

**COLORADO SPRINGS SCHOOL DISTRICT ELEVEN**  
Dr. Nicholas Gledich, Superintendent  
Phoebe Bailey, Assistant Superintendent-Personnel Support Services

**School Accountability (SAC) Training Agenda**

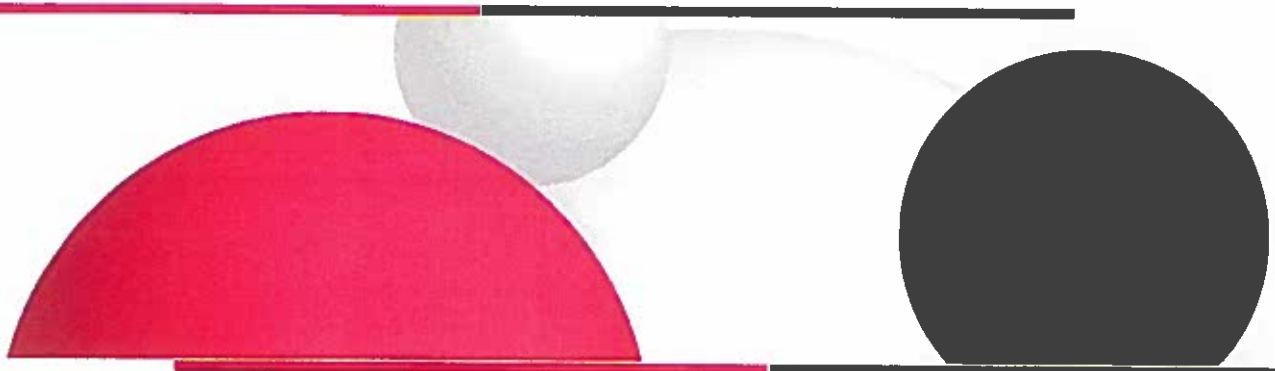
**April 7, 2022**

**In person, Tesla-room 116 and Via WebEx (1<sup>st</sup> hour of meeting)**

**6:00pm – 8:00pm**

**\*The first hour of the meeting will be in person and via WebEx, the second hour will not be on WebEx, just in person. We encourage everyone to attend in person for the entire meeting.**

- 6:00 – 6:15 pm      Welcome/Introductions/Updates –  
Velvet Stepanek, DAC Chair**
- 6:15 – 6:40 pm      One Plan Summer Symposium –  
Natasha Crouse, Director of System Improvement**
- Symposium dates, overall structure and desired participants (including SACs)
  - Data Availability (Hoonuit, Performance Matters, Other data support)
  - Planned Professional Development in any of these areas
  - Testimonial
- 6:40 – 7:00pm      Chicago 5E Results/Information  
Natasha Crouse, Director of System Improvement**
- Best practices in understanding and interpreting the results
  - Strategies for SACs to use with their principal in relating results to overall school success and One Plan development
  - Information on the nine schools who met the challenge of 40% or greater parent participation
  - Testimonial
- 7:00 – 7:58pm      Family Engagement Listening Circles  
This will be a facilitated activity**
- An opportunity to share your experiences as parents, caregivers and community
  - This is a time for your school district to learn from your lived experiences through a confidential sharing circle
- 7:58 – 8:00pm      Closing Remarks/Door Prize  
Lyman Kaiser, Chair – Training & SAC Support Subcommittee**



# One Plan Symposium and 5Essentials

Natasha Crouse  
Director of System Improvement



## Continuous Improvement Timeline



# One Plan Flow Chart

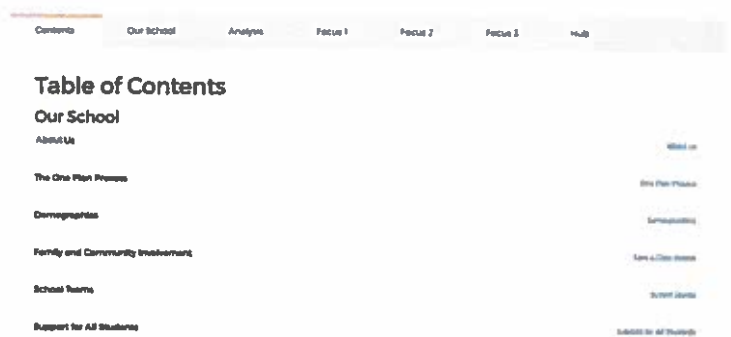
## One Plan 2021-22



### DESIGN FOCUS:

- Create a single plan structure that integrates 10 different plans/sources including state and federal requirements

