

Reporting Guidelines for End-of-Year (EOY) Report and School Improvement Plan (SIP)

Introduction: The attached document sets forth the requirements for district accreditation/accountability, state accreditation indicators and federal program requirements. The three sections of the document represent: (1) what is required in the EOY Report and SIP, (2) who requires the information, and (3) examples of what should be included. If the column indicates that the information is required for state accreditation, this means that it is mandated under the requirements set forth in the Implementation Guidelines for the Colorado Accreditation Program, published August 2001.

Reporting Guidelines for End-of-Year Report and School Improvement Plan

Instructions: The EOY and SIP are part of the documentation for school site accreditation. District administration and the District Accountability Committee (DAC) review the school reports on an annual basis for completion and compliance. Each section is examined on the basis of meeting/not meeting requirements.

Three hard copies of the EOY and SIP must be delivered to the Accreditation Office, c/o Elementary Education by October 15 for each site. Additional site visits are conducted throughout the year on a five-year review cycle. DAC submits a summary report to the Board each year in November.

Section I. School Narrative

Section I of the EOY report is created by the buildings. This section includes narrative information about the school climate and professional environment at the school. This information will be used primarily by the Division of Communications to create the School Choices Catalog and the customized School Accountability Reports. The information you are asked to provide aligns with what research says parents want to know about their schools. To help you write it, imagine you are talking to prospective parents about your school. Imagine what you would say about each of the requested topics. An electronic copy of the narrative is due to Susan Cousins (susan.cousins@bvsd.k12.co.us) in the Communications Division by June 21st of each year.

Section II. Progress on School Improvement Goals

Section II of the EOY report is created by the buildings. This section includes a statement about the school vision and mission, a report of progress made in implementing the strategies identified in the preceding year's school improvement plan, and the completed school improvement plan worksheet for the current school year. School-based improvement goals are selected by the site and are focused on specific programs, people and practices. School goals are aligned with the district achievement and diversity initiatives. Buildings review progress and adjust school plans after the year-end student performance data is received.

Section III. Update on System Goals

Section III of the EOY report is created by the District. The District will insert information directly into this section on or around August 1st of each year. The information is used by the Buildings in the review of progress and in the development and/or revision of the school improvement plan. This section reflects progress on achievement targets expected of all students in all schools.

How to Access the EOY reporting requirements and the SIP goal template/worksheet:

On a PC: go to network neighborhood, Edc, edc, common folder, school improvement

On a MAC: go to MAC chooser, appleshare, Edc, edc, common folder, school improvement.

Section I. School Narrative

Created by the Buildings. An electronic copy of this section is due to the Communications Division by June 21st of each year. Section I is included with Sections II and III in the final report due on October 15 to the Accreditation Office, c/o Elementary Education.

Meets Requirements	Does not Meet Requirements	What is required?	Who requires it? ✓ District ✓ State Accreditation ✓ Federal Programs	What should be included?
		1. School/Principal's Message	District: Public Information for reports including, "A Closer Look at Your Choices," and "School Accountability Report"	<p>The purpose of this narrative is to provide parents with a personal message from you. Below are guiding questions to help get you started. You do not need to answer each question specifically. Please do not exceed 300 words.</p> <p>Guiding Questions for Principal's Message</p> <ul style="list-style-type: none"> • What makes your school unique? • In what way can parents see that your teachers are exemplary? • What examples can you give to show that academics are a priority? • How have you focused programs to improve core academic areas? • How has your school improved over time? • What is your average student/teacher ratio and how do you make student/teacher relationships a key to your success? • What's the "value-added" benefit students receive from attending your school? <p>Please also include a quotation or testimonial from parents, staff or former students to tell your story. Please do not exceed 150 words. Guiding Questions for Parents' Message:</p> <ul style="list-style-type: none"> • How would you describe your school? • What made you choose this school? • What is the number one thing that makes you glad your child attends this school? • How would you describe your child's experience at this school? • What makes teachers at your child's school exceptional? • Are there any other aspects of your child's school that you would want other parents to know? • What are some of the most meaningful ways parents are involved in your school? • What difference do parents make at your school?
		2. School Program/ Instructional Characteristics	District: Facilities Planning and Public Information Federal Programs	<p>Please do not exceed 225 words. Discuss program characteristics such as:</p> <ul style="list-style-type: none"> • programs for special needs populations such as multi-intensive, day treatment and intervention programs for at-risk youth; family and adult literacy; early childhood education programs such as Colorado Preschool Program and Kinder Care; implementation of federal programs,

