



COLORADO

Department of Education

**Impact of the High Achieving
Schools Study Findings
on Connect for Success Grantees:
How the Results Can Inform Your Work**

Presentation at Connect for Success Kickoff Meeting

**Nazanin Mohajeri-Nelson, in Collaboration with
School Leaders from High Achieving Schools**

January 22, 2016

Theme of the Day

Study Findings ~ Schoolwide Planning

- **Ice Breaker**
- **Grant Inspiration: Study Findings and Panel Discussion**
 - Introduction to High Achieving Schools
 - Overview of Findings and Connections to this Grant
- **Working Lunch: Networking**
 - Panelists will be at tables to answer questions and brainstorm solutions
- **Grant Expectations**
- **Comprehensive Needs Assessment**
- **Integrated Schoolwide Presentation**
- **Looking Ahead: Moving Forward and Next Steps**

Housekeeping Items

- **Cards on tables for questions throughout the day.**
 - Turn them in as you fill them out so that if there are questions we can answer today, we can do so
- **Note Catcher and Reflections Sheet**
 - Network throughout the day with school leaders from high achieving schools and CDE personnel with expertise in various areas to get answers and request support
- **Electronic and hard copies of today's tools and resources**
 - Where to get them if you don't already have them
 - Purpose of the SW template provided
 - Exit Slip – can't leave United Way without it!

Objective for this Segment of the Day

- **Grant Inspiration: Study Findings and Panel Discussion**
 - Introduction to High Achieving Schools
 - Overview of Findings and Connections to this Grant

Study Vision
and
Purpose

Phase I – HAS Study

Identify schools with high academic achievement of their disaggregated student groups and determine **how** the schools are implementing policies, procedures, and practices. Showcase and highlight the common practices, policies, and procedures across the schools that are likely contributing to their success and could be replicated using ESEA or IDEA funds.

Phase II – Connect for Success Grant

Provide incentives for other schools to replicate the policies, practices, and procedures identified in HAS study, with guidance and input from the HAS school leaders and their districts. Create networking and mentoring opportunities for the HAS school leaders and Connect for Success grantees.