## One Plan 2022-23



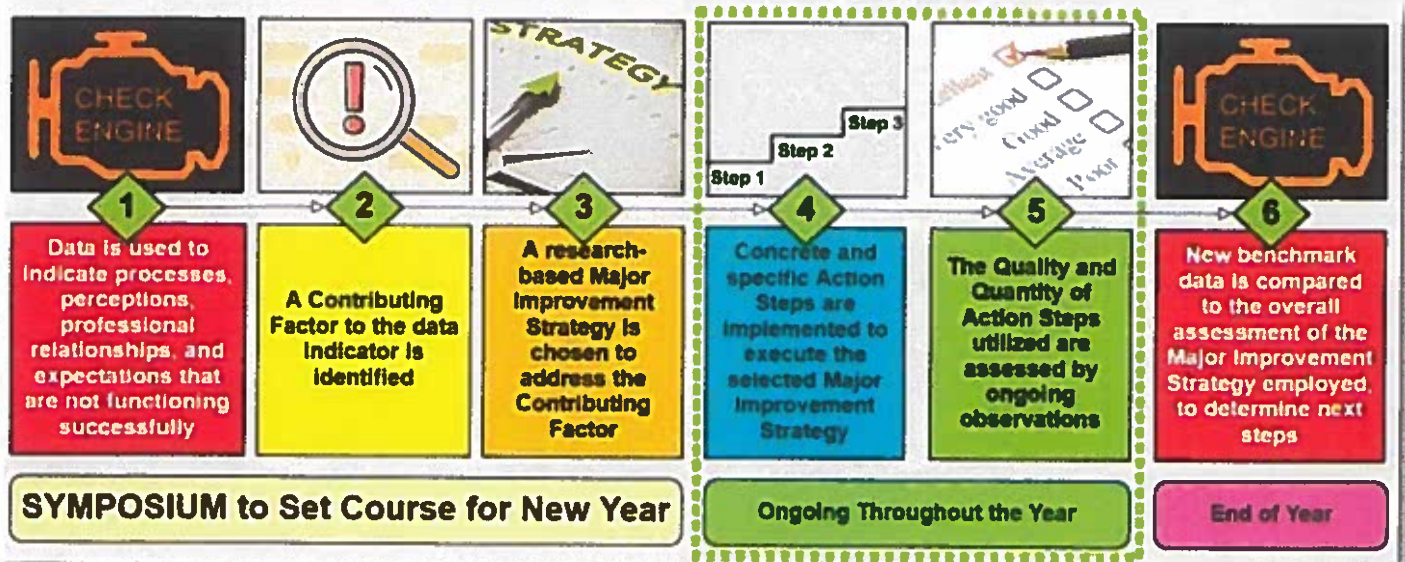
### DESIGN FOCUS:

Feedback from school users to ensure:

- Streamlined navigation
- Clarified language



# One Plan Flow Chart



## Data Analysis

Attendance

Behavior

5Essentials

Social Emotional

Acadience (ES)

District Benchmark

State Assessment

Grades (MS/HS)

ESSA Indicators (if applicable)



## Symposium Dates

### School teams will be an essential part of:

- Defining targets and building the successes of your school and staff for years to come.
- Determining school priorities in the 2022-23 One Plan.

### Elementary:

- May 24th: Principal & AP One-Plan training at Tesla 116&129
- **May 25th-26th: One-Plan School Team at school sites** with on-demand virtual support (limited space is available at Tesla by request)

### Middle and High:

- May 27th: Principal & AP One-Plan training at Tesla 116&129
- **May 31st & June 1st: One-Plan School Team at school sites** with on-demand virtual support (limited space is available at Tesla by request)



# One Plan School Team

Location: Your school

## Presentation Display:

1. View morning launch sessions
2. Active and live WebEx link
  - Share One Plan so all can see
  - Portal for guest participants to "walk" from one school group to the next

