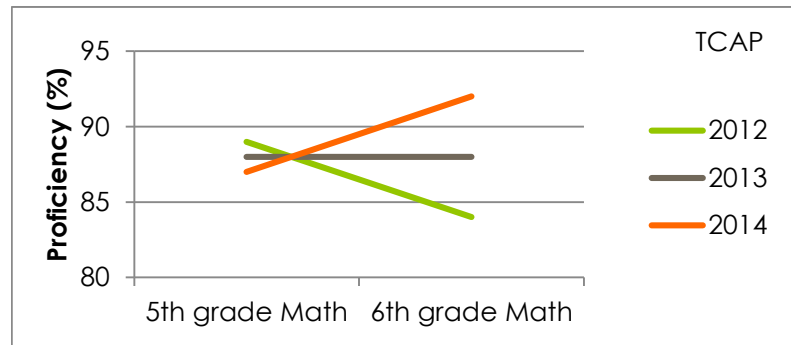


# Essentials for School Accountability: Two Roads Elementary 2015-2016



## Aim higher. Stay focused.

~Brandon Adams



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## Demographics

**Total Number of Students:** 298

**Minority:** 12%

**Free and Reduced Lunch:** 16%

**Estimated Percentage of ALP Students:** 3%

**Remediation Rate:** N/A



## School Wide Performance by Student Group

Two Roads Charter Elementary	MGP 2012	MGP 2013	MGP 2014	Rolling MGP	% P&A 2012	% P&A 2013	% P&A 2014	Rolling PCT
<b>Math</b>								
Free and Reduced Lunch <sup>1</sup>	**	**	**	**	**	33%	41%	7%
General Education <sup>2</sup>	37	51	54	47	24%	39%	55%	9%
Advanced Learning Plan <sup>3</sup> **								
<b>Reading</b>								
Free and Reduced Lunch	**	**	**	**	**	81%	76%	2%
General Education	51	52	50	51	67%	67%	82%	2%
Advanced Learning Plan**								
<b>Writing</b>								
Free and Reduced Lunch	**	**	**	**	**	43%	35%	9%
General Education	52	50	52	51	43%	57%	70%	7%
Advanced Learning Plan**								

\*\*Data Not Available

Legend	
<b>MGP</b>	Median Growth Percentile
<b>%P&amp;A</b>	Percent Proficient and Advanced
<b>F&amp;R</b>	Free and Reduced Lunch
<b>GT</b>	Gifted and Talented ~ General ALP
<b>IEP</b>	Individualized Education Program

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

<sup>1</sup> F&R/NotGT/NotIEP

<sup>2</sup> NotF&R/NotGT/NotIEP

<sup>3</sup> NotF&R/GT/NotIEP - %P&A values reflect only percent advanced to align with expectations.

## School Wide Performance by Grade and Subject

<div style="background-color: #4CAF50; color: white; padding: 2px; text-align: center;">% Proficient and Advanced</div>												
Year	3 <sup>rd</sup> Grade			4 <sup>th</sup> Grade			5 <sup>th</sup> Grade			6 <sup>th</sup> Grade		
	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math
2012	91%	84%	91%	90%	77%	93%	98%	87%	89%	94%	83%	84%
2013	85%	77%	81%	92%	81%	86%	92%	84%	88%	96%	92%	88%
2014	87%	81%	87%	81%	77%	81%	94%	94%	87%	95%	87%	92%

<div style="background-color: #4CAF50; color: white; padding: 2px; text-align: center;">Median Growth Percentile</div>												
Year	3 <sup>rd</sup> Grade**			4 <sup>th</sup> Grade**			5 <sup>th</sup> Grade**			6 <sup>th</sup> Grade**		
	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math	Reading	Writing	Math
2012												
2013												
2014												

\*\*Data Not Available

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

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

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

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

## District Goals: How will your achievement improvements contribute?

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- **Every student will have completed Algebra 1 by the end of 9th grade (unless IEP requirement is different).**
- The percentage of proficient/advanced third grade students in reading on TCAP will increase from 80% to 85% by August of 2015.
- The percentage of proficient/advanced fourth grade students in math on TCAP will increase from 77% to 80% by August 2015.
- **Every student will achieve one year's growth, or more as needed to 'catch up,' in each year of school and be ready for the next level.**
- The growth measures for the median growth percentile (MGP) will reach 50th MGP or growth measures over 50th MGP will increase by:
  - For Free/Reduced Lunch Eligible students
    - in writing from 47 to 50
    - in reading from 48 to 50
    - in math from 49 to 51
  - For students with disabilities
    - in writing from 45 to 50
    - in reading from 48 to 50
    - in math from 50 to 52
  - For English learners
    - in writing from 52 to 54
    - in reading from 54 to 56
    - in math from 54 to 56
  - For Advanced Learning Plan (ALP) students
    - in writing from 54 to 56
    - in reading from 57 to 59
    - in math from 60 to 62
- The college remediation rate for Jeffco graduates will decrease from 29.8% to 27.8% by Spring 2015.

- Every student will graduate career and workforce and/or post-secondary ready.
- The Colorado ACT scores in every high school in every subgroup will meet/exceed the 'college readiness' benchmarks as defined by ACT below:

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

## Average Freshman ACT Scores for Colleges in Colorado

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

- Colorado School of Mines – 31
- Colorado State University – 24.7
- Colorado University at Boulder – 26.8
- Denver University – 28
- Red Rocks Community College – To be exempt from Accuplacer test
  - Reading – 17
  - English – 18
  - Math - 19

## Important Questions for Accountability Committees

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

## Sources

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[CDE Datalab](#)

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

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