Administrative Unit: San Luis Valley BOCES

Results-Driven Accountability
Continuous Improvement Process

Introduction

The Colorado Department of Education's strategic goals are based on a theory of action that if we can help students start strong through quality early learning and school readiness, attain proficiency in reading by the third grade, meet or exceed core standards in the core content areas of literacy and mathematics throughout their schooling, and graduate from high school, then students will have the knowledge, skills and dispositions they need to contribute to society and successfully participate in postsecondary education and the workforce.

What are my sample sizes?

- December 2013 Total Served: **644**
- Record reviews: **19**
- Approximate number of interviews to measure post-school outcomes (Indicator 14) based on September 2013 data: **34**
- Parent surveys to distribute: **100**

Administrative Unit Profile Data

What's Included

The ESSU will use the newly created Data Management System to archive the reports that the AU Directors sign after the December Count as their verification of the data submitted. Once signed, these reports will be uploaded to the Profile area of the Data Management System. These reports reflect the student population for the AU, their LRE distributions, the proportionality or disproportionality of eligibilities, etc. In addition, the summary of the Indicators' data will also be posted in this area of the Data Management System.

Self-Audits for Continuous Improvement

Record Reviews

The ESSU is partnering with the AUs in reviewing the IEP-related documents. Each administrative unit will receive training in the ESSU Data Management System for reviewing those items that are considered most closely tied to student outcomes. AUs will review 3% of the IEPs completed in the prior year, with a minimum of 10 records and a maximum of 50 records. The record review tool in the ESSU Data Management System may also be used as a tool for reviewing current IEPs.
NOTE: If there has been non-correction of non-compliance or if there is a need for a focused review, these rates will most likely not apply.

Parent Survey

Distribution to occur at the local level

The AU will receive the randomly generated list of students whose parents will receive the parent survey for completion and return to the CDE ESSU. The ESSU will provide the paper documents to each AU, along with self-addressed, postage-paid envelopes for the families to use when returning their responses to CDE. It is suggested that the surveys be provided to the selected families upon completion of their IEP meeting.

Fiscal

Self-Audit

Each AU will complete the fiscal self-audit document that will summarize their current policies and procedures for accounting, payroll, procurements and other grant management activities.

Performance Results

Achievement

The ESSU has selected to focus on literacy. Local data, such as interim and benchmarking data, should be reported in this area to triangulate the state assessment data. Each AU will review the achievement and growth performances of their students in reading across schools, LRE settings, grades, etc. Data analyses will inform a root cause analysis to determine where improvement strategies and action plans should be focused for the greatest impact on student growth. See below for the specific achievement target on which the ESSU will be focusing.

Graduation Rate

The AUs will review their current graduation rates and include in their data analyses.

Post-School Outcomes (Indicator 14)

The AUs will review the current results of their post-school outcome surveys and discuss strategies to increase the response rates and results for students who have exited.

Administrative Unit Improvement Planning

Statewide Identifiable Measurable Results

The CDE Exceptional Student Services Unit is in the process of developing the state's identified measurable result (SiMR) that will be submitted next spring (April, 2015) in the State Systemic Improvement Plan (SSIP). When reported to OSEP, the SiMR will be operationalized into a measurable statement of result. After conducting a thorough data analysis, the ESSU is proposing to focus on the performance of students with specific learning disabilities in the area of literacy. The specific measurable statement will be devised through the input of various stakeholder groups. To assist the Administrative Units in their development of an Improvement Plan, supported by specific improvement strategies, the ESSU will arrange to provide specific training and support through their collaboration with the Improvement Planning Unit.

Where can I learn more?

The Colorado Department of Education
Exceptional Student Services Unit
Cynthia C. Millikin, Ph.D.
1560 Broadway, Ste. 1175, Denver, CO 80202 • 303.866.6619 • millikin_c@cde.state.co.us