School Selection

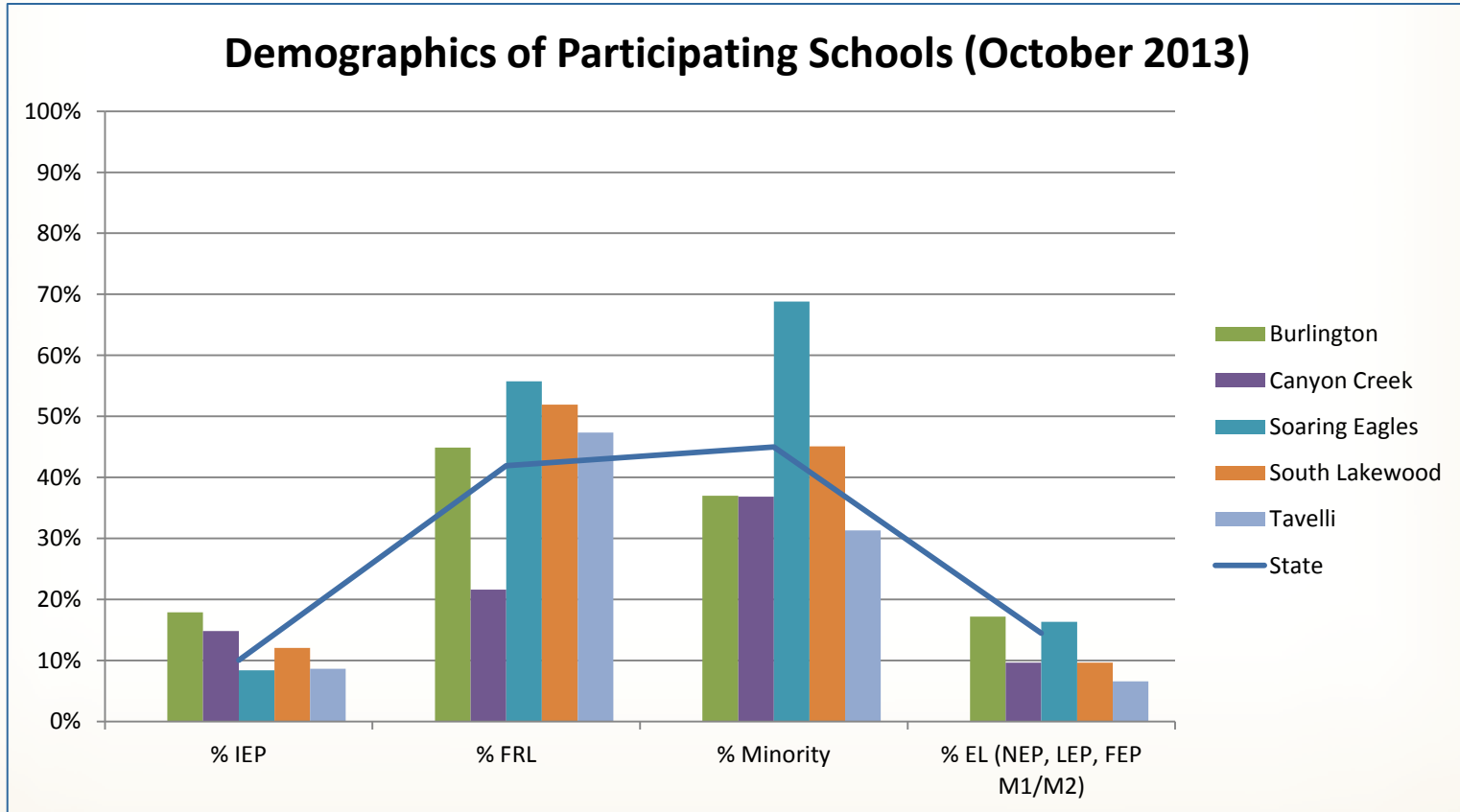
■ Criteria for school selection

- Achieve a percentage of proficient and advanced in reading and math above the 60th percentile marker for the state, for at least four disaggregated groups (with a minimum of 16 students with TCAP scores in each subgroup);
- Attained School Performance Framework at the performance level;
- Earned an “Exceeds” or “Meets” on the Academic Achievement Indicator; and
- Have a poverty rate over 10%.

