



"And should there be a sudden loss of consciousness during this meeting, oxygen masks will drop from the ceiling."

Improving Student Achievement



**No Child
LEFT BEHIND**

2006-07

July 1, 2006

- 1. Strategic Plan revisions**
- 2. New SI template**
- 3. Ambitious 2 year administrative professional development plan**
- 4. K-12 math curriculum and new materials**
- 5. Reorganization of the Technology Department**
- 6. District-wide task force on grading practices**
- 7. Calendar Committee proposal**



Professional Development Steering Committee

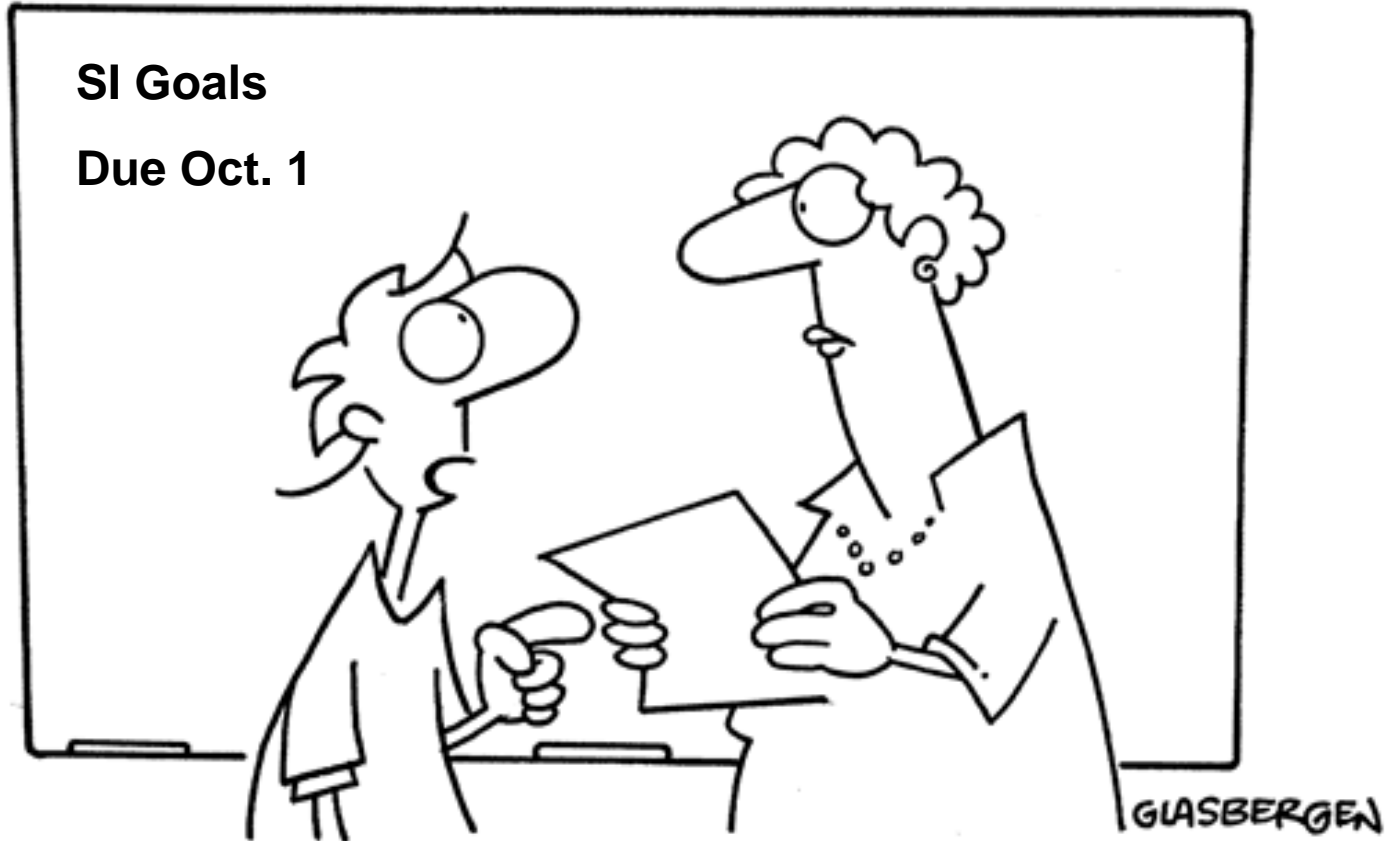
- **Help develop agenda for Central Office work session**
 - **Clarity of vision/direction**
 - **Requirements**
 - **Support**
 - **One voice**
- **Provide input and feedback**



