

Accredited with Distinction

This is the accreditation category for the district. Districts are designated an accreditation category based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the accreditation category.

Plan Assignment	Framework Points Earned
Accredited with Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accredited with Improvement	at or above 52% - below 64%
Accredited with Priority Improvement Plan	at or above 42% - below 52%
Accredited with Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating	% of Points Earned out of Points Eligible*	
Academic Achievement	Exceeds	91.7%	(13.8 out of 15 points)
Academic Growth	Meets	80.6%	(28.2 out of 35 points)
Academic Growth Gaps	Meets	69.4%	(10.4 out of 15 points)
Postsecondary and Workforce Readiness	Exceeds	91.7%	(32.1 out of 35 points)
Test Participation**	95% Participation Rate Met		
TOTAL		84.5%	(84.5 out of 100 points)

* Districts may not be eligible for all possible points on an indicator due to insufficient counts of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

** Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one subject (reading, writing, math, science, and COACT), or (2) for districts serving multiple grade levels, meet at least a 95% participation rate in all or all but one subject when individual subject rates are rolled up across grade levels AND the district makes AYP participation (in reading and math) for each grade level overall (not including disaggregated groups).

Finance **Meets requirements**

Safety **Meets requirements**

Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement Plan (or remain Accredited with Turnaround Plan) until they meet requirements.

What do the performance indicators measure?

Academic Achievement

The Achievement Indicator reflects how a district's students are doing at meeting the state's proficiency goal: the percentage of students proficient or advanced on Colorado's standardized assessments. This Indicator includes results from CSAP and CSAPA (Reading, Writing, Math and Science), and Lectura and Escritura.

Academic Growth

The Growth Indicator measures academic progress using the Colorado Growth Model. This Indicator reflects 1) median growth: how the academic progress of the students in this district compared to that of other students statewide with a similar CSAP score history in that subject area, and 2) adequate growth: whether this level of growth was sufficient for the typical (median) student in this district to reach an achievement level of proficient or advanced on the CSAP within three years or by 10th grade, whichever comes first.

Academic Growth Gaps

The Gaps Indicator measures the academic progress of historically disadvantaged student subgroups and students needing to catch up. It disaggregates the Growth Indicator into student subgroups, and reflects their median and adequate growth. The subgroups include students eligible for Free/Reduced Lunch, minority students, students with disabilities (IEP status), English Language Learners, and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This Indicator reflects student graduation rates, dropout rates, and average Colorado ACT composite scores.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	4	4		Exceeds	499	84.6%	90
Mathematics	4	4		Exceeds	498	85.5%	91
Writing	4	4		Exceeds	496	70.2%	90
Science	3	4		Meets	178	66.8%	87
Total	15	16	93.8%	Exceeds			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	315	59	23	Yes
Mathematics	4	4		Exceeds	318	62	38	Yes
Writing	3	4		Meets	315	57	31	Yes
Total	10	12	83.3%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	14	16	87.5%	Exceeds				
Free/Reduced Lunch Eligible	3	4		Meets	50	54	37	Yes
Minority Students	3	4		Meets	31	59	36	Yes
Students w/ Disabilities	4	4		Exceeds	32	68	55	Yes
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	56	73	59	Yes
Mathematics	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	51	50	48	Yes
Minority Students	3	4		Meets	33	50	45	Yes
Students w/ Disabilities	1	4		Does Not Meet	33	35	59	No
English Language Learners	2	4		Approaching	20	54	57	No
Students needing to catch up	3	4		Meets	57	56	72	No
Writing	12	16	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	50	49	37	Yes
Minority Students	3	4		Meets	32	54	38	Yes
Students w/ Disabilities	2	4		Approaching	33	50	58	No
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	4	4		Exceeds	127	62	47	Yes
Total	38	52	73.1%	Meets				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	99.8%	95% Participation Rate Met	520	521
Mathematics	99.8%	95% Participation Rate Met	520	521
Writing	99.2%	95% Participation Rate Met	517	521
Science	100.0%	95% Participation Rate Met	184	184

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	4	4		Exceeds	514	86.0%	93
Mathematics	4	4		Exceeds	513	78.2%	98
Writing	4	4		Exceeds	514	78.4%	95
Science	3	4		Meets	170	64.7%	87
Total	15	16	93.8%	Exceeds			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	486	51	18	Yes
Mathematics	4	4		Exceeds	485	62	48	Yes
Writing	3	4		Meets	486	58	32	Yes
Total	10	12	83.3%	Meets				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	71	50	32	Yes
Minority Students	3	4		Meets	53	49	35	Yes
Students w/ Disabilities	2	4		Approaching	52	46	50	No
English Language Learners	2	4		Approaching	30	49	66	No
Students needing to catch up	2	4		Approaching	65	54	63	No
Mathematics	15	20	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	70	59	64	No
Minority Students	3	4		Meets	52	63	68	No
Students w/ Disabilities	3	4		Meets	51	55	75	No
English Language Learners	3	4		Meets	29	67	86	No
Students needing to catch up	3	4		Meets	96	66	85	No
Writing	17	20	85%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	71	63	49	Yes
Minority Students	4	4		Exceeds	53	64	57	Yes
Students w/ Disabilities	2	4		Approaching	52	53	68	No
English Language Learners	4	4		Exceeds	30	65	63	Yes
Students needing to catch up	3	4		Meets	99	60	73	No
Total	44	60	73.3%	Meets				

Test Participation	% of Students Tested	Rating	Students Tested	Total Students
Reading	100.0%	95% Participation Rate Met	524	524
Mathematics	100.0%	95% Participation Rate Met	522	522
Writing	100.0%	95% Participation Rate Met	524	524
Science	100.0%	95% Participation Rate Met	174	174

District: STEAMBOAT SPRINGS RE-2 - 2770

1 Year

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>	
Reading	3	4		Meets	307	84.4%	88	
Mathematics	4	4		Exceeds	308	62.3%	99	
Writing	4	4		Exceeds	307	73.0%	94	
Science	3	4		Meets	148	64.2%	81	
Total	14	16	87.5%	Exceeds				

