



**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 Academic Status of 27J Schools

I hereby present my Expectation of the Board report through Academic Global Goals – 1.2 composite ACT Scores and 1.3 Academic Status of 27J Schools 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 27, 2016

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 Academic Status of 27J Schools

Date: September 27, 2016

I hereby present my Expectations of the Board of Education on our goals – 1.2 Composite ACT Scores and 1.3 Academic Status of 27J Schools 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 and a historical look at the Academic Status of 27J Schools in preparation of release of School and District Performance Ratings from the Colorado Department of Education.

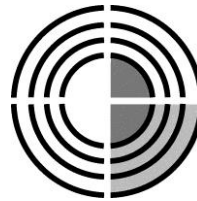
Signed: 

Dr. Chris Fiedler

Superintendent, School District 27J



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



GLOBAL GOAL: ACADEMIC

*Date Adopted/Last Revised:* April 26, 2016

*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 2016, academic status of School District 27J and individual schools within 27J will be measured by the District and School Performance Ratings. The ratings include academic achievement, academic growth and academic growth gaps. By the fall of 2021, 80% of district managed schools will be on a performance plan.

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. This measure will be ending in fall 2016.*



The above table shows that the 27J composite Colorado ACT score did increase by 0.5 points this year. The districts average composite score also increased by 0.5 points this year and does meet the goal outlined in the Expectations of the Board of a 0.5 increase.

Individually, Eagle Ridge Academy increased by 0.5 and had a 22.7 composite score. Prairie View High School increased by 1.0 points this year.

A decrease occurred at Brighton Heritage Academy of a 1.3 point decline and Brighton High School decreased by 0.1 points.

School District 27J's disaggregated scores (tables below 2012 - 2016) continue to 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 slightly ahead of the state. This is not satisfactory and does not indicate a closing achievement gap. There continues to be a distinct achievement gap 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	--

-- fewer than 20 students

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	--	--	--	--	--

2016 COACT Disaggregated Results

Groups	All	Male	Female	White	Hispanic / Latino
Colorado	20.4	20.3	20.5	21.9	17.7
27J	19.1	18.9	19.3	20.6	17.9
BHA	15.8	14.6	16.7	16.0	15.2
BHS	18.5	18.2	18.8	20.4	17.9
PVHS	18.9	18.7	19.1	20.0	17.9
Eagle Ridge	22.7	22.4	23.1	23.7	21.1
BOLT	17.5	16.8	17.8	18.3	16.4

-- fewer than 20 students

**Conclusion: I report compliance**

## SECTION ONE: ACHIEVEMENT OF GOAL: ACADEMIC

### 1.3 District and School Performance Frameworks

School District 27J Board of Education revised the 1.3 on April 26, 2016. Multiple revisions have occurred at the Colorado Department of Education and the release of the District and School Performance Ratings have not occurred.

The Board goal states:

Beginning in the fall of 2016, academic status of School District 27J and individual schools within 27J will be measured by the District and School Performance Ratings. The ratings include academic achievement, academic growth and academic growth gaps. By the fall of 2021, 80% of district managed schools will be on a performance plan.


Currently 27J staff has the performance data and on September 14<sup>th</sup> received the growth data that is embargoed until September 21<sup>st</sup>. With the information currently available to staff, it is not expected that the goal will be achieved this year. School District 27J most likely will remain on an improvement plan. It is difficult to predict what the performance rating will be for individual schools.

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. Please note that 2014 and 2015 is the same data as the Colorado Department of Education put the Performance Ratings on hold.

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

The Colorado Department of Education will be releasing the 2016 District and School Performance Ratings. The 27J Board of Education will be provided a color coded information sheet similar to what is shared below.

**Conclusion: I report non-compliance**

	Year	Plan Type	# of years			
<b>District 27J</b> 	2014 & 2015	Improvement	3			at or above 80%
	2013	Improvement	1			at or above 64% - below 80%
	2012	Improvement	1			at or above 52% - below 64%
	2011	Improvement	1			at or above 42% - below 52%
	2010	Improvement	3			below 42%