Collaborative  
Planning

Principal Facilitated



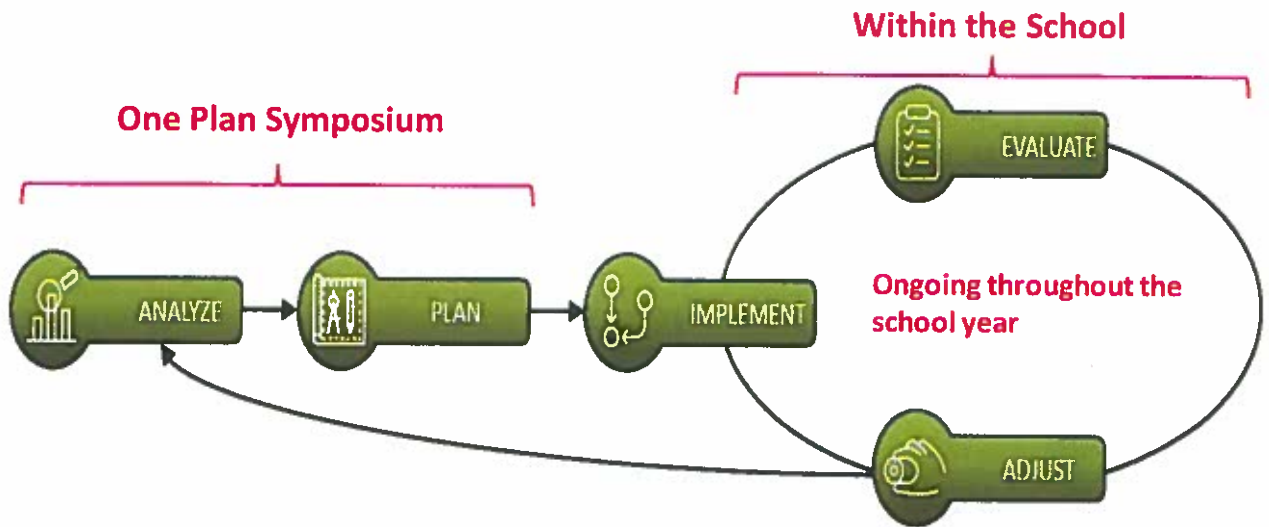
# SAC Participation in Symposium

2. In what way(s) will your School Accountability Committee provide insight to your school's 2022-23 One Plan? \*

- We are surveying our SAC/community prior to the symposium to gain insights into school/community needs.
- A SAC representative will join our team on days 2&3 of the symposium.
- A SAC representative will join the team on day 2 for the data review and analysis.
- A SAC representative will join the team on day 3 for drafting of the school's MIS.
- A SAC meeting will be hosted soon after the symposium to provide an overview of the 2022-23 One Plan.
- Other



# Continuous Improvement Cycle



## Leveraging 5 Essentials Survey Results to Guide School Improvement





## 5 Essentials Survey - Research

25+ years of research, 15 years of data

- School improvement framework built from research on organizational factors that matter most in promoting improvement
- Research validated survey of teachers and students (4<sup>th</sup> – 12<sup>th</sup> grade) that provides actionable data and insights into a school
- Analyzed at scale across the state of Illinois and used by over 6000 schools
- Positive relationships with:
  - Test scores and test score gains
  - Attendance rate changes
  - Graduation rates and rate changes
  - Teacher mobility / retention
  - Freshman On-Track



## 5 Essentials Survey - Research

**10X**

Research demonstrates that schools strong on **at least 3 of the 5 Essentials** were **10 times** more likely to show substantial gains in students' learning than schools weak on 3 or more.

**<10%**

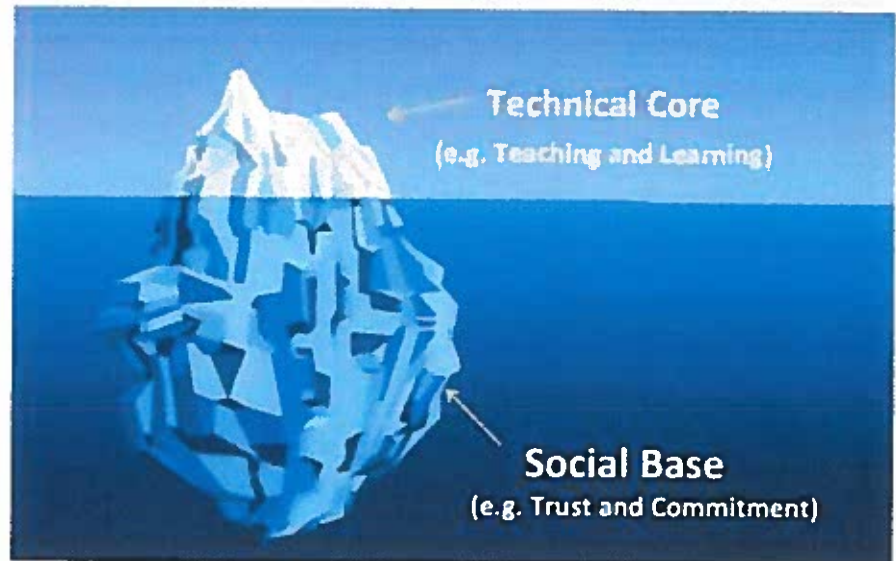
A sustained low score in just one of the core measures reduced the likelihood of improvement to less than 10%.



