



**GOVERNING POLICY OF  
THE BOARD OF EDUCATION**

**Policy 4.E – MONITORING SUPERINTENDENT PERFORMANCE**

*(Accepted 8-24-10)*

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Global Goals - Academics

To: Board of Education

From: Dr. Chris Fiedler, Superintendent of Schools

Re: Expectation of the Board of Education – Global Goals - Academic – 1.2 Composite ACT Scores and 1.3 TCAP Scores in reading, writing and math

I hereby present my Expectation of the Board report through Academic Global Goals – 1.2 composite ACT Scores and 1.3 TCAP Scores in reading, writing and math in accordance with the monitoring schedule as set forth in Board policy. I certify the information in this report is true. (Separate Enclosure)

Signed:

Date: September 22, 2015

Dr. Chris Fiedler

Superintendent, School District 27J

## Expectations of the Board of Education - Academic

To: Board of Education

From: Dr. Chris Fiedler, Superintendent of Schools

Re: Expectations of the Board of Education – Goals – 1.2 Composite ACT Scores and 1.3 TCAP Scores in reading, writing, and math.

Date: September 22, 2015

I hereby present my Expectations of the Board of Education on our goals – 1.2 Composite ACT Scores and 1.3 TCAP Scores in reading, writing, and math in accordance with the monitoring schedule as set forth in Board policy. Changes in legislation will require that revisions occur in the Expectations Report. Presented this year will be ACT scores, CMAS performance data for science and social studies, and primary literacy data. I certify the information in this report is true.

Signed: 

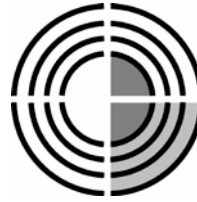
Dr. Chris Fiedler

Superintendent, School District 27J

Sections highlighted will have future revisions.



**COLORADO SCHOOL DISTRICT 27J**  
**GOVERNING POLICY OF**  
**THE BOARD OF EDUCATION**



GLOBAL GOAL: ACADEMIC

*Date Adopted/Last Revised: May 24, 2011*

*Global Goals*

School District 27J exists so that students have the knowledge and skills for present and future success with results justifying the expenditure of resources.

1. The graduation/completer rate will increase by 2% per year until 95% is attained at which it will not drop lower.
2. The district's average composite ACT score will increase by 0.5 points per year until the score reaches 22 at which it will not drop lower.
3. **Beginning in the fall of 2011, students with continuous enrollment during an academic year will achieve at least one year's academic growth grades in 1-10 in reading, writing, math and science. Beginning in the fall of 2014, the core content areas of social studies and world language will have this same academic growth expectation. (One year's growth is measured from the beginning of the school year to the end of the same school year based on the results of District authorized tests.)**

3.1 Beginning in the fall of 2012, the Superintendent shall not fail to recognize the importance of the core area classes when deciding the allocation of resources including funding, time, staff and materials. These allocations will take precedence over "non-core" offerings.

## INTERPRETATIONS

*I interpret present and future success to mean that students will be successful in school, will graduate, and will possess marketable skills that will assist them in becoming contributing members of our society.*

*I interpret justifying the expenditure of resources to mean that academic achievement represents a worthwhile return on investment.*

*I interpret the district's average composite ACT score to mean the 27J composite Colorado ACT score.*

*I interpret students with continuous enrollment during an academic year to mean students who were enrolled in a 27J school at the time the CSAP tests were administered and whose scores contribute to the 27J median student growth percentile (MSGP).*

*I interpret at least one year's academic growth to mean that the MSGP for the district is at least 50.*

*I interpret shall not fail to recognize the importance to mean that academic achievement is the district's primary mission and is the foundation for all decisions made in regard to allocation of resources.*

*I interpret core content area classes to mean reading, writing, math, science, social studies, and world language.*

*I interpret will take precedence over to mean that allocation of resources to core area classes will take priority over "non-core" offerings.*

*I interpret "non-core" offerings to mean curricular, co-curricular or extra-curricular classes or activities not included in my interpretation of core area classes.*

## SECTION ONE: ACHIEVEMENT OF GOAL: ACADEMIC

### **Expenditure of resources**

In June, the Board of Education was presented a balanced budget for approval. After years of decreasing or flat per student revenue, 27J experienced a per student revenue increase of \$358.22 for fiscal year 2014-15. School District 27J invested \$55.7 million in direct instructional professionals during the fiscal year, which is 6.6% greater than fiscal year 2013-14.

Of the \$55,706,046 invested in direct instruction, \$6,245,351 (11.2%) was invested in paraprofessionals, leaving \$49,460,695 (88.8%) invested in licensed teachers.