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	282	48	7	Yes
Mathematics	3	4		Meets	283	50	29	Yes
Writing	3	4		Meets	282	55	18	Yes
Total	9	12	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	38	53	27	Yes
Minority Students	2	4		Approaching	31	43	23	Yes
Students w/ Disabilities	3	4		Meets	26	55	37	Yes
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	25	49	75	No
Mathematics	8	16	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	39	43	88	No
Minority Students	2	4		Approaching	31	53	63	No
Students w/ Disabilities	2	4		Approaching	26	52	96	No
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	83	51	97	No
Writing	11	16	68.8%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	38	57	49	Yes
Minority Students	4	4		Exceeds	31	60	48	Yes
Students w/ Disabilities	2	4		Approaching	26	45	84	No
English Language Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	64	49	85	No
Total	29	48	60.4%	Approaching				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Minimum State Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	3	4		Meets	165/142/197/147	89.7/87.3/86.3/88.4%	80%
Dropout Rate	4	4		Exceeds	1104	1.0%	At/below state average
Colorado ACT Composite	4	4		Exceeds	144	22.0	Above state average
Total	11	12	91.7%	Exceeds			

<i>Test Participation</i>	<i>% of Students Tested</i>	<i>Rating</i>	<i>Students Tested</i>	<i>Total Students</i>
Reading	99.7%	95% Participation Rate Met	314	315
Mathematics	100.0%	95% Participation Rate Met	316	316
Writing	100.0%	95% Participation Rate Met	315	315
Science	99.4%	95% Participation Rate Met	154	155
Colorado ACT	99.3%	95% Participation Rate Met	144	145

Counts and ratings are not reported for metrics when the district/school does not meet the minimum student counts required for reportable data.

Scoring Guide for Performance Indicators on the District Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible	Framework Points	
Academic Achievement	<i>The district's percentage of students scoring proficient or advanced was:</i>					
	• at or above the 90th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Exceeds	4	16 (4 for each content area)	15	
	• below the 90th percentile but at or above the 50th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Approaching	2			
• below the 15th percentile of all districts using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Does Not Meet	1				
Academic Growth	<i>If the district meets the median adequate student growth percentile and its median student growth percentile was:</i>			12 (4 for each content area)	35	
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	<i>If the district does not meet the median adequate student growth percentile and its median student growth percentile was:</i>					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
Academic Growth Gaps	<i>If the student subgroup meets the median adequate student growth percentile and its student growth percentile was:</i>			60 (5 for each subgroup group in 3 content areas)	15	
	• at or above 60.	Exceeds	4			
	• below 60 but at or above 45.	Meets	3			
	• below 45 but at or above 30.	Approaching	2			
	• below 30.	Does Not Meet	1			
	<i>If the student subgroup does not meet the median adequate student growth percentile and its student growth percentile was:</i>					
	• at or above 70.	Exceeds	4			
	• below 70 but at or above 55.	Meets	3			
Postsecondary and Workforce Readiness	<i>Graduation Rate: The district's graduation rate was:</i>			12 (4 for each sub-indicator)	35	
	• at or above 90%.	Exceeds	4			
	• above 80% but below 90%.	Meets	3			
	• at or above 65% but below 80%.	Approaching	2			
	• below 65%.	Does Not Meet	1			
	<i>Dropout Rate: The district's dropout rate was:</i>					
	• at or below 1%.	Exceeds	4			
	• at or below the state average but above 1% using 2009 (1-year DPF) or 2007-09 baseline (3-year DPF).	Meets	3			
	• at or below 10% but above the state average using 2009 (1-year DPF) or 2007-09 baseline (3-year DPF).	Approaching	2			
	• at or above 10%.	Does Not Meet	1			
	<i>Average Colorado ACT Composite: The district's average Colorado ACT composite score was:</i>					
	• at or above 22.	Exceeds	4			
• at or above the state average but below 22 using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Meets	3				
• at or above 17 but below the state average using 2010 (1-year DPF) or 2008-10 baseline (3-year DPF).	Approaching	2				
• at or below 17.	Does Not Meet	1				

Cut-Points for each performance indicator: The district earned ... of the points eligible on this indicator.		
Achievement; Growth; Gaps; Postsecondary	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for accreditation category: The district earned ... of the total framework points eligible.		
Total Framework Points	• at or above 80%	Distinction
	• at or above 64% - below 80%	Accredited
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

District accreditation categories		
Accred. w/ Distinction	The district is Accredited with Distinction.	A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to restructure or close the district. The five consecutive years commence on July 1 during the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.
Accredited	The district is Accredited.	
Accred. w/ Impr. Plan	The district is Accredited with an Improvement Plan.	
Accred. w/ Priority Impr. Plan	The district is Accredited with a Priority Improvement Plan.	
Accred. w/ Turnaround Plan	The district is Accredited with a Turnaround Plan.	

Reference

Comparison Data

Academic Achievement

Percent of Students Proficient or Advanced by Percentile Cut-Points - 2010 baseline (1-year DPF)

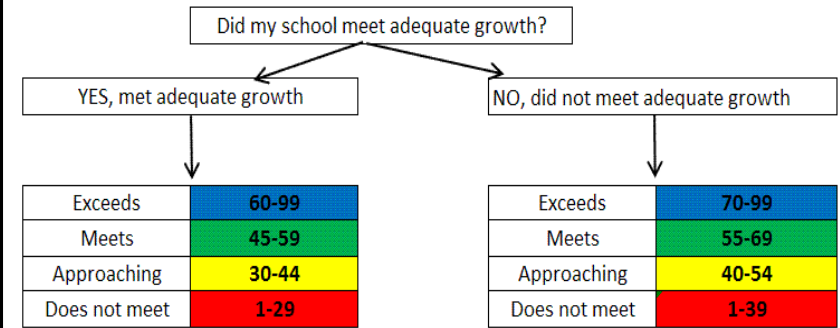
	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	59.3	58.9	57.1	58.0	34.5	18.3	38.5	42.4	32.9	29.5	28.6	30.3
50th percentile	71.5	70.5	71.5	70.5	50.0	32.2	54.7	56.4	48.6	48.0	45.6	48.9
90th percentile	84.4	83.6	84.8	84.6	68.8	52.1	69.7	72.3	67.6	69.7	69.1	70.4

Percent of Students Proficient or Advanced by Percentile Cut-Points - 2008-10 baseline (3-year DPF)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	60.4	56.6	57.6	56.8	36.4	17.8	41.4	41.8	33.8	32.9	30.0	31.4
50th percentile	72.2	69.2	71.3	70.4	49.1	30.5	55.8	56.8	49.7	47.5	46.8	49.2
90th percentile	85.2	81.5	83.8	83.4	65.3	48.0	71.0	70.9	67.7	66.5	65.9	67.3

All achievement data is compared to baselines from the first year the performance framework reports were released (2009-10 for 1-year reports and 2008-10 for 3-year reports).

