



GOVERNING POLICY OF
THE BOARD OF EDUCATION

Policy 4 . E -MONITORING SUPERINTENDENT PERFORMANCE

(Accepted 9-24-19)

Board of Education

From: Dr. Chris Fiedler, Superintendent of Schools

Expectations of the Board of Education — Goals — 1.2 Composite SAT Scores and 1.3 Academic Status of 27J Schools

Date: September 24, 2019

I hereby present my Expectations of the Board of Education on our goals - 1.2 Composite SAT 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.

Signed:

Dr. Chris Fiedler

Superintendent, School District 27J

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

GLOBAL GOAL: ACADEMIC

Date Adopted: January 27, 2009/Last Revised: October 24, 2017

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.

1. The district's average composite SAT score will increase by 25 points per year until the score reaches 1100 at which it will not drop lower.

1. 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 SAT score to mean the 27J composite SAT score. I interpret District and School Performance Ratings to mean a rating provided from the Colorado Department of Education based on academic performance, student growth, achievement gaps and post-secondary and workforce readiness.

Section One: Achievement of Goal: Academic

1.2 The district's average composite SAT score will increase by 25 points per year until the score reaches 1100 at which it will not drop lower.

Context:

- Removal of 9th grade CMAS to PSAT ELA growth
- Re-norm of SAT cut points for both EBRW and Math
- 9th -- 10th—11th grade growth scores from PSAT to SAT for matched student

SAT (11th Grade)						
	2019			2018		
	Mean Score	Mean ERW	Mean Math	Mean Score	Mean ERW	Mean Math
State	1000	504	496	1014	513	501
27J	936	473	463	949	475	474
BOLT	910	464	446	903	473	430
Heritage	777	389	389	789	399	390
Brighton High	941	475	466	953	478	475
Eagle Ridge	1043	529	514	1062	530	532
Prairie View	918	463	455	929	463	466
Riverdale Ridge						

Analysis:

- 11th Grade SAT
 - Total Composite Mean Score for 11th grade students on SAT went down by 13 points
 - Math decreased by 11 points,
 - EBRW decreased by 2 points
 - BOLT Academy within Innovations and Options is the only school that reported an improvement in composite score.
 - The State of Colorado mean composite score went down by 14 points

PSAT 10 (10th Grade)						
	2019 PSAT 10th			2018 PSAT 10th		
	Mean Score	Mean ERW	Mean Math	Mean Score	Mean ERW	Mean Math
State	937	475	462	944	479	465
27J	891	451	440	890	449	441
BOLT	835	436	399	883	455	428
Heritage	780	400	380	760	385	374
Brighton High	874	441	433	885	446	438
Eagle Ridge	987	504	482	969	494	475
Prairie View	888	449	439	879	442	437
Riverdale Ridge	892	449	442			

Analysis:

➤ 10th Grade PSAT

- Total Mean Score for 10th grade students on PSAT improved by 1 point
 - Math decreased by 1 point
 - EBRW increased by 2 points
- Heritage Academy increased 10th grade PSAT composite by 20 points, PVHS increased by 8 points, and Eagle Ridge increased by 18 points in one year's time
- The State of Colorado mean composite score went down by 7 points

Graduation for the class of 2021 will need to demonstrate competency at 500 in Evidence Based Reading and Writing and 470 to have demonstrated this competency in Math.

- 57% of our 10th grade students would pass the graduation requirement for EBRW (CO = 65%)
- 30% of our 9th grade students would pass the math graduation requirement (CO = 39%)
- 29% are on track for graduation by passing both Math and WBRW in 2021 if SAT were the only demonstration option. (CO = 38%)

PSAT 9 (9th Grade)						
	2019 PSAT 9th			2018 PSAT 9th		
	Mean Score	Mean ERW	Mean Math	Mean Score	Mean ERW	Mean Math
State	905	457	448	902	464	448
27J	864	439	425	865	433	432
BOLT	na	na	na	855	430	425
Heritage	693	364	329	na	na	na
Brighton High	852	435	417	864	435	429
Eagle Ridge	970	489	481	929	464	465
Prairie View	837	425	411	850	424	426
Riverdale Ridge	867	439	427			

Analysis:

➤ 9th Grade PSAT

- Total Mean Composite Score for 9th grade students on PSAT decreased by 1 point
 - Math decreased by 7 points
 - EBRW increased by 6 points
- No 27J Managed school increased in composite score. Eagle Ridge Academy increased by 41 points
- The State of Colorado mean composite score increased by 3 points

Graduation for the class of 2022 will need to demonstrate competency at 500 in Evidence Based Reading and Writing and 470 to have demonstrated this competency in Math.

- 62% of our 10th grade students would pass the graduation requirement for EBRW (CO = 66%)
- 38% of our 9th grade students would pass the math graduation requirement (CO = 50%)
- 35% are on track for graduation by passing both Math and WBRW in 2021 if SAT were the only demonstration option. (CO = 46%)

1.2 Conclusion: I report non-compliance

1.3 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.

The School Performance Framework or SPF provides a one-year glimpse of a school or school district's performance rating. This rating consists of an overall score that is made up of academic achievement, student growth, student growth gaps at the elementary and middle schools, and post-secondary/work force readiness is added to the High School formula. There is also a participation expectation from Every Student Succeeds Act from the Federal Government that doesn't change the SPF, but can have an impact on the accreditation rating.

The SPF for 27J and school is included at the beginning of this data summary. Each score and sub-score is represented on the summary chart and a school's performance over time is represented from left to right. This chart is color coded, and when compared to the legend at the bottom of page 8, it is easy to discern the board's goal of 80%. This monitoring report will also highlight each section of the SPF beginning on page 13: academic achievement, academic growth (pg 18), academic gaps (pg21), and post-secondary/work force readiness (pg22). This will help give an overall understanding of the attributes that make up the SPF.