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SI Goals

Due Oct. 1



**"I SPENT FIVE HOURS WORKING ON MY SI PLAN !
ONE HOUR TO GO TO THE MALL FOR AN INK CARTRIDGE,
TWO HOURS ON HOLD WITH TECH SUPPORT, 45 MINUTES
LOOKING FOR A SHEET OF WHITE PAPER, 30 MINUTES
SEARCHING FOR THE PERFECT FONT..."**

The Four Big Questions

What are our goals and beliefs for our students?

What is our current achievement reality?

Does our reality match our goals and beliefs?

Do we believe that continuous improvement teams will provide the systemic reform we need to meet our goals?

Values we hold as a team...

A belief in the statement, “All kids can learn...through different pathways”

Excellence / “Seeking the Summit”

Focus on learning, data and results

Celebration of diversity

Equity

Providing all necessary tools, alignment and support to accomplish the work

Relationships

Collaboration / Interdependency

Transparency and clarity

Simplification / Strategic abandonment



Values we hold as a team...

A belief in the statement, “All kids can learn...through different pathways”

Every student is unique and has different abilities, needs...

Excellence / “Seeking the Summit”

A world class education prepares all students to succeed in a global society.

Focus on learning, data and results

Meaningful evaluation of student learning occurs through timely and ongoing analysis of student performance on a variety of assessments.

Celebration of diversity

Equity

To educate all students for the future by challenging every individual to continuously learn, achieve, and act with purpose and compassion.

The Four Big Questions

What are our goals and beliefs for our students?

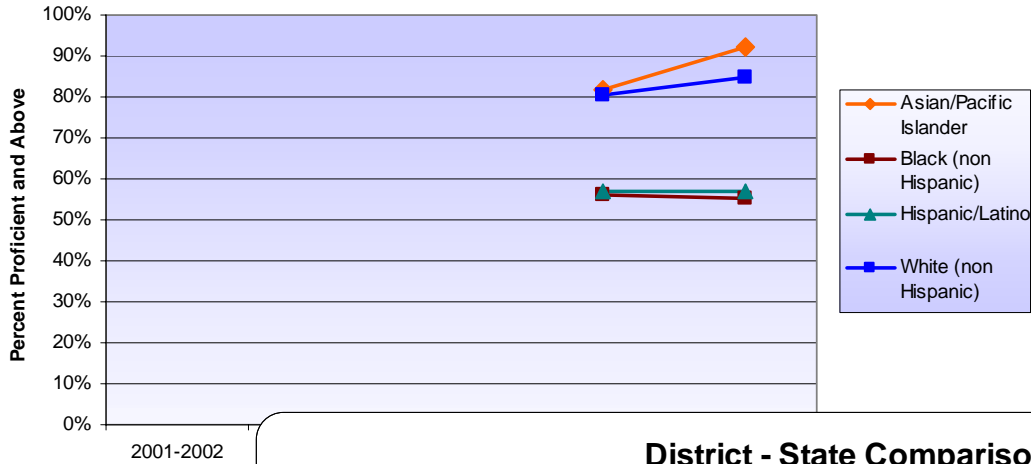
What is our current achievement reality?

Does our reality match our goals and beliefs?

