

High Growth Title I Schools: What We've Learned

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Background to Project

- Follow up to the Per Pupil Allocation and SW/TA projects
 - Identified high performing, low PPA schools & low performing, high PPA schools
 - If the growth was not as attributable to PPA as expected, what else explained growth?
- Identified and studied high growth Title I schools to evaluate their practices

Definition of “High Growth School”

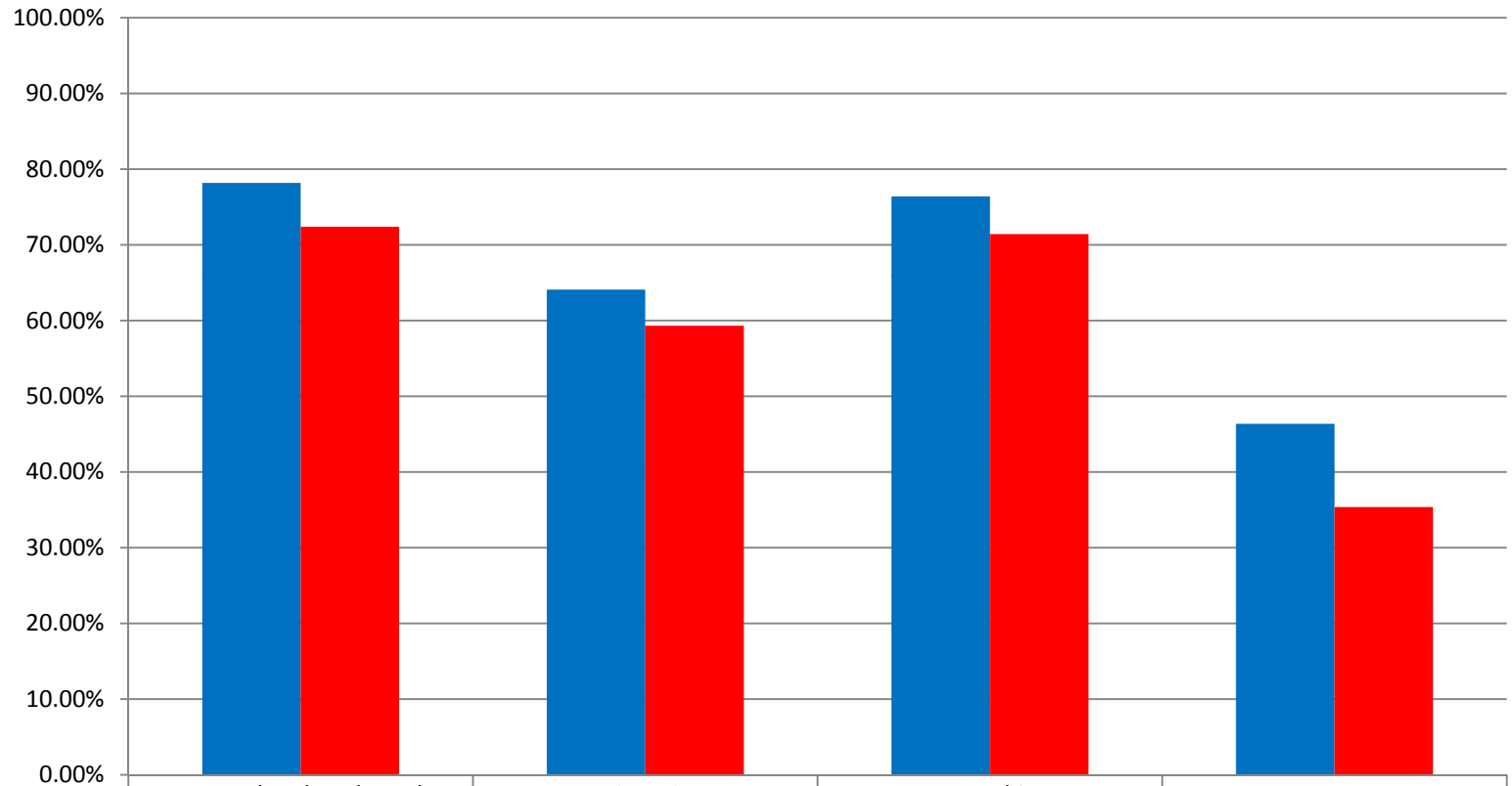
- Not necessarily the highest *achieving*
- Growth of lowest achieving students, with special attention to disaggregated groups required by NCLB

Demographics of Identified Schools

- High poverty, highly impacted schools
 - large and small schools: from 88 students to 763 students
 - Schools located across the state in urban, remote, and rural areas
 - Per Pupil Title I Allocation: \$283 to \$1250
 - Seven (7) schools operated Schoolwide Programs.