				<p>including Title programs</p> <ul style="list-style-type: none"> • program designs such as ELL schools, dual language focus schools, bilingual programs, consolidated plans • program organizations such as reduced class size, class and grade configurations, school schedule, double dose of reading instruction • program support systems, such as access to counseling & technology and library media programs • course and/or curriculum offerings by grade and by subject (may be included as an attachment to EOY); enriched and accelerated curriculum, e.g. gifted and talented programs • pilot programs; charter, focus or magnet programs
		3. Co-Curricular Programs	District: Public Information Federal Programs	Attach list of co-curricular programs or provide short description of the school's co-curricular program.
		4. Evidence of Safe, Civil Learning Environment	Accreditation Indicator H: Compliance with Safe Schools Act	<ol style="list-style-type: none"> 1. Provide assurance of good faith effort of implementation of a safe school plan to include use of a threat assessment team to evaluate threats of violence. 2. Describe the school's bully-prevention strategies.
		5. Family and Community Involvement, Accountability to the Public, and Consumer and Community Satisfaction	<p>Accreditation Indicator: A: Parent and Community Participation in School Improvement F: Compliance with School Accountability Report</p> <p>District: Public Information Family/Community Involvement Parent and Staff Snapshot Student Snapshot Survey</p>	<p>Please do not exceed 300 words.</p> <ol style="list-style-type: none"> 1. Include processes for informing, involving and consulting with parents and families and other community businesses, agencies and groups. (Accreditation Indicator A) May include a results statement, i.e. what did the processes achieve? 2. Include statement of good faith effort to prepare and distribute individual school accountability reports to parent and citizens (Accreditation Indicator F) 3. List programs that link parents/families with the school and community. Examples include School Improvement Team, Parent/Teacher Conferences, Participation on District Committees, Distribution of Student/Parent Handbook, Volunteer Programs, Assemblies, Career Fairs, Ad Hoc Committees 4. Provide analysis of Snapshot Survey Results including return rates. Your discussion should demonstrate that the results have been reviewed and analyzed for continuous improvement purposes. 5. Provide Home Language information. May include parents' formal education level (Title I Schoolwide)
		6. Awards and Honors	District: Public Information Optional: If your school has participated in an NCA or other recognized external review, describe how you will use the feedback, commendations and recommendations.	<ol style="list-style-type: none"> 1. List Awards and Honors given to Students, Staff and Parent/Community 2. Optional: School/community demographic characteristics or conditions that may influence education results 3. Optional: SIT and/or PTA or PTO accomplishments to improve academic achievement and/or the school learning environment

Section II. Progress on School Improvement Goals

Created by the Buildings. Section II is included with Sections I and III in the final report due on October 15 to the Accreditation Office, c/o Elementary Education.

Meets Require-ments	Does not Meet Require-ments	What is required?	Who requires it? ✓ District ✓ State Accreditation ✓ Federal Programs	What should be included?
		1. School Vision and Mission	District: School Vision and Mission	Assure alignment with the District Vision and Mission: <ul style="list-style-type: none"> • <u>BVSD Vision:</u> Profile of the New Century Graduate • <u>BVSD Mission:</u> “The BVSD challenges students to achieve their academic, creative and physical potential in order to become responsible, contributing citizens.”
		2. Report of Progress on Past Year’s School Improvement Plan	District: District (e.g., TAG Application) Accreditation Contract Federal (e.g. Schoolwide Plan)	<ol style="list-style-type: none"> 1. Include information about SIT members by: name, gender, ethnicity, and category (administrator, licensed staff, classified staff, parent, community) 2. State preceding year’s goals. Report on Progress on <u>each Goal</u>: <ol style="list-style-type: none"> a. Progress toward goal: What is working? What are you doing to provide all students with a consistent program of instructional experiences and interventions to maximize the proportion of students who achieve? (See also 12.2) b. Data to indicate progress: What evidence do you regularly examine to deepen student learning and inform instruction? (Use more than one source of data.) Include information about improvement over time. c. Analysis and Interpretation of Data: What are some plausible interpretations of the data? What do you need to rethink or revise? How can you explain variability in the trend data? What does the variability reveal about instruction? About curriculum? What seems different or uneven? d. Modifications: If goal is not met or progress not adequate, identify proposed changes. For example, what supports are needed to develop the skills and knowledge you need as a professional staff to help students achieve? What will you do to equip all, especially weaker, students for success? What modifications do you plan to make to multiyear goals?