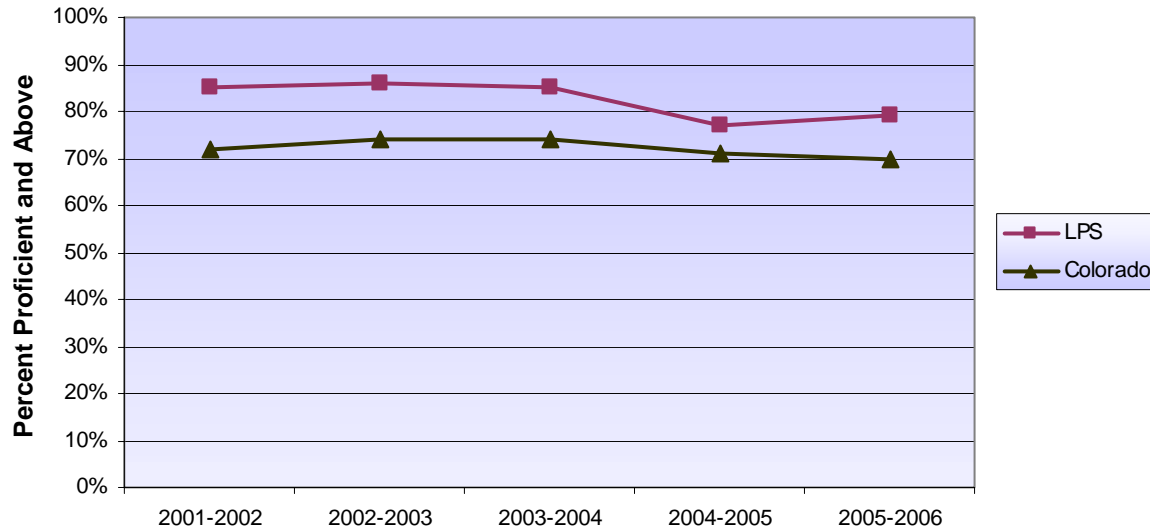
Do we believe that continuous improvement teams will provide the systemic reform we need to meet our goals?