Of this total amount (\$49,460,695) invested in 751 licensed teachers, \$31,933,382 (64.6%) was invested in 493 licensed teachers in core instruction. The remaining \$17,527,313 (35.4%) was invested in 258 licensed teachers in non-core instruction.

In fiscal year 2014-15, \$522,068 was invested in middle and high school coaches. This is equal to .94% of the total amount invested in direct instruction.

In addition to the investment in professional instruction the District invested nearly \$6.8 million in student and instructional support services staff. The District's support of non-salary expenditures, such as school supplies, materials and professional development for the instruction, student and instructional support services staff was \$4.3 million in fiscal year 2014-15.

We have reported on an incremental basis that the budget reflects 94% of the recurring general fund resources are invested directly in schools or in direct support of schools.

Twenty (20) of the 128 (as of 9/14/15) positions are non-instructional positions. The positions are:

Position	Number	Position	Number
High School Assistant Principal	3	Instructional Teacher on Special Assignment	2
HS Dean	1	Data Coach	1
Elementary Psychologist	1	Elementary Principal	1
MS Psychologist	2	Career Technical Ed Director	1
HS Principal	2		
Middle School Assistant Principal	2	<b>Total</b>	<b>16</b>

Twenty-one (21) of the 128 positions are instructional special education positions. The positions are:

<b>Position</b>	<b>Number</b>	<b>Position</b>	<b>Number</b>
Preschool Special Education	2	High School Special Education Significant Needs	1
Elementary Special Education	3	MS Interventionist	1
Middle School Special Education – Mild/Moderate	6	Speech Language Pathologists	3
Occupational Therapist	2	High School Special Education - English	1
Special Education TOSA	2	<b>Total</b>	<b>21</b>

Seventy-seven (77) of the 128 positions are instructional core positions. The positions include:

Position	Number	Position	Number
Kindergarten	5	High School English	7
1 <sup>st</sup> Grade	7	High School Math	6
2 <sup>nd</sup> Grade	3	High School Science	3
3 <sup>rd</sup> Grade	2	High School Math/Science	1
4 <sup>th</sup> Grade	6	High School Spanish	1
5 <sup>th</sup> Grade	9	High School Social Studies	4
6 <sup>th</sup> Grade	2	Middle School Math	5
Elementary Music	1	High School Music	2
Middle School English	6	Middle School Spanish	1
Middle School Science	1	Middle School Music	2
Middle School Social Studies	3	<b>Total</b>	<b>77</b>

Ten (10) of the 128 positions are instructional non-core positions. The positions include:

Position	Number	Position	Number
High School Physical Education	1	MS Physical Education	2
Elementary Physical Education	1	High School Business	2
High School Consumer Family Studies	2	High School Voc Ag	1
High School Voc Trades	1	<b>Total</b>	<b>10</b>

COMPLIANCE STATEMENT

**Conclusion: I report compliance**



## SECTION TWO: ACHIEVEMENT OF GOALS: ACADEMIC

**1.2 The district's average composite ACT score will increase by 0.5 points per year until the score reaches 22 at which it will not drop lower.**

### Data Reported

All students enrolled in the eleventh grade in a Colorado public school are required to take the Colorado ACT (COACT). The ACT is the standardized, college entrance achievement examination selected by the Colorado Department of Education meeting the following criteria outlined in the statute C.R.S. 22-7-409 (1.5) (a):

- selected by the Colorado Department of Education as an accountability measure and
- relied upon by institutions of higher education to test in the areas of reading, writing, mathematics and science

The following table shows 27J COACT scores for the last eight years, with state COACT scores included for comparison. The COACT data, which is used in this report, reports only those students required to take the test as an 11<sup>th</sup> grade student in School District 27J. The COACT uses a scale from 1 to 36. The scores reported in the following graphs are composite scores.

COACT	2008	2009	2010	2011	2012	2013	2014	2015
Colorado 11 <sup>th</sup>	19.4	19.6	19.4	19.9	20.0	20.1	20.3	20.1
27J - 11 <sup>th</sup> Grade	17.7	17.8	18.0	18.2	18.6	18.3	18.8	18.6
Eagle Ridge	NA	NA	NA	18.7	20.9	20.7	21.8	22.2
BHA	14.2	12.5	16.0	15.5	15.6	16.2	16.1	17.1
BHS	18.6	19.3	18.1	18.7	18.5	18.7	18.5	18.6
PVHS	16.7	17.0	17.9	17.9	18.4	17.9	18.3	17.9

The above table above shows that the 27J composite Colorado ACT score did decrease by 0.2 points this year. The district average composite score also decreased by 0.2 points this year and does not meet the goal outlined in the Expectations of the Board of 0.5 increase.

Individually, Brighton Heritage Academy increased by 1.0, Brighton High School increased 0.1, Eagle Ridge Academy increased by 0.4 and had a 22.2 in the composite scores.

