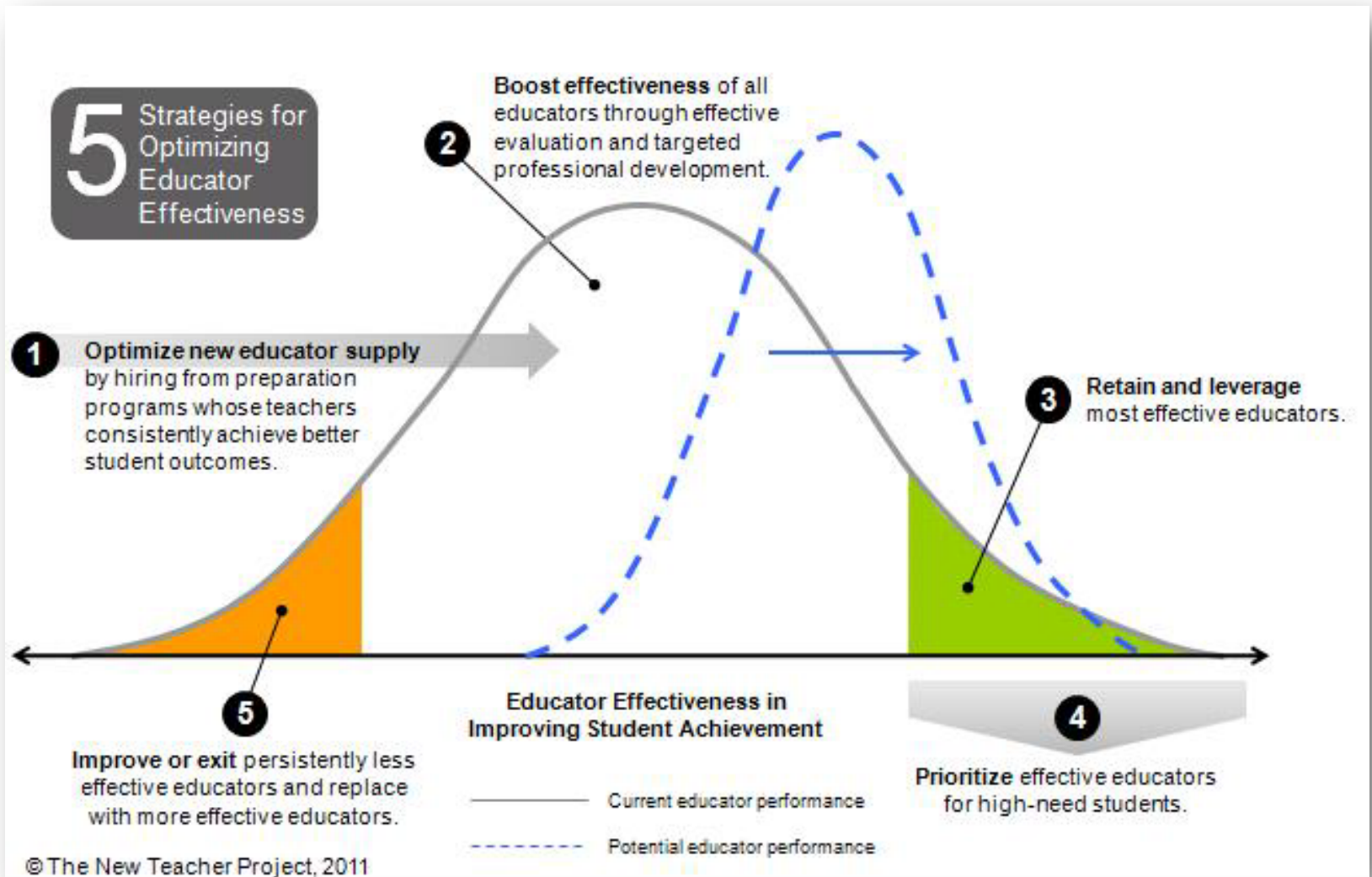


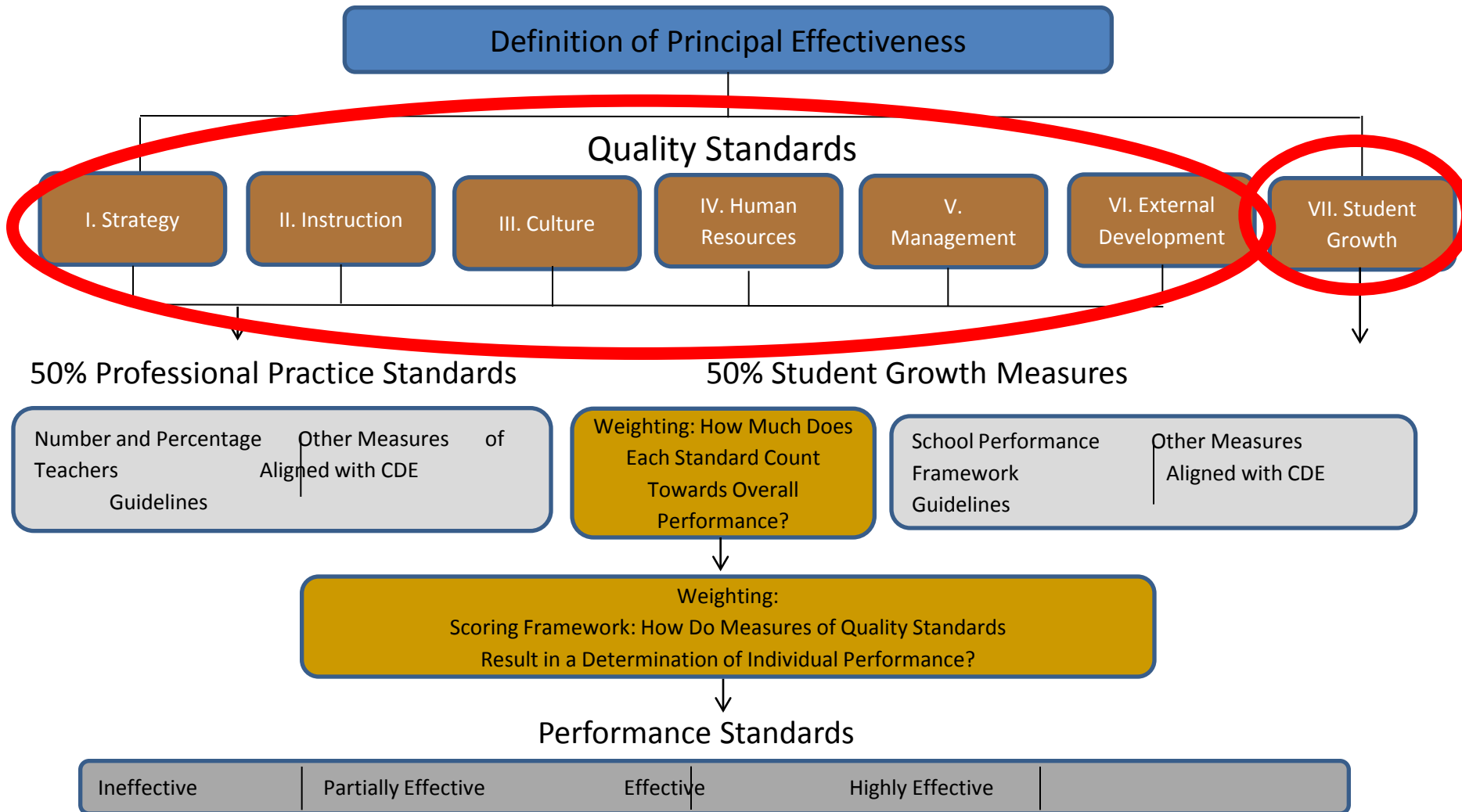
# **Adams 14**

*March 18, 2013*

# How did we get here?

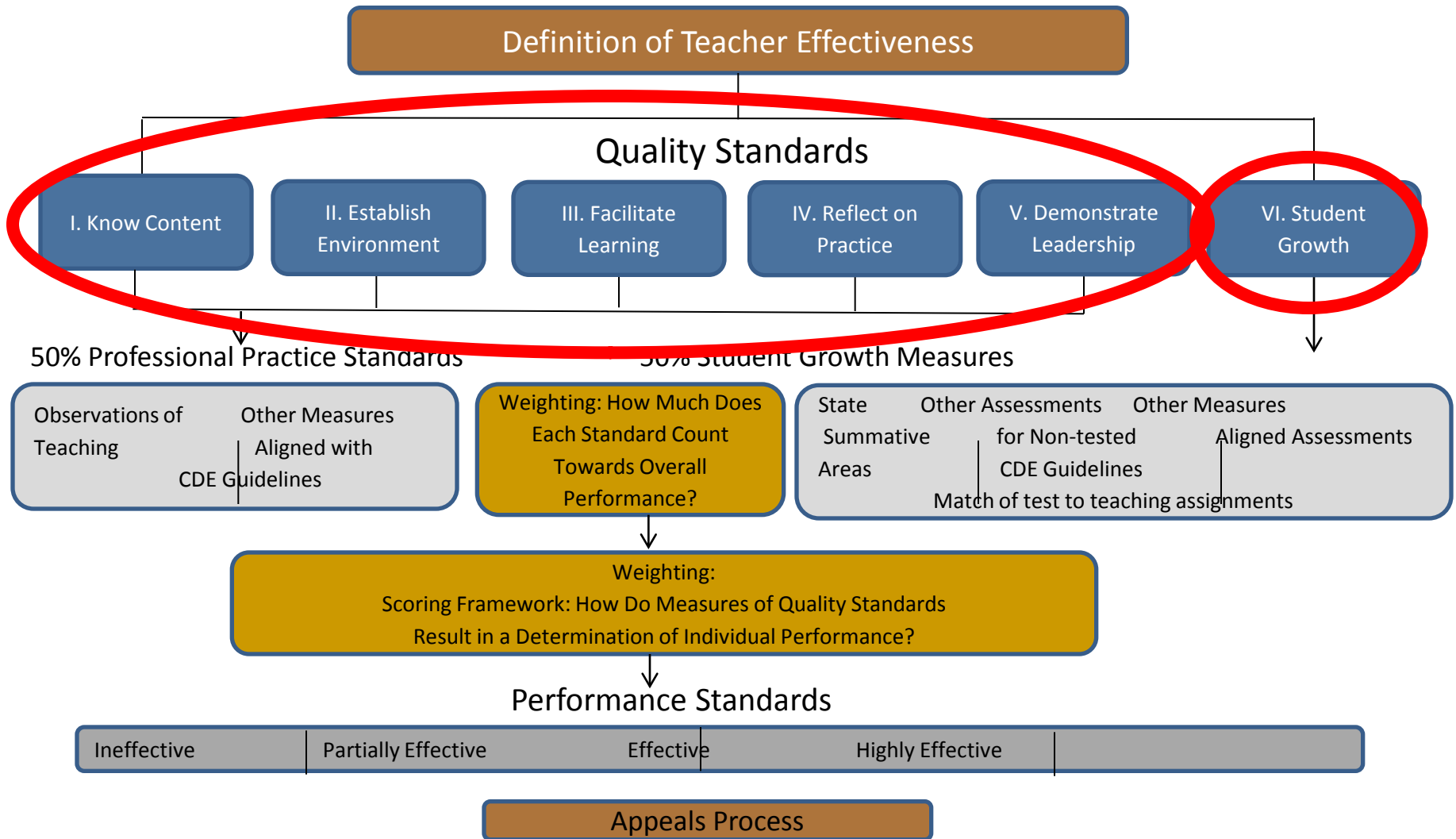


## Framework for System to Evaluate Principals



STATE COUNCIL FOR EDUCATOR EFFECTIVENESS

Framework for System to Evaluate Teachers



# District Accreditation

## Accredited with Turnaround Plan:

District Performance Framework 2012

District: ADAMS COUNTY 14 - 0030

Level: EMH

(All - 1 Year<sup>1</sup>)

### Accredited with Turnaround Plan






Will enter Year 3\* of Priority Improvement or Turnaround

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
Accred. w/Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accred. w/Improvement Plan	at or above 52% - below 64%