Grade 3 Math

Ethnicity Comparison



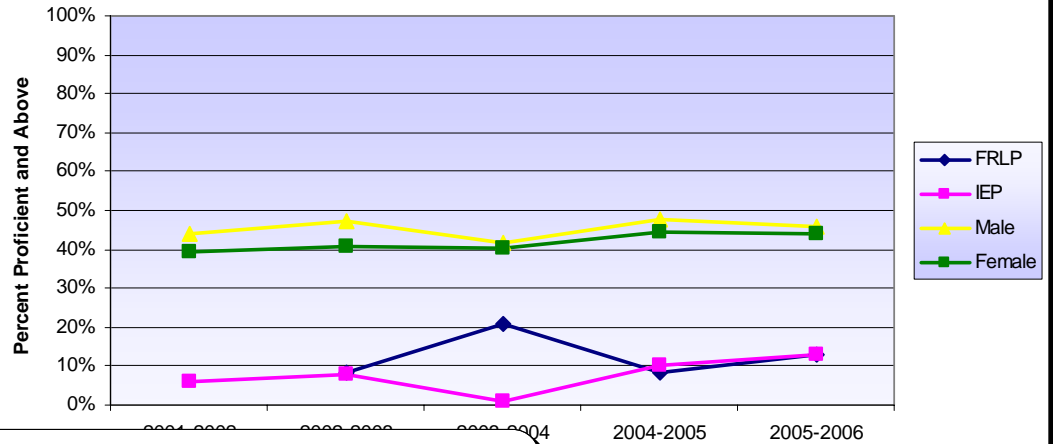
District - State Comparison



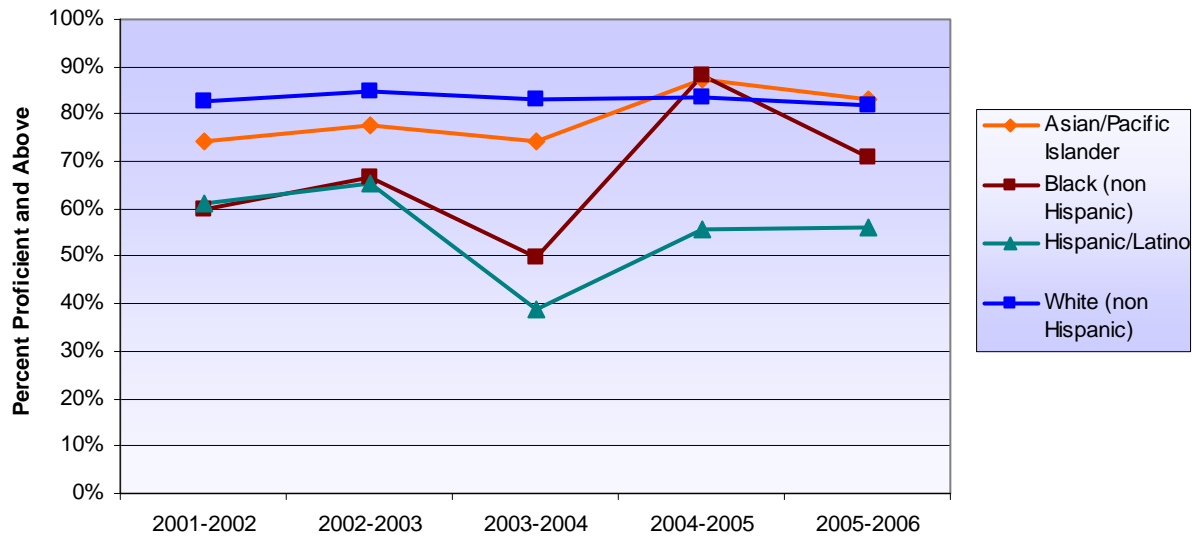
Grade 3 Reading

Grade 10 Math

Gender, Free/Reduced Lunch, Students with Disabilities Comparison



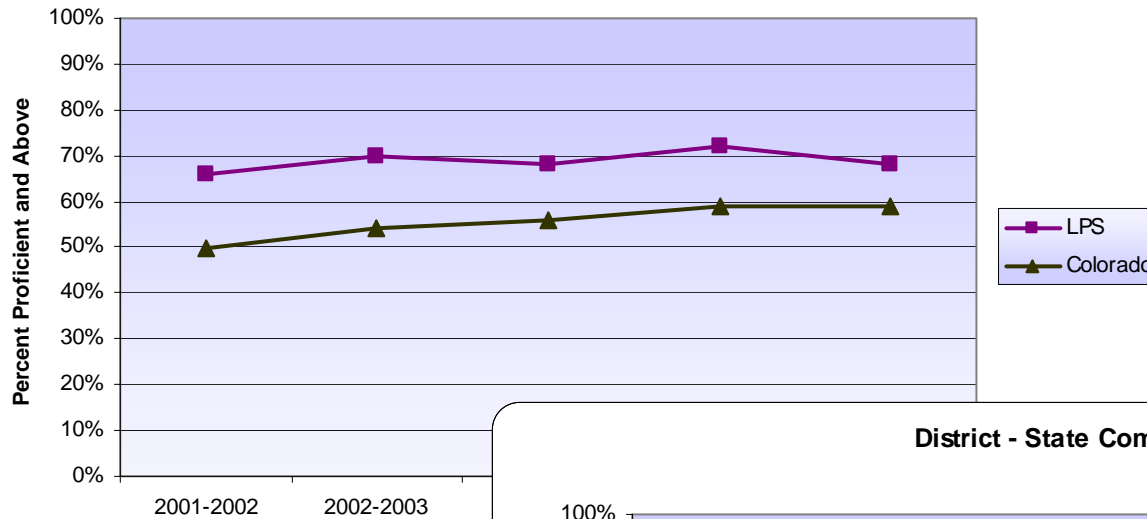
Ethnicity Comparison



Grade 10 Reading

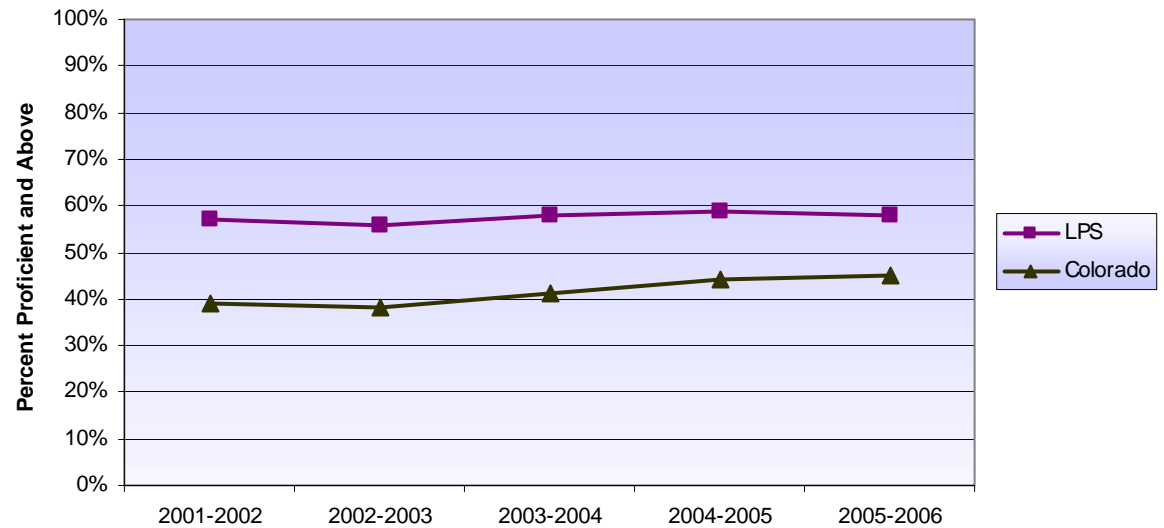
Grade 6 Writing