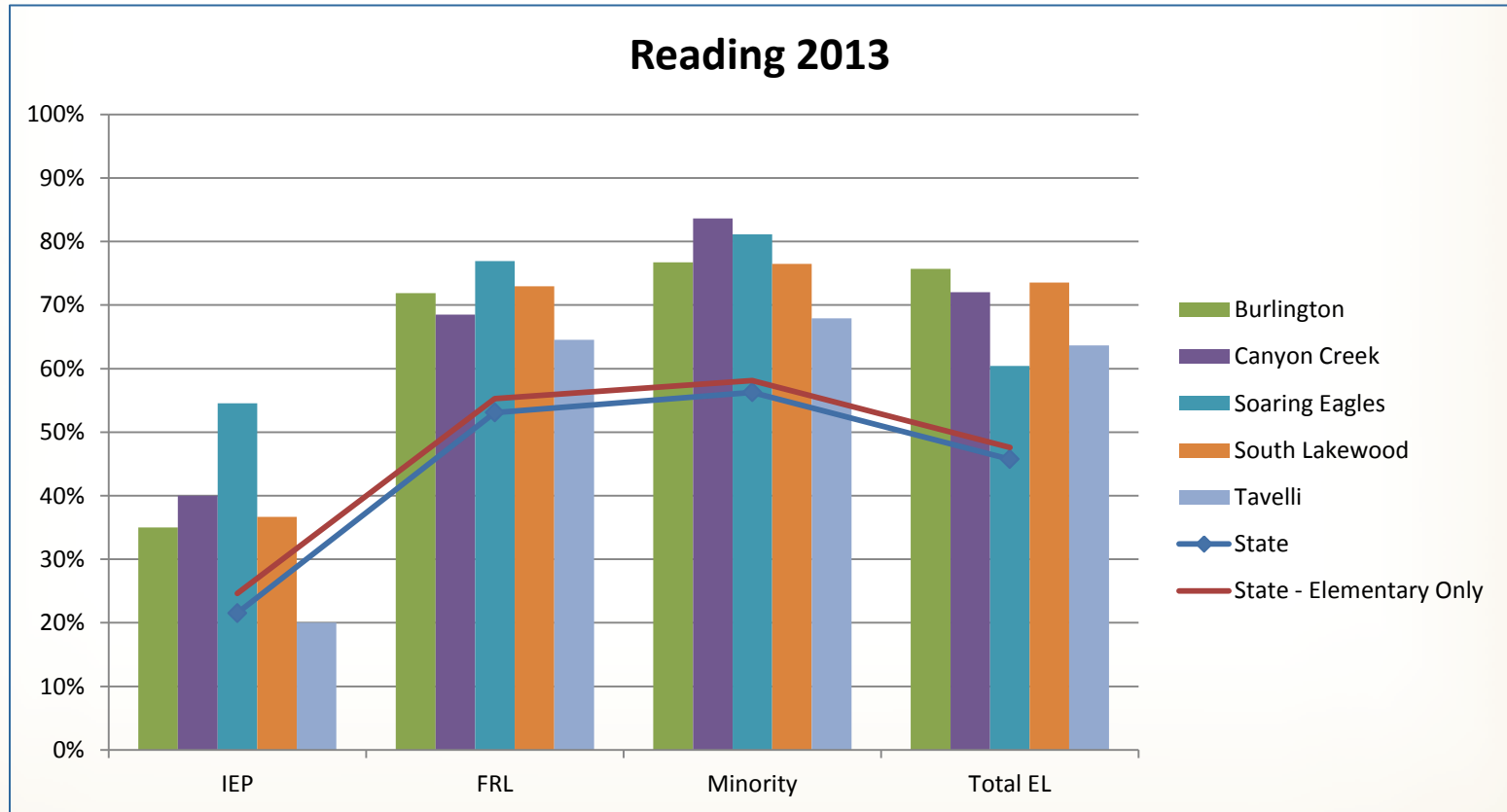
Introduction to Schools

District Name	School Name and Leaders Here Today	Level	Site Visits in Fall 2014
ST VRAIN VALLEY RE 1J	BURLINGTON ELEMENTARY SCHOOL Janis Hughes, Principal	E	10/27-10/28
CHERRY CREEK 5	CANYON CREEK ELEMENTARY SCHOOL Roberta Ballard, Former Principal	E	10/21-10/22
JEFFERSON COUNTY R-1	SOUTH LAKEWOOD ELEMENTARY SCHOOL Loren Huwa, Principal Sheri Rendon , Instructional Coach Jennifer Durso, ESL Teacher	E	10/29-10/30
HARRISON 2	SOARING EAGLES ELEMENTARY SCHOOL Kelli O'Neill, Principal Kim Easdon, Assistant Principal Jennifer Locke, Assistant Principal	E	11/5-11/6
POUDRE R-1	TAVELLI ELEMENTARY SCHOOL Christine Hendricks, Principal Shirley Woods, Assistant Principal	E	11/19-11/20