## Expanded Conversations are Necessary for Improvement

5Essentials

The 5Essentials System expands the conversation beyond just technical components of school improvement and digs beneath the surface into more social concepts that are vital to any improvement effort.



UCHICAGO Impact

**“In high performing schools, the adults are having conversations about practice.”**

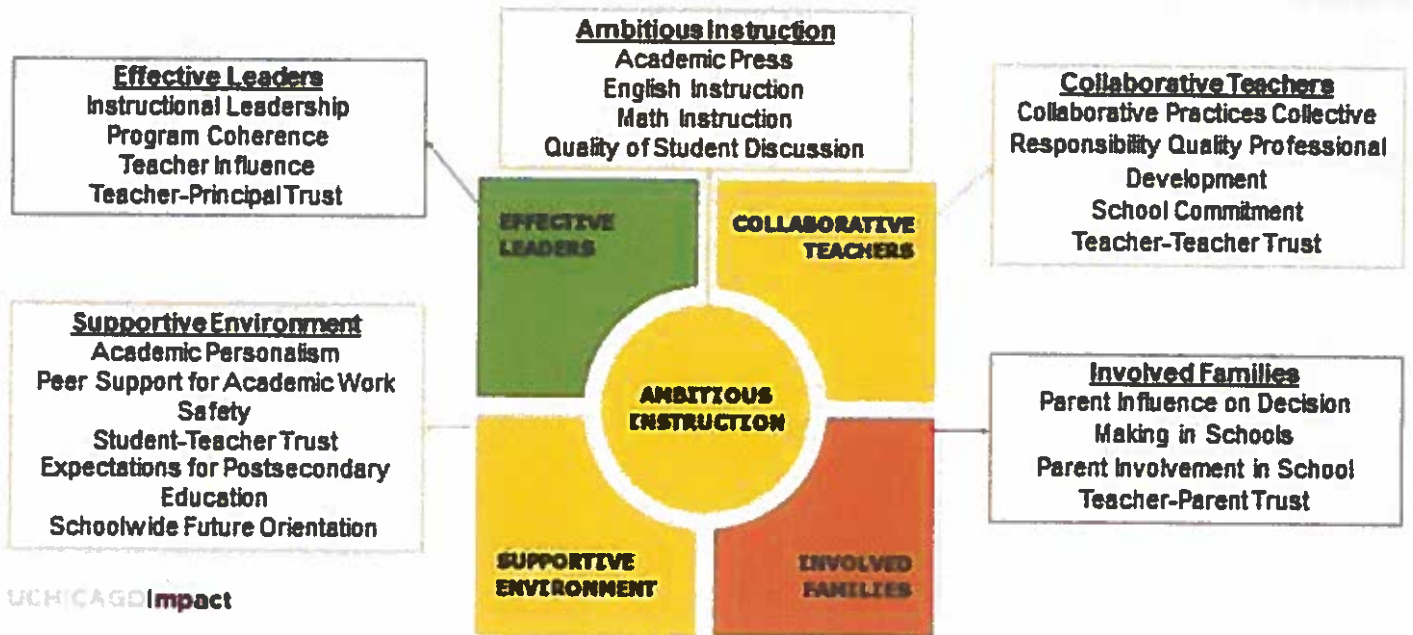
- Richard Elmore, Harvard University





# 5Essentials and Core Measures

5Essentials



## 5 Essentials Survey Structure

### The Layers of the 5Essentials

5Essentials

#### Measures

#### Items



- English Instruction
- Math Instruction
- Academic Press
- Quality of Student Discussion

The teacher asks difficult questions in class.

This class challenges me.

This class requires me to work hard to do well.

The teacher expects us to become better thinkers, not just memorize things.

The teacher expects me to do my best all the time.