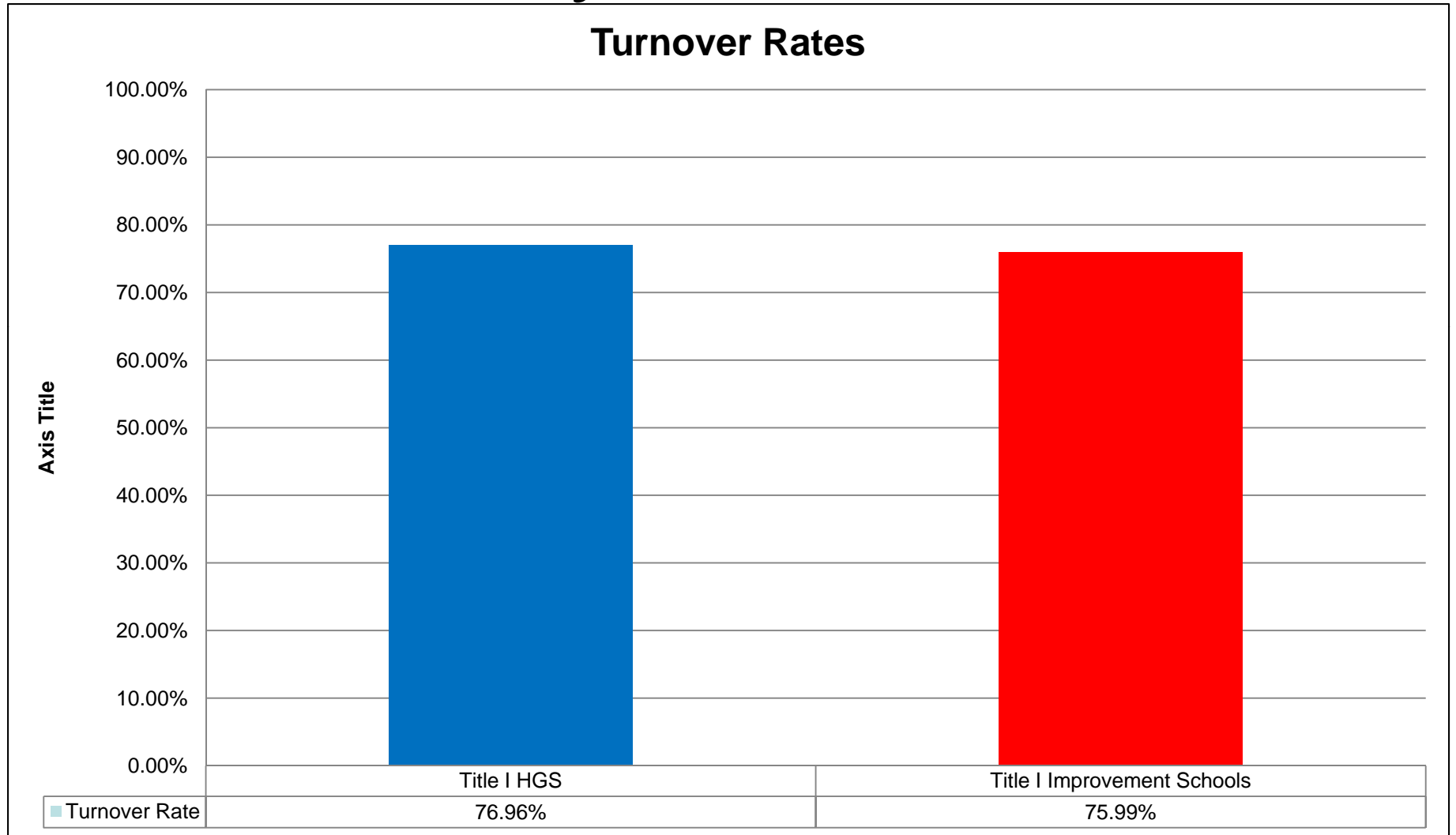
Demographics

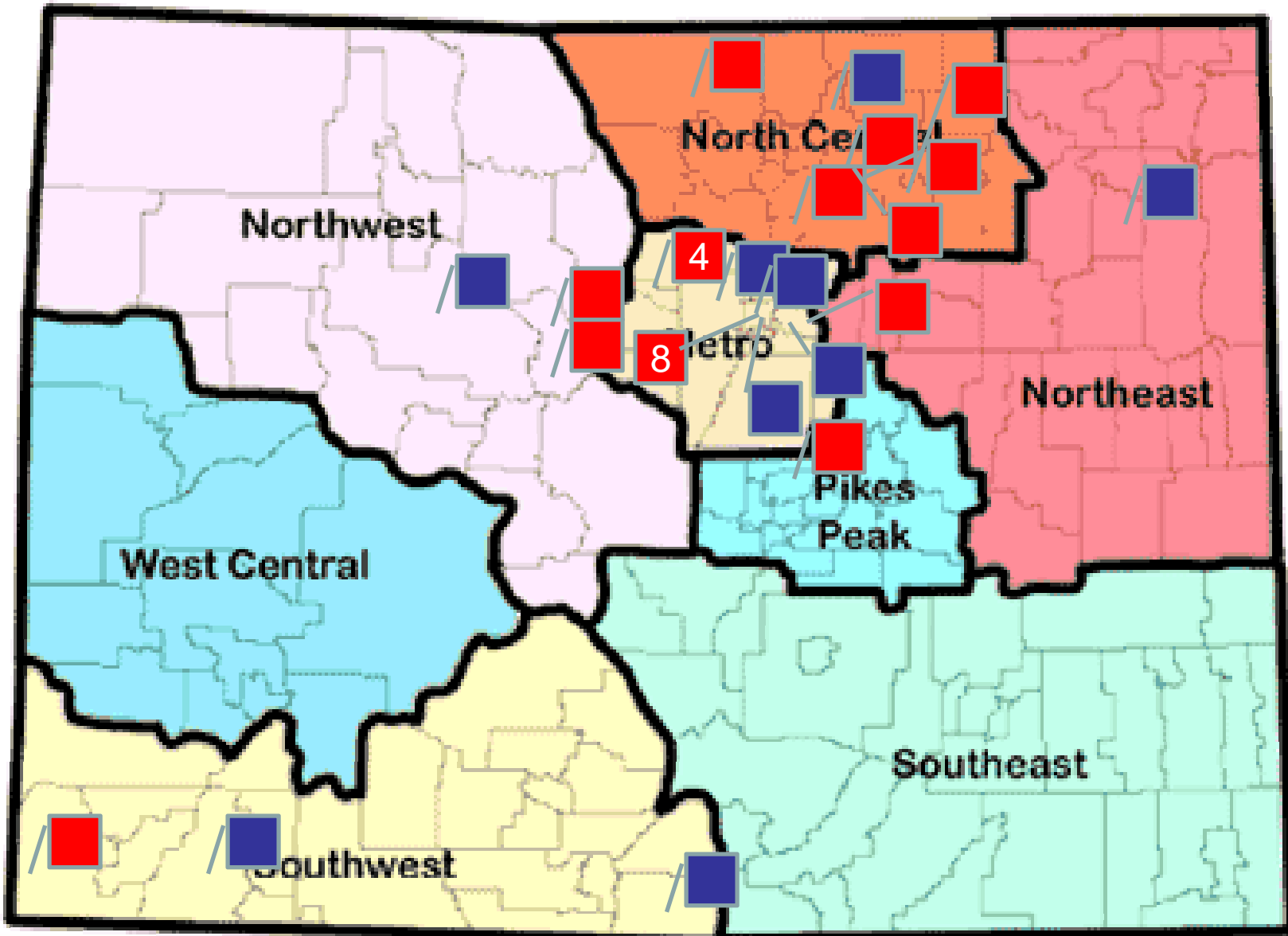
School Demographics in Review Year



■ Title I High Growth Schools	78.18%	64.10%	76.40%	46.37%
■ Title I Improvement Schools	72.41%	59.32%	71.43%	35.38%