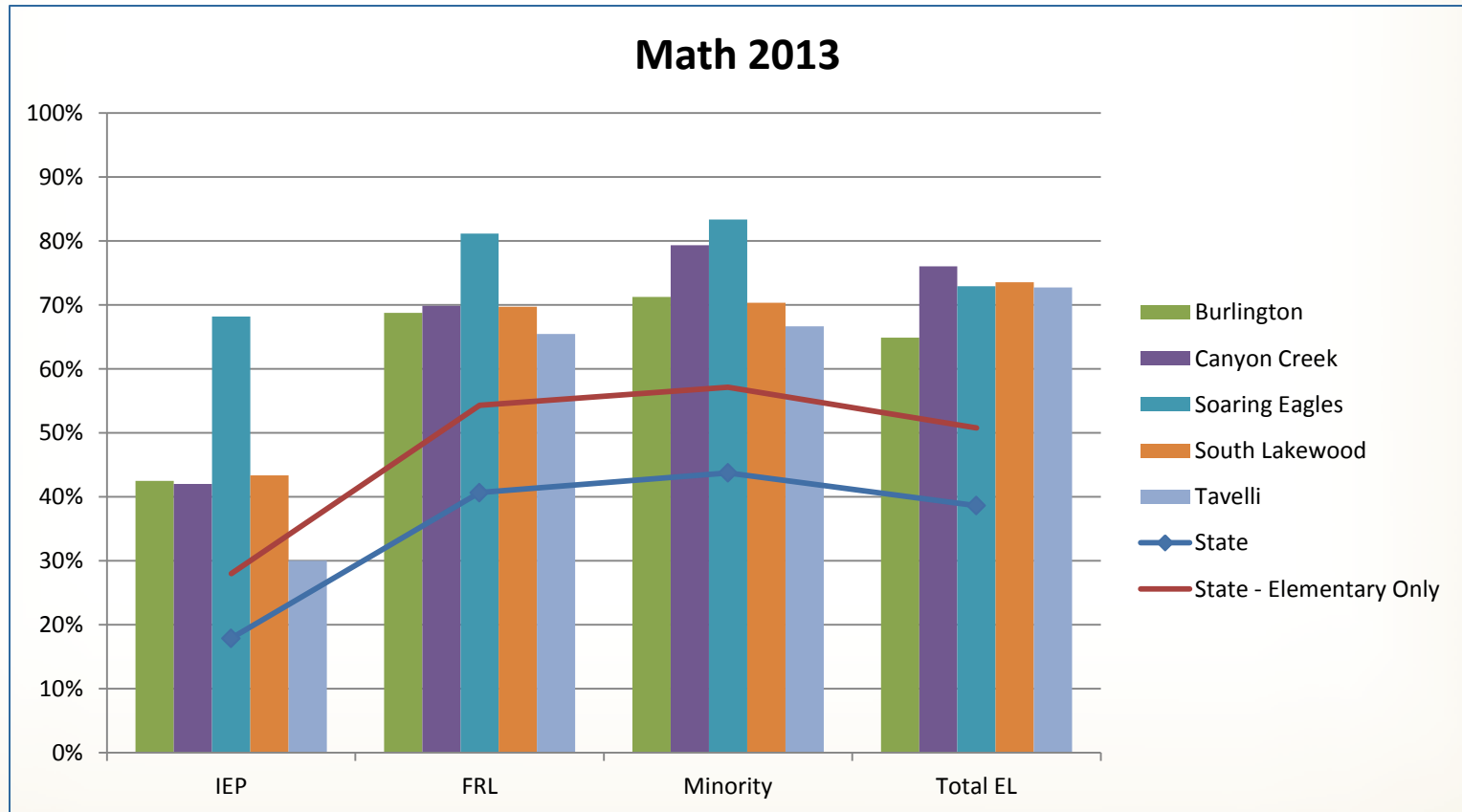
Demographics



Percent Proficient and Advanced



Percent Proficient and Advanced



Methodology

- **Preparation for Onsite Visit**
 - School and District Profile Development by CDE
 - **Document Review** - curriculum maps, course schedules, school handbooks, formative and summative assessments, district policies, school and district websites, meeting notes, school and district demographics and performance data, TELL survey results, Consolidated Applications, school and district UIPs
 - **Surveys** — parents/families, teachers and school staff, school administrators
- **Onsite Visit**
 - **Interviews** — district administrators (ELD Director, SPED Director), school administrators, teachers and school staff
 - **Observations** — Classrooms, lunchroom, playground, hallways, planning periods, staff meetings, intervention rooms, tutoring sessions, homework clubs, and other direct services to students
 - **Focus Groups** — parents/families, community partners, and students

Findings Across Schools



What would you highlight as one of the biggest factors that has contributed to your school's success?

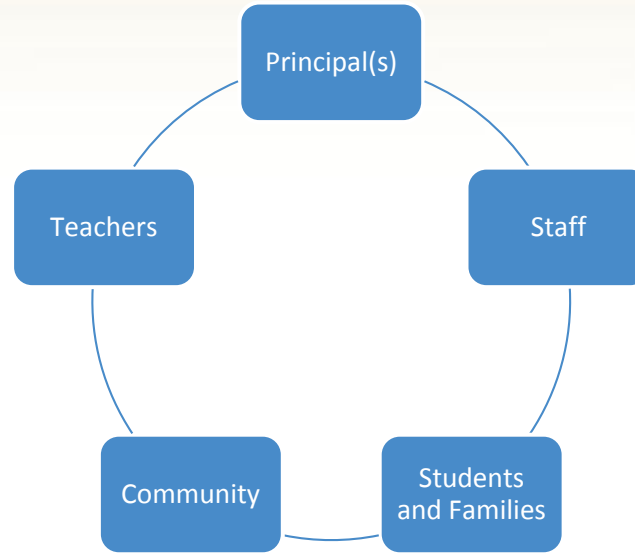
- Burlington [B]
- Canyon Creek [CC]
- Soaring Eagles [SE]
- South Lakewood [SL]
- Tavelli [T]

Relationships are Valued

Culture and Climate

Leadership

- Belief that relationships are a vital part of academic success
 - Mutual trust and rapport



- Leaders value staff as individuals, professionals, and leaders
- Visibility and accessibility
- Self-accountability



Teacher Interview:
“The little things mean a lot”