- Context: Notable Changes to School and District Assessment System
 - Re-norm of matriculation cut points
 - Inclusion of measures which were informational on the 2018 frameworks for points on the 2019 frameworks (i.e., ELP On Track Growth, disaggregated dropout rate measures, disaggregated SAT measures)
 - Addition of "on watch" label for schools/districts that earn an Improvement or higher plan type and were on the accountability clock for at least two consecutive years previously.

School Performance Ratings

	Year	Plan type	Overall Score											
	2019	improvement	49.1											
	2018	improvement	53.5											
	2017	improvement	51.6											
	2016	improvement	53											
	2015 & 2014	improvement	57.5											
2019					2018					2017				
Plan	Overall Score	Achievement	Growth	PWR (HS only)	Plan	Overall Score	Achievement	Growth	PWR (HS only)	Plan	Overall Score	Achievement	Growth	PWR (HS only)
Reunion	90.4	34.1	56.3											
Landmark	76.3	27.7	48.6											
Eagle Ridge	76	19	30	27	Reunion	87.4	28.2	59.2						
Foundations	70.2	27.4	42.8		Brantner	76.3	31.3	45		Brantner	83.5	37	46.5	
Turnberry	69.8	24.8	45		Turnberry	66.3	25.3	41		Turnberry	75.6	24.4	51.2	
Belle Creek	67.2	25.3	41.9		Belle Creek	78.2	26.7	51.5		Belle Creek	75.2	25.4	49.8	
West Ridge	62.3	31.2	31.1		Second Creek	55.7	24.6	31.1		Second Creek	68.5	24.8	43.7	
Second Creek	61.2	25.4	35.8		North	72.8	19.2	53.6		North	67.2	15.4	51.8	
Prairie View Middle	58.7	18	40.7		Henderson	53.4	21.7	31.7		Henderson	66.4	21.4	45	
Riverdale	41.1/58.7*	13.4	27.7	*	Eagle Ridge	76.9	20.6	29.6	26.7	Eagle Ridge	64.6	15.8	23	25.8
Pennock	57	20.6	36.4		West Ridge	77.2	33.8	43.4		West Ridge	60.5	28.5	32	
Bromley East	55.4	22.8	32.6		Foundations	53.9	24.6	29.3		Foundations	58.9	25.5	33.4	
South	55.2	19.4	35.8		Pennock	54	19.2	34.8		Pennock	58.4	17.8	40.6	
Brantner	53.6	28.2	28.1		Bromley East	66.3	24.5	41.8		Stuart	58.3	21.4	36.9	
Thimmig	53.4	19.4	34		Landmark	55.1	25.8	29.3		Thimmig	54.8	18.6	36.2	
Prairie View High	53.1	11.3	23.2	18.6	Thimmig	50	19.4	30.6		Prairie View High	53.4	13.2	20.2	20

Schools	2019			2018			2017			2016		
	Plan	Overall Score	Achievement Growth PWR (HS Only)	Plan	Overall Score	Achievement Growth PWR (HS Only)	Plan	Overall Score	Achievement Growth PWR (HS Only)	Plan	Overall Score	Achievement Growth PWR (HS Only)
Reunion	Performace	90.4	34.1 56.3	Performace	87.4	28.2 59.2						
Belle Creek	Performace	67.2	25.3 41.9	Performace	78.2	26.7 51.5	performance	75.2	25.4 49.8	Belle Creek	68.9	25.5 43.4
West Ridge	Performace	62.3	31.2 31.1	Performace	77.2	33.8 43.4	Performance	60.5	28.5 32	West Ridge	70.1	28 42.1
Eagle Ridge	Performace	76	19 30 27	Performace	76.9	20.6 29.6 26.7	performance	64.6	15.8 23 25.8	Eagle Ridge	69.6	17.3 22.8 29.5
Brantner	Performace	53.6	28.2 28.1	Performace	76.3	31.3 45	performance	83.5	37 46.5	Brantner	52.2	29.7 22.5
North	Improvement	50.4	12.3 38.1	Performace	72.8	19.2 53.6	performance	67.2	15.4 51.8	North	51.3	13.2 38.1
Turnberry	Performace	69.8	24.8 45	Performace	66.3	25.3 41	performance	75.6	24.4 51.2	Turnberry	83.1	25.3 57.8
Bromley East	Performace	55.4	22.8 32.6	Performace	66.3	24.5 41.8	improvement	51.4	20.4 31	Bromley East	56.9	21.9 35
Brighton High	Improvement	47.1	10.8 19.6	Improvement	57.2	12.7 27.8 16.7	improvement	46.4	10.3 19.8 16.3	BHS	53.3	13.1 23.9 16.3
Second Creek	Performace	61.2	25.4 35.8	Performace	55.7	24.6 31.1	performance	68.5	24.8 43.7	Second Creek	53.9	21.7 32.2
Landmark	Performace	76.3	27.7 48.6	Performace	55.1	25.8 29.3	improvement	49.1	26.6 22.5	Landmark	55.4	26.2 29.2