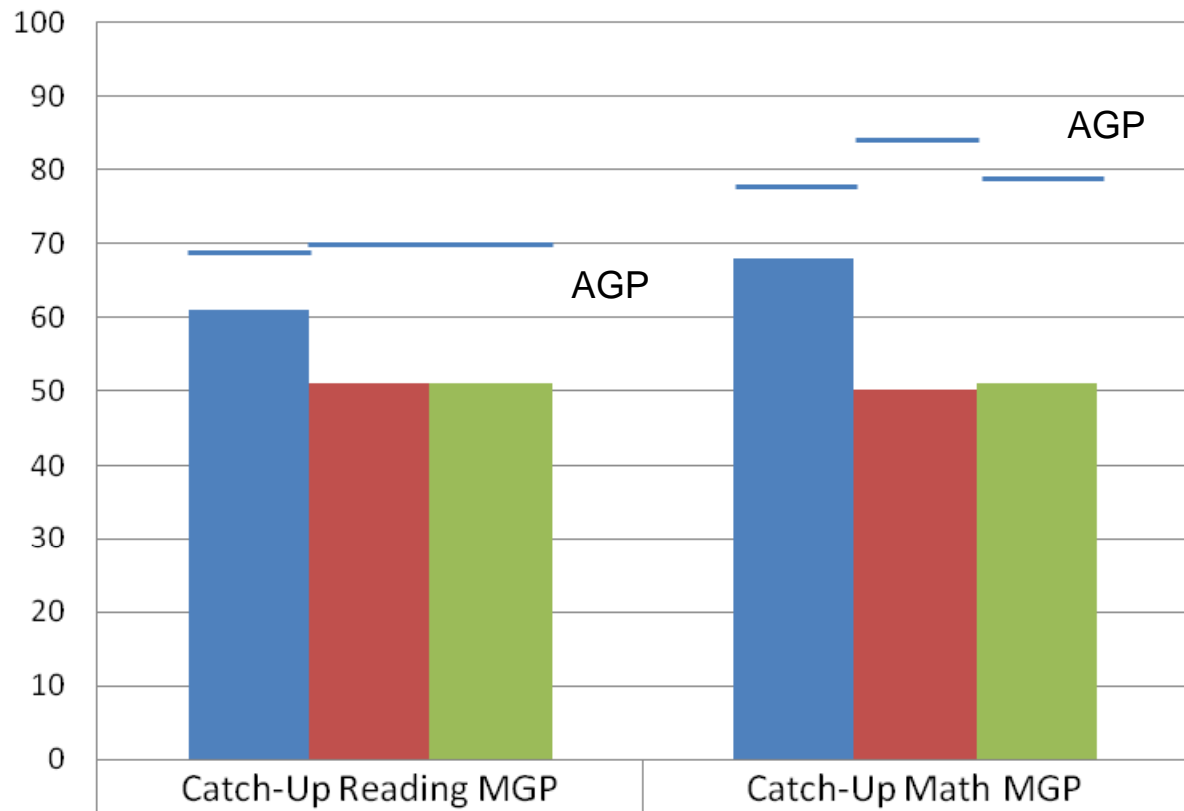
Faculty Return Rate





Comparison of Catch-Up Growth at the Elementary Level

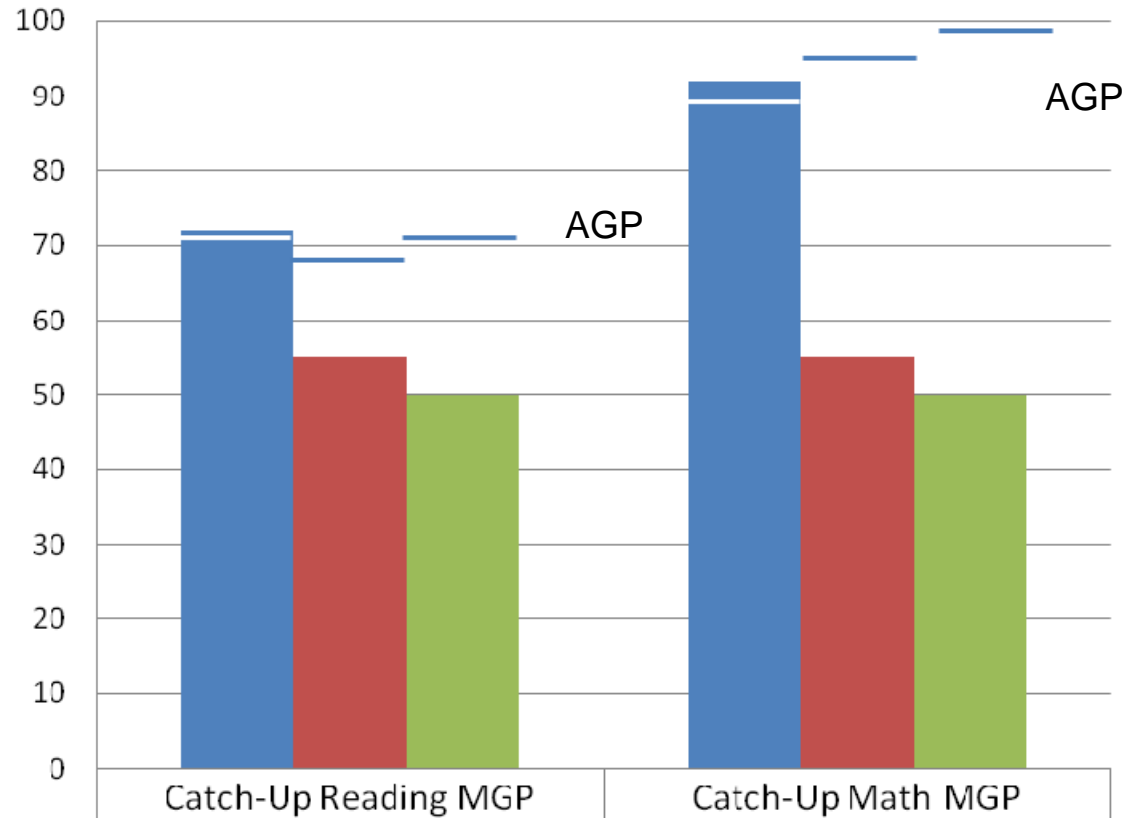
Median Growth Percentile for Unsatisfactory and Partially Proficient Students



■ Title I High Growth Schools	61	68
■ Title I Improvement Schools	51	50
■ Colorado	51	51

Comparison of Catch-Up Growth at the Middle Level

Median Growth Percentile for Unsatisfactory and Partially Proficient Students



■ Title I High Growth Schools	72	92
■ Title I Improvement Schools	55	55
■ Colorado	50	50

