing educator effectiveness including the following: • Optimize New Educator Supply (Vacancies and Recruitment, Selection, Hiring, New Educator Support) • Boost Effectiveness of all Educators (Professional Development, Evaluation, Working Conditions) • Leverage and Retain Effective Educators (Retention, Recognition) • Prioritize Effective Teachers for High-Needs Students • Improve or Exit Ineffective Educators (Remediation and Dismissal)
Administration Level	District staff rate their efforts related to the criteria for each "strategy".
Subject	District Staff
Metrics	District staff rate district efforts implementing the five major strategies for optimizing educator effectiveness efforts as emerging, developing, operationalizing, or optimizing. Ratings across the criteria for each strategy and for each domain with strategies 1-3 are automatically summarized in a REPORT worksheet which provides a vehicle for districts to identify areas of focus for action planning.
Comparison Points	NA
Reports/ Views	Ratings across the criteria for each strategy and for each domain with strategies 1-3 are automatically summarized in a REPORT worksheet which provides a vehicle for districts to identify areas of focus for action planning.
Questions	• To what degree do district approaches to addressing teacher vacancies and recruitment of new teachers optimize new educator supply? • To what degree does the district provide effective support for new educators? • Does district provided professional development boost the effectiveness of all educators? • Has the district implemented policies/processes to leverage and retain effective educators? • To what degree does the district prioritize effective teachers for high needs students?

Using a Circle Map to Consider Context, Brainstorm and Categorize

Purpose: A circle map can be used to structure the thinking of a group as they prepare to identify root causes of their performance challenges, and then as they brainstorm causes of priority performance challenges and group their causes into categories.

Materials: Large paper, flip chart page, or dry erase/chalk board; markers, pens, and sticky notes.
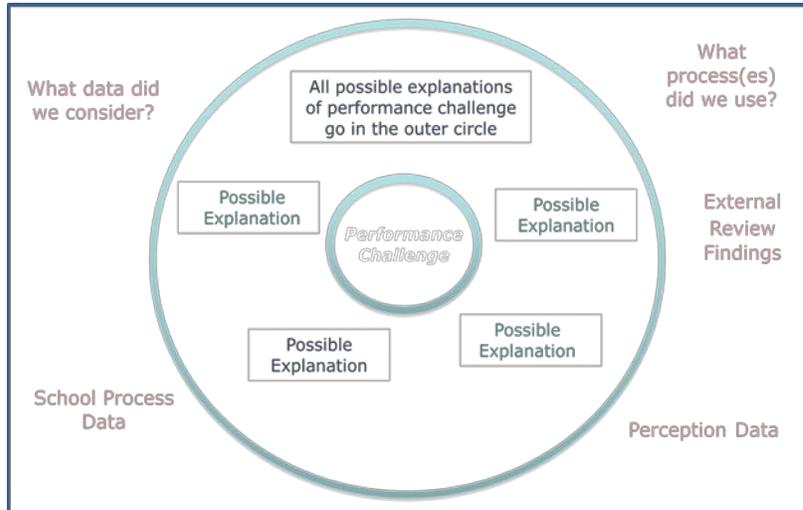
Steps:

1. Clarify what will focus the brainstorming activity
When using this strategy to brainstorm explanations for priority performance challenges, the priority performance challenge will focus the brainstorming activity.

2. Set up the "Circle Map"
The Circle Map includes three elements – a large circle, a smaller circle within that circle, and a frame (drawn around the outside of both circles). See example on this page. This can be drawn on a large sheet of paper, dry erase board, flip chart page, etc. Once these elements have been drawn, the priority performance challenge that is the focus of the brainstorming activity should be written in the center of the smaller circle.

3. Create a Frame
Identify what will "frame" the brainstorming. What additional data has the group reviewed (e.g., school process data, perception data)? Write these inside the frame and outside the large circle.

4. Focused Brainstorming
Around the center circle, team members will brainstorm all of the possible causes of that performance challenge. Using sticky notes, team members will list (one per note) possible causes of the priority performance challenge. During this process, it will be important to ensure every idea is captured and all "voices" are in the conversation. At this stage more is better. Then team members should post their sticky notes on the circle map (inside the outer circle, but outside the inner circle).

5. Categorize and Summarize

Next, the team will consider the causes that were identified and sort ideas into natural themes by asking: what ideas are similar? Is this idea connected to any other? To do this, team members will work in silence with each person moving sticky notes around to create groupings. Team members should keep moving notes until a consensus is reached. Then the group will discuss the groupings:

- If some ideas don't fit into any theme, leave as a stand-alone idea.
- If some fit more than one, create a copy and put in both groups.

Finally, the team should create a short 3-5 word description for each grouping.

Circle map used with permission from Thinking Maps, Inc. Specific training required before implementing Thinking Maps. For more information, visit www.thinkingmaps.com.

Validate Root Causes

Priority Performance Challenge: _____

Possible Root Cause(s)	Questions to Explore	Data Sources	Validation

Ramping Up Root Cause References

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