Accred. w/Priority Impr. Plan	at or above 42% - below 52%
Accred. w/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.

\* on July 1, 2013

Performance Indicators	Rating/Plan	% of Points Earned out of Points Eligible <sup>2</sup>	
Academic Achievement	Does Not Meet	25.0%	( 3.8 out of 15 points ) 
Academic Growth	Approaching	45.2%	( 15.8 out of 35 points ) 
Academic Growth Gaps	Approaching	38.3%	( 5.7 out of 15 points ) 
Postsecondary and Workforce Readiness	Approaching	40.6%	( 14.2 out of 35 points ) 
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>39.5%</b>	<b>( 39.5 out of 100 points )</b> 
Finance <sup>4</sup>	Meets Requirements		
Safety <sup>4</sup>	Meets Requirements		

<sup>2</sup>Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

<sup>3</sup>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 content area (reading, writing, math, science and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

<sup>4</sup>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 (or remain Accredited with Turnaround Plan) until they meet requirements.

# District Accreditation

District Accreditation depends on four Key Performance Indicators:

- **Academic Achievement – TCAP**
- **Academic Growth – TCAP and ACCESS (CELA)**
- **Academic Growth Gaps – TCAP**
- **Post-Secondary and Workforce Readiness**
  - Graduation Rate
  - Disaggregated Graduation Rate
  - Dropout Rate
  - Colorado ACT Composite Scores

# Current Status

2011-12 TCAP Scores:

	3	4	5	6	7	8	9	10
Reading	↓	↑	→	↓	→	↓	↑	↑
Writing	↓	↓	↓	↓	↓	↓	↓	↑
Math	↓	↑	↓	↓	↑	↓	↓	→
Science			↓			→		↑