School Climate and Culture

- 1.** You inherited a school culture that is very different than the culture you have now. How did you transform the culture in the school and establish a culture of trust? [SL and T]

Panel
Questions



Stakeholder* Partnerships and Involvement

- 1. How do positive relationships impact the success of your students? [SE]**
- 2. How and why do you invest time in relationships with students and families? [CC]**
- 3. How do you develop strong relationships with families and community partners? [B]**

*Stakeholder = district and school personnel, including school leaders, teachers, paraprofessionals, and other staff members, families, students, and community



Time is Invested and Protected Leadership

- Time to get onboard with change but recognize resistance
- Time is regularly scheduled for
 - Building and maintaining rapport and relationships
 - Collaboration (co-planning, co-teaching, vertical & horizontal alignment, problem-solving)
 - Lesson planning
 - Data analysis and use
 - Assess/monitor
 - Plan/problem-solve
 - Adjust/correct
 - Reassess/re-monitor
 - Learning as adults
- Time is protected by
 - Limiting the number of initiatives
 - Limiting the number and focus of priorities
 - Structuring schedules and classrooms to maximize instructional time
 - Establishing and following similar behavioral expectations and classroom routines so that all students know where to be and what to work on, with minimal down time



Leadership and Decision-Making

- 1.** What is the first thing a new principal should focus on when striving for change? [CC]
- 2.** How do you prioritize initiatives for the school and ensure time is invested and protected for that initiative? [SL]
- 3.** How do you decide when to distribute decision-making versus a top-down approach and how do you establish buy-in on decisions for each approach? [SE]
- 4.** Please describe your process for allocating time, materials, and personnel to respond to student learning concerns based on need. [T]

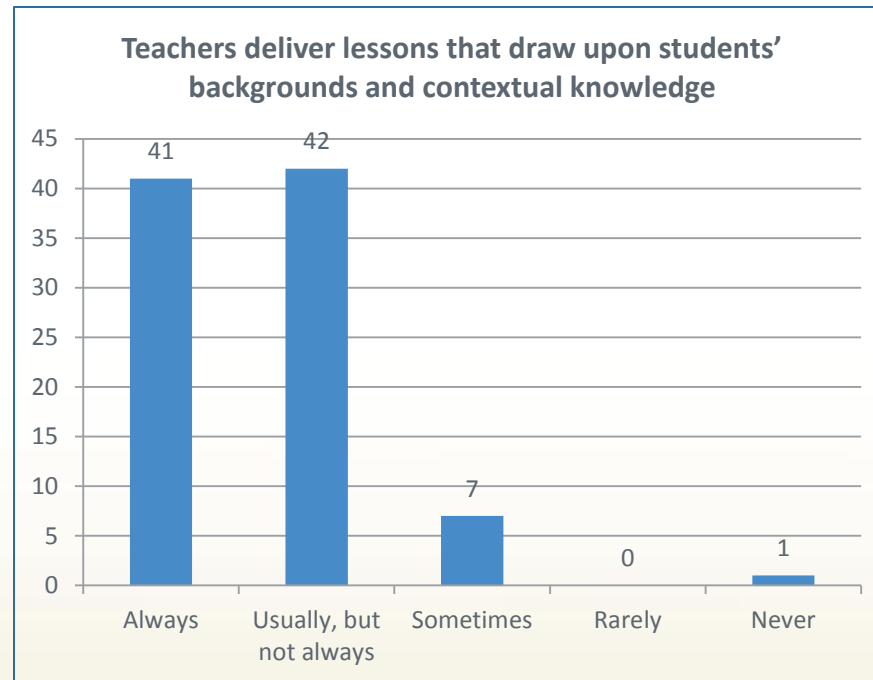
Panel
Question

Learning is Purposefully and Meaningfully Structured

Standards and Instructional Planning

- Vertical and horizontal alignment
- Small group instruction
- Frequent assessing of and discussions about how structure is impacting students
- Schedules are designed to be all inclusive – based on student needs and what fits their needs
 - Push-in v. pull-out
 - No labels
 - Protect content time

89% Stated that teachers draw upon students' backgrounds and contextual knowledge



Effective Instructional Programming

- 1. How does your school implement a comprehensive and coherent approach to meet the needs of English Learners? [CC]**
- 2. Why has small group instruction been effective in your school and how do you increase the number of adults within each classroom? [SE]**

