



*Discover a World of Opportunity™*

# School Performance Conversation

Centennial Community Meeting  
January 11, 2016



# School Performance Overview



- Every year, DPS looks at how schools are preparing their students for success.
- In DPS, we use the **School Performance Framework (SPF)** to see how schools are performing.
- There was no SPF rating for any school in Colorado for 2014-15 because Colorado started using a new test called the Colorado Measures of Academic Standards (CMAS), administered by a group called PARCC.
- Schools will receive an SPF rating for the 2015-16 school year.

# School Performance: What Do We Look At?

- At this meeting, we will look at the results from the CMAS: PARCC Math & Language Arts tests last spring.
- CMAS measures how well students think critically, solve complex problems, and understand the Colorado Academic Standards.
- CMAS scores may be lower than in previous years, as students and teachers get used to the higher bar set by the new tests.



# Individual vs. School Results

In the coming weeks, families will receive:

- Individual student CMAS: PARCC reports
- A guide for how to read and understand the report

The focus of this presentation is on:

- **Overall school CMAS results**
- **School Quality Review results**



**2014-15 Math Participation Rate: 96.0%**

**2014-15 English Language Arts Participation Rate: 96.8%**

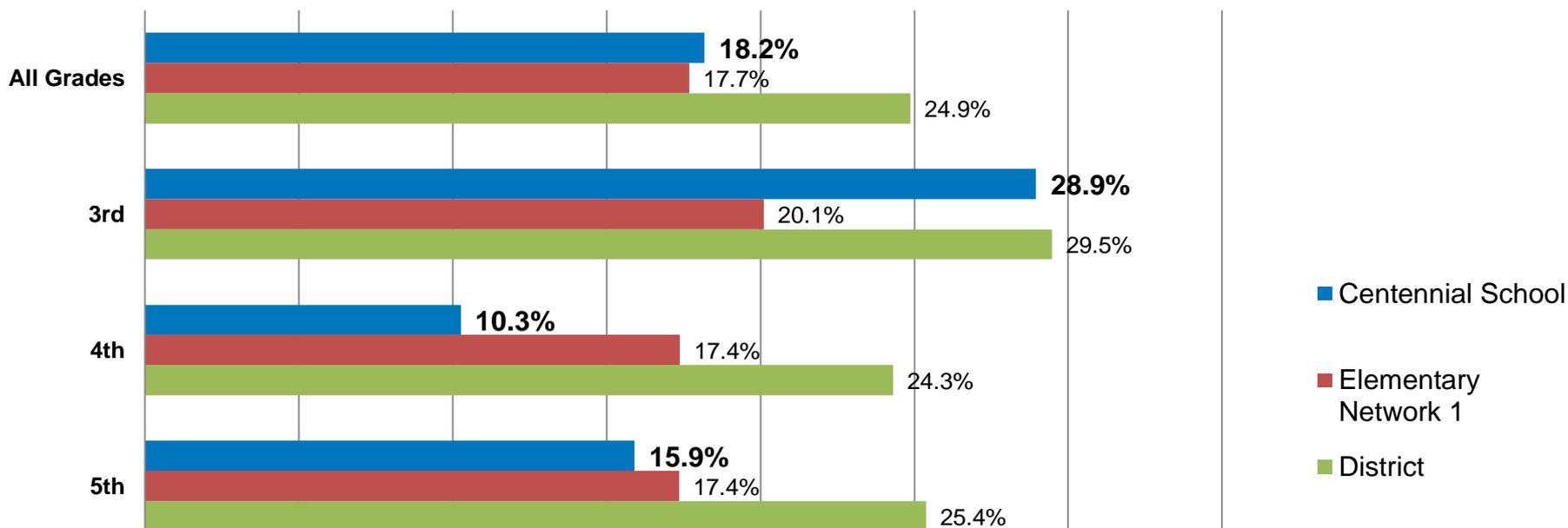
Centennial's goal is to continue to meet/exceed the federal expectation of 95% participation in these tests.

# CMAS: PARCC Math Results



Overall, **18.2%** of our students (3<sup>rd</sup>-5<sup>th</sup>) who took the test met or exceeded expectations.

- 47.1% of students (3<sup>rd</sup>-5<sup>th</sup>) were Approaching or Above



In **mathematics** instruction, we will be working to help students to:

- Make sense of problems and persevere in solving them;
- Reason abstractly and quantitatively;
- Construct viable arguments and critique the reasoning of others;
- Model with mathematics;
- Use appropriate tools strategically;
- Attend to precision;
- Look for and make use of structure; and
- Look for and express regularly in repeated reasoning