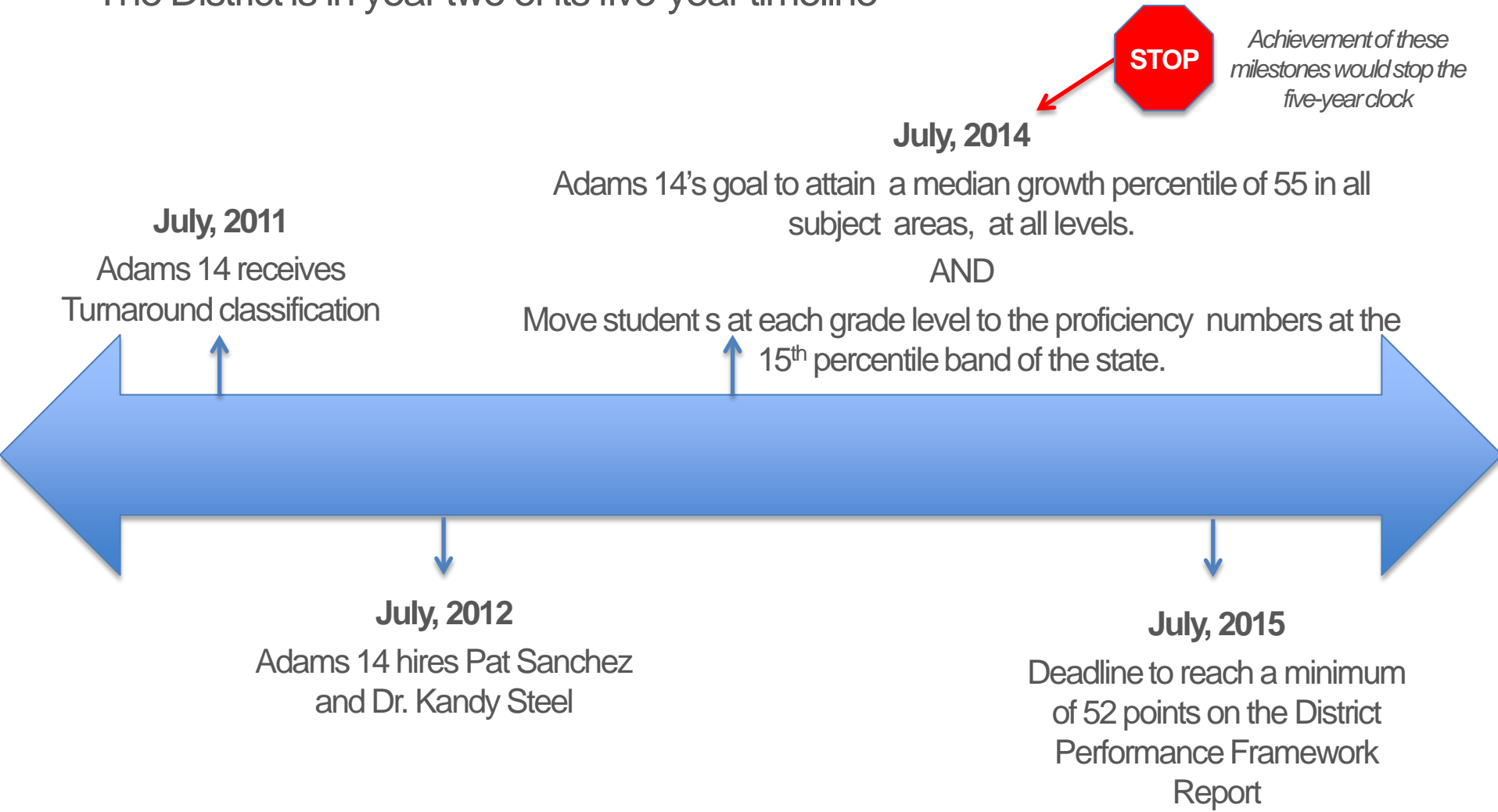
Red arrows indicate decline

Yellow arrows indicate no change

Green arrows indicate improvements

# Adams 14's Five-Year Turnaround Timeline

The District is in year two of its five-year timeline



# Current Status

Accredited with Turnaround - **Below 42%**

Performance Indicators	Rating	% Points	Points Earned	Points Possible
Academic Achievement	Does Not Meet	25.0%	3.8	out of 15 points
Academic Growth	Approaching	45.2%	15.8	out of 35 points
Academic Growth Gaps	Approaching	38.3%	5.7	out of 15 points
Postsecondary & Workforce Readiness	Approaching	40.6%	14.2	out of 35 points
			<b>39.5%</b>	