Pennock	Performance	57	20.6 36.4	Performance	54	19.2 34.8	performance	58.4	17.8 40.6	Pennock	55.1	19.2 35.9
Foundations	Performance	70.2	27.4 42.8	Performance	53.9	24.6 29.3	performance	58.9	25.5 33.4	Foundations	69.8	32.3 37.5
Henderson	Improvement	43.5	18.8 24.7	Performance	53.4	21.7 31.7	performance	66.4	21.4 45	Henderson	56.4	18.9 37.5
Prairie View High	Performance	53.1	11.3 23.2 18.6	Improvement	53.4	13.1 20.7 19.6	performance	53.4	13.2 20.2 20	PVHS	59.5	14 27.2 18.3
South	Performance	55.2	19.4 35.8	Improvement	51.7	19.4 32.3	improvement	50.1	19.4 30.7	South	60.2	19.2 41
Thimmig	Performance	53.4	19.4 34	Improvement	50	19.4 30.6	performance	54.8	18.6 36.2	Thimmig	63.6	19.2 44.4
Northeast	Priority Improvement	40.5	14.8 25.7	Improvement	48	18 30	priority improve	41.4	18.3 23.1	Northeast	48.2	17.7 30.5
Southeast	Improvement	48.1	17 31.1	Improvement	47	17 30	improvement	50.2	14.6 35.6	Southeast	53	15 38
Overland Trail	Priority Improvement	38.5	12.2 26.3	Improvement	46.7	18.3 26.4	improvement	52.5	17.5 35	Overland Trail	43.9	15 28.9
Vikan	Priority Improvement	34.5	12.2 26.3	Improvement	46.2	16.7 29.5	improvement	45.4	16.7 28.7	Vikan	56.6	18.6 38
BOLT	*	27.5	* 10 17.5	Priority Improvement	45.7	15 20 10.7	improvement	26.5	na	BOLT	na	na
Prairie View Middle	Performance	58.7	18 40.7	Priority Improvement	40.2	17.2 23	improvement	48.9	18.9 30	PVMS	50.2	18.6 31.6
Stuart	Priority Improvement	39.7	17.2 22.5	Priority Improvement	39.7	18.3 21.4	performance	58.3	21.4 36.9	Stuart	49.2	19.2 30
Hertiage Academy	Priority Improvement*	40	7.5 25 7.5	Priority Improvement	45.74	41.5	improvement	55.8	41.5 41.5 50	BHA	44.4	na

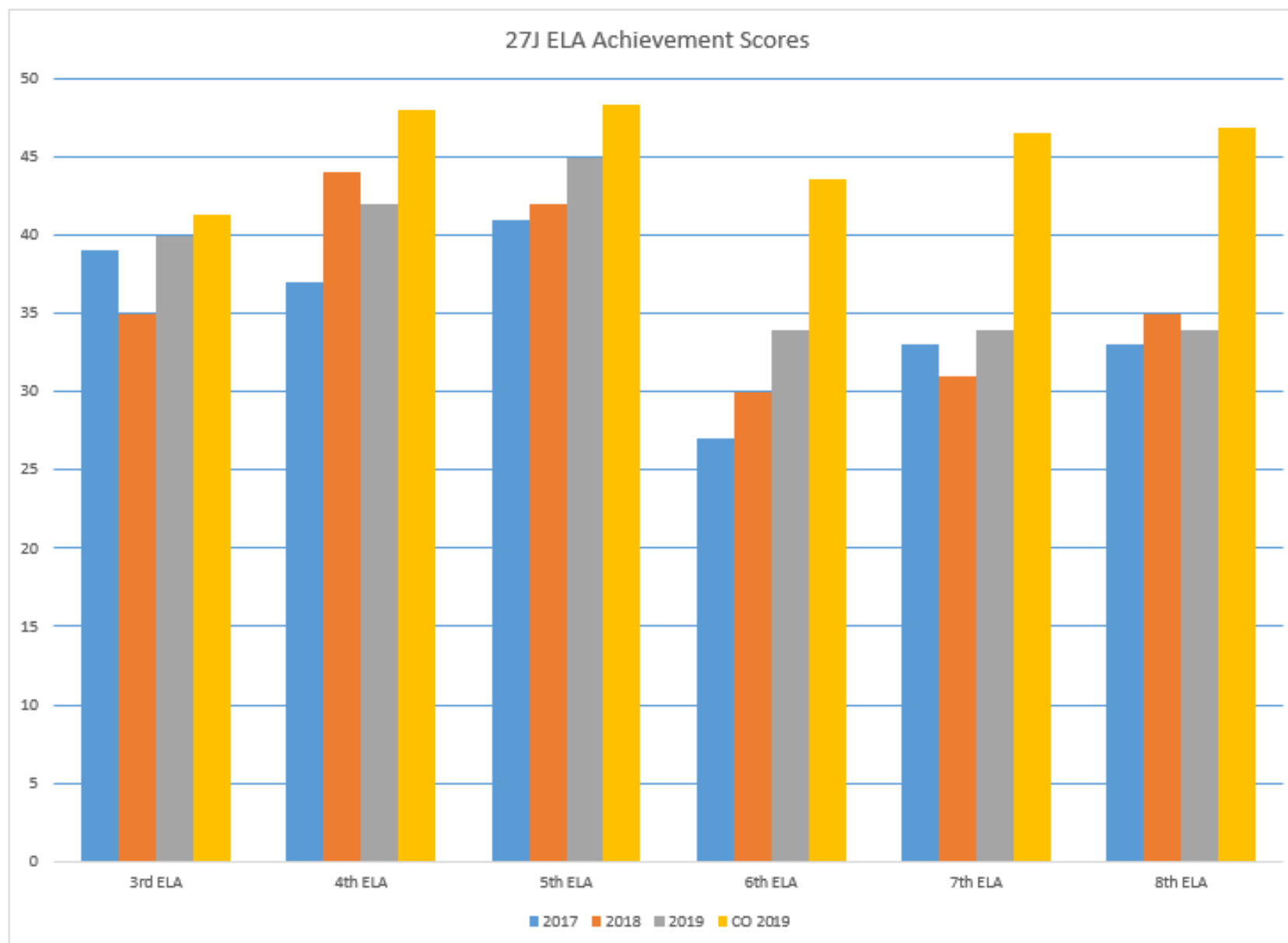
Year	Plan type	Overall Score	# of years	District Legend:			School Legend:			
2019	improvement	49.1	1	Accredited w/ distinction	at or above 74%					
2018	improvement	53.5	1	Accredited	at or above 56% - below 74%		Performance		at or above 53%	
2017	improvement	51.6	1	Accredited w/ improven	at or above 44% - below 56%		Improvement		at or above 42% - below 52%	
2016	improvement	53	1	Accredited w/ priority im	at or above 34% - below 44%		Priority Improvement		at or above 34% - below 42%	
2014	improvement	57.5	3	Accredited w/ turnaround	below 34%		Turnaround		below 34%	