Panel
Question

Performance Monitoring is Purposeful, Frequent, and Effectively Used

Assessment of and for Learning

Educator Evaluation and Effectiveness

- No common assessment for student progress monitoring but similar processes:
 - Use data to group students by skill level
 - Assess frequently and regroup to increase time with students that need similar kind of help
 - Meet frequently to discuss data and how grouping is working for students
 - Adjust as needed
- Similar educator evaluation processes:
 - Rely more on informal evaluations / observations
 - Frequent and real time feedback
 - Follow up all feedback with ways the observer can support the observee
 - Feedback is intended to *elevate* the person's skills, knowledge, and successfulness



Frequent Informal Observations and Feedback

Lots of Positive Encouragement

ID What Needs Improvement and Support Needed to Improve

Comprehensive Needs Assessment

- 1.** Please describe your process for using multiple measures (e.g., student performance, perception data) to examine strengths and needs. [SE]
- 2.** How (and how often) do you analyze interim and summative data to inform instructional practices? [B]
- 3.** How do you involve families, instructional staff, and school leaders in using data for problem-solving, action planning and progress monitoring? [T]

Panel
Question

Improving Instruction

- 1. How do *teachers* evaluate the impact of classroom instruction on students and adjust instruction? [T]**
 - 1.** Please describe how students monitor their own performance and set goals.
- 2. How do *you* continuously monitor the effectiveness of intervention and adjust instruction accordingly? [SE]**

Panel
Question

Opportunities for All Students

- 1. How do you identify students for intervention and how do you ensure that the intervention is being effective? [SL and SE]**
 - A.** How do you set and use criteria for making decisions regarding the level and length of interventions.
 - B.** Please describe your tiers of instruction
 - I.** Best first instruction
 - II.** Targeted or supplemental supports
 - III.** Intensive supports
- 2. How do you monitor tiered supports and interventions to ensure implementation with fidelity and to provide feedback regarding effective implementation? [T]**

Panel Question

Effective Teacher Evaluation

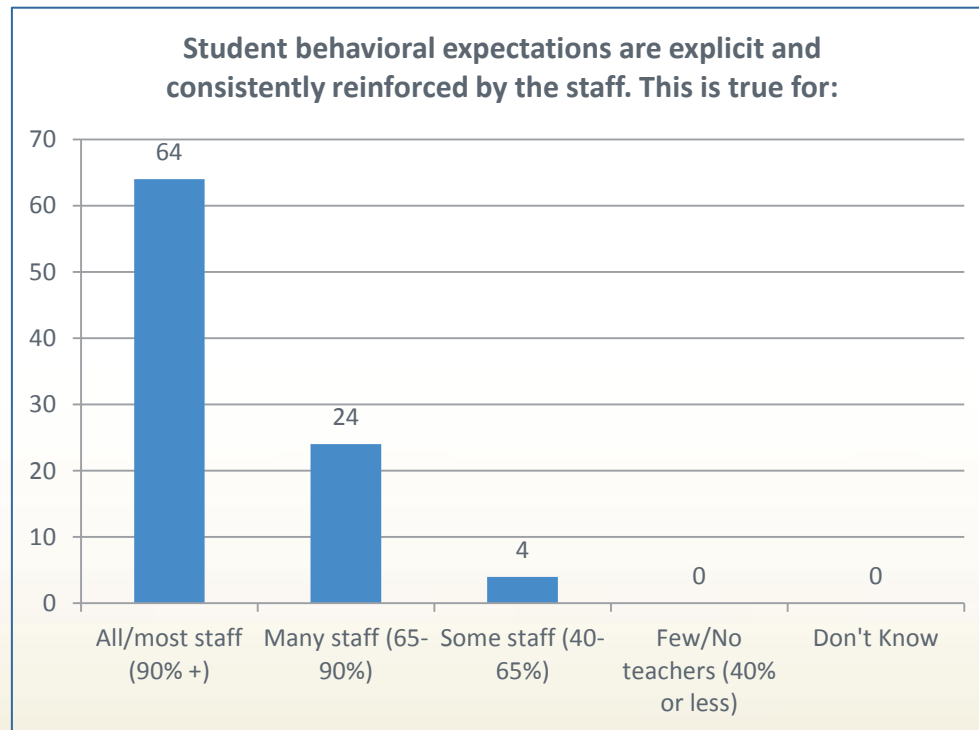
- 1.** Teachers and staff members in your buildings expressed an understanding and appreciation for the evaluation process and the impact of the evaluation process on their professional learning. How did you establish such a transparent, clearly defined, and fully implemented system of evaluation that includes both formal and informal supervision and evaluation? [SL]