A decrease occurred at Prairie View High school, it had 17.9 composite score.

School District 27J's disaggregated scores (tables below 2012, 2013, 2014, and 2015) show that 27J students are not performing at the Colorado state average at this time in all disaggregated groups except our Hispanic/Latino students are .5 percentage points ahead. This is not satisfactory and does not indicate a closing the achievement gap. There continues to be a distinct achievement gaps with regard to 27J's overall performance and the majority disaggregated groups.

2012 COACT Disaggregated Results

Groups	All	Male	Female	White	Hispanic / Latino
Colorado	20	19.8	20.2	21.3	17.0
27J	18.6	18.2	18.9	20.2	17.0
BHA	15.6	--	15.9	--	--
BHS	18.5	18.0	19.0	20.6	17.1
PVHS	18.4	18.2	18.6	19.7	17.0
Eagle Ridge	20.9	21.2	20.8	21.4	17.8

2013 COACT Disaggregated Results

Groups	All	Male	Female	White	Hispanic / Latino
Colorado	20.1	20.1	20.1	21.7	17.4
27J	18.3	18.3	18.4	19.8	17.1
BHA	16.2	--	15.4	--	--
BHS	18.7	18.6	18.7	20.4	17.5
PVHS	17.9	17.8	18.0	19.1	16.7
Eagle Ridge	20.7	21.5	20.0	21.7	--

2014 COACT Disaggregated Results

Groups	All	Male	Female	White	Hispanic / Latino
Colorado	20.3	20.1	20.5	21.9	17.7
27J	18.8	18.8	18.9	20.4	18.2
BHA	16.1	15.9	--	--	--
BHS	18.5	18.7	18.4	19.9	17.9
PVHS	18.3	18.1	18.5	17.9	18.4
Eagle Ridge	21.8	22.1	21.6	22.4	20.9

2015 COACT Disaggregated Results

Groups	All	Male	Female	White	Hispanic / Latino
Colorado	20.1	20.0	20.3	21.8	17.5
27J	18.6	18.7	18.5	20.4	17.7
BHA	17.1	--	--	--	--
BHS	18.6	18.9	18.3	19.9	17.7
PVHS	17.9	17.9	18.0	18.8	17.5
Eagle Ridge	22.2	22.3	22.1	23.0	19.5
BOLT	--	--	--	--	--

-- fewer than 20 students

**Conclusion: I report non - compliance**

## SECTION TWO: ACHIEVEMENT OF GLOBAL GOAL: ACADEMIC

### **1.3 Students with continuous enrollment during an academic year will achieve at least one year's academic growth in grades 1-10 in reading, writing, math and science.**

#### Context for Report

Legislative changes to assessment and accountability, H.B 15-1423 and S.B.15-56, provide some changes in assessment and impact the data available for this Expectations Report. Collectively an overview of the changes include:

- Eliminate 11<sup>th</sup> grade PARCC developed English language arts and math state assessments.
- Replace the 10<sup>th</sup> grade PARCC assessments with an assessment that is aligned to both the Colorado Academic Standards and the 11<sup>th</sup> grade college entrance exam (formerly COACT).
- Retain science state assessments, once per level, with no 12<sup>th</sup> grade testing.
- Retain social studies assessments, one per level, with no 12<sup>th</sup> grade testing. Reduce the frequency of the social studies assessment by using a sampling method so that each school is assessed once every three years. There will be no high school testing in 2016.
- Requires district to adopt policies allowing parents to excuse their student from participating in state assessments.
- Allow district to request paper/pencil format of online state assessments.
- District will distribute an assessment calendar, which will include purpose of the assessment and time allocated for the assessment.
- Allow for more flexibility in testing English learners in their native language.
- Implement the 2014-15 accreditation ratings and school plan types during the 2015-16 school year. The district accreditation rating and school plan types will not change this year, so the accountability clock for schools on priority improvement will also pause for one year.
- Create a two phase assessment pilot program for district and the state.

The chart below demonstrates the changes from 2014-15 to this school year, 2015-16.

Content Area	Existing Statute 2014-15	H.B. 15-1323 and S.B. 15-156 Starting in 2015-16
English language arts	Grades 3-11	Grades 3-9*
Math	Grades 3-8 and three times in high school	Grades 3-9*
Science	Once in elementary – 5 <sup>th</sup> grade Once in middle – 8 <sup>th</sup> grade Once in high school – 12 <sup>th</sup> grade	Once in elementary – 5 <sup>th</sup> grade Once in middle – 8 <sup>th</sup> grade Once in high school – 11 <sup>th</sup> grade
Social Studies	Once in elementary – 4 <sup>th</sup> grade Once in middle – 7 <sup>th</sup> grade Once in high school – 12 <sup>th</sup> grade	Once in each level – not in 12 <sup>th</sup> grade Use the sampling approach – once every three years in each school
10 <sup>th</sup> grade assessment aligned to state academic standards and 11 <sup>th</sup> grade curriculum based college entrance exam**	Not required	Grade 10
Curriculum based, achievement college entrance exam (reading, math and science, with optional writing portion)	Grade 11 COACT	Grade 11

\* CDE has applied to the U.S. Department of Education for a waiver to administer English language arts and math assessment to 9<sup>th</sup> graders instead of 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> graders.