Academic Growth and Academic Growth Gaps



For Academic Growth and Academic Growth Gaps, the median growth percentile required to earn each rating depends on whether or not the school met adequate growth. Schools that met adequate growth use the rubric on the left; schools that did not meet adequate growth use the rubric on the right.

Postsecondary and Workforce Readiness

This District's Graduation Rate (1-year DPF)

Anticipated Year of Graduation	2007	4-year	5-year	6-year	7-year
		2008	87.7	88.4	88.4
2009	85.4	85.4	85.4	86.3	
2010	84.6	84.6	87.3		
	2010	89.7			

This District's Graduation Rate (aggregated for 3-year DPF)

Anticipated Year of Graduation	2007	4-year	5-year	6-year	7-year
		2008	87.7	88.4	88.4
2009	85.4	85.4	85.4	86.3	
2010	84.6	84.6	87.3		
Aggregated	89.7	86.8	86.9	87.2	88.4

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade, and the graduating class is assigned by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student entering ninth grade in fall 2006 will graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 2010 4-year graduation rate, 2009 5-year rate, 2008 6-year rate, and 2007 7-year rate (the shaded cells in the first table above). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2007, 2008, 2009 and 2010 4-year graduation rate, aggregated 2007, 2008 and 2009 5-year rate, aggregated 2007 and 2008 6-year rate, or 2007 7-year rate (the shaded cells in the second table above). For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year DPFs, the "best of" graduation rate is bolded and italicized on the Performance Indicators detail page.

1-year vs. 3-year report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count.

Only one of the two sets of results (1-year or 3-year) is the one that will be the official accreditation category for the district: the one under which the district has ratings on a higher number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it received a higher total number of points. Note that some 3-year reports may be based on only two years of data if that is the only data available. This is indicated on page 1.

State Average Dropout Rate-2009 (1-year DPF) or 2007-09 baseline (3-year DPF)

	N of Students	Average Dropout Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Average Colorado ACT Composite Score 2010 (1-year DPF) or 2008-10 baseline (3-year DPF)

	N of Students	Average Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

All averages are compared to baselines from the first year the performance framework reports were released (2010 for 1-year reports and 2008-10 for 3-year reports).



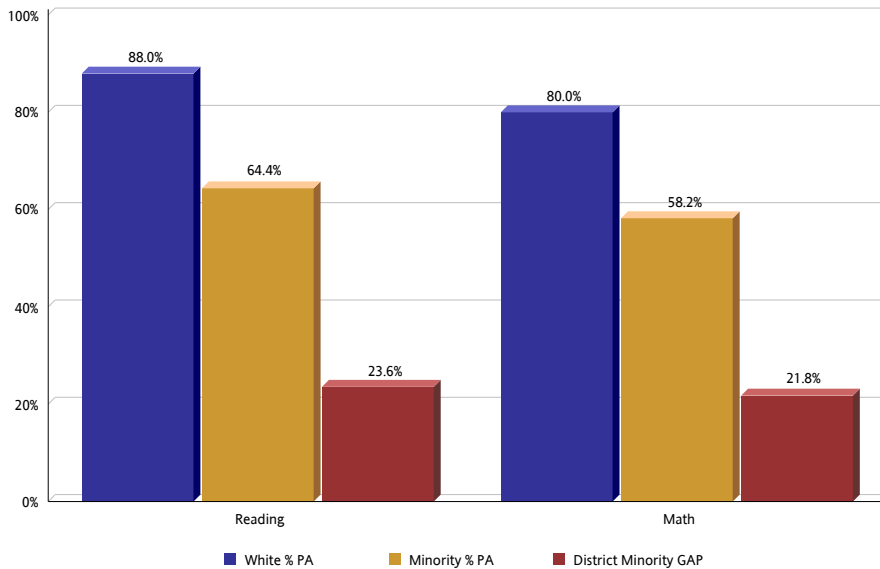
Colorado Department of Education



Minority & White District Comparison CSAP Reading & Math 2010-2011

Steamboat Springs Re-2 - 2770

Overall Minority & White Comparison



District Name and Number	EMH Description	Subject Name	Total White	Total Minority	Total	% Prof & Adv White	% Prof & Adv Minority	District Minority GAP
Steamboat Springs Re-2 - 2770	Elementary	Reading	444	64	508	87.2%	68.8%	18.4%
		Math	445	63	508	87.2%	74.6%	12.6%
	Middle	Reading	457	61	518	89.5%	62.3%	27.2%
		Math	456	60	516	82.5%	50.0%	32.5%
	High	Reading	278	35	313	86.7%	60.0%	26.7%
		Math	279	35	314	64.5%	42.9%	21.7%
	Overall	Reading	1,179	160	1,339	88.0%	64.4%	23.6%
		Math	1,180	158	1,338	80.0%	58.2%	21.8%

CONSIDERATIONS WHEN INTERPRETING THE TABLES AND GRAPHS

- It is EXTREMELY important to consider the number of students used in a calculation. A large percentage value may be based on a small group of students. Be sure to examine the data table for your district along with the graph to determine the number of students included in the percentage calculations.
 - For example, if a district has tables and graphs indicating that the minority gap is 70% for the elementary schools in your district, it is important to know the total number of students in each category that was used in the calculation. If the district is small, the resulting gap might be less significant than if the district is large.
 - Districts with larger numbers of white students who do very well and smaller numbers of minority students who do less well may have a larger gap than districts who have a more 'average' performance for both white and minority students.



