



**COLORADO**  
Department of Education

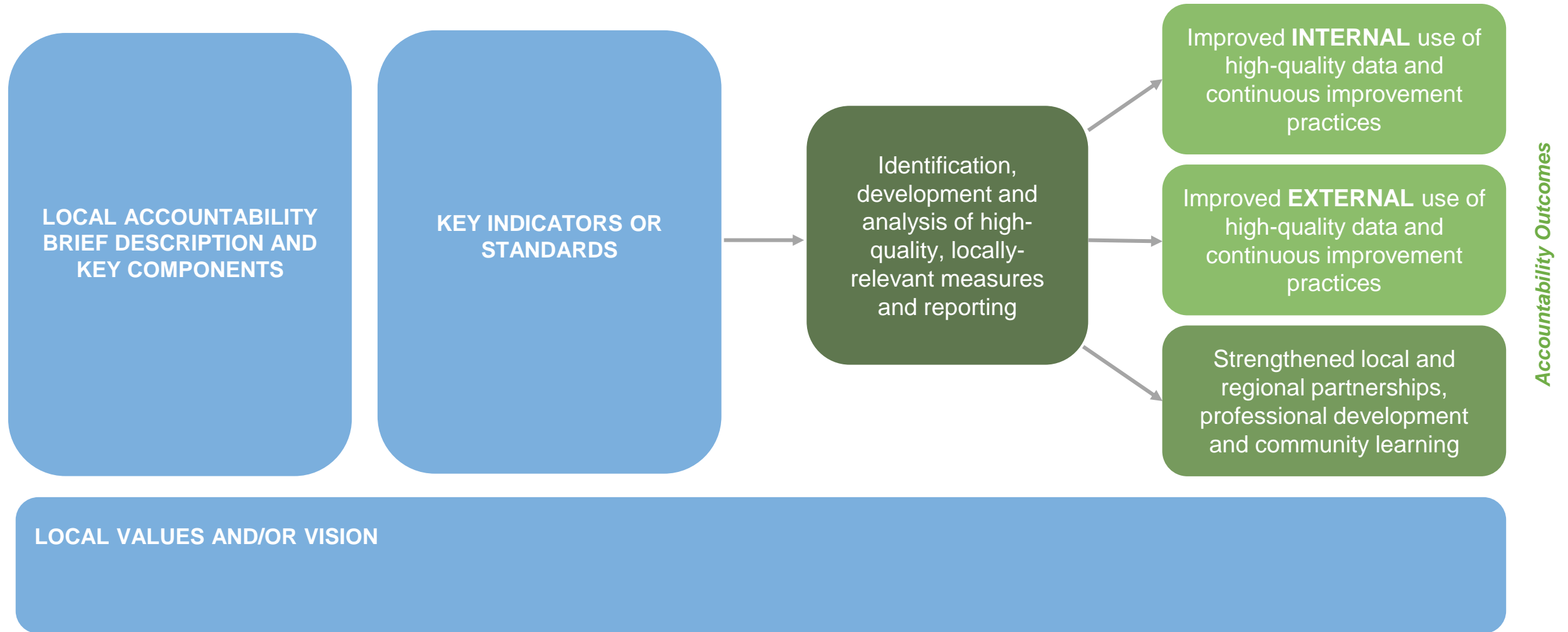
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# **Local Accountability Pilots**

## Spring 2021 Progress and Lessons Learned

**Cañon City Schools**

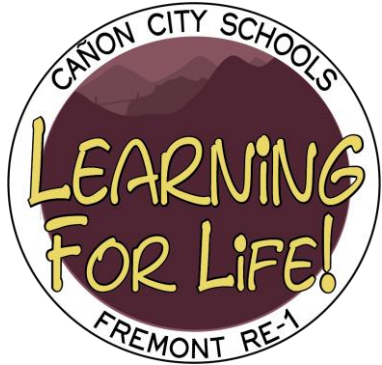
# THEORY OF ACTION



# VALUES, VISION, COMMUNITY CONTEXT

In 2018-19, Cañon City Schools conducted a comprehensive revisioning process that included the codification of core beliefs, a revised mission statement and the establishment of a modern *Profile of a Graduate*.