Meets Requirements	Does not Meet Requirements	What is required?	Who requires it? ✓ District ✓ State Accreditation ✓ Federal Programs	What should be included?
		3. School Improvement Plan	District School targets aligned with district achievement and diversity initiatives Trend data provided by district as available. Accreditation Indicators: A: Educational Improvement Plan B: Longitudinal growth C: Closing learning gaps D: Value-added growth Accreditation Rules 2.01 (4) (f) (h) Federal Programs Consolidated Plans: Professional development	Include in School Improvement Plan: <ol style="list-style-type: none"> 1. At least two <u>targets/rationale statements</u>. Align the targets and rationale statements with the District Strategic Initiatives for “Maximize Student Achievement” and “Value Diversity and Promote Understanding.” State why you selected the goal. 2. Continuous improvement <u>goals/baseline data</u> to demonstrate reasonable progress over time. Note: 2001-02 is the baseline year for accreditation. <ol style="list-style-type: none"> a. Annual progress toward achievement of goals in reading, writing and math (Accreditation Indicator B) b. Progress toward closing the achievement gap, i.e. increase student groups below grade level more than one year for each year in school (Accreditation Indicator C) c. One year’s growth in a year’s time as demonstrated by sequenced scale scores on weighted CSAP score indices in reading, writing and math, as they become available. Note: Specialized tests such as CSAP-A may be used to measure growth over time in special education. (Accreditation Indicator D) 3. Research-based instructional <u>strategies</u> <ol style="list-style-type: none"> a. Strategies that provide opportunities for all children to meet the state’s proficient and advanced performance levels b. Strategies to identify and reduce consistent patterns of low academic achievement [Accreditation Rule 2.01 (4) (f)] c. Interventions for unsatisfactory performance [Accreditation Rule 2.01 (4) (h)] d. Strategies to improve graduation and attendance rates [Accreditation Rule 2.01 (4) (f)] 4. State and local <u>assessments</u> of student achievement: List variety of data sources for measuring student achievement, e.g., a body of evidence including formal and informal assessments, teacher judgment, student work products, classroom observations, and so forth. (Accreditation Indicator A) 5. Plan for <u>professional development</u>: Describe professional development program in core academic subjects; note how the program is aligned with curriculum, standards and essential learnings; focus on the teaching and learning variables that research and best practices and most effective in meeting the educational needs of diverse student populations.

Section III: Update on System Goals

Created by the District. Section III is included with Sections I and II in the final report due on October 15 to the Accreditation Office, c/o Elementary Education. The District will insert information directly into this section on or around August 1st of each year