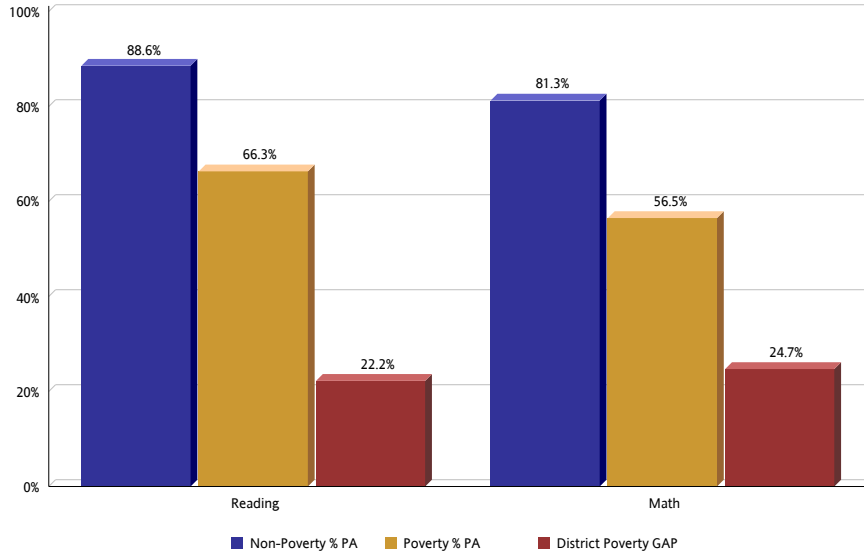
Colorado Department of Education



Poverty & Non-Poverty District Comparison CSAP Reading & Math 2010-2011

Steamboat Springs Re-2 - 2770

Overall Poverty & Non-Poverty Comparison



District Name and Number	EMH Description	Subject Name	Total Non-Poverty	Total Poverty	Total	% Prof & Adv Non-Poverty	% Prof & Adv Poverty	District Poverty GAP
Steamboat Springs Re-2 - 2770	Elementary	Reading	426	82	508	88.5%	65.9%	22.6%
		Math	427	81	508	87.8%	74.1%	13.7%
	Middle	Reading	435	83	518	90.3%	65.1%	25.3%
		Math	434	82	516	82.9%	56.1%	26.9%
	High	Reading	270	43	313	85.9%	69.8%	16.2%
		Math	270	44	314	68.1%	25.0%	43.1%
Overall	Reading		1,131	208	1,339	88.6%	66.3%	22.2%
	Math		1,131	207	1,338	81.3%	56.5%	24.7%

CONSIDERATIONS WHEN INTERPRETING THE TABLES AND GRAPHS

- It is EXTREMELY important to consider the number of students used in a calculation. A large percentage value may be based on a small group of students. Be sure to examine the data table for your district along with the graph to determine the number of students included in the percentage calculations.

- For example, if a district has tables and graphs indicating that the poverty gap is 70% for the elementary schools in your district, it is important to know the total number of students in each category that was used in the calculation. If the district is small, the resulting gap might be less significant than if the district is large.

- Districts with larger numbers of non-poverty students who do very well and smaller numbers of poverty students who do less well may have a larger gap than districts who have a more 'average' performance for both non-poverty and poverty students.

Steamboat Springs School District
Education Fund Board Funding History

	Calendar Year 1994	Calendar Year 1995	Calendar Year 1996	Calendar Year 1997	Calendar Year 1998	Calendar Year 1999	Calendar Year 2000	Calendar Year 2001	Calendar Year 2002	Calendar Year 2003	Calendar Year 2004	Fiscal Year 2006	Fiscal Year 2007	Fiscal Year 2008	Fiscal Year 2009	Fiscal Year 2010	Fiscal Year 2011	Fiscal Year 2012	Total FTE's		
Growth																					
Small Class Sizes	193,550	140,000	108,500	125,000	185,000	193,500	237,500	350,000	350,000	497,000	399,000	417,950	700,000	800,000	800,000	800,000	624,000	-	-		
Effective Classroom	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	885,000	-	
New Teacher Reserve	-	-	-	-	-	-	-	74,000	74,000	-	-	100,000	200,000	-	-	-	-	-	-	-	
3/7 HS Athletic Director	-	-	-	20,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
.8 FTE Health Aide	-	-	-	17,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
.5 Accounts Payable	-	-	-	-	18,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Campus Supervisor	-	-	-	-	29,154	35,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accelerated Reading Aide	-	-	-	-	15,783	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4.5 FTE Aides	-	-	-	-	15,168	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Communications Dir.	-	-	-	-	-	20,000	23,500	-	-	-	-	-	-	-	-	-	-	-	-	-	
SPE Aide	-	-	-	-	-	15,000	-	-	40,000	-	68,000	-	-	-	-	-	-	-	-	-	
HS Spec Ed Teacher	-	-	-	-	-	35,000	35,000	-	-	-	-	-	-	-	-	-	-	-	-	-	
.2 SC Spec Ed Teacher	-	-	-	-	-	-	9,000	-	-	-	-	-	-	-	-	-	-	-	-	-	
.5 Severe Needs Aide MS	-	-	-	-	-	-	8,000	-	-	-	-	-	-	-	-	-	-	-	-	-	
MS 2.5 Aides & Sped Teache	-	-	-	-	-	-	-	82,000	-	-	-	-	-	-	-	-	-	-	-	-	
Media Aides	-	-	-	-	-	-	-	15,036	-	-	-	-	-	-	-	-	-	-	-	-	
1 FTE Maintenance	-	-	-	-	-	-	30,000	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grant Writer	-	-	-	-	86,984	2,185	58,000	56,800	64,150	69,300	-	-	-	-	-	-	-	-	-	-	
Curriculum	-	-	-	-	266,672	222,612	192,044	328,000	333,000	273,000	328,520	356,700	117,600	-	-	-	-	-	-	-	
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	62,560	62,500	50,000	40,000	40,000	40,000	-	
PPF	-	-	-	-	-	31,156	200,000	300,000	400,000	-	-	-	-	-	-	-	-	-	-	-	
Elementary Spanish	-	-	-	-	-	-	-	-	-	10,000	10,000	110,000	110,000	110,000	110,000	110,000	100,000	100,000	90,000	-	
G/T	-	-	-	-	-	-	-	-	-	-	-	-	100,000	215,000	215,000	155,000	131,500	131,500	-	-	
ESL Teacher	-	-	-	-	-	-	-	-	-	-	-	75,000	150,000	155,000	155,000	183,000	159,700	159,700	-	-	
Counseling/Social Work	-	-	-	-	-	-	-	-	-	-	-	75,000	75,000	75,000	75,000	75,000	67,500	67,500	-	-	
Other	1,000	-	2,027	1,000	1,000	-	43,500	14,800	13,000	-	12,500	134,990	-	73,440	1,800	-	-	-	-	-	
Totals	194,550	140,000	110,527	163,000	618,261	554,453	806,544	1,250,636	1,274,150	839,300	818,020	1,169,640	1,452,600	1,491,000	1,419,300	1,373,000	1,122,700	1,015,000	-	-	
FTE's (Small Class Size)	5.53	4.00	3.10	3.57	5.29	5.53	6.79	8.79	8.79	10.14	8.14	8.20	14.00	16.00	16.00	16.00	12.48	12.48	-	22.23	
FTE's (Curriculum)	-	-	-	-	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	-	-	-	-	-	-	-	-	-
FTE's (Other)	-	-	-	1.23	8.00	4.50	3.27	6.50	2.00	1.00	4.00	4.00	10.50	10.50	10.50	10.50	9.50	9.50	-	-	
FTE's funded by district	-	5.53	9.53	12.63	12.63	12.63	12.63	11.58	12.23	12.09	14.09	14.03	8.23	6.23	6.23	6.23	6.23	9.75	9.75	-	
Small Class Funding																					
EFB	193,550	140,000	108,500	125,000	185,000	193,000	237,500	424,000	424,000	497,000	399,000	417,950	700,000	800,000	800,000	800,000	624,000	624,000	-	-	
District	-	193,550	333,550	442,050	442,050	442,050	442,050	567,270	599,120	592,270	690,410	715,530	411,500	311,500	311,500	311,500	311,500	487,500	487,500	-	
Totals	193,550	333,550	442,050	567,050	627,050	635,050	679,550	991,270	1,023,120	1,089,270	1,089,410	1,133,480	1,111,500	1,111,500	1,111,500	1,111,500	1,111,500	1,111,500	-	-	