Schools	Plan Type	2014 & 2015	Schools	2013	Schools	2012	Schools	2011	Schools	2010
		Overall Score		Overall Score		Overall Score		Overall Score		Overall Score
Belle Creek	Performance	64.4%	Belle Creek	63%	Belle Creek	64.2%	Belle Creek	66.2%	Belle Creek	69.5%
BHS	Performance	62.8%	BHS	63%	Eagle Ridge	74.7%	Bromley East	60.3%	Landmark	74.5%
Brantner	Performance	79.3%	Brantner	88.1%	Foundations	65.4%	Eagle Ridge	68.3%	North	67.2%
Bromley East	Performance	74.3%	Bromley East	68.9%	Henderson	60%	Landmark	71.9%	Pennock	68.5%
Eagle Ridge	Performance	73.2%	Eagle Ridge	73.5%	Landmark	79.3%	Pennock	66%	SE	72.6%
Foundations	Performance	68.6%	Foundations	73%	Pennock	63.7%	SE	84.5%	Second Creek	60%
Landmark	Performance	74.7%	Henderson	73.9%	SE	77.9%	South	75%	South	72.9%
Pennock	Performance	69.6%	Landmark	72.5%	South	70.8%	Thimmig	70.4%	West Ridge	69.8%
PVHS	Performance	61.0%	Pennock	63.2%	Thimmig	61%	West Ridge	72.1%	BHS	59%
SE	Performance	66.0%	PVHS	60%	Turnberry	71.9%	BHS	59%	Bromley East	53.6%
South	Performance	69.7%	SE	68.3%	West Ridge	76.9%	Foundations	54.8%	Henderson	50.4%
Thimmig	Performance	61.1%	South	63.9%	BHS	59.7%	OTMS	50%	OTMS	53.4%
Turnberry	Performance	87.0%	Thimmig	67%	Bromley East	56.4%	PVHS	54.9%	PVHS	58.4%
West Ridge	Performance	73.0%	Turnberry	83.6%	PVHS	58.9%	PVMS	49.2%	PVMS	49.6%
BOLT	Improvement	58.0%	West Ridge	75.8%	PVMS	47.9%	Second Creek	53.0%	Thimmig	53.6%
Henderson	Improvement	49.7%	NE	55.4%	Stuart	50%	Stuart	51.3%	Turnberry	52.1%
NE	Improvement	47.5%	North	48.5%	Vikan	54.6%	Turnberry	55.3%	Vikan	50.4%
OTMS	Improvement	49.2%	OTMS	56.2%	NE	45.5%	Vikan	55.5%	Stuart	37.1%
PVMS	Improvement	50.0%	Second Creek	57.4%	North	44.8%	Henderson	41.5%	NE	31.3%
Second Creek	Improvement	47.5%	PVMS	46.1%	OTMS	45.7%	North	43.4%	Brantner	N/A
Stuart	Improvement	49.6%	Stuart	45.7%	Second Creek	40%	NE	32.5%	Eagle Ridge	N/A
North	Priority Impr	44.3%	Vikan	46.1%	Brantner	N/A	Brantner	N/A	Foundations	N/A
Vikan	Priority Impr	37.5%								
BHA	Priority Impr	41.30%	Priority Impr	27.6%	Priority Impr	25.6%	Priority Impr	36.7%	Priority Impr	36.0%

<b>HS School Legend</b>	Performance	at or above 60%
	Improvement	at or above 47% - below 60%
	Priority Improvement	at or above 33% - below 47%
	Turnaround	below 33%

<b>School Legend: Elementary &amp; Middle</b>	Performance	at or above 59%
	Improvement	at or above 47% - below 59%
	Priority Improvement	at or above 37% - below 47%
	Turnaround	below 37%



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

In order to achieve compliance in both 1.2 and the revised 1.3 the following history of action are provided to support understanding of the work.

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, the learning and the 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 collaborate 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 was held 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. July 25, 2016 – At the Instructional Leadership retreat a Wabi Sabi of forward action was introduced to support actions towards the Managed Autonomy Frameworks. Wabi Sabi is a term that defines embracing imperfection. Our goal was to encourage starting our work sooner in the school, moving forward and not waiting for our thinking, learning, and actions to be perfect.
  - i. Spring 2016 – Instructional Specialist and School Leaders and teacher leaders worked to develop curriculum frames aligned with the Colorado Academic Standards and Common Core Standards.
  - j. Fall 2016 – Work groups continue to work on curriculum frames and common assessments which will be administered in Science and Social Studies.
  - k. Planning and support for building based professional development by the Student Achievement Division.
  - l. 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, Sal Conca, Susan Herll, Cindy Ritter, Lucia Gonzales, Jennifer Pember, Bethany Ager, Sherri Collier, Alyssa McFarland
    - 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, Joy Casey, Della Palacios and Andrea Barber, funded by a variety of grant funds.
    - iv. Superintendent – Chris Fiedler
  - m. 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 this 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. Follow 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 in November 2016 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.
    - a. Innovations and Options reorganized to serve as a larger framework hosting three academies: Brighton Heritage Academy, BOLT Academy and Bridge Academy. This will empower staff to move between schools (academies) and meet the needs of students in a more efficient manner.

This work continues in 2016-17 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.