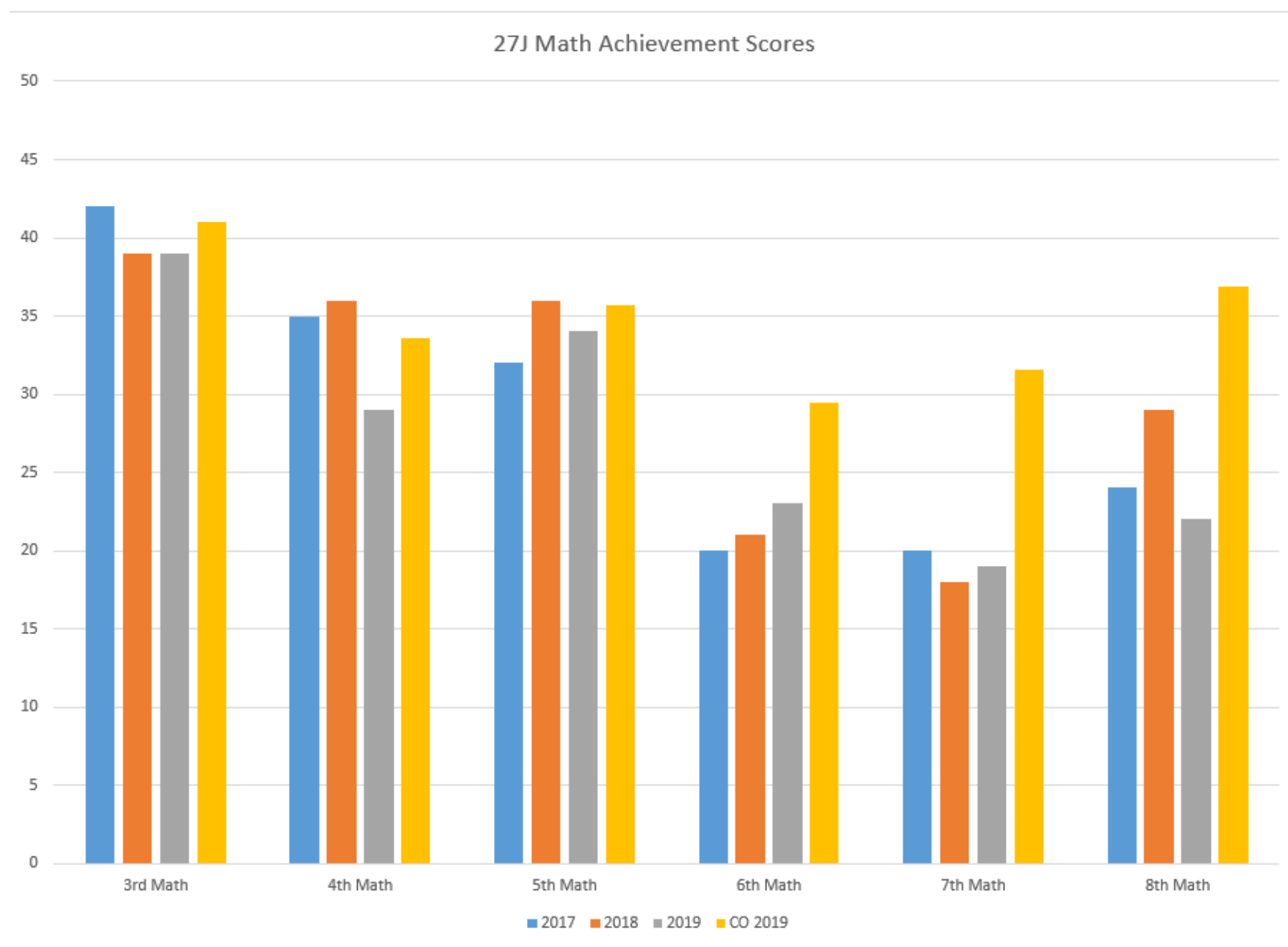
Analysis:

District and School Performance Frameworks Level Observations (21 District Managed Schools; 12 E, 5 MS, 4 HS)

- The district remained consistent with the overall rating of Accredited with and Improvement Plan
 - Overall score decreased from 53.5 to 49.1
 - The percentage of district managed schools receiving a performance rating has increased from 40% in 2018 to 52% in 2019 or 76% of District Managed Schools improved or maintained their SPF Rating from 2018 to 2019.
- 5 Schools (24%) rated Priority Improvement – (4 schools or 20% in 2018)
 - Stuart Middle School received this same rating last year
 - Vikan, Overland Trail, and Northeast Elementary all trended down from their Improvement rating in 2018
 - Quist Middle School is receiving its first SPF
- 5 Schools (24%) rated Improvement – (8 Schools or 40% in 2018)
 - BHS and Southeast received the same Improvement rating in 2018
 - Innovations and Options is coming out of a priority improvement rating in 2018
 - Henderson and North are dropping from a performance rating in 2018
- 11 Schools (52%) rated Performance – (8 Schools or 40% in 2018)
 - Reunion boasted the highest SPF in 27J history at 90.4
 - Prairie View Middle School increased their SPF rating from a priority improvement rating in 2018
 - Thimmig, South, and PVHS all improved their SPF rating from a 2018 rating of improvement
 - Riverdale Ridge is receiving its first SPF
 - All other schools were previously rated Performance
- 5 Schools improved their SPF accountability rating from 2018
 - PVMS improved from priority improvement all the way to performance
 - Thimmig, South, PVHS, all improved from improvement to performance
 - Innovations and Options improved from priority improvement to improvement
- 5 Schools decreased their SPF accountability rating from 2018
 - Vikan, Overland Trail, Northeast, North, Henderson