Comprehensive Review Process

- Of the 11 schools originally identified, 9 agreed to participate in the study.
- Each underwent a week-long review, similar to that done for schools on Improvement.
- Effective School Practices Review (ESPR) completed in 6 schools in the spring, 2011, and 3 in the fall, 2011
- SSTs completed in 2009-2010

The Nine Standards

Academic Performance

Standard 1 –
Curriculum

Standard 2 –
**Classroom Assessment &
Evaluation**

Standard 3 –
Instruction

Learning Environment

Standard 4 –
School Culture

Standard 5 –
**Student, Family and
Community Support**

Standard 6 –
**Professional Growth,
Development and
Evaluation**

Organizational Effectiveness

Standard 7 –
Leadership

Standard 8 –
**Organization & Allocation
of Resources**


Standard 9 –
**Comprehensive and
Effective Planning**

Indicators

- Each standard has from 2 – 8 indicators
- 86 indicators total
- Indicators are colored-coded on a landscape or aerial to show patterns
 - Red: Little or no implementation
 - Black: Some implementation
 - Blue: Practice can be found across the school
 - Green: Exemplary

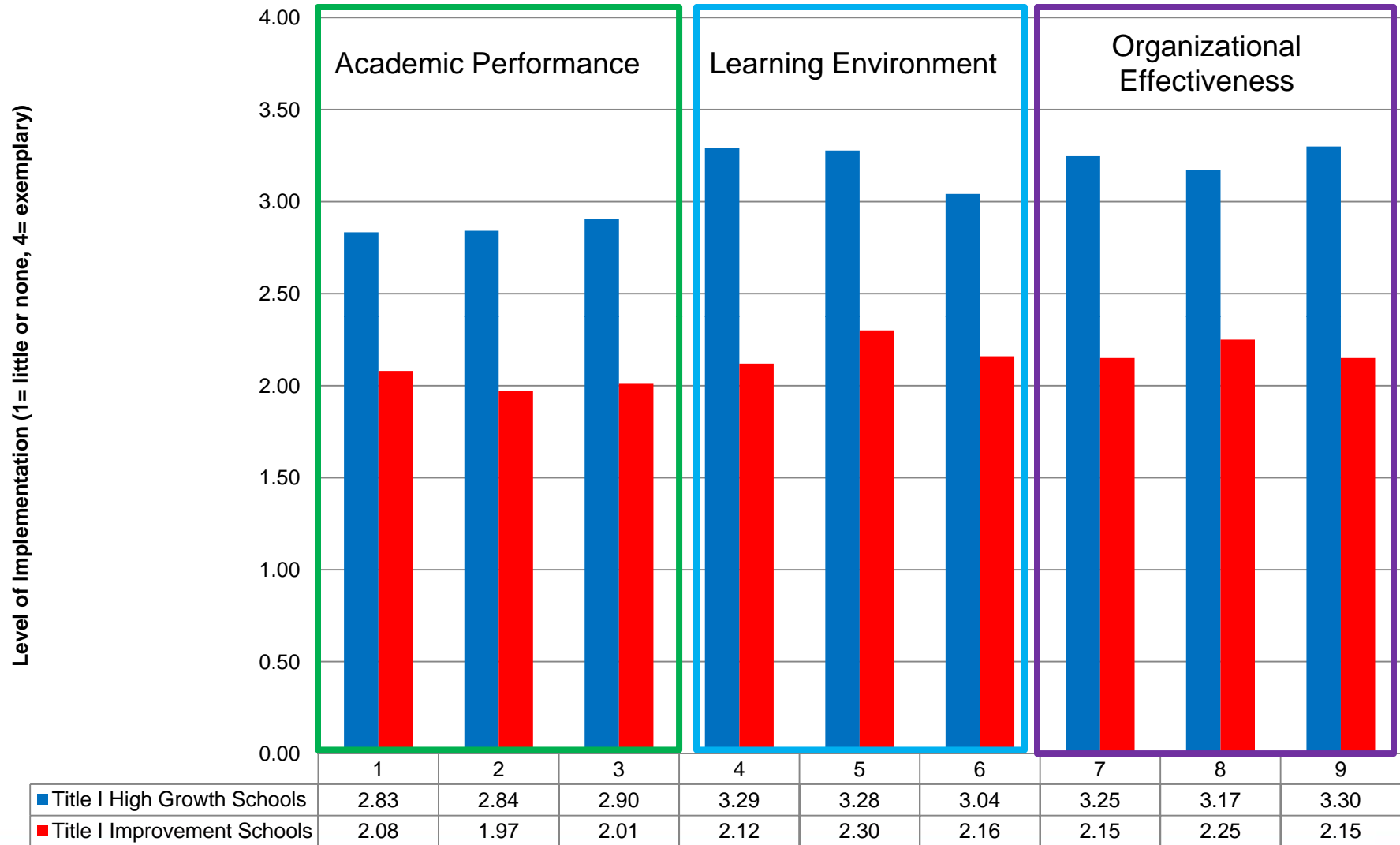
<p>Standard 1: Curriculum</p> <p>1.1a. The adopted curriculum is aligned with the Colorado Model Content Standards, grade level expectations, and assessment frameworks.</p> <p>1.1b School leadership initiates and facilitates articulation of curriculum standards across all levels and programs within the school.</p> <p>1.1c School leadership initiates and facilitates articulation of curriculum standards with other schools with an intentional focus on key curriculum transition points.</p> <p>1.1d The curriculum provides specific links to post-secondary education, life, and/ career options.</p> <p>1.1e The school provides access to a curriculum that emphasizes a challenging academic core for all students.</p> <p>1.1f Information literacy and technology are integrated into content curricula.</p>	<p>Standard 4: School Culture</p> <p>4.1a There is a safe, orderly, and equitable learning environment.</p> <p>4.1b School staff members create experiences that demonstrate the belief that all children can learn at high levels and they facilitate continuous improvement in student learning.</p> <p>4.1c Teachers and non-teaching staff are involved in formal and informal decision-making regarding teaching and learning.</p> <p>4.1d Teachers recognize and accept their professional role in student success and failure.</p> <p>4.1e Students recognize and accept their roles and responsibilities for their own learning.</p> <p>4.1f Teachers regularly communicate with families about each student's progress.</p> <p>4.1fg Teachers and staff care about students and inspire their best efforts.</p> <p>4.1h Student achievement is highly valued and publicly celebrated.</p> <p>4.1i Support for the physical, cultural, socio-economic, and intellectual needs of all students reflects the school's commitment to equity and appreciation of diversity.</p> <p>4.1j The school and classroom environments are culturally responsive.</p> <p>4.1k All school staff members actively support the school's equity efforts.</p>	<p>Standard 7: Leadership</p> <p>7.1a Leadership develops and sustains a shared vision and mission.</p> <p>7.1b School leadership incorporates information from disaggregated data into the school improvement plan.</p> <p>7.1c Leadership ensures that all instructional staff members have access to resources related to the Colorado Standards.</p> <p>7.1d Leadership protects instructional time.</p> <p>7.1e Leadership allocates and monitors the use of resources.</p> <p>7.1f Leadership ensures a safe and effective learning and work environment.</p> <p>7.1g The School Accountability Committee provides input into the school improvement plan.</p> <p>7.1h The principal demonstrates leadership skills in the areas of academic performance, learning environment, and efficiency.</p> <p>7.1i School leadership promotes and supports a diverse educational environment.</p>