\*\* This is a competitive procurement that began during the summer. Until the process is complete, we will not know the assessment that will be used to fulfill this requirement. CDE's current goal is November.

The data presented this year will not demonstrate a year's growth in academics in grades 1-10. It will present performance status in social studies (4<sup>th</sup> and 7<sup>th</sup> grade) and science (5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade). Anticipated dates for Reading, Writing, and Math CMAS to be released this fall.

Also presented will be DIBELS Next (Dynamic Indicator of Basic Early Literacy Skills) data for each elementary school in grades K-3. This data is reported to CDE in accordance with the READ Act.

### Data Reported

CMAS, Colorado Measure of Academic Success, in social studies was administered to 4<sup>th</sup> and 7<sup>th</sup> graders since 2014. The chart below indicates the percentage of students with strong or distinguished command of the standards, % S & D, and the participation rate for 2015. School District 27J is behind the state percentage in both grade levels.

The achievement at West Ridge should be noted with 35% of the students with a strong or distinguished command of the standards, well above the state average of 21%. Foundations Elementary and Landmark Elementary are also above the state average. In middle school, Foundations is above the state average.

The bottom of the chart reflects comparison to other school districts for the purpose of providing perspective of 27J students' performance and participation.

Social Studies								
Grade Level	4th grade				7th grade			
	2014	2015			2014	2015		
	% S & D	% S & D	Change from 2014	Participation rate	% S & D	% S & D	Change from 2014	Participation rate
27J	10	14	4	98.5%	9	12	3	97.6%
Colorado	17	21	4	96.8%	17	17	0	93.0%
Brantner	24	16	-8	100%				
Henderson	4	10	6	100%				
North	0	2	2	98.2%				
NE	7	8	1	98.7%				
Pennock	4	7	3	98.2%				
Second Creek	9	12	3	100%				
South	4	3	-1	98.1%				
SE	5	8	3	100%				
Thimmig	15	8	-7	98.3%				
Turnberry	6	18	12	99%				
West Ridge	15	35	20	100%				
BHA					> 16	>16	NA	NA
OTMS					4	7	3	96.1%
PVMS					9	8	-1	99.0%
Stuart					7	15	8	99.1%
Vikan					9	11	2	98.1%
Belle Creek	3	15	12	100%	2	11	9	100%
Bromley East	5	13	8	98.3%	14	16	2	92.6%
Foundations	0	32	32	91.8%	29	35	6	93.8%
Landmark	30	30	0	96.4%	11	19	8	95.2%
Adams 12	17	23	6	99.0%	16	17	1	98.4%
Adams 14	1	4	3	99.6%	4	5	1	99.6%
Aurora	5	7	2	98.9%	6	7	1	98.5%
Mapleton	3	6	3	95.7%	7	8	1	94.3%
Westminster	5	9	4	100%	5	6	1	99.3%
Boulder	32	39	7	91.2%	25	25	0	82.9%

CMAS, Colorado Measure of Academic Success, in science was administered to 5<sup>th</sup> and 8<sup>th</sup> graders since 2014. The chart below indicates the percentage of students with strong or distinguished command of the standards, % **S & D**, and the participation rate for 2015. School District 27J is behind the state percentage in both grade levels.

The achievement at Brantner, West Ridge, Foundations and Landmark are all about the state average. Foundations Elementary and Landmark Elementary are also above the state average. In middle school Foundations, Bromley East, and Landmark are at or above the state average.



The bottom of the chart reflects comparison to other school districts for the purpose of providing perspective of 27J students' performance and participation.