District - State Comparison



Grade 10 Math

District - State Comparison



By content area, the range of school performance across the district indicates a wide range of variation.

READING – 70-90 (20)

MATH – 45-80 (35)

WRITING – 55-80 (35)

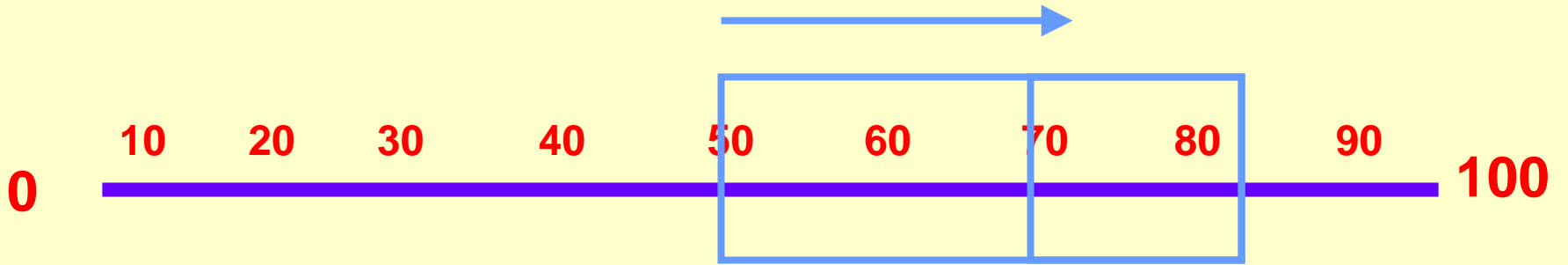
SCIENCE – 55-65 (10)



The ranges within each of our subgroups indicate a significant range of variation.