# July, 2014

Accredited with Improvement - **At or above 52% - below 64%**

Performance Indicators	Rating	% Points	Points Earned	Points Possible	Details
Academic Achievement	Approaching	50.0%	7.5	out of 15 points	~requires every grade level to meet proficiency cut points at 15th percentile band of achievement
Academic Growth	Meets	75.0%	26.2	out of 35 points	~requires every content to meet a Median Growth Percentile (MGP) at or above 55
Academic Growth Gaps	Approaching	57.5%	8.6	out of 15 points	~requires every subgroup to meet between 40 - 54 in Median Growth Percentile (MGP)
Postsecondary & Workforce Readiness	Approaching	56.2%	19.7	out of 35 points	~requires grad rate of 80% or better; subgroups to make grad rates between 65% - 80%; and the ACT score to be 17 or above
			<b>62.0%</b>		

# Getting there...

1. Every grade level meets proficiency cut points at 15<sup>th</sup> percentile band of achievement (see attached Achievement Target Document).
2. Every content is meeting a Median Growth percentile at or above 55.
3. Every subgroup is able to attain between 40-54 Median Growth Percentile (MGP).
4. The high school graduation rate is at or above 80% and that sub groups fall between the 65% to 80% range.
5. High school ACT score to be at or above a 17.

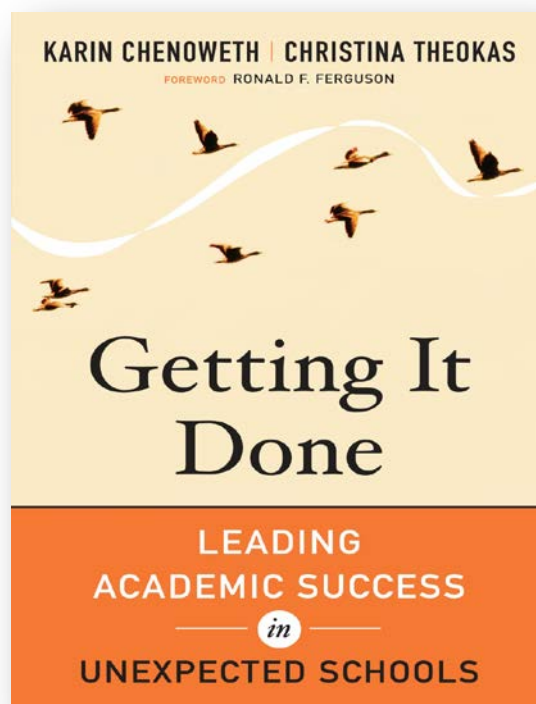
Achievement targets: ACHS				Achievement targets: Kearney				Achievement targets: ACMS				
	Goal	15%ile	Current		Goal	15%ile	Current		Goal	15%ile	Current	
R	72.21	57.14	38.55	R	70.50	58.87	44.64	R	71.43	58.87	40.69	
M	30.53	18.30	10.6	M	50.00	34.46	39.46	M	52.48	34.46	28.84	
W	49.57	32.85	19.87	W	56.36	42.37	32.85	W	57.77	42.37	33.14	
S	50.00	30.27	17.10	S	45.60	28.57	26.40	S	48.00	28.57	29.06	
EXPECTATIONS				POSSIBLE "LOOK FORs"				NOTES/FEEDBACK				R
1. Every grade level to meet proficiency cut points at 15 <sup>th</sup> percentile band of Achievement 2. Every content to meet a Median Growth Percentile (MGP) at or above 55 3. Every subgroup to meet between 40-54 in Median Growth Percentile (MGP) 4. Graduation rate of 80% or better; subgroups to make graduation rates between 65% - 80% and the ACT score to be 17 or above				Progress towards reaching these goals: Specifics steps that have been taken.								
Instruction is aligned with state standards. All teachers are using ATLAS to guide instructional lesson/unit planning to ensure accountability toward achieving learning outcomes.				<ul style="list-style-type: none"> <li>Lesson plans with data notations</li> <li>Smart Goals</li> <li>Student Work Samples</li> <li>Minutes of meetings</li> </ul>								
Implementations of formative assessments to align with state standards and college readiness.				<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>one on one data coaching meetings</li> <li>Steps taken to increase rigor</li> </ul>								
Develop a process to provide feedback to teachers to further support their instructional practices, aligning with data results.				<ul style="list-style-type: none"> <li>Feedback documentation</li> <li>Coaching notes</li> <li>Lab classrooms/protocol</li> <li>Walk-Through samples</li> </ul>								
Attendance & discipline data are monitored regularly. Support structures are in place based on data.				<ul style="list-style-type: none"> <li>Attendance letters to parents</li> <li>Behavioral plans for identified students</li> </ul>								

**Code** - Green: Expectation was firmly confirmed • Yellow: Expectation was partially confirmed • Red: Expectation was not confirmed

	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	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.95	30.96	19.67	23.85	27.50
50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

# Moving Forward

What do we know about schools that are raising achievement for low-income students and students of color?