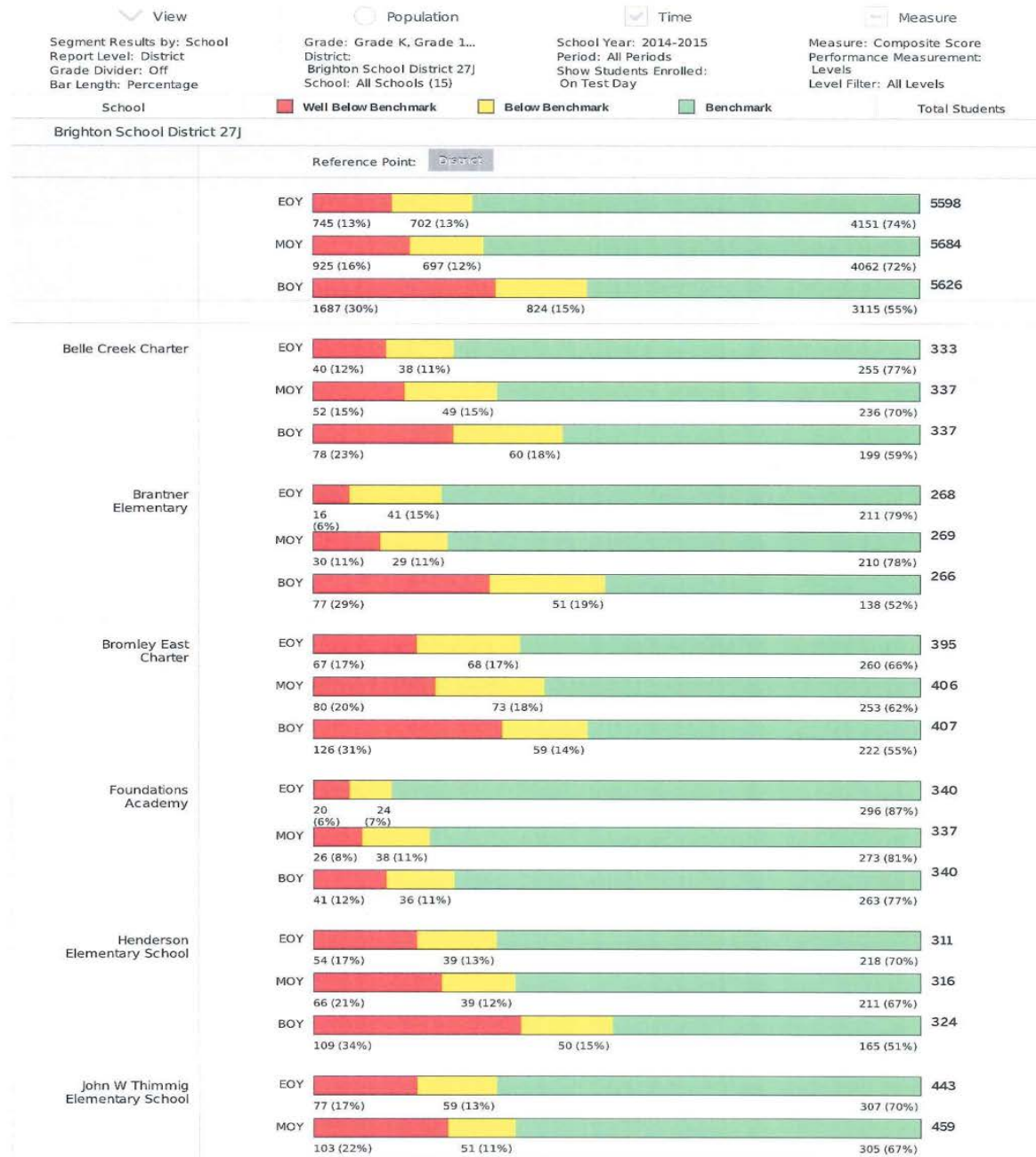
Science								
Grade Level	5th grade				8th grade			
	2014		2015		2014		2015	
	% S & D	% S & D	Change from 2014	Participation rate	% S & D	% S & D	Change from 2014	Participation rate
27J	25	26	1	97.9%	25	25	0	95.7%
Colorado	33	35	2	96.5%	32	29	-3	90.8%
Brantner	50	42	-8	100%				
Henderson	12	18	6	100%				
North	7	0	-7	95.4%				
NE	12	13	1	96.5%				
Pennock	22	23	1	100%				
Second Creek	21	19	-2	98.9%				
South	13	10	-3	100%				
SE	20	17	-3	100%				
Thimmig	23	26	3	100%				
Turnberry	26	32	6	97.4%				
West Ridge	41	44	3	97.4%				
BHA					> 16	>16	NA	NA
OTMS					12	18	6	91.2%
PVMS					21	23	2	98.5%
Stuart					34	21	-13	96.3%
Vikan					23	18	-5	95.6%
Belle Creek	15	16	1	100%	21	9	-12	97.9%
Bromley East	31	29	-2	99.1%	53	57	4	96.0%
Foundations	38	34	-4	85.4%	37	43	6	89.3%
Landmark	41	48	7	96.5%	22	29	7	100%
Adams 12	30	32	2	99.1%	33	28	-5	97.3%
Adams 14	6	9	3	99.6%	12	6	-6	99.0%
Aurora	14	13	-1	98.5%	13	11	-2	97.6%
Mapleton	16	13	-3	94.3%	15	12	-3	87.7%
Westminster	12	16	4	99.3%	12	11	-1	99.9%
Boulder	58	60	2	91%	42	39	-3	79.7%

The DIBELS Next data will demonstrate the 2014-15 School District 27J and individual schools data for grades K-3. The data is divided into 3 bands for each school; Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY).