Panel
Question

Expectations are Set High, Made Explicit, Frequently Expressed, and Consistently Applied

Culture and Climate

- Priority = student academic achievement
 - All students have access to all standards – District expectations
 - Expectations to know and implement standards
- Behavioral expectations are very clear
 - PBIS ~ effective behavior management
- High expectations of self first, then others
 - Lead by example
- Not “let principal or teachers down”



70% state that all or most staff make behavior expectations explicit and consistently reinforce them

Another 26% state that many staff do this



High Expectations for Instructional Practices

- 1.** How have you instilled such a strong sense of responsibility and commitment for improving achievement for all students? [SL]
- 2.** Please describe how mentors are selected, trained, and held accountable for engaging in frequent and meaningful activities with staff. [T]

Panel
Question

Decisions are Student-Centered

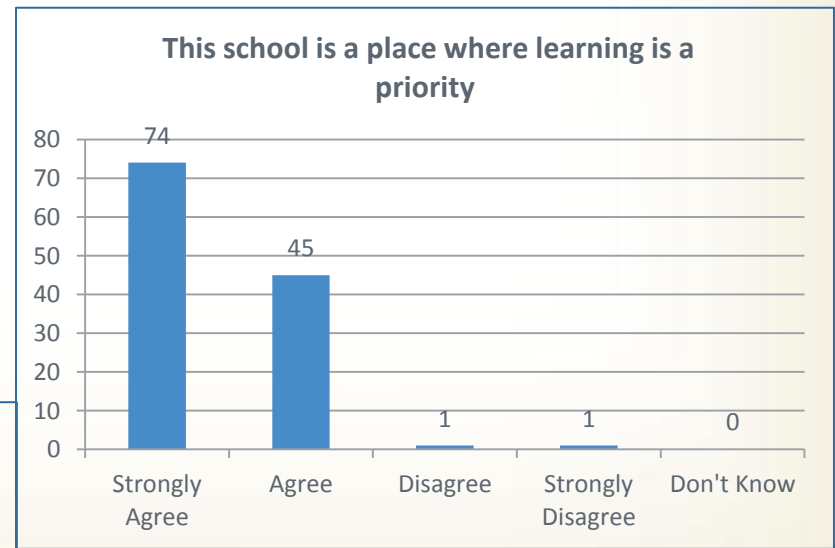
Leadership

Climate and Culture



- Above All Else, Kids Come First
 - Before and after school programming
 - Tutoring provided by teachers
 - More adults in classrooms to improve adult to student ratios
 - Get to know the whole child (culturally, linguistically, academically, and personally)
- Learning Environment
 - Clean and organized to establish safe and productive learning environment
 - Aesthetically pleasing so that students can feel pride in school
- Tough Decisions
 - Scheduling
 - Hiring/firing
 - Use of resources
 - Staff training

98% of families stated that learning is a priority of their school



Opportunities for All Students

- 1. How have you increased the number of adults in classrooms? [SE]**
- 2. Please describe the extended learning opportunities within and beyond the school day and year. [B]**
- 3. How did you create a welcoming environment for all students, families, and community members, especially for those from diverse backgrounds, cultures, and ethnicities. [SL]**

Panel
Question

Hiring Practices

- 1. How do you hire staff that value and support student-centered decisions? [T]**

Panel
Question

Teachers are Involved in Decisions

- 1. Please explain how teachers are involved in decisions regarding professional learning needed. [T]**
- 2. Please describe your process for including teachers in decisions regarding selection and use of school-based assessments, including review of assessments to ensure alignment to grade-level expectations. [CC]**