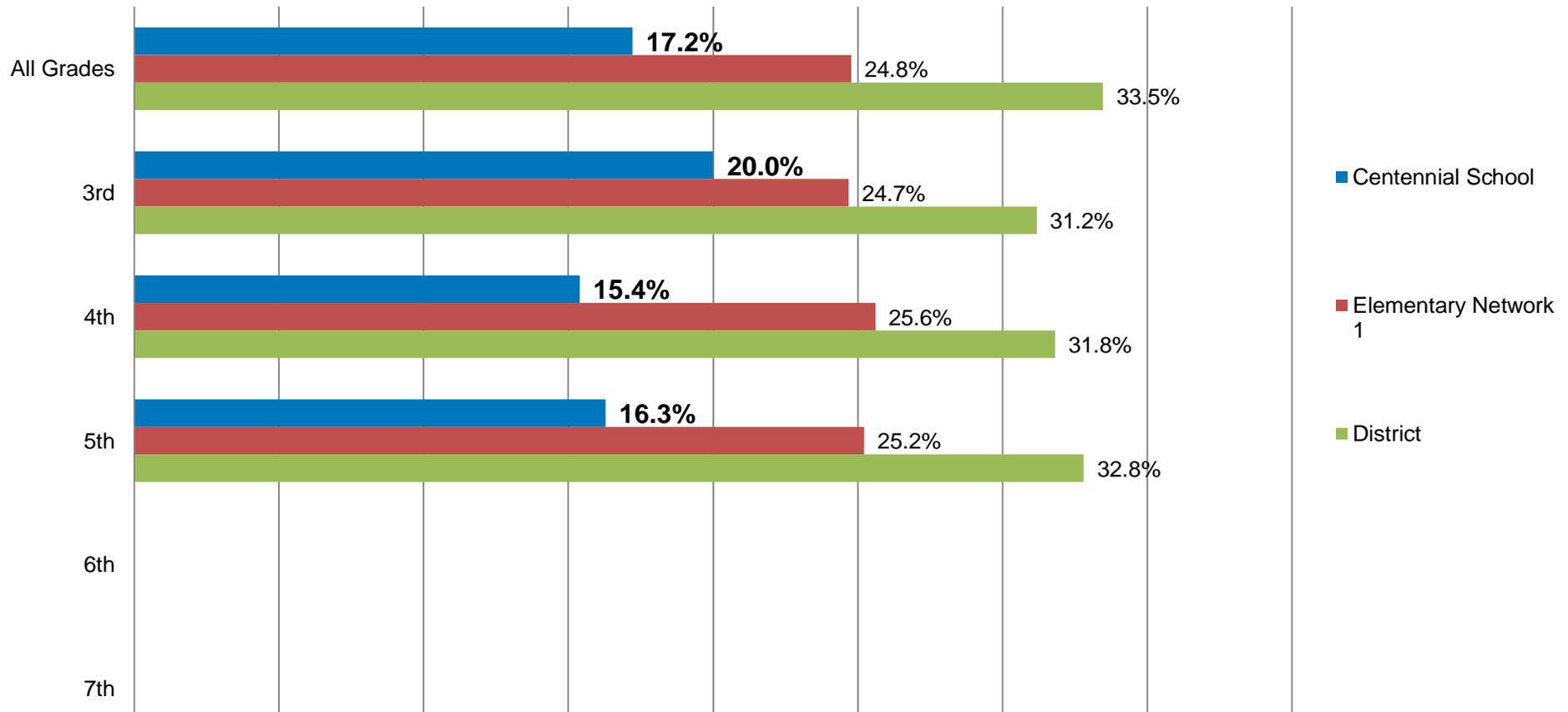
(Standards of Mathematical Practice)

# CMAS: PARCC English Language Arts Results



Overall, **17.2%** of our students (3<sup>rd</sup>-5<sup>th</sup>) who took the test met or exceeded expectations.

- 41.8% of students (3<sup>rd</sup>-5<sup>th</sup>) were Approaching or Above



In **language arts** instruction, we will be working to help students:

- Practice regularly with complex texts and their academic language;
- Read, write and speak about texts using evidence, both literary and informational;
- Build knowledge through content-rich nonfiction;

# What is a School Quality Review (SQR)?



- A School Quality Review (SQR) is a site visit by an outside group to look at the overall instructional quality of the school

- The review team looks for the school's strengths and challenge areas, and gathers feedback from families, teachers and school leaders.



- These reports can help schools prioritize next steps for improvement and help the district prioritize supports for the schools.

# What are our School Quality Review results?

Domain 1: Instruction	Exceeds	Meets	Partially Meets	Does Not Meet
1. Classroom interactions and organization ensure a classroom climate conducive to learning.		X		
2. Classroom instruction is intentional, engaging, and challenging for all students.			X	
3. Teachers regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students during the lesson.			X	
Domain 2: Students' Opportunities to Learn	Exceeds	Meets	Partially Meets	Does Not Meet
4. The school identifies and supports special education students, English language learners, and students who are struggling or at risk.			X	
5. The school has a safe, supportive learning environment that reflects high expectations.		X		
Domain 3: Educators' Opportunities to Learn	Exceeds	Meets	Partially Meets	Does Not Meet
6. The school designs professional development and collaborative systems to sustain a focus on instructional improvement.			X	
7. The school's culture indicates high levels of collective responsibility, trust, and efficacy.		X		
Domain 4: Leadership and Community	Exceeds	Meets	Partially Meets	Does Not Meet
8. School leaders guide and participate with instructional staff in the central processes of improving teaching and learning.			X	
9. School leaders effectively orchestrate the school's operations.		X		
10. Communities, parents and families are actively engaged in their students' progress and school improvement.		X		

# What Strengths Were Identified in our SQR?



- The school provides opportunities for students to form positive relationships with peers and adults in the school;
- The school reflects a safe, trustworthy and growth-oriented professional culture;
- Educators' mindsets and beliefs reflect shared commitments to students' learning;
- Professional development is designed to address school priorities, school improvement goals, and/or identified areas of need.