<p>Standard 2 : Classroom Assessment & Evaluation</p> <p>2.1a Classroom assessments are frequent, rigorous, and aligned with standards.</p> <p>2.1b Teachers collaborate in the design or selection of assessment tasks.</p> <p>2.1c Performance standards are clearly communicated, evident in classrooms, and observable in student work.</p> <p>2.1d Students can articulate academic expectations and know what is required to be proficient.</p> <p>2.1e Students have varied opportunities to demonstrate proficiency and receive meaningful feedback on their learning.</p> <p>2.1f Teachers use a body of evidence to obtain information on student learning, achievement gaps, and instruction.</p> <p>2.1g Teachers analyze student work as well as test results to assess student progress and achievement, identify achievement gaps, and make changes to instruction.</p>	<p>Standard 5: Student, Family and Community Support</p> <p>5.1a Families and the community are active partners in the educational process and work with the school staff to promote programs and services for all students.</p> <p>5.1b Support structures and programs help reduce barriers to learning for all students.</p> <p>5.1c The school maintains an accurate, accessible student record system.</p> <p>5.1d Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.</p>	<p>Standard 8: Organization and Allocation of Resources</p> <p><i>Organization of school resources</i></p> <p>8.1a The school maximizes the use of resources to support achievement.</p> <p>8.1b The master schedule provides access to the full curriculum to all students.</p> <p>8.1c Staff members are efficiently allocated and organized to support learning.</p> <p>8.1d Staff makes efficient use of instructional time to maximize learning.</p> <p>8.1e Procedures promote vertical and horizontal team planning.</p> <p>8.1f The schedule is designed to provide quality instructional time.</p> <p><i>Resource allocation and integration</i></p> <p>8.2a A clearly defined process provides equitable allocation of resources.</p> <p>8.2b Resources are allocated based on data and improvement priorities.</p> <p>8.2c State/Federal funds are allocated and integrated to address student needs.</p>
<p>Standard 3: Instruction</p> <p>3.1a Effective and varied instructional strategies are used in all classrooms.</p> <p>3.1b Instructional strategies / activities are meaningful and designed to help students master content standards and meet performance expectations.</p> <p>3.1c Instructional strategies are planned, delivered, and monitored to meet the changing needs of a diverse student population.</p> <p>3.1d Teachers and students incorporate the use of technology in teaching and learning.</p> <p>3.1e Instructional resources are sufficient to support the effective delivery of the curriculum.</p> <p>3.1f Homework is monitored and linked to learning targets.</p> <p>3.1g Instructional services are provided to students to address individual needs and to close learning gaps.</p>	<p>Standard 6: Professional Growth, Development & Evaluation</p> <p><i>Professional development</i></p> <p>6.1a The school recruits and supports teachers who demonstrate the content knowledge and instructional skills necessary to challenge and motivate students to high levels of learning.</p> <p>6.1b Professional development opportunities are selected based on a range of criteria and data.</p> <p>6.1c Professional development opportunities impact classroom practices, staff efficiency, and school functioning.</p> <p>6.1d Professional development is implemented and evaluated for effectiveness.</p> <p>6.1e The school allocates fiscal resources for professional development.</p> <p><i>Professional growth and evaluation</i></p> <p>6.2a A clearly defined evaluation process is implemented in the school.</p> <p>6.2b The employee evaluation process is used to improve staff proficiency.</p> <p>6.2c Leadership uses the evaluation process to provide follow-up and support to improve professional and instructional practices.</p>	<p>Standard 9: Comprehensive and Effective Planning</p> <p>9.1a A collaborative process is used to develop the school's vision, mission, and goals and guide decisionmaking.</p> <p>9.1b The improvement planning process involves collecting, managing, and analyzing data.</p> <p>9.1c The school uses a variety of data to set goals for school improvement.</p> <p>9.1d School improvement plans reflect current research and established performance expectations for student learning.</p> <p>9.1e School goals for student learning are clearly defined.</p> <p>9.1f Methods to achieve goals are identified in clear, specific action steps.</p> <p>9.1g The means for evaluating the effectiveness of the plan are established.</p> <p>9.1h The school improvement plan is implemented as developed.</p> <p>9.1i The degree to which the school achieves its improvement goals is monitored and evaluated.</p> <p>9.1j The school sustains a commitment to continuous improvement.</p>