1.3 Conclusion: I report non-compliance

Achievement - Percentage of students who met or exceeds the state's academic achievement benchmark



- 27J schools improved achievement proficiency on 4 of 6 literacy assessments at the district program level
- There is a three-year positive trend for 5th grade literacy, and 6th grade literacy and math

The graphs above summarize the district grade level data for achievement. An individual school's achievement score for both English Language Arts and Math can be found on the data charts below. The numbers in these columns represent the percentage of students who met or exceeded the academic benchmark for English Language Arts (ELA), Math, Science, and Social Studies according to CMAS.

Elementary	3rd ELA/L			3rd Math		
	2017	2018	2019	2017	2018	2019
State	40	40	41.3	40	39	41
District	39	35	40	42	39	39
Brantner	74	41	53	80	46	55
Henderson	44	38	34	48	39	34
North	5	22	9	7	21	9
Northeast	31	23	19	39	29	23
Pennock	30	30	28	31	26	25
Reunion		49	59		42	56
Second Creek	55	37	28	62	50	37
South	26	25	27	23	16	32
Southeast	19	23	36	14	22	18
Thimmig	25	22	31	24	36	42
Turnberry	39	40	61	41	50	57
West Ridge	57	68	63	62	68	66

	4th ELA/L				4th Math			4th Social Studies		
	2017	2018	2019		2017	2018	2019	2017	2018	2019
State	44	46	48		34	34	33.6	24.8	22.4	23.9
District	37	44	42		35	36	29	16.9	17	15
Brantner	55	55	47		48	62	29		10	
Henderson	34	40	22		26	28	24			10
North	34	27	34		16	20	20		0	
Northeast	17	33	26		21	16	16		14	
Pennock	40	31	42		37	33	30			17
Reunion		39	60			40	43			
Second Creek	37	49	36		34	50	24			18
South	33	33	26		14	10	9		8	
Southeast	23	25	28		17	16	22			14
Thimmig	25	32	37		32	18	24	3		
Turnberry	43	50	58		44	50	50	21		
West Ridge	38	57	64		46	49	36	24		

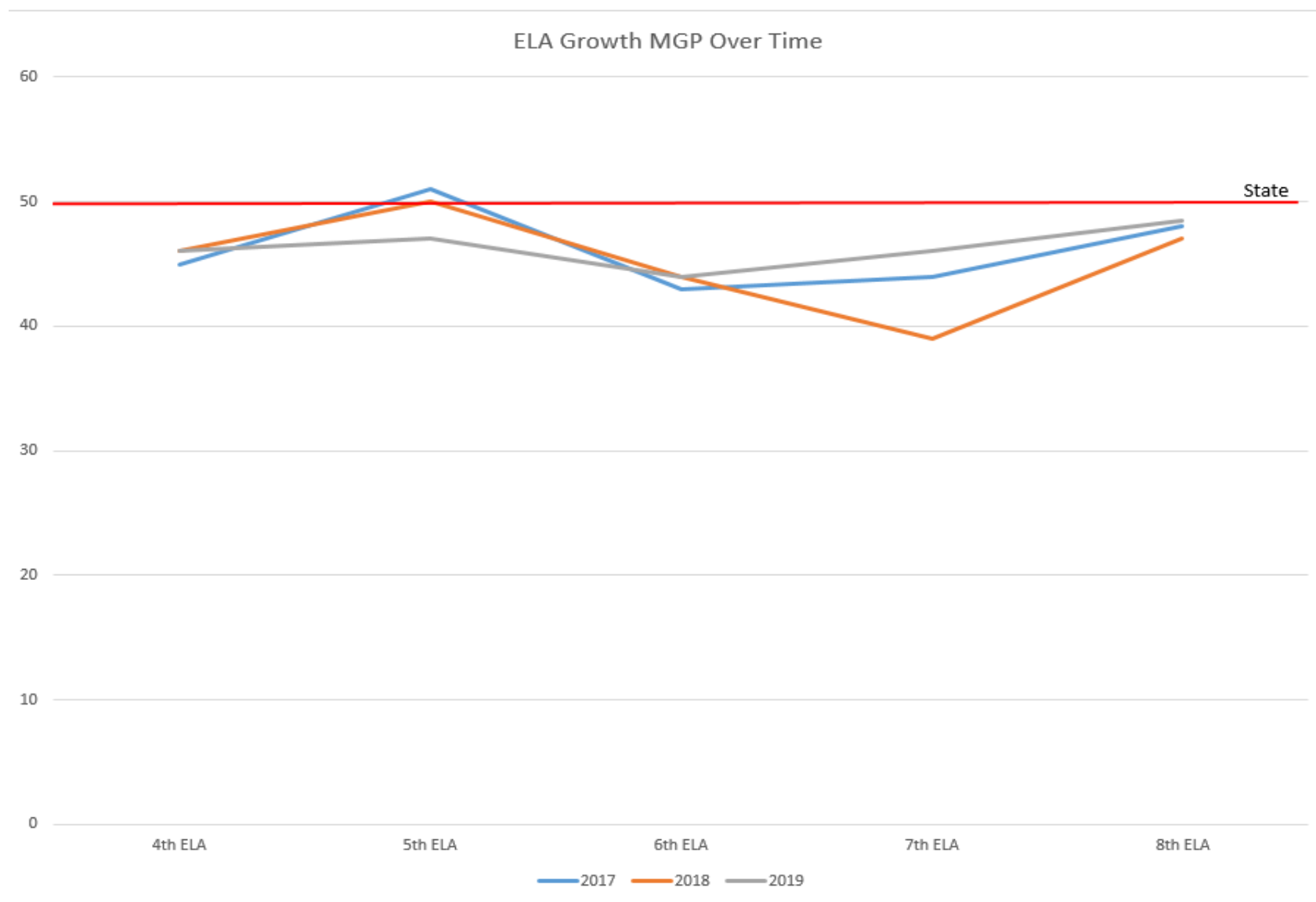
	5th ELA/L			5th Math			5th Science		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
State	46	47	48.4	34	36	35.7	34.9	35.5	35.9
District	41	42	45	32	36	34	26.1	27.5	30
Brantner	55	60	44	57	60	46	37	48	31
Henderson	35	28	33	37	25	26	23	22	20
North	34	43	29	22	22	16	7	10	4
Northeast	24	24	34	11	17	11	12	13	13
Pennock	31	44	42	34	37	36	24	33	34
Reunion		63	71		51	62		30	45
Second Creek	39	40	61	32	30	49	32	26	43
South	34	44	37	17	18	18	15	18	6
Southeast	31	22	21	11	17	13	15	13	12
Thimmig	35	28	30	26	34	15	24	21	17
Turnberry	69	47	48	59	39	46	33	27	26
West Ridge	48	60	68	27	52	35	27	41	43