* 3 FTE's of these positions are second year funding
^ 5.29 FTE's were from previous funding

Steamboat Springs School District
Education Fund Board Funding History

	Calendar Year 1994	Calendar Year 1995	Calendar Year 1996	Calendar Year 1997	Calendar Year 1998	Calendar Year 1999	Calendar Year 2000	Calendar Year 2001	Calendar Year 2002	Calendar Year 2003	Calendar Year 2004	Fiscal Year 2006	Fiscal Year 2007	Fiscal Year 2008	Fiscal Year 2009	Fiscal Year 2010	Fiscal Year 2011	Fiscal Year 2012	Total FTE's
Technology																			
Training	95,000	-	30,000	44,000	44,000	43,711	44,000	40,000	40,000	27,500	27,500	27,500	-	49,500	44,500	25,000	-	-	-
Hardware/Software	267,317	414,472	290,450	296,987	169,360	291,950	238,500	237,000	175,000	178,000	170,000	47,200	260,000	590,760	615,730	-	288,770	456,713	-
Internet/Intranet	83,000	19,672	-	174,814	-	-	5,000	7,500	7,500	-	10,000	-	-	-	-	-	-	-	-
Staff	-	111,171	124,171	155,000	206,000	233,137	250,000	262,500	318,615	312,500	323,650	344,800	362,040	389,740	439,740	797,970	369,530	360,000	-
Tech Management/Maint	-	-	20,000	40,000	40,000	-	40,000	40,000	40,000	30,000	27,500	27,500	-	27,500	27,500	27,500	27,500	27,500	27,500
Networking	-	-	100,000	340,000	-	-	12,500	12,500	12,500	-	-	-	-	-	-	-	-	-	100,000
Marmot	-	-	-	45,862	51,742	34,440	32,015	32,993	35,000	35,000	30,000	30,000	-	30,000	30,000	30,000	30,000	23,500	-
Online Databases	-	-	-	109,875	-	-	-	-	-	-	-	10,000	-	10,000	18,000	18,000	18,000	-	-
Network upgrade	-	-	-	-	-	-	-	90,000	50,000	25,000	40,000	7,500	120,000	108,000	-	-	-	-	-
Data Warehouse	-	-	-	-	-	-	-	-	-	-	-	50,000	-	20,000	20,000	20,000	20,000	-	-
Help Desk	-	-	-	-	-	-	-	-	-	-	-	15,000	-	-	-	-	-	-	-
Student Info system	-	-	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000	25,000	25,000	-	-
Other	1,000	15,733	15,000	29,900	16,905	31,537	38,000	27,500	27,870	17,000	36,000	35,000	20,000	7,500	20,000	12,500	-	-	-
	446,317	561,048	579,621	1,236,438	528,007	634,775	660,015	659,993	746,485	650,000	649,650	627,000	649,540	1,270,000	1,348,470	955,970	772,300	944,213	
FTE's		2.50	2.50	3.50	3.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	6.00	5.00	6.00	
Capital																			
Modulars	120,084	-	85,000	132,720	-	-	-	250,000	-	-	-	-	-	-	-	-	-	-	-
Land Purchase	-	63,095	-	338,299	-	-	-	600,000	-	-	-	-	-	-	-	-	-	-	-
Bus Barn	-	-	250,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
HS Remodel	-	-	-	628,851	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MS Remodel/Expansion	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Master Plan	-	-	-	-	-	-	-	20,000	75,000	1,526,000	-	12,000	950,000	300,000	1,462,500	-	-	-	-
Grant Writer	-	-	-	-	-	-	-	-	-	-	80,000	10,000	-	-	-	-	-	-	-
School Buses	-	-	-	-	-	-	-	-	-	-	-	240,000	-	-	-	-	-	-	-
Theatre	-	-	-	-	-	-	-	-	-	-	-	-	11,000	15,000	-	90,000	-	-	-
Playgrounds	-	-	-	-	-	-	-	-	-	-	-	-	-	250,000	-	-	-	-	-
Other	-	-	-	10,000	-	-	-	22,000	-	-	10,000	-	5,500	20,000	-	-	-	-	-
	120,084	63,095	335,000	1,109,870	-	-	-	892,000	75,000	1,526,000	180,000	342,000	966,500	585,000	1,462,500	90,000	-	-	
	760,951	764,143	1,025,148	2,509,308	1,146,268	1,189,228	1,466,559	2,802,629	2,095,635	3,015,300	1,647,670	2,138,640	3,068,640	3,346,000	4,230,270	2,418,970	1,895,000	1,959,213	
General Fund Budget		11,738,561	11,555,345	11,095,874	11,919,993	13,627,934	13,913,991	14,808,968	15,663,744	16,422,200	16,049,710	17,148,710							
% of GF budget		6.51%	8.87%	22.61%	9.62%	8.73%	10.54%	18.93%	13.38%	18.36%	10.27%	12.47%							
		5.97%	5.97%	12.61%	9.62%	8.73%	10.54%	12.90%	12.90%	9.07%	9.14%	10.48%							
Cap Reserve Budget		476,187	1,062,562	522,953	328,888	487,987	462,325	744,028	913,715	1,961,520									

CLASS SIZE

The district determines class size based on the following staffing formula:

1. Elementary school 20 students to 1 teacher
2. Secondary school 25 students to 1 teacher

Originally adopted: July 11, 1983

Revised: July 14, 2000

Revised: May 4, 2001

Latest revision: June 7, 2011

**Steamboat Springs School District
Effective Classroom Budget
FY 2012-2013**

<u>Program</u>	<u>EFB Request</u>
Effective Classroom	
Small Class Size	1,312,750
Title I reading	33,340
ELL	160,000
Counseling	70,000
G/T	132,000
Special Education	378,000
Technology	364,830
Literacy - 2 coaches	118,000
Professional Development	100,000
	<u>2,668,920</u>
Full Day Kindergarten	240,630
Middle School Spanish	118,000
	<u>3,027,550</u>

R-1: Mission

All students are learning in a safe environment and prepared to succeed in an ever-changing world.