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What We Learned So Far from the High Growth Schools?

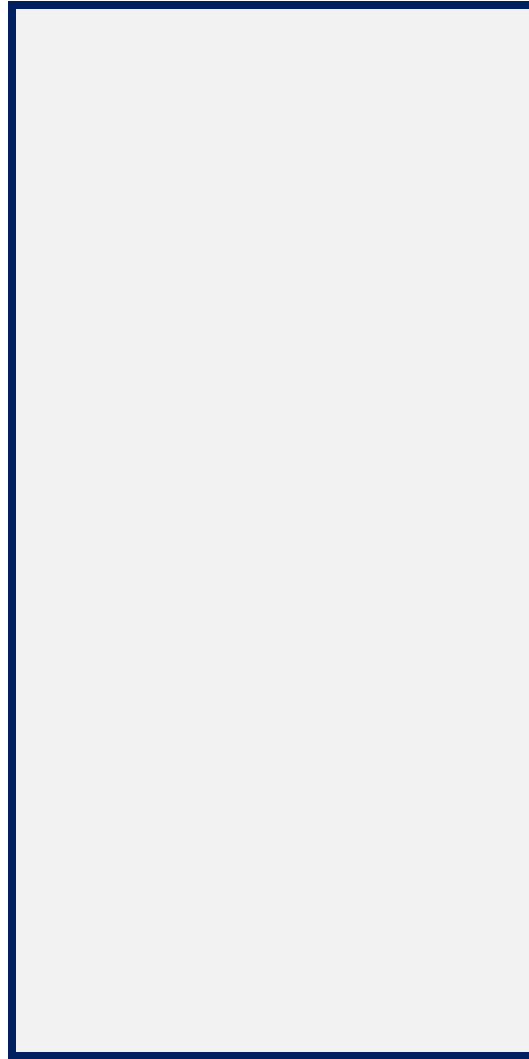
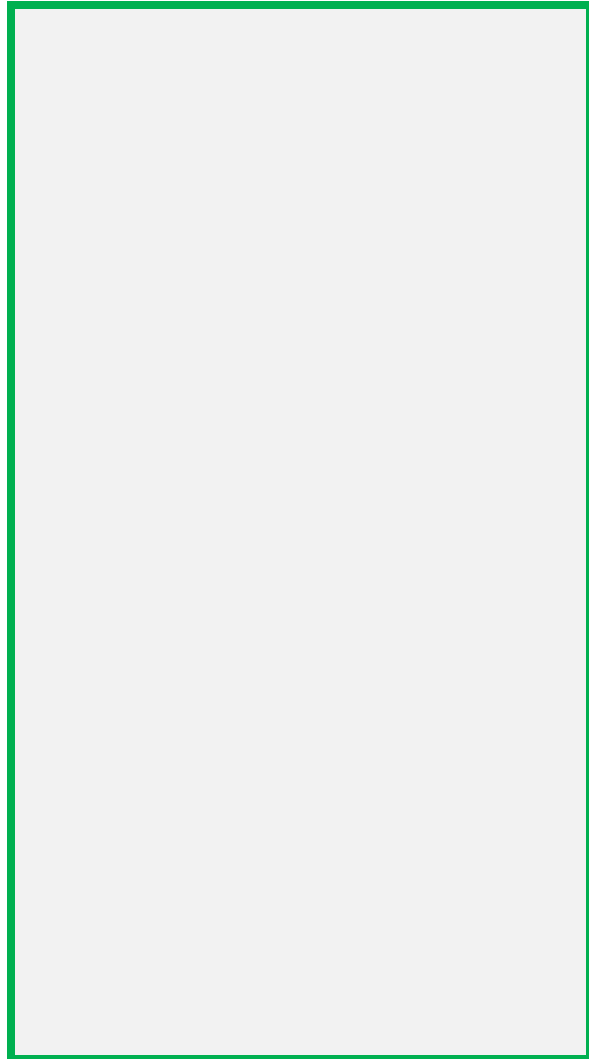
Comparison of Title I High Growth and Title I Improvement Schools