# Moving Forward

They focus on what they *can* do,  
rather than what they *can't*.



# Moving Forward

They don't leave anything about  
**teaching and learning** to chance.



# Moving Forward

They put in place thoughtful **supports for all students** – especially those who are struggling.



# Moving Forward

Principals set the expectation that **every student will achieve**—and then establish the conditions in which that can happen.



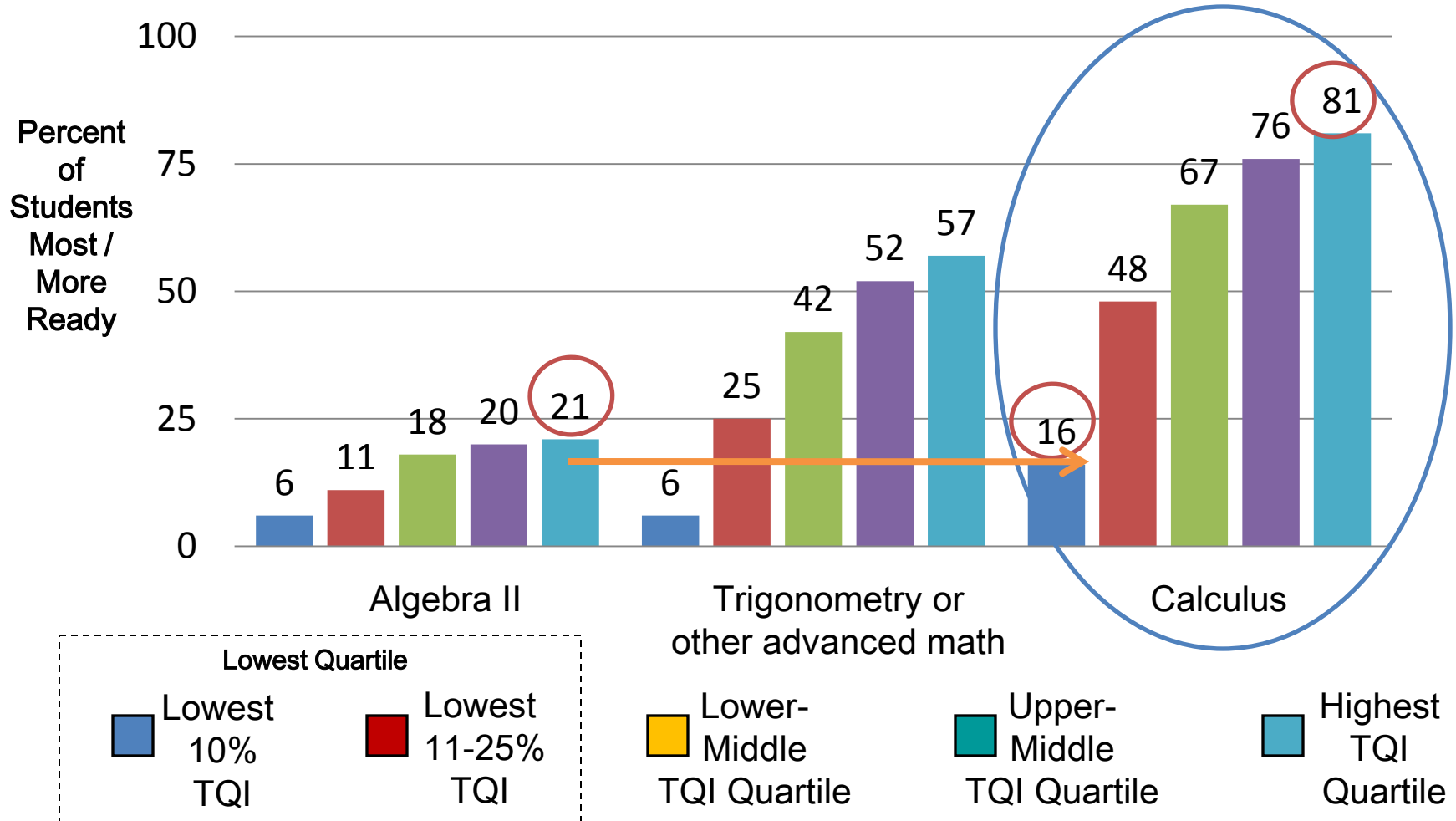
# Moving Forward

Good schools know how much **teachers matter**, and they **act** on that knowledge.