The teacher expects everyone to work hard.



UChICAGO Impact

# 5Essentials Scoring Legend

5Essentials

**Dark Green (80-99) = Very Strong**

**Light Green (60-79) = Strong**

**Yellow (40-59) = Neutral**

**Orange (20-39) = Weak**

**Red (1-19) = Very Weak**



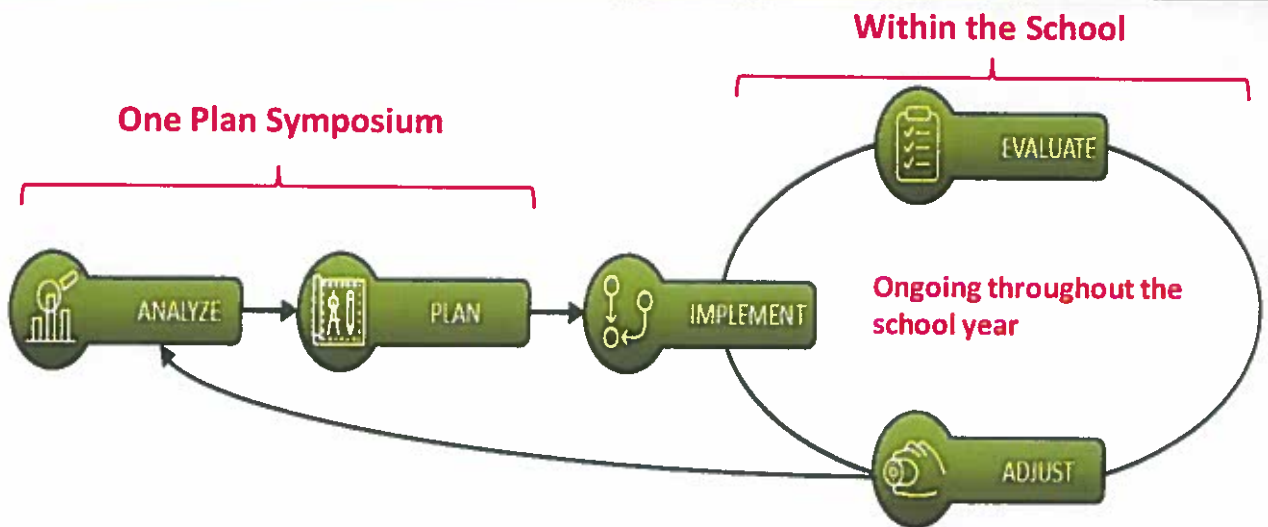
- Very Strong
- Strong
- Neutral
- Weak
- Very Weak
- No Data
- Low Response/Not Applicable



UChicago Impact

# Improvement Cycle

5Essentials



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## Prioritization & Triangulation

1. **Prioritize** - From an identified Essential of concern, select 1 Core Measure to Hyper-Focus improvement efforts upon (*reminder that items are illustrative, not exhaustive*).

2. **Triangulate** - Consider this data set with other data sets – don't treat in isolation, seek deeper understanding



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**“How we organize schools is critical for student achievement. Improving schools entails coherent, orchestrated action across all five essential supports. Put simply, there is no one silver bullet.”**

Anthony Bryk, “Organizing Schools for Improvement.” Phi Delta Kappan, April 2010.



Congratulations to the following schools for meeting or exceeding the 40% parent participation challenge from the Board of Education:

- Adams ES 53%
- Columbia ES 46%
- Howbert ES 50%
- Keller ES 48%
- Midland ES 43%
- Monroe ES 41%
- Steele ES 66%
- West ES 51%
- Wilson ES 40%



## 5Essentials Survey: Parent Participation



## Toby Lefere Howbert ES

5Essentials Survey Participation:

- Parents 50%
- Students 94%
- Teachers 100%



After creating a data profile for each type of data as described in the preceding chapters, complete the following:

### ANALYZING YOUR SCHOOL'S DATA PROFILE

- *Strengths*
- *Challenges*
- *Implications*
- *Other data*

**Step 1. Independent Review.** Have each member of your staff independently analyze each type of data—demographics, perceptions, student learning, and school processes—(one type at a time) for strengths, challenges, implications for the continuous school improvement plan, and identify other data they wished they had. These should be the first ideas that come to mind, as opposed to reviewing the data and then making notes. The analysis will be much richer. (A template for documenting strengths, challenges, implications for the school improvement plan, and other data is included in Appendix H.)