## Our Vision and Mission



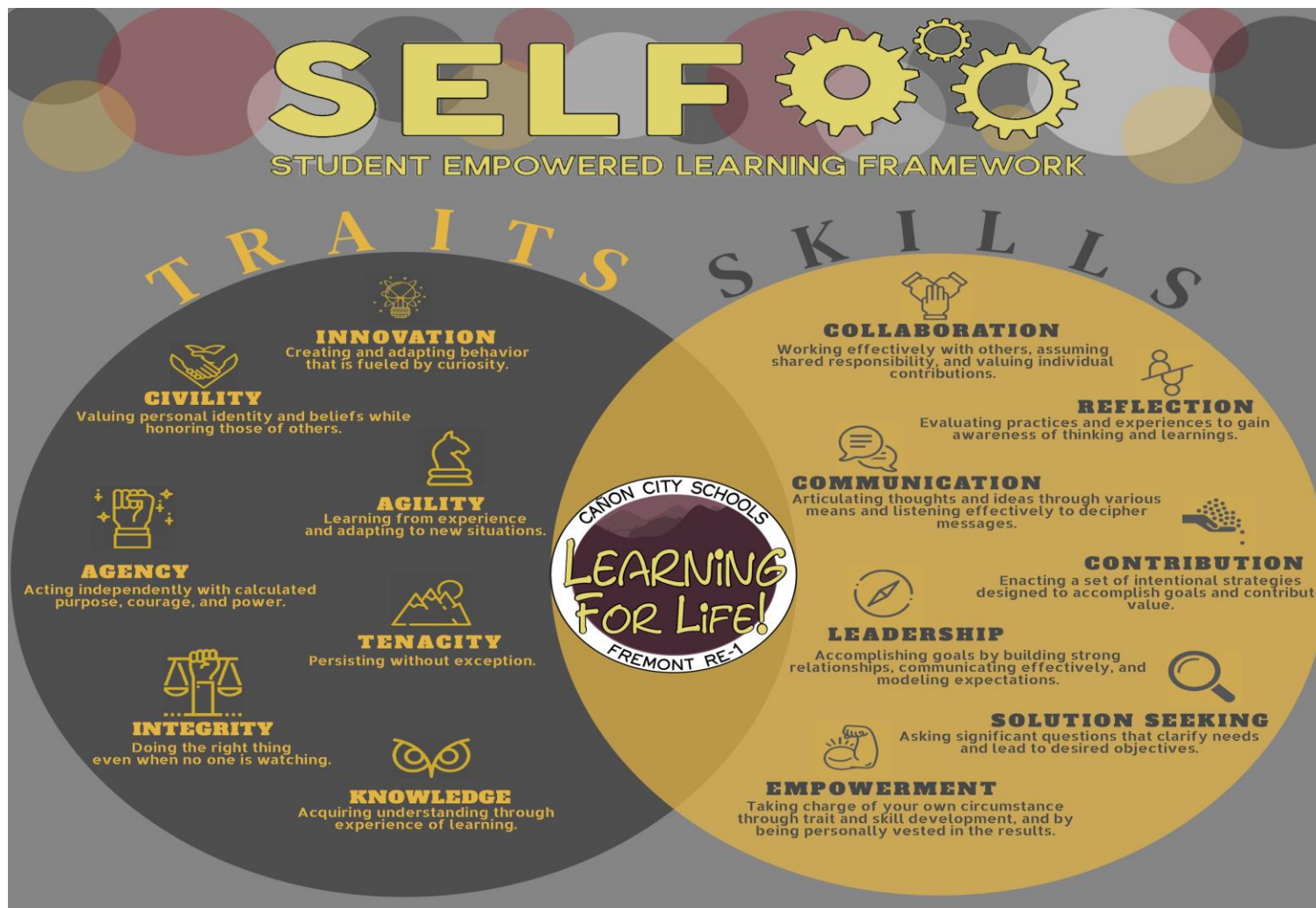
*The Cañon City School District is future-focused, providing innovative educational opportunities to successfully prepare all students to meet any challenge they may face.*

## Our Core Beliefs

- We meet the social-emotional needs of all students, putting Maslow's Hierarchy of Needs before Bloom's Taxonomy.
- We believe learning growth matters most, requires risk-taking, and the work we do in our schools has the greatest impact on this.
- We're future-focused, believing the development of certain traits and skills will best prepare our students for ever-changing careers.
- We emphasize what is good for kids over the needs and comfort of adults.

# VALUES, VISION, COMMUNITY CONTEXT

From Core Belief 3 we established our Student Empowered Learning Framework and our *Profile of a Graduate*



# VALUES, VISION, COMMUNITY CONTEXT

Having conducted annual building Instructional Programs Reviews for the three years prior, we determined it prudent to revise our rubric to measure progress made toward this new vision, mission, graduate profile, and our adopted core beliefs.

Through our district Compass Committee, this rubric was established, and we piloted it for the first time in Spring 2019, applying it to Cañon City High School. The rubric was further revised, and all schools were measured using it in Spring 2020 (just before the pandemic struck) and again in Spring 2021.

## I. Focus on Climate, Culture, Vision, and