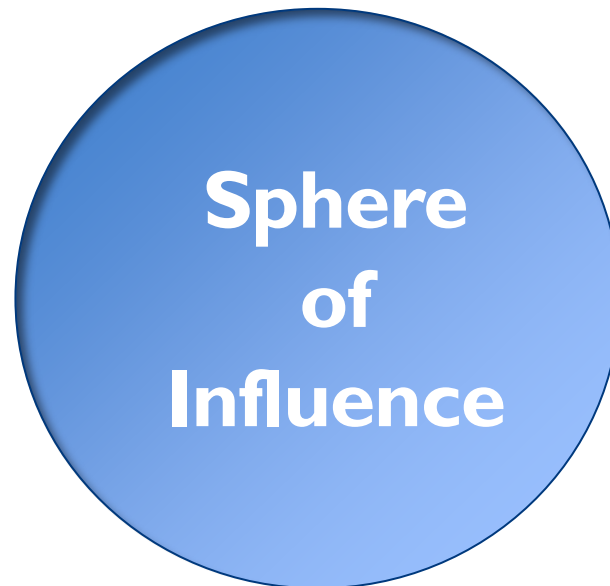
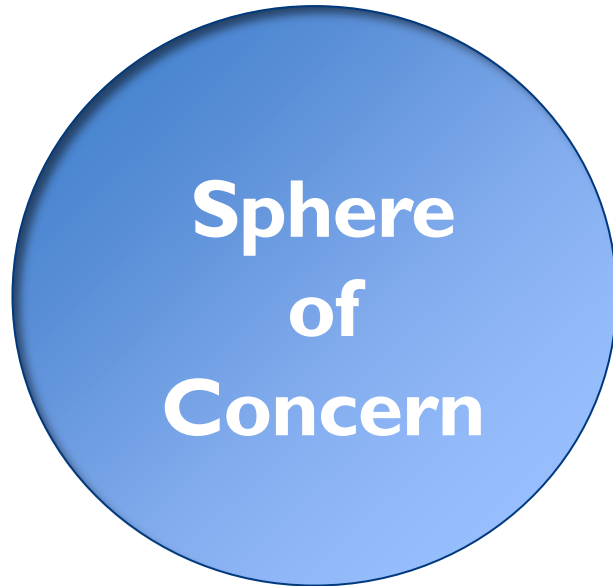


# Students' College Readiness Depends on the Level of Course and "Teacher Features"

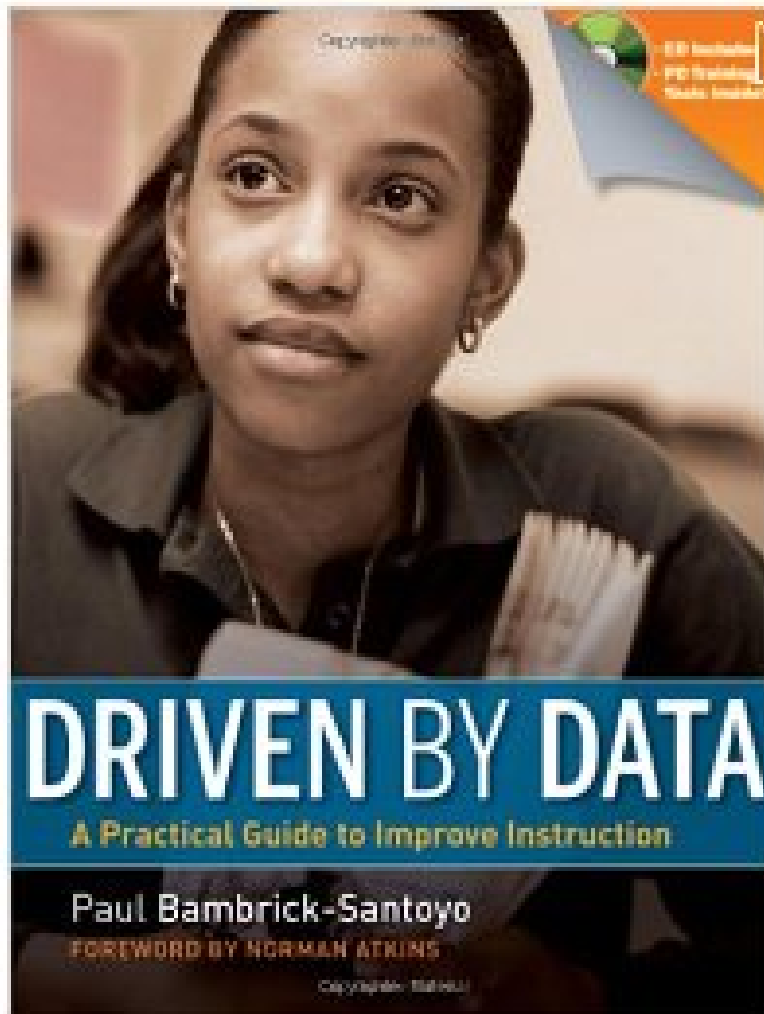
## College Readiness by Teacher Quality Index Rating