R-2: Academic Achievement

Students will have and apply the essential academic skills and knowledge. Every student will show evidence of reasonable growth each year in the following academic areas, depending upon his/her chosen path.

Mathematics

Standards are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.

1. Number Sense, Properties, and Operations
2. Patterns, Functions and Algebraic Structures
3. Data Analysis, Statistics, and Probability
4. Shape, Dimension, and Geometric Relationships

Reading, Writing and Communicating

Standards are the topical organization of an academic content area. The four standards of Reading, Writing and Communicating are:

1. Oral Expression and Listening
2. Reading for All Purposes
3. Writing and Composition
4. Research and Reasoning

Science

Standards are the topical organization of an academic content area. The three standards of science are:

1. Physical Science
2. Life Science
3. Earth Systems Science

Social Studies

Standards are the topical organization of an academic content area. The four standards of social studies are:

1. History
2. Geography
3. Economics
4. Civics

Health and Physical Education

Standards are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.

1. Movement Competence and Understanding (Physical Education)
2. Physical and Personal Wellness (Shared Standard)
3. Emotional and Social Wellness (Shared Standard)
4. Prevention and Risk Management (Shared Standard)

Drama and Theatre Arts

Standards are the topical organization of an academic content area. The three standards of drama and theatre arts are:

1. Create
2. Perform
3. Critically Respond

Music

Standards are the topical organization of the concepts and skills all Colorado students should know and be able to do throughout their preschool through twelfth-grade experience.

1. Expression of Music
2. Creation of Music
3. Theory of Music
4. Aesthetic Valuation of Music

Visual Arts

Standards are the topical organization of an academic content area. The four standards of visual arts are:

1. Observe and Learn to Comprehend
2. Envision and Critique to Reflect
3. Invent and Discover to Create
4. Relate and Connect to Transfer

World Languages

Standards are the topical organization of an academic content area. The four standards of world languages are:

1. Communication in Languages Other Than English
2. Knowledge and Understanding of Other Cultures
3. Connections with Other Disciplines and Information Acquisition
4. Comparisons to Develop Insight in to the Nature of Language and Culture

R-3: Values and Skills for Success

Students will have and apply essential ethical, personal and workplace skills and knowledge.

The District will work in partnership with parents and community to develop the following values and skills.

Focus to include:

Community Stewardship

Demonstrate respect and be contributing participants in school, community and country

Know and practice the duties, responsibilities and rights of citizenship

Demonstrate environmental stewardship

Physical and Mental Health and Wellness

Make healthy and safe life choices

Demonstrate respect for self and others

Demonstrate self-awareness

Demonstrate resiliency and self –confidence

Demonstrate self-sufficiency

Demonstrate financial competency

21st Century Knowledge and Work Skills

Demonstrate global awareness

Manage and resolve conflict

Demonstrate problem solving skills

Demonstrate good work habits

Demonstrate effective time and resource management

Demonstrate organization skills

Demonstrate critical thinking

Demonstrate creativity

Demonstrate curiosity and enthusiasm for life-long learning

Demonstrate collaboration and cooperation skills

Demonstrate leadership

Personal Ethics and Values

Demonstrate honesty

Demonstrate integrity

Demonstrate courage

Demonstrate fairness

Demonstrate compassion

Engage in trustworthy and responsible behavior

R-1 Adopted	November 16, 1998
Revised:	September 12, 2011 October 6, 2008 August 18, 2008 June 20, 2007 January 12, 2004
Legal References:	
Monitoring Method:	Board self-assessment
Monitoring Frequency:	May- All schools

	Sept. – Elementary schools Oct. – Middle school Nov. – High school Dec. – All schools
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R-2 Adopted	November 16, 1998
Revised:	September 12, 2011 August 18, 2008 March 15, 2004 December 17, 2001 August 20, 2001
Legal References:	
Monitoring Method:	Board self-assessment
Monitoring Frequency:	May- All schools Sept. – Elementary schools Oct. – Middle school Nov. – High school Dec. – All schools

R-3 Adopted	November 16, 1998
Revised:	September 12, 2011 August 18, 2008 April 22, 2002
Legal References:	
Monitoring Method:	Board self-assessment
Monitoring Frequency:	May- All schools Sept. – Elementary schools Oct. – Middle school Nov. – High school Dec. – All schools

Cover Sheet for Colorado's Unified Improvement Plan for Districts for 2011-12

Organization Code: 2770 District Name: STEAMBOAT SPRINGS RE-2 AU Code: 64123 AU Name: NORTHWEST BOCES DPF Year: 1 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2010-11. In the table below, CDE has pre-populated the district/consortium's data in blue text. This data shows the district/consortium's performance in meeting minimum federal – Adequate Yearly Progress (AYP) – and state accountability expectations – District Performance Framework (DPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2010-11 Federal and State Expectations			2010-11 District Results			Meets Expectations?				
		R	Elem	MS	HS	Elem	MS	HS	R	Elem	MS	HS
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	R	71.5%	70.5%	71.5%	84.6%	86.0%	84.4%	Overall Rating for Academic Achievement: Exceeds * Consult your District Performance Framework for the ratings for each content area at each level.			
		M	70.5%	50.0%	32.2%	85.5%	78.2%	62.3%				
		W	54.7%	56.4%	48.6%	70.2%	78.4%	73.0%				
		S	48.0%	45.6%	48.9%	66.8%	64.7%	64.2%				
	ESEA: Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in reading and math for each group Expectation: Targets set by state www.cde.state.co.us/FedPrograms/danda/aypprof.asp	Overall number of targets for District: 88			% of targets met by District: 90.9%			R	NO	NO	YES	
								M	NO	NO	NO	
								Grad	--	--	YES	
	IDEA: CSAP, CSAPA for Students with Disabilities on IEPs Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%			84.2%			YES			
		M	59.5%			83.7%			YES			

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

Performance Indicators	Measures/ Metrics	2010-11 Federal and State Expectations	2010-11 Grantee Results	Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: % making progress in learning English on CELA Expectation: Targets set by state for all AMAOs	50% of students meet AMAO 1 expectations ³	61.54%	YES
	AMAO 2 Description: % attaining English proficiency on CELA	6% of students meet AMAO 2 expectations	14.20%	YES
	AMAO 3 Description: % of AYP targets met for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	83.33%	NO