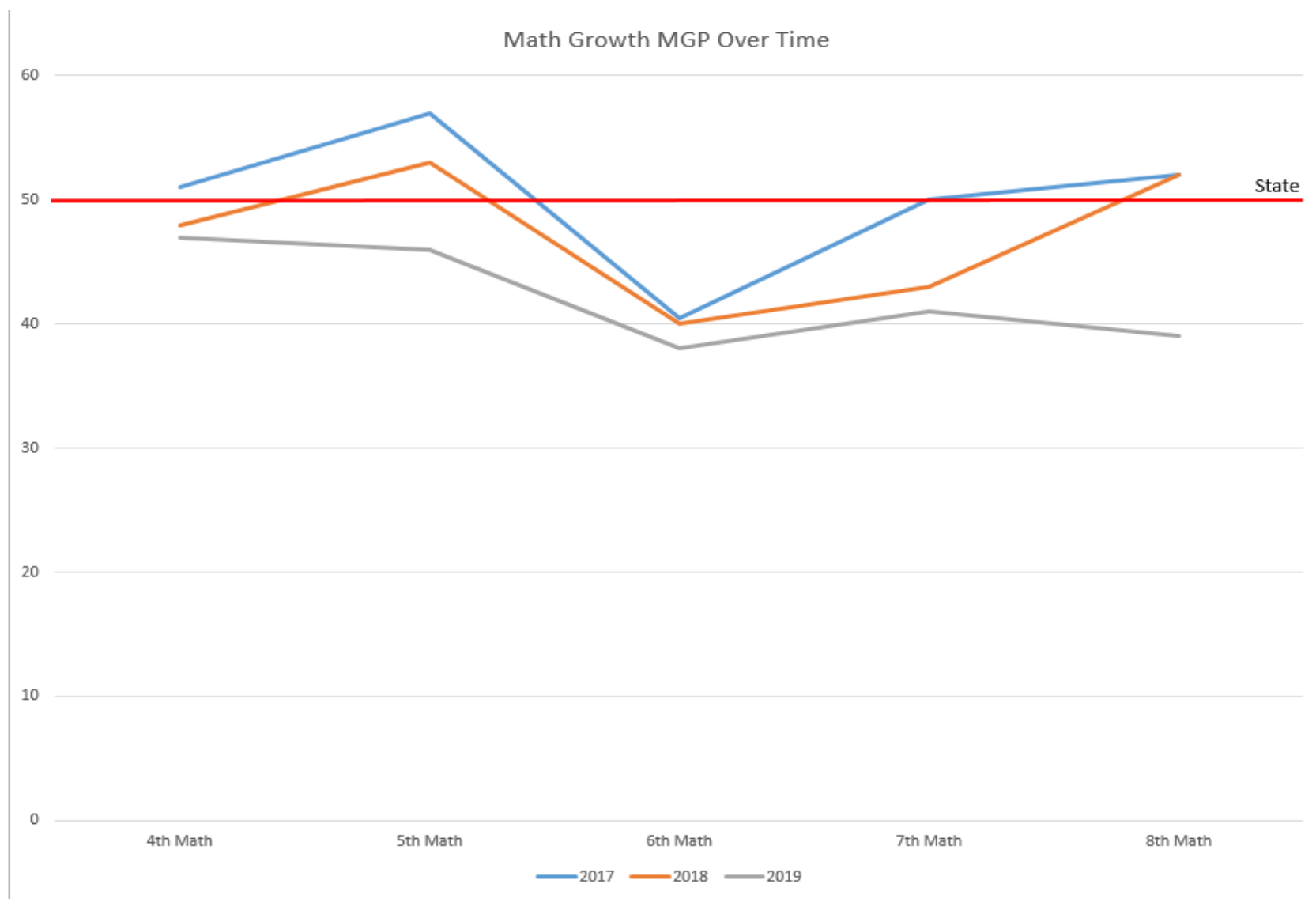
Middle	6th ELA/L			6th Math					
	2017	2018	2019	2017	2018	2019			
State	40	43	43.6	31	30	29.5			
District	27	30	34	20	21	23			
OTMS	16	28	15	12	14	8			
PVMS	31	27	40	23	19	24			
STUART	32	37	28	19	27	15			
VIKAN	18	22	27	11	10	18			
QUIST			44			29			
	7th ELA/L			7th Math			7th Social Studies		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
State	44	47	46.5	26	29	31.6	18.7	15.7	17.9
District	33	31	34	20	18	19	11	11	11
OTMS	25	25	32	15	11	15		7	
PVMS	34	26	33	16	14	15			11
STUART	40	35	39	21	15	22	13		
VIKAN	23	18	14	7	13	13	9		
QUIST			34			15			10

Academic Growth Scores:

The growth calculation assigns students a score from 1 to 99 that reflects how much they improved compared with other students with similar score histories. A score of 99 means a student did better on the test than 99 percent of students who scored similarly to him the year before. Students who score above 50 are considered to have made more than a year's worth of academic progress in a year's time, whereas students who score below 50 are considered to have made less than a year's worth of progress.