# Where do you spend your time and energy?



Click to **LOOK INSIDE!**



# DRIVEN BY DATA

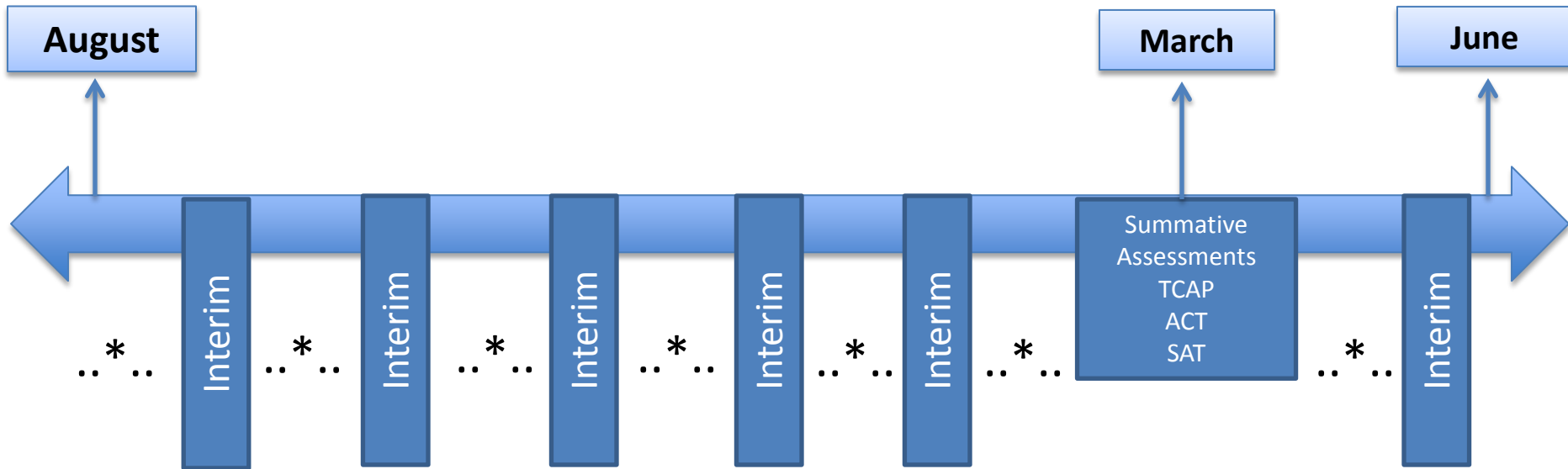
A Practical Guide to Improve Instruction

Paul Bambrick-Santoyo

FOREWORD BY NORMAN ATKINS

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# Instruction Aligned with Common Core Standards



Interim Assessment are as rigorous as our Summative Assessments

- = Teachers will have all Interim Assessments to use as a guide
- \* = GUC/Data Teams will focus on Instruction, Pacing, Shaping, Curricular alignment above knowledge level

# What does this mean for me?

- Student growth will be at least **50 percent** of your teacher evaluation.
- Fidelity to Data Teams and **commitment** to highly structured and intentional teacher **collaboration** is critical to ensuring a GVC.
- Instructional planning with **academic rigor** embedded within **formative and interim assessments**.
- Effective instruction must be **validated** with external measures, i.e. **SB-191**.

*“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”*

**Martin Luther King, Jr.**

# The Impact of Effective Schools

	Percentile Entering	Percentile Leaving
Average School/ Average Teacher	50 <sup>th</sup>	50 <sup>th</sup>
Highly Ineffective School/ Highly Ineffective Teacher	50 <sup>th</sup>	3 <sup>rd</sup>
Highly Effective School/ Highly Ineffective Teacher	50 <sup>th</sup>	37 <sup>th</sup>
Highly Ineffective School/ Highly Effective Teacher	50 <sup>th</sup>	63 <sup>rd</sup>
Highly Effective School/ Highly Effective Teacher	50 <sup>th</sup>	96 <sup>th</sup>
Highly Effective School/ Average Teacher	50 <sup>th</sup>	78 <sup>th</sup>

# We can do this!

- We still have time to have a hand in our destiny.
- We would prefer to influence our own future, instead of having CDE dictate it for us.
- We will work in collaboration with our Association, and we are listening.
- It is the right fight for the sake of all of our students in Adams 14.