Panel
Question

Staff
Intentionally
Uses
Common
Language for
Consistent
Messaging

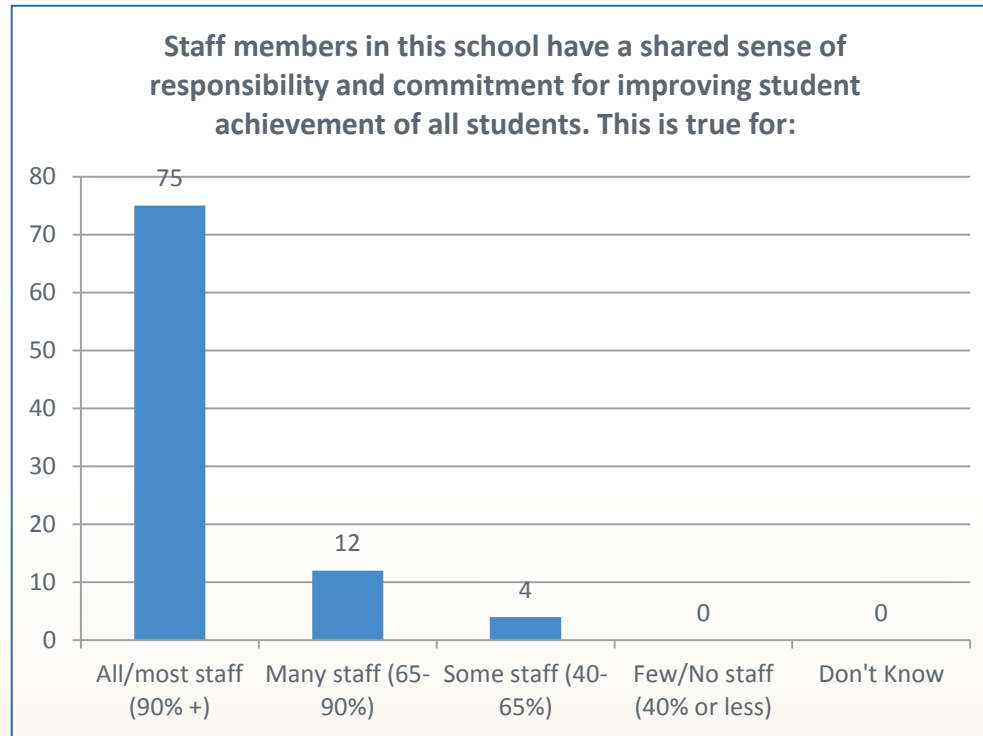
Leadership

Culture and
Climate

- Our Family
- Our Community
- Our Students
- All Means All – no labeling of students
- Vision and mission
- Professional Learning

81% state that all or most staff share responsibility for all students

Another 13% state that many staff are responsible for all students



Ensuring Academic Success: Coordination with Early Childhood and Across All Grades/Teams

- 1.** How did you establish collaboration between the preschool and elementary school teachers? [B]
- 2.** How have you established such a strong sense of shared responsibility for student learning across teams, including paraprofessionals? [SE]
- 3.** All five schools use common language and classroom management practices within your schools. Please explain why these are important and how you ensure consistency in implementation across the school. [T]

Panel
Question

Available Resources are Effectively Used

Leadership

Best First Instruction

Culture and Climate

- Within the School
 - Each other – use of video tapes, sharing tools, asking for help
 - When someone has expertise, rely on that person’s expertise: guidance, consulting, resources, tools
 - Informal observation and feedback (including peers)
 - Formal evaluation and feedback
 - Learning as a team – book studies; team meetings; PLCs
- Outside the School
 - District Resources and Supports
 - Professional Learning Opportunities
 - Requested and provided based on need
 - Requestor justifies / explains need
 - Expectations
 - Implementation/Use
 - Sharing
 - Evaluation

Commonly Mentioned Resources	Daily 5
	Adaptive Schools
	Depth of Knowledge



Methods and Instructional Practices

- 1. How do you identify the strengths of instructional staff, students, and families to determine how to capitalize on those strengths to meet the needs of students? [SE]**

Panel
Question

High Quality, Ongoing Professional Learning

- 1. Please describe how you use current PLC times to provide professional learning to enhance and refine assessment practices, including data interpretation, data dialogue, and modifying instruction based on data. [B]**
- 2. Why do you include paraprofessionals in the same PD as teachers? [SE]**
- 3. How do you create buy-in for and ensure shared ownership of the outcomes of the PLCs? [CC]**

Where to find more information?

- **Review reports online**
(<http://www.cde.state.co.us/fedprograms/dper/evalrpts#has>)
 - Methodology Report
 - Findings Synthesis Report
 - Summary Report for Each School
- **Contact Nazanin Mohajeri-Nelson**
 - Mohajeri-nelson_n@cde.state.co.us
 - (303) 866-6205

Networking Opportunity

- **We are here to answer questions and provide support**
 - HAS Study Team
 - HAS School Leaders
 - ESEA Team
 - IDEA Team
 - Parent Engagement Team
 - MTSS Team
 - Carla McGuane

Lunch