**Strengths** are positive elements one can see in the data. These are ideas for which the school wants to keep track, and keep doing. Strengths can be used as leverage for improving a challenge. An example strength: “This school has an excellent student–teacher ratio.”

**Challenges** found in data imply something might need attention, is out of a school’s control, or a potential undesirable result. An example challenge: “The number of students living in poverty in this school has tripled in the past five years.”

**Note:** Many staff members have used strengths and weaknesses to analyze their data for years. They are often disappointed that the data analysis doesn’t get them where they need to go with their plan. By using “challenges” to replace “weaknesses,” staff are able to address real school challenges. For example, “The number of students living in poverty,” would never show up as a weakness. However, it is a challenge that requires process and program adjustments to help with the challenge.

**Implications for the continuous school improvement plan** are ideas that the reviewer jots down while reviewing the data. Implications are placeholders until all the data are analyzed. Implications most often are constructive responses to challenges. An example implication derived from the challenge example above might be: “Do all staff have the professional learning they need to meet the needs of the students who live in poverty?”

**Other data we wished the school had.** When school staff review the school’s data effectively, they always uncover other data they wish they had available. The examination of the data will highlight issues in data collection, storage, and reporting, as well.

It is important to make note of these issues so data can be gathered appropriately. An example: “We need to do a more comprehensive job of identifying who, what, where, and when behavior issues take place at the school site.” Staff would need to clarify what data they need to gather, how each staff member will gather and report the data, and then how and when they will review the data, and do something about the results.

**Step 2. Small group review.** For each type of data—in small groups, have staff members share what they saw for strengths, challenges, implications for the continuous school improvement plan, and other data they wished they had, recording commonalities on chart paper.

**Step 3. Large group consensus.** Combine the small group results to get a comprehensive set of strengths, challenges, implications for the continuous school improvement plan, and other data they wished they had. This becomes a set of information to which everyone agrees.

**Step 4. Comprehensive analysis for each type of data.** Repeat steps 1–3 for each of the four types of data.

The image shows a collage of overlapping document pages from a report titled "SOMEBHERE ELEMENTARY SCHOOL STRENGTHS, CHALLENGES, IMPLICATIONS, AND OTHER DATA". The pages are organized into four main sections:

- CONTINUOUS IMPROVEMENT CONTINUUM DATA:** This page includes a section titled "What are some implications?" and lists several bullet points under "Actionable Areas" such as "Continue using... the feedback up-to-date on...", "Clarify the assessment...", "Balance it with...", "Make sure the assessment...", "For math and behavior...", "Summarize the...", "What staff does when...", "Improve...", "Understand why...", "Continue to provide...", "Implement a...", "Clarify who...", "Improve our...", "Update, improve, and...", "Improveboard...", "Clarify who...", "Review our...", "Looking at the data...", and "Use the survival of data..."
- STUDENT LEARNING DATA:** This page has a section titled "What are Marylin's..." and lists several bullet points under "Strengths, Language Arts..." and "Math...".
- PERCEPTUAL DATA:** This page has a section titled "What are Marylin's..." and lists several bullet points under "The staff has done a..." and "On the appropriate..."
- DEMOGRAPHIC DATA:** This page has a section titled "What are some implications for the..." and lists several bullet points under "All students...", "How do students...", "Are research...", "How are the...", "How are the...", "How are the...", "How are the..."



Education Insights Draft Backup Plan for Pulling Data Sets  
(If Hoonuit is not yet verified for schools to pull their own data.)

Demographics	<ul style="list-style-type: none"><li>• Performance Matters "My Dashboard"</li><li>• Enrollment Trend History (Power BI)</li><li>• School Community Demographics Report (Unified Insights)</li></ul>
Attendance	<ul style="list-style-type: none"><li>• TBD</li></ul>
Behavior	<ul style="list-style-type: none"><li>• TBD</li></ul>
5Essentials	<ul style="list-style-type: none"><li>• 5E Reports (UChicago)</li></ul>
Acadience	<ul style="list-style-type: none"><li>• Performance Matters Scoreboard Report</li></ul>
Local Assessment	<ul style="list-style-type: none"><li>• Performance Matters Scoreboard Report</li></ul>
State Assessment	<ul style="list-style-type: none"><li>• Performance Matters Scoreboard Report</li></ul>
Grades	<ul style="list-style-type: none"><li>• PowerSchool</li></ul>