Large growth can be seen in the fall semester at all schools. Second semester growth is not as significant.

Comparing Populations: DIBELS Next

Susan Herli, Brighton School District 27





West Ridge  
Elementary School




On the following page, the summary of the District Performance Framework is at the top of the page, along with the legend for districts. The center section of the School Performance Frameworks for years 2010 – 2015 indicate individual school data, followed by the legends for elementary/middle schools and a separate legend for high schools.

At the bottom of the page is Brighton Heritage Academy. BHA has been granted Alternative Education Campus from the Colorado Department of Education.

**Conclusion: I report non-compliance**

**School District 27J District and School Performance Framework Summary 2010 to 2015**

	Year	Plan Type	Overall Score	# of years		District Legend									
<b>District 27J</b> 	2014 & 2015	Improvement	57.5%	3		Accred.W/Distinction		at or above 80%							
	2013	Improvement	56.0%	1		Accredited		at or above 64% - below 80%							
	2012	Improvement	53.4%	1		Accred.W/Imp. Plan		at or above 52% - below 64%							
	2011	Improvement	54.1%	1		Accred. W/Priority Impr Plan		at or above 42% - below 52%							
	2010	Improvement	53.3%	3		Accred.W/Turnaround Plan		below 42%							
		2014 & 2015			2013			2012			2011			2010	
Schools	Plan Type	Overall Score	# of years	Schools	Overall Score	# of years	Schools	Overall Score	# of years	Schools	Overall Score	# of years	Schools	Overall Score	# of years
Belle Creek	Performance	64.4%	1	Belle Creek	63%	1	Belle Creek	64.2%	3	Belle Creek	66.2%	3	Belle Creek	69.5%	1
BHS	Performance	62.8%	3	BHS	63%	3	Eagle Ridge	74.7%	1	Bromley East	60.3%	1	Landmark	74.5%	1
Brantner	Performance	79.3%	3	Brantner	88.1%	1	Foundations	65.4%	1	Eagle Ridge	68.3%	1	North	67.2%	1
Bromley East	Performance	74.3%	1	Bromley East	68.9%	1	Henderson	60%	1	Landmark	71.9%	1	Pennock	68.5%	1
Eagle Ridge	Performance	73.2%	1	Eagle Ridge	73.5%	1	Landmark	79.3%	1	Pennock	66%	3	SE	72.6%	3
Foundations	Performance	68.6%	3	Foundations	73%	1	Pennock	63.7%	3	SE	84.5%	1	Second Creek	60%	3
Landmark	Performance	74.7%	1	Henderson	73.9%	1	SE	77.9%	1	South	75%	1	South	72.9%	3
Pennock	Performance	69.6%	1	Landmark	72.5%	3	South	70.8%	1	Thimmig	70.4%	1	West Ridge	69.8%	3
PVHS	Performance	61.0%	1	Pennock	63.2%	1	Thimmig	61%	3	West Ridge	72.1%	1	BHS	59%	3
SE	Performance	66.0%	3	PVHS	60%	1	Turnberry	71.9%	1	BHS	59%	3	Bromley East	53.6%	3
South	Performance	69.7%	1	SE	68.3%	3	West Ridge	76.9%	1	Foundations	54.8%	1	Henderson	50.4%	3
Thimmig	Performance	61.1%	3	South	63.9%	3	BHS	59.7%	3	OTMS	50%	1	OTMS	53.4%	3
Turnberry	Performance	87.0%	1	Thimmig	67%	3	Bromley East	56.4%	1	PVHS	54.9%	1	PVHS	58.4%	3
West Ridge	Performance	73.0%	3	Turnberry	83.6%	1	PVHS	58.9%	1	PVMS	49.2%	1	PVMS	49.6%	1
BOLT	Improvement	58.0%	3	West Ridge	75.8%	1	PVMS	47.9%	3	Second Creek	53.0%	3	Thimmig	53.6%	1
Henderson	Improvement	49.7%	3	NE	55.4%	1	Stuart	50%	3	Stuart	51.3%	1	Turnberry	52.1%	3
NE	Improvement	47.5%	3	North	48.5%	1	Vikan	54.6%	3	Turnberry	55.3%	1	Vikan	50.4%	1
OTMS	Improvement	49.2%	3	OTMS	56.2%	1	NE	45.5%	1	Vikan	55.5%	1	Stuart	37.1%	1
PVMS	Improvement	50.0%	1	Second Creek	57.4%	1	North	44.8%	3	Henderson	41.5%	3	NE	31.3%	3
Second Creek	Improvement	47.5%	3	PVMS	46.1%	1	OTMS	45.7%	1	North	43.4%	3	Brantner	N/A	
Stuart	Improvement	49.6%	1	Stuart	45.7%	3	Second Creek	40%	3	NE	32.5%	1	Eagle Ridge	N/A	
North	Priority Impr	44.3%	1	Vikan	46.1%	3	Brantner	N/A		Brantner	N/A		Foundations	N/A	
Vikan	Priority Impr	37.5%	1												
Alt Ed Campus BHA	Priority Impr	41.30%	3	Priority Impr	27.6%	3	Priority Impr	25.6%	3	Priority Impr	36.7%	3	Priority Impr	36.0%	3
<b>School Legend: For High School</b>	Performance								School Legend: Performance						at or above 59%
	Improvement								Improvement						at or above 47% - below 59%
	Priority Improvement								Priority Improvement						at or above 37% - below 47%
	Turnaround								Turnaround						below 37%