The state also calculates overall growth scores for districts and schools. 27J Schools earned a composite growth score of 47 on the CMAS literacy tests and 45 on the CMAS math tests. The individual school growth can also be found on the SPF as an aggregate for ELA, Math, and growth gaps. Individual school growth data can be found at www.cde.state.co.us/schoolview/performance.



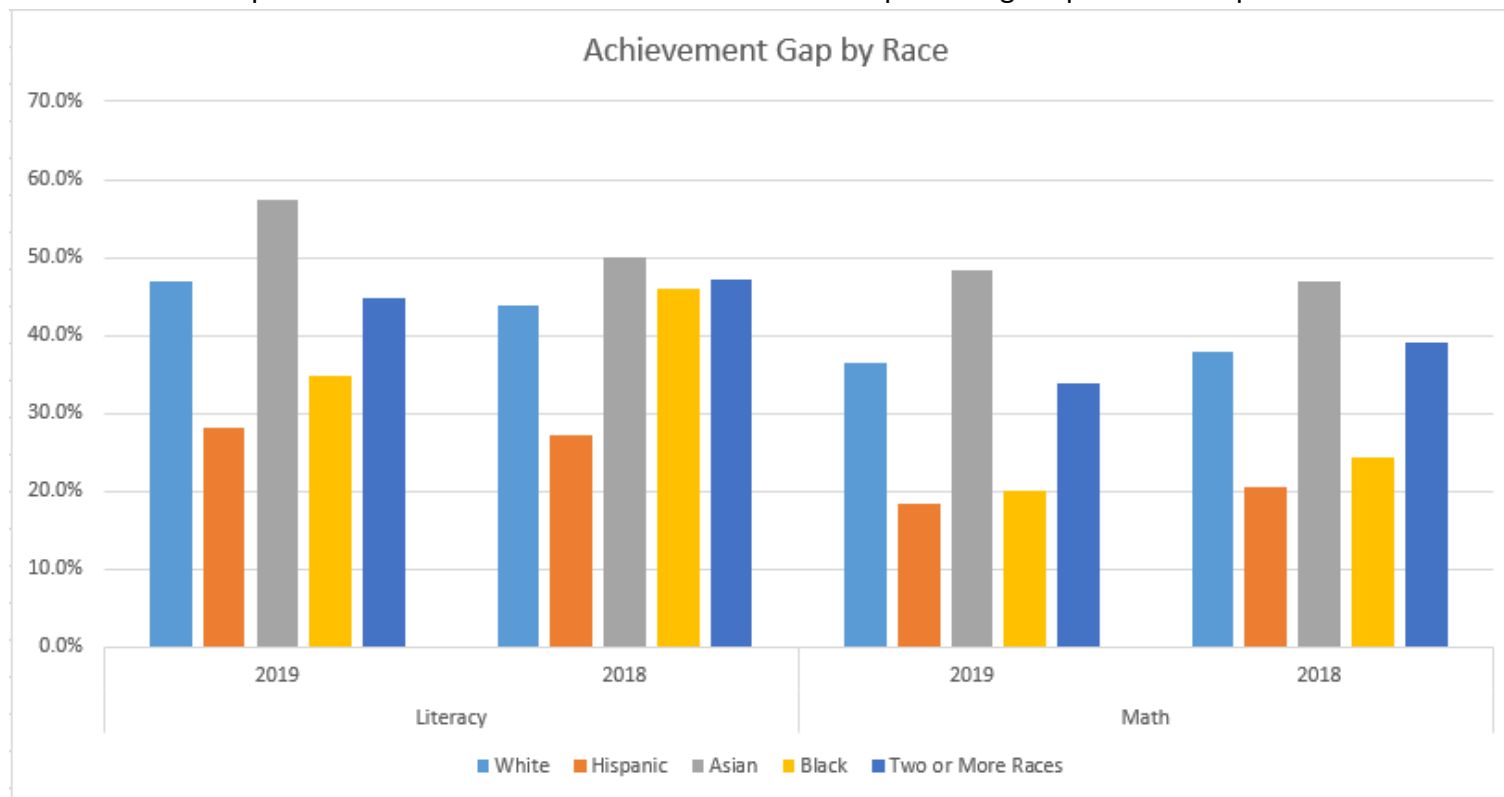


High School Growth						
	EBRW (Percentile)			Math (Percentile)		
	2017	2018	2019	2017	2018	2019
State	49	50	50	50	50	51
27J	47	49	48	45	50	48
Heritage	NA	37	39	NA	30	52
Brighton High	45	50	45	47	51	46
Eagle Ridge	55	65	60.5	54	59	56
Prairie View	46	44	50	44	47	47
Riverdale Ridge	NA	NA	51	NA	NA	51

Analysis:

- 6 elementary schools have MGP greater than 50 for 4th Gr. ELA and math (Henderson-ELA, Pennock-ELA & Math, Reunion-ELA & Math, Thimmig-ELA & Math, Turnberry-ELA & Math, North-Math, BECS-ELA, Landmark-Math)
- 9 elementary schools have MGP greater than 50 for 5th Gr. ELA (Pennock, Reunion, Second Creek, Thimmig, West Ridge, BCCS, Foundations, Landmark)
- 6 elementary schools have MGP greater than 50 for 5th Gr. ELA (Reunion, Second Creek, South, Turnberry, BCCS, Landmark)
- Reunion had MGP greater than 50 for 4th & 5th grades in ELA and Math
- Turnberry had MGP greater than 50 for 4th in ELA & math and 5th grades in Math
- Thimmig had MGP greater than 50 for 4th in ELA & math and 5th grade in ELA
- Pennock had MGP greater than 50 for 4th in ELA & math and 5th grade in ELA
- PVMS had MGP greater than 50 for 6th, 7th, and 8th grades in ELA
- BHA had a MGP greater than 50 for math
- RRHS had a MGP greater than 50 for EBRW and Math
- PVHS had a MGP of 50 for EBRW
- ERA had a MGP greater than 50 for EBRW and Math

Achievement Gaps 27J Schools is a majority minority school district with the largest ethnic groups being White and Hispanic. Below is an achievement performance chart for all races of students. The percentage represents the percent of students who met CMAS



Post-secondary Workforce Readiness:

- Our SAT scores continue to show that we are meeting the minimum graduation requirements
- The matriculation rate for 27J students shows that 49.1% of our students attending a 2yr, 4yr, or career or technical education.
- The graduation rate increased from 86.2% in 2017 to 86.9% in 2018 (7yr rate)
- Dropouts have slightly declined from 2.4% in 2017 to 2.3% in 2018 to 1.6% in 2019

Achievement of Academic Goals: Action Steps

27J Schools continue to actively pursue the *Thinking Classroom* through GELL, continuous improvement, and 6-Leadership Skills. There are many plans and supports that we have built into the academic system as a district over the past 4 years. These supports include:

- GOAL - Common Academic Expectations for p-12 for ALL students (Curricular Frames)
- Evidence - Aligned Assessments throughout 27J system p-12 for ALL students (Common Assessments – Learning Blueprints to support clarity of learning)
- Articulated Graduation Requirements for the class of 2021 which aligns to 27J mission and requires demonstration of student learning
- Learning Experiences - New Instructional Materials for every significant content area
- Learning Environment – Social Emotional Learning for Students, System Assessments to articulate strengths and needs, and articulated learning experiences to support this learning in every school.
- Continuous Improvement – Plan – Do – Study – Act has been embedded into director, student achievement, and principal meetings as well as infused throughout the system at grade and department level meetings and PLCs.
- Assessment Data is regularly available and integrated into the system around academics and behavior. We have protocols to engage in student outcomes
- Additional resources have been infused into the 27J system to support student. 4-day has added intentional time for teacher collaboration and teacher planning within the school day. Counselors have been invested in every 27J school. Students throughout our system have greater access to technology. We have a data system, Educlimber, that allows for quick data gathering and analysis. High Schools have received additional resources to support students in their journey toward elevated graduation requirements.

Despite the multitude of 27J system adds and an improvement to the overall tools to promote professionalism in educators, and improve student outcomes, change happens at the school level. In 27J, the principal and the professional educators at every school have the autonomy to create their UIP plan. They are closest to the students, doing the work, and they should have the loudest voice in the changes in practice that drives student outcomes. Schools are also fully accountable for their plan, the implementation and monitoring of these plans, and the impacts that these plans have on student learning. As a district, our role is support, and ensure the necessary tools, resources, and conditions for success.

In support of our schools, our student achievement division is engaged in the following:

Leadership Development

- Instructional Leadership Development – PDSA cycles of continuous improvement designed to support planning, doing, studying data, and report evidence of progress or lack of progress toward UIP.
- Technical Training – Helping school instructional leaders understand the different components of the 27J instructional system (GELL), as well as the resources and supports available to them to maximize these components in their schools.
- Mindfulness and Reflective Leadership - 6 Leadership Skills (Clarity and Action focus), PDSA continuous improvement Professional Learning Community support in each school.
- School Support Visits - Collecting and discussing evidence of progress or lack of progress toward UIP, coaching and supporting principals toward the 6 leadership skills.

Instruction

- Empower and support teachers toward the use of planning using Curricular Frame and Common Assessments
- Assured continuous improvement and data cycles (Plan-Do-Study-Act) during Instructional Collaboration time.
- Assured Instructional Practices – Goal, Evidence, Learning Experiences, Learning Environment
 - Support the use of curricular resources
 - Support the use of technology within the classroom
- Improved Culture of Achievement

Post-Secondary/Workforce Readiness

- Graduation Requirements
- Articulated Pathways and Expanded offerings for ALL students in A.P./ Concurrent Enrollment/ CTE coursework
- Expanded Partnerships

Professional Learning and Development

- Create a SD27J culture of whole organizational learning through systemic and systematic professional learning opportunities, structures, and processes.
 - Support district wide collaborations around curricular resources and technology
 - Support building collaborations and professional learning

Special Education

- Improved Instruction in all special education spaces
- Behavioral and Emotional Supports
- Program Development
- IEP Compliance

Assessment and Data System

- Continue to advance 27J's new *Educlimber* and *Illuminate* assessment system.
 - Alignment of Goal / state standards and curricular frame
 - Depth and complexity of learning expectations across grade levels and from course to course
- Ongoing Development of Rubrics/Success Criteria and short cycle formative assessment
- All Students take common assessments during assigned window
 - Data Collection (Warehouse)
 - Analyze through school PLC's
 - Use Data to further tune into curricular frame and common assessments
- Work to ensure alignment to other student assessment measures – CMAS/PSAT/SAT
- Work to align BOE global ends and outcomes that matter most into a 27J Dashboard

Intervention Services

- Attendance and Behavior Support
- Social Emotional and School Climate
- At Risk Student Services, Title 9, Threat Assessments