# What Areas for Improvement Were Noted In Our SQR?



- The curriculum is not systematically reviewed or revised;
- Timely, frequent, specific feedback is not yet consistently provided throughout the learning process to inform improvement efforts;
- Instruction requires some students to use and develop higher-order thinking skills.

# What Actions Will Our School Take Next?



- The Instructional Leadership Team (ILT) identified the following as a priority:
  - Content-focused feedback is provided to students.**
- The ILT identified one goal for this priority as having the most potential impact on the success of the school as a whole:
  - Teachers give students clear, descriptive feedback on the daily learning targets.**

## How the District Will Monitor School Performance:

- Our CMAS results from spring 2016 will be a part of the SPF rating our school will receive, including how much growth our students show from spring 2015 to spring 2016
- If schools have many years in a row of low performance on the SPF, then the DPS Board of Education will apply the School Performance Compact policy to evaluate what actions to take to improve performance at the school.
- Our school has had a history of low performance. If performance is not improved this year, our school could be evaluated under the School Performance Compact in fall 2016, which can potentially lead to closure.

# What is the School Performance Compact?

- Clear policy to hold persistently low-performing schools accountable, and help DPS reach our goal of Great Schools in Every Neighborhood.
- Board will use this policy to determine what actions to take to address persistently low performance, including restart or closure.
- Policy begins in fall 2016.



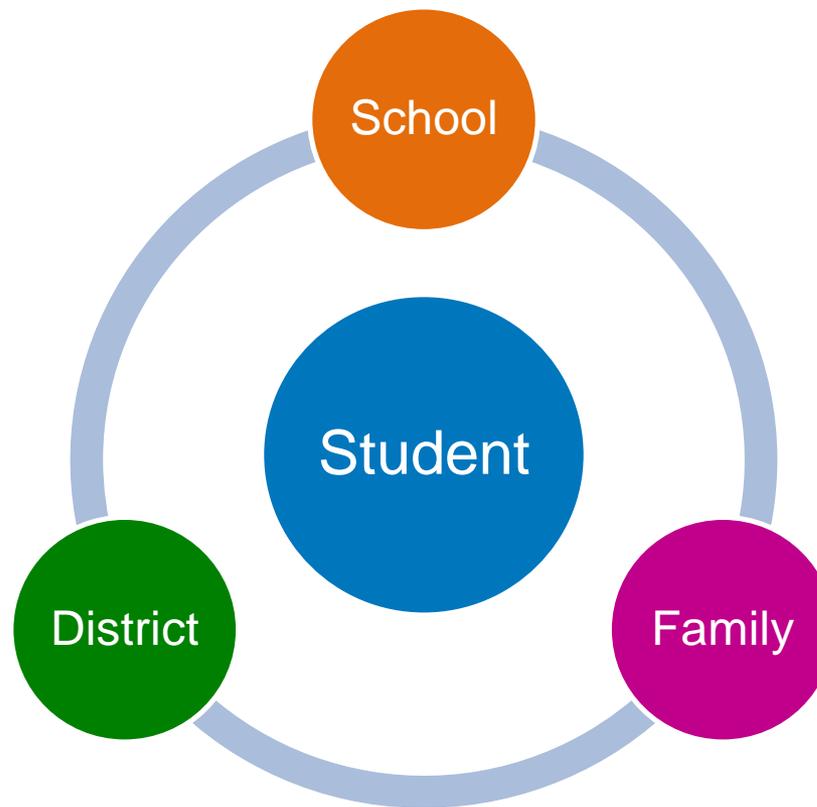
# What information will the School Performance Compact consider?

1. The number of years of low performance as measured by the School Performance Framework.
2. Growth in student academic performance in the most recent year.
3. A comprehensive review of school quality indicators.



# Working Together for Our Students

We all have a role in supporting student success:





School

At our school, our next steps will be:

- The Instructional Leadership Team will dive deeply into the CMAS: PARCC results to guide our school improvement strategies.
  - School-wide professional development focus/topics
  - Coaching cycles for individual teachers/grade level teams
- Teachers will look closely at the results to better understand student learning needs, and target their instruction to meeting those needs over the next few months.
- Implement the identified Action Plan/Next Steps from the School Quality Review (December 7-9, 2015)
  - Assessment for Learning Strategies
  - Descriptive Feedback to students
  - High-quality lesson planning

# How You Can Get Involved

## Family

- Join a school leadership group (CSC, PTA, ELA-PAC, etc.).
- Volunteer at your school.
- Sign up for Parent Portal for parent resources.
- Talk with your children about what they are learning.
- Use Supporting Student Success handout to help your child at home.



# Questions?

Q & A