## **ACHIEVEMENT OF ACADEMIC GOAL: ACTION STEPS**

- 1.2 The district's average composite ACT score will increase by 0.5 points per year until the score reaches 22 at which it will not drop lower.**
- 1.3 Students with continuous enrollment during an academic year will achieve at least one year's academic growth in grades 1-10 in reading, writing, math and science.**

In order to achieve compliance in both 1.2 and 1.3 the following actions are in process:

1. School District 27J is focused on implementing Thinking Classrooms across the district. The Thinking Classroom is a conceptual framework used in 27J to empower our students to take the power of ownership of their learning. The Action Steps established last year included long range planning and that plan was initiated last year. During the training process, formative assessments, informal observations and data checks, made by the Student Achievement Team lead us to believe that this was not significant enough change to create the leverage in instruction desired in 27J. The big picture data also demonstrated that 27J had students losing proficiency levels as they advanced in the 27J system. It was during this time that conversations were held to define what would the classroom look like that would support what we wanted to see in 27J and support the rigor and thinking required to achieve the new standards outlined by the Colorado Department of Education. The Thinking Classroom was then conceptually developed and additional conversations were ongoing to develop framework to support this effort. The Student Achievement Team then began sharing and developing a common vision for the thinking classroom.
  - a. May 30, 2012 – Board of Education presentation on the Thinking Classroom.
  - b. May 31, 2012 – A principal retreat was held to introduce the conceptual framework for the Thinking Classroom as a container for past work and learning. The Thinking Classroom is a call for action to actualize the work, learning, initiatives that have been started but never actualized.
  - c. July 25, 2012 – A planning retreat was held for principals and instructional leaders to plan their professional development around the Thinking Classroom. This provided time for principals to build capacity and plan with their team to plan and lead with the deep knowledge they have of their buildings.
  - d. May 30, 2013 – A Learning Retreat was held to refine the expectations of the Thinking Classroom and provide additional support to principals. Planning time was provided to have a larger team developing the understanding of the theory of action.



- e. July 23, 2013 – A team planning retreat to introduce the framework of Goals, Evidence and Learning Environment. This framework provides structures and support for the new standards, planning, assessment and the continued implementation of the Thinking Classroom.
  - f. July 24, 2014 – A Leadership/Principal retreat to outline expectations for Leaders in 27J. We believe that the clarity of the leader is key to achieving academic success in 27J.
  - g. July 24, 2015 – At the Leadership/Principal retreat a Managed Autonomy Framework was introduced to align focus and frameworks for school leaders.
  - h. Planning and support for building based professional development by the Student Achievement Team.
  - i. School Support Visits will be held on an ongoing basis to support school leaders.
    - i. Administrative – Kelly Corbett and Will Pierce – Principal Support
      - 1. Mary Gomez, Peggy Robertson, Kevin West, Paul Francisco – Program Support
    - ii. Instructional Specialists – Leslie Vickers, Stacy Freeman, Susan Herll, Cindy Ritter, Lucia Gonzales, Jennifer Pember, Bethany Ager, Sherri Collier
    - iii. Teachers on Special Assignments-Sandie Yamamoto, Melissa Fike, Catie Foster, Sonia Wheatlake – Primary Literacy Coaches, funded by READ Act funds. Andy Roob – Personal Financial Literacy Coach, funded by Great West Financial for 2 years. Jordan Strawn, funded by Title III Grant Funds.
    - iv. Superintendent – Chris Fiedler
  - j. Principal meetings will continue to have time focused on learning and advancing skills in principals/leaders to maintain focus on the Thinking Classroom and coaching staff towards focused instructional improvement. The 5 Leadership Skills for 27J Leaders will serve as a framework for expectations and coaching. The 5 Leadership Skills include: personal clarity, responsibility, perspective, facilitation and coaching, and emotional intelligence. Added to the meetings with year will be a professional learning team format to look at data collectively and learn together.
2. Continuing from last year, leaders in 27J are focusing on the Unified Improvement Plans and looking for the implementation benchmarks that demonstrate changes in adult behavior. This focus empowers leaders to concentrate their time and energy in improving student achievement.
- a. Unified Improvement Plans will reflect the needs of the school and provide focus and prioritization. The UIP will be written in collaboration with staff to provide alignment and direction for each school.
  - b. District Accountability will continue to use a model to serve the schools based on their needs and their School Performance Rating. The accountability menu will serve the schools based on their needs and their School Performance Rating. Feedback will be provided on the Unified Improvement Plans by District Accountability and School Accountability Committees to the principals/teams.