Subject	FRL	IEP	Asian	Hispanic	Af. Amer.	White
Reading	39-65 (26)	21-56 (35)	65-89 (24)	39-65 (26)	37-88 (51)	78-88 (10)
Math	13-65 (52)	13-50 (37)	55-79 (24)	29-58 (29)	12-61 (49)	46-85 (39)
Writing	25-54 (29)	15-39 (24)	64-76 (12)	36-51 (15)	33-48 (15)	66-80 (14)
Science	22-30 (8)	21-32 (11)	54-76 (22)	21-42 (21)	17-50 (33)	61-71 (10)

This chart represents the variability across the grade levels (3-10) in each subgroup using current CSAP data.





Conclusions from the data...

For higher performing groups, the trend lines are flat over time.

LPS remains above the state, but the gap is narrowing. We are not outpacing the state in writing, reading and math.

Latino population, our largest ethnic subgroup, has experienced no growth over time.

Economically disadvantaged students and Special Education students are 20-25% below the general population.

The Four Big Questions

What are our goals and beliefs for our students?

What is our current achievement reality?

Does our reality match our goals and beliefs?

Do we believe that continuous improvement teams will provide the systemic reform we need to meet our goals?

No

Our expectations for ALL students are high and many of our students are not achieving.

The Four Big Questions

What are our goals and beliefs for our students?

What is our current achievement reality?

Does our reality match our goals and beliefs?

Do we believe that continuous improvement teams will provide the systemic reform we need to meet our goals?



Yes, we believe the continuous improvement concept is an excellent vehicle for doing this work.

- **Each component has a strong basis in research.**
- **90/90/90 research is clearly compelling.**
- **Business models have used the principles with success for many years.**
- **It makes intuitive sense.**
- **Our experience tells us it has great potential.**

District Achievement Goal

90% of all students will be on or above grade level in reading, math, writing, and science by 2011. The achievement gap in student performance will be cut in half by 2009.

90% is the district aggregate.

We recognize that each school will have different challenges and needs.

Each school will set its own targets keeping the entire SYSTEM in mind.

Subgroup gaps should be addressed through individuals, NOT on the N = 16 / 30 count.

If we truly increase achievement for each student, state accountability issues will take care of themselves.

How will we measure?

- **CSAP plus = A Body of Evidence**

MAP, progress toward standards as measured by Common Assessments, Colorado Basic Literacy Act (CBLA), etc.

- **Will vary by grade level and content area**

- **We will begin with reading and math**

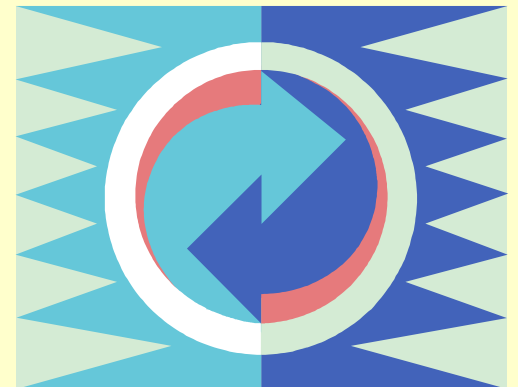
- **Dynamic process**

- **Need and expect feedback and best thinking from staff as it begins to take shape**

What is School Improvement?

It is a required, ongoing process that involves the cyclical analysis of data to develop, implement, and evaluate goals and strategies to improve the total school learning environment.

As defined by
NCLB



What is the definition of a continuous improvement model or PLC?

It is an ongoing process that involves the collaborative, cyclical analysis of data to develop, implement, and evaluate goals and strategies to improve student achievement.



What has changed with NCLB?

There is much more emphasis on...