Educator Qualification and Effectiveness Measures

Performance Indicators	Measures/ Metrics	2010-11 State and Federal Expectations	District Results		Meets Expectations?
Teacher Qualifications	% of classes taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes taught by HQ teachers	2008-09	97.30%	NO
			2009-10	96.68%	NO
			2010-11	99.29%	NO

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited with Distinction	The district exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan.
Student Graduation and Completion Plan (Designated Graduation District)	District had a graduation rate (1) below 70% in 2007-8, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	District has not been identified as a High Priority/Priority Graduation district	District does not need to complete a plan that addresses the Student Graduation and Completion Plan requirements.
ESEA Accountability			
Program Improvement or Corrective Action (Title IA)	District missed AYP target(s) in the same content area and level for at least two consecutive years	District is not identified for Improvement under Title I	District does not need to complete a plan that addresses the Title I Program Improvement requirements
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years	District has not been identified under 2141c	District does not need to complete a plan that addresses the Title IIA 2141c requirements.
Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years	Grantee is not identified under Title III	Grantee (district or consortium lead) does not need to complete a plan that addresses the Title III requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the district/consortium lead.

Additional Information about the District

Comprehensive Review and Selected Grant History

Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	
CADI	Has or will the district participated in a CADI review? If so, when?	
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 CTAG Grant
 District Partnership Grant
 District Improvement Grant
 Other: _____

For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: District Only District and School Level Plans

If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

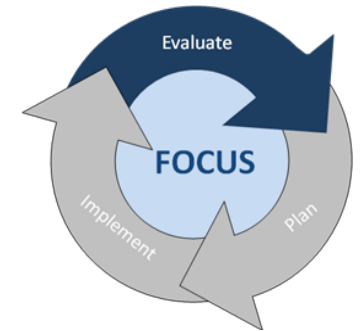
District or Consortium Lead Contact Information (Additional contacts may be added, if needed)

Name and Title	Dr. Brad Meeks, Superintendent
Email	bmeeks@sssd.k12.co.us
Phone	(970) 871-3196
Mailing Address	325 Seventh Street, Steamboat Springs, CO 80487

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)	
Name and Title	Mr. Martin Lamansky, Director of Teaching and Learning
Email	mlamansky@sssd.k12.co.us
Phone	(970) 871-3194
Mailing Address	325 Seventh Street, Steamboat Springs, CO 80487

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your district/consortium. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the district/consortium did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified (with more than one data source) and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year’s plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

Performance Indicators	Targets for 2010-11 school year	Target met? How close was district/consortium in meeting the target?
Academic Achievement (Status)	In Reading, Elementary sub-group of Hispanic students meet or exceed Performance Target of 94.23.	Target was met.
Academic Growth		

Academic Growth Gaps		
Post Secondary Readiness		
English Language Development and Attainment (AMAOs)		
Teacher Qualifications (HQT)	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	Target was not met. 99.29% of all core content teachers met NCLB HQ requirements.

Worksheet: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about district-level data for the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data. Prioritize the performance challenges that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Consider observations recorded in the “last year’s targets” worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Elementary met Federal AYP target in reading for Hispanic student sub- group. The district did not meet AYP in elementary reading for subgroups of ELL and Students with Disabilities. The district did not meet AYP in Middle School Reading for the subgroups of ELL, Hispanic, and Students with Disabilities. The district did not meet AYP in elementary math for the Students with Disabilities Subgroup. The district did not meet AYP in Middle School math for the subgroups of Hispanic and ELL. The district did not meet AYP in High School math for the subgroup of Economically disadvantaged.	Provide classroom instruction and appropriate interventions in reading to non-English speakers, while monitoring progress and evaluating outcomes. The district needs to provide appropriate interventions in math for Students with Disabilities.	Language support has often occurred during literacy block, which limits non-English speakers’ exposure to core curriculum. Classroom teachers don’t have as much time with this sub-group of students during reading instruction. Students with disabilities are given instruction in separate settings which require more intensive one on one time. Staff is limited by time constraints on how much time they can provide for one on one instruction for language and math instruction. There is a need for a higher level of differentiation and interventions within the math program K-12.
Academic Growth	Overall, Steamboat Springs School District students in identified disaggregated groups met adequate growth expectations.	N/A	N/A
Academic Growth Gaps	In reading, Students with Disabilities on IEPs	N/A	N/A

	in Steamboat Springs Elementary and Middle Schools met state expectations. Students with Disabilities on IEPs in SSSD High School were approaching state expectations.		
	In math, Students with Disabilities on IEPs in Steamboat Springs Elementary did not meet state expectations. Students at SSSD middle school met state expectations and high school students were approaching.	In math, Students with Disabilities on IEPs in Steamboat Springs Elementary did not meet state expectations.	There is a need for a higher level of differentiation and interventions within the elementary math program.
	At the elementary level in Steamboat Springs School District, Students with Disabilities did not meet the Academic Growth Gap expectations in Math. Students who are Free/Reduced Lunch eligible are approaching Academic Growth Gap expectations in Writing at the elementary level. At the middle school level students in all subgroups met the Academic Growth Gap expectations in Math and were exceeding, meeting, or approaching expectations in Writing At the high school level students in all subgroups were either meeting or approaching expectations in Math. Students in all subgroups are either meeting or approaching expectations in Writing	Implement common curriculum in Writing, Math intervention plan, refined RTI process to support students.	There is not been an aligned core curriculum program in Writing for the elementary schools in Steamboat Springs School District. Title One resources have diminished in the past 3 years which has limited the access to focused, intensive Math interventions for all students. The RTI process has undergone changes to become more efficient and supportive of students, teachers and families. Special Education students have increasingly more complex and severe needs.
	Overall the middle school meets or exceeds all state expectations for each subgroup in each subject area, except writing.		
	For most subgroups at all levels, reading is a relative strength for the district.		
Post Secondary/Workforce	Graduation rate at Steamboat Springs High	N/A	N/A

Readiness	School meets the state expectations.	N/A	N/A
	Dropout rate at Steamboat Springs High School is well below the state average overall and for Students with Disabilities on IEPs.	N/A	N/A
	Mean ACT composite score at Steamboat Springs High School is above the state average.	N/A	N/A
Student Graduation and Completion Plan (Designated Graduation District)			
English Language Development and Attainment (AMAOs)	Steamboat Springs School District students meet the AMAO 1 and 2 expectations.	N/A	N/A
	All ELL AYP targets are met by Steamboat Springs School District.	N/A	N/A
Teacher Qualifications (Highly Qualified Teachers)	Steamboat Springs School District does not meet the Highly Qualified expectations as defined by NCLB.	All core content staff needs to complete licensing requirements in order to obtain Highly Qualified status or be reassigned to appropriate content areas.	Steamboat Springs School District is in a rural community which has limited access to licensure programs. The Core Content areas at Steamboat Springs Middle School operate in a team setting which requires teachers to be Highly Qualified in two content areas.