Principal Summit

- Fishbowl concept
- Principals of 4 of the schools agreed to be videotaped
- Discussed their successes with some of the indicators

The Nine Standards



Organizational Effectiveness

Standard 7 –
Leadership

Standard 8 –
Organization & Allocation of Resources

Standard 9 –
Comprehensive and Effective Planning

Emerging Patterns: Organizational Effectiveness

- Core mission, vision and beliefs of the school permeate the culture (videos [D:\3_04.mpg](#); [D:\3_06.mpg](#))
- Principal leadership (video [2_08](#); [3_09](#); [3_10](#))
- Distributed leadership (video [3_08](#))
- Principal's presence (video [2_06](#); [2_07](#))
- Instructional Time/Collaborative Time (VIDEO [2_01](#); [2_03](#); [2_04](#))
- Improvement planning is based on data and is focused on a limited number of target areas (video [1_03](#))

The Nine Standards

Learning Environment

Standard 4 –
School Culture

Standard 5 –
**Student, Family and
Community Support**

Standard 6 –
**Professional Growth,
Development and
Evaluation**

Emerging Patterns: Learning Environment

- School-wide belief that all students CAN and WILL achieve
- Expectations for high levels of staff and student performance – No excuses (video [2_09](#); [2_10](#); [2_11](#))
- Laser-like focus on the work necessary to accomplish student success (video [1_01](#); [1_02](#))
- Consistent and clear expectations for behavior and academic performance (video [3_01](#); [3_02](#); [3:03](#))
- Apparent constructive synergy throughout the school at all levels – Partnerships are evident (video [2_14](#); [2_15](#))
- Open and transparent communication is honored

The Nine Standards

Academic Performance

Standard 1 –
Curriculum

Standard 2 –
**Classroom Assessment &
Evaluation**

Standard 3 –
Instruction

Emerging Patterns: Academic Performance

District curricula aligned to Colorado standards

Multiple assessments and data literacy permeate daily work

Data informs actions within teaching and learning cycle

Well-planned lessons framed around the standards/curricula

Active student participation and engagement in learning

Opportunities for extended learning


Well organized RTI process to ensure students' needs are met

What Are We Doing Next?

- Schools
 - Videos capturing effective practices
- CDE
 - Best Practices Website
 - Continue to evaluate what works
 - Find other ways to disseminate and provide guidance on the best practices (school briefs and summary briefs)

Use of Funds

- Using data to identify what students' needs are and then using Title I funds to provide resources (human, time, and materials) based on the data.
 - Reminder: Per Pupil Title I Allocation: \$283 to \$1250
 - Reminder: PPA Study
 - Trends in how funds were used
 - Used for intervention supports – laser-focused. Not just filling a spot, but using highly-skilled teachers.
 - First best instruction – partnerships and support in the classroom.
 - Professional development opportunities
 - Parent support



What does it all mean? How
should this information be
used?

Next Steps

- What strategies are being used by schools that have come off of improvement (making AYP with increased targets)?
- Look at schools not making AYP but are on performance on SPF (where/on what indicators are they not making AYP)?
- Figure out the “how” these schools are having growth and getting high ratings on the indicators

Next Steps

- What can districts do to support these effective practices? How are the districts of these schools supporting them?
- How do these principals negotiate district initiatives/demands on the schools if that interferes with the effective practices?

Contacts

For questions about program evaluation

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 - Mohajeri-nelson_n@cde.state.co.us

For questions about Title I, Part A in Colorado

- Trish Boland
 - Boland_t@cde.state.co.us

For questions about Colorado Growth Model and accountability in Colorado

- Alyssa Pearson
 - Pearson_a@cde.state.co.us