- *Data analysis*
- *Effective, proven strategies – research based*
- *A needs-based professional development plan*
- *Evaluation that is ongoing*
- *Parent involvement that helps parents provide assistance to their children*
- *Communication*

Old Model

Multiple Goals in each content area

CSAP only measure

Compliance document

Data was based on last year's students

Process for data analysis left to individual buildings

Action plans listed many activities - the "laundry list" approach

No specific criteria to guide writers

Often written by one person

New Template

One goal in each of 3 cornerstone areas written in SMART language

Body of evidence that includes CSAP and other measures

Document to inspire commitment with useful activity charts

Real time data through use of CSAP scorecard

Systemic process for data analysis

Focused activities targeted to provide leverage

Rubrics for self-assessment

Designed to be a building initiative

The Basics of Collaboration...

What is it we want all students to learn—by grade level, by course, and by unit of instruction?

How will we know when each student has acquired the intended knowledge and skills?

How will we respond when students don't learn?

How will we respond when students already know or learn quickly?

What are our next steps as a leadership team?

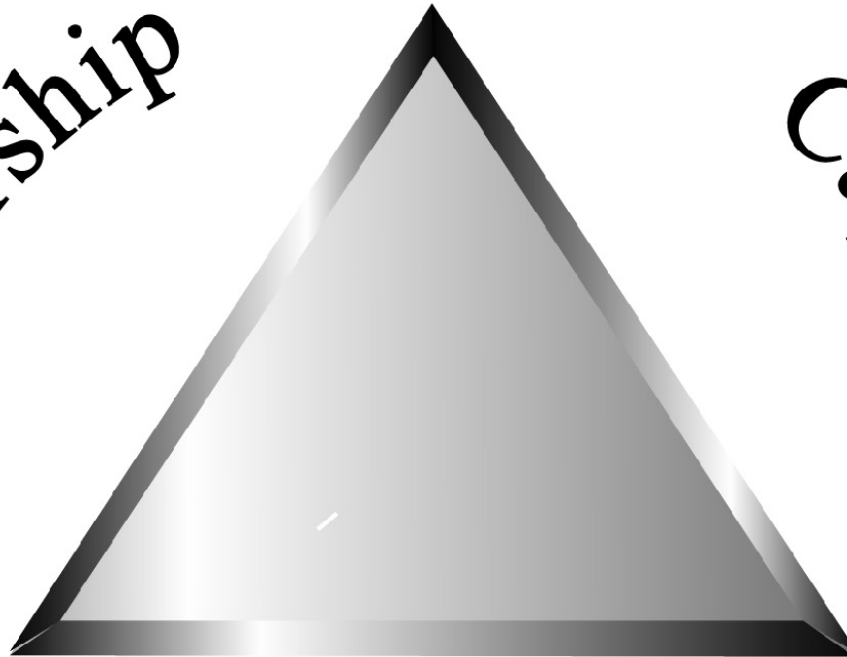
Commitments:

- Time
- A consistent message
- Clarity on what is district direction and what is at the discretion of the building
- Technology
- Streamline and simplify
- Align, advocate, serve
- Communicate

1. Where do we want to be?

FOCUS

Leadership



5. Where should we focus next?

Capacity

REFLECTION

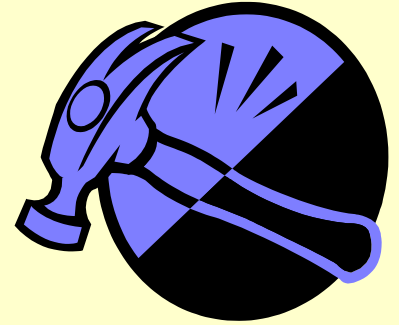
2. Where are we now?

4. What are we learning?

COLLABORATION

3. How will we get to

where we want to be?



The tools to get us there...

- **School Improvement revised template**
- **Technology support**
- **Calendar Committee proposal**
- **New math curriculum**
- **Professional development plan**
- **Discussion and focus on grading practices**

90%

1. Prepare

2. Plan

3. Implement

4. Monitor, evaluate, revise

This is a dynamic process and a year of new learning.



What peaked your interest?

**About what do you need
more information?**

**Future
workshops...
What topics?**