up conversations, by District Accountability Representatives, will also be held with all schools to review implementation benchmarks of their Unified Improvement Plan. Schools designated as priority improvement will present their Unified Improvement Plan for review to the District Accountability Committee on November 2015 and will have additional visits from District Accountability members.

- c. Progress monitoring will be ongoing, feedback and evaluation provided by Student Achievement Team. This year Student Achievement Team member will join with DAC members to provide additional focused feedback on the UIPs.
3. Continuing from past years, leaders and teachers will continue working towards the target of the 27J Instructional Model. The purpose of the Instructional Model is to ensure that all students have the knowledge, skills, and attitudes needed for present and future competence and success. This model has not been fully implemented, it still remains as a framework and focus for 27J's instruction. This model serves as a graphic organizer that all staff can use as a schema to frame expectations from the state and federal government, the intervention guides, new learning and focus of instruction as 27J leadership in Student Achievement has clarity around expectations.
  - a. 27J Instructional Model was revised to reflect the goals and include the Intervention Flowchart and Problem Solving Teams.
  - b. Revision is shared with schools and used as the framework for instruction.
  - c. The 27J Reading and Math Assessment and Intervention Guide is a component of the Instructional Model. This guide provides staff with tools that support the implementation of the Instructional Model. The Intervention Guide was completed in 2011 and training has been completed on the interventions and the assessments. Professional development and coaching will be ongoing to continue to support staff members as they move towards implementation of the Intervention Guide and the Instructional Model.
4. In the spring of 2013 a small group participated in a facilitated meeting to gain clarity on how we can serve all students toward our goal of graduation and post-secondary options. One goal of the day was to gain clarity around what school setting is best for each student. With the addition of BOLT and the Bridge program, and 27J's other high schools, we needed to support student choice and selection between schools. The work group included members of the community, schools and support staff. A vision statement was drafted:  
*We believe that multiple educational environments and support are essential to maximize our kids learning and growth.* Several priorities were developed that day and work groups were established to support the priorities of educational options and services, relationships and structures. The work groups will be beginning this fall to support the focused work identified. All the work and meeting is reflected in the river drawing summary hanging in the ESC basement.

This work continues in 2015-16 to evolve and includes some focused work this year on credit recovery and designing schools and programs under the supervision of the Innovations and Options principal.

## Appendix A

### Glossary of Terms

TERM	DEFINITION
<b>27J Instructional Model</b>	A framework that outlines instruction and intervention needed in order to deliver the curriculum to all our students, according to need rather than label.
<b>Academic Achievement</b>	A single point in time score on an assessment. Achievement for an individual is expressed as a test score (or “scale score”), or it may be described using an achievement level. (e.g. unsatisfactory, proficient or advanced)
<b>Academic Growth</b>	<p>For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time.</p> <p>The Colorado Growth Model expresses annual growth for an individual, with a student growth percentile in reading, writing, and mathematics. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.</p>
<b>Adequate Growth</b>	A growth level (student growth percentile) sufficient for a student to reach an achievement level of proficient or advanced, in a subject area, within one, two, or three years or by 10th grade; whichever comes first.
<b>Colorado ACT Composite Score</b>	The composite score, on the Colorado ACT, is the rounded average of a student’s Colorado ACT scores across English, mathematics, reading and science.

<b>Colorado Growth Model</b>	<p>The Colorado Growth Model is both:</p> <p>(a) A statistical model to calculate each student's progress on state assessments.</p> <p>(b) A computer-based data visualization tool for displaying student, school, and district results over the internet.</p>
<b>CMAS</b>	Colorado Measure of Academic Success (CMAS) are the new state wide assessments.
<b>Disaggregated Group</b>	<p>A demographic subset of students.</p> <p>Colorado reports student academic growth on performance framework reports for five historically disadvantaged student disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities and English Language Learners; and for students scoring below proficient.</p>
<b>Formative Assessment</b>	Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning. School District 27J is implementing the Seven Strategies of Formative Assessment to define the process.

## **Appendix B**

## Appendix C