Meets Requirements	Does not Meet Requirements	What is required?	Who requires it? ✓ District ✓ State Accreditation ✓ Federal Programs	What should be included?
		1. Student Demographic Information	District Examine all demographic data. Look for trends and possible implications. Accreditation Indicator: G: Disaggregated Groups Accreditation Rules: 3.02: Other State Accreditation Indicators 3.01 (3) Federal Programs	Student Information: Include Total Enrollment a. Race/Ethnicity b. English Language Learner (ELL) ✓ Include Native Language and Second Language for Title I Schoolwide c. Gender d. Disability: Special Education Identification e. Exceptional Child: Gifted and Talented (a. through e. required by Accreditation Indicator G) f. Economically disadvantaged: Free/Reduced Lunch g. Migrant Status (a. through g. required by reauthorized Title I) h. Enrollment by grade and open enrollment information i. Type and Number of Disciplinary Actions as reported to the State j. Numbers of Expelled and Suspended Students k. Graduation and Completer Rates (N/A for Elementary Schools) l. Dropout Rates (N/A for Elementary Schools) (h. through m. required by Accreditation Rules, 3.02) m. Attendance, mobility and stability rates (n. required by Accreditation, to be reported using locally developed procedures and definitions) Note: Title I determines school progress based on those students attending schools in the district for a full academic year. n. Enrollment in advanced placement courses [o. required by Accreditation Rules 3.01 (3)] o. Number of students on 504 Plan
		2. Staff Information	District State School Accountability Report (SAR) Federal Programs	Include Staff Information a. Classification: Administrative, Licensed, Classified Note: Newly hired paraprofessionals working in Title I programs are expected to have at least two years experience in classrooms and not less than two years of postsecondary education or demonstrate competence in field or subject with significant teacher shortage. b. Student per Teacher Ratio c. Qualification for Teachers/Teacher Preparation: Attest in writing to compliance with requirement that all teachers in core subjects are highly qualified, working in field of endorsement (Title I requires this provision not later than the end of the 2005-06 school year). d. Professional Experience: Years of Service e. Average Salaries of Administrators/Teachers (a. through e. required in Accountability Report) f. Staff Race/Ethnicity and Gender (required in District reports)

Meets Requirements	Does not Meet Requirements	What is required?	Who requires it? ✓ District ✓ State Accreditation ✓ Federal Programs	What should be included?
		3. Student Achievement Indicators	Accreditation Indicators B and E: B: CSAP goals E: Achievement in Other Curriculum Standards Areas Look for discrepancies among groups of students. Accreditation Rule 3.01 (3) Federal Programs	Include for All Schools: a. CSAP Trend Data (i) scores aggregated, (ii) scores by grade and subject area (iii) scores disaggregated by ethnicity, ELL, gender, disability, TAG (Accreditation Indicator B and Accreditation Rule 3.01) b. CSAP Trend Data disaggregated by free/reduced lunch and mobility (Reauthorized Title I) c. Terra Nova Multiple Basic Assessments in Mathematics (3 rd grade) d. Scores on various language acquisition and achievement assessments for English Language Learners, including WC-M (Grades 1-12), Marie Clay (1 st and 2 nd grade), QRI-III (Grades 4-8), Reading Counts (high school) (District accreditation contract) e. Percentage of Students Earning Letter Grades in other Standards-Based Curriculum Areas <u>Concept under development</u> , showing percentage of students earning letter grades correlated to standards in the areas of art, civics, economics, foreign language, geography, history, music, physical education and science. (Accreditation Indicator E) Include for Secondary Schools: a. Percentage of students taking Grade 11 ACT and their scores (S.B. 00-186) b. Number of students taking one or more advanced placement examinations and total number enrolled; percentage of those students obtaining a passing grade on an advanced placement examination [Accreditation Rule 3.01 (3)]
		4. Literacy Data	District: Trend data provided by district as available. Accreditation Indicator: I: Colorado Basic Literacy Act (CBLA) Accreditation Rules: 4.01 (1) (I)	Show growth and progress as assessed by CSAP and District Literacy Assessments: a. 3rd Grade CSAP Reading Comprehension b. Marie Clay Observation Survey (kindergarten and 1 st grade) c. Guided Reading level, Qualitative Reading Inventory (QRI), Spanish Reading Inventory (primary and upper elementary grades) d. Stanford Diagnostic Reading Tests e. QRI at middle level f. Aprenda Report results by: <ul style="list-style-type: none"> • Number and percentage of pupils enrolled in 3rd grade who read at or above grade level • Number and percentage of pupils enrolled who are on ILPs • Number and percentage of pupils who have increased their literacy and reading comprehension levels by two or more grades during one year of instruction • Number and percentage of students taken off ILPs in the past year [Accreditation Indicator I and Rule 4.01 (1) (I)]
		5. District Budget Sheet		Alignment between budget expenditures and goals