Data Narrative for District/Consortium

Directions: Describe the process and results of the data analysis for the district/consortium, including review of prior years' targets, trends, priority performance challenges and root cause analysis. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

Trend Analysis and Performance Challenges: What data did we use to identify trends? What are the positive and negative trends in our district's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our district? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?



Root Cause Analysis: Why do we think our district/consortium's performance is what it is? How did we determine that?



Verification of Root Cause: What evidence do we have for our conclusions?

Narrative:

Steamboat Springs School District trends positively in many areas. We have high academic achievement and typically score between well above the state averages in Reading, Writing, Math and Science for grades 3-10 over the past three years. SSSD continues to demonstrate student growth above the Adequate Growth expectations for elementary, middle school and high school levels in Reading, Writing, and Math. Overall, we meet the state expectations for Growth Gaps percentiles. Our Post Secondary/Workforce Readiness data exceeds the state expectations. There are three areas of need in our district that we will be focusing on in the upcoming 2012-2013 school year: 1) AYP in Reading at the elementary level; 2) Highly Qualified status of all teachers as defined by NCLB; and 3) Academic Growth Gaps at the elementary level in Reading, Writing and Math for Students with Disabilities. The third area of need is addressed in the individual School Unified Improvement Plans in the district. Our District Unified Improvement Plan will focus on the first two areas of need.

We have seen the emergence of some problems in meeting growth gaps expectations especially in the content area of Mathematics with our subpopulations of students with disabilities, our Hispanic students, and our ELL students. Our district's AYP was not met by our ELL and Students with Disabilities sub-groups in the area of Reading at the elementary level. In the subgroup of ELL students we performed at the 91.65 level missing the target of 94.23 and in the subgroup of Students with Disabilities we performed at the 90.18 level missing the target of 94.23. Language support has often occurred during the literacy block, which limits non-English speakers' exposure to core curriculum. Classroom teachers don't have as much time with this sub-group of students during reading instruction. Teachers are noticing the growth with NEP students is not as high without direct instruction from the classroom teacher in reading.

We narrowly missed the 100% goal of Highly Qualified status of all of our core content teachers. Steamboat Springs Middle School operates with two-person teams who must be Highly Qualified to teach Social Studies and Language Arts or Math and Science. Being in a rural area has limited access for teachers to licensure programs. We are developing internal staff development programs and programs in cooperation with our BOCES to bring in more opportunities for staff to gain needed endorsements. Reassignment of teachers to areas in which they are Highly Qualified is another solution to consider.

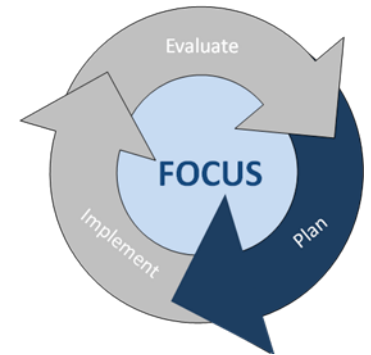
Section IV: Action Plan(s)

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the District/Consortium Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

District/Consortium Target Setting Form

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

For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, districts/consortia are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. Once annual performance targets are established, then the district/consortium must identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year. Finally, list the major improvement strategies that will enable the district/consortium to meet those targets. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.



District/Consortium Goals Worksheet

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Targets		Interim Measures for 2011-12	Major Improvement Strategies
			2011-12	2012-13		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R				
		M				
		W				
		S				
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	Elementary sub-group of Students with Disabilities and ELL students meet or exceed Performance Target of 94.23	All sub groups of students at all levels will meet or exceed performance Targets of 94.92%	MAP testing three times a year; DIBELS benchmark testing and progress monitoring as appropriate.	Provide high quality reading instruction by the classroom teacher

			<p>groups of students with Disabilities, Hispanic, and ELL will meet or exceed Performance Target of 94.23.</p> <p>High School sub group of economically disadvantaged will need or exceed performance target of 94.23.</p>			
		M	<p>Elementary sub-group of Students with Disabilities meet or exceed Performance Target of 94.54.</p> <p>Middle School sub-groups of ELL and Hispanic meet or exceed Performance Target of 94.54.</p> <p>High School sub-group of Economically disadvantaged meet or exceed performance target of 94.54.</p>	<p>All sub groups of students at all levels will meet or exceed performance Targets of 94.92%</p>	<p>MAP testing three times a year; Internal common assessments at all levels, progress monitoring as appropriate.</p>	<p>Provide high quality math instruction and intervention. Professional development in math provided to staff.</p>

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Targets		Interim Measures for 2011-12	Major Improvement Strategies
			2011-12	2012-13		
Academic Growth	Median Student Growth Percentile	R	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Student Growth Percentile	R	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A
Post Secondary/ Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A
	Mean ACT		N/A	N/A	N/A	N/A
English Language Development & Attainment	CELA (AMAO 1)		N/A	N/A	N/A	N/A
	CELA (AMAO 2)		N/A	N/A	N/A	N/A
Teacher Qualifications	Highly Qualified Teacher Data		100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.		

Action Planning Form

Directions: Identify the major improvement strategy(s) that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #1: _____ **Root Cause(s) Addressed:** _____

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
Provide high quality reading instruction by the classroom teacher	Continuous from Fall of 2011				
Provide high quality math instruction and intervention. Professional development in math provided to staff.	Continuous from Fall of 2011				
Evaluate Highly Qualified Teacher Data and determine plan for teachers who are not Highly Qualified	Continuous from Fall of 2011				

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

Major Improvement Strategy #2: _____ **Root Cause(s) Addressed:** _____

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)

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

Major Improvement Strategy #3: _____

Root Cause(s) Addressed: _____

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)

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

Section V: Appendices

Districts may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for districts to ensure that the requirements for the following have been fully met:

- Title I Improvement, Corrective Action or Restructuring
- Title IIA 2141c proposed budget for 2012-13 (form is required if district is identified under 2141c)
- Title III Improvement
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Targeted District Improvement Grant, School Counselor Corp Grant)
- Updates to Practices Assessment (Student Graduation and Completion Plans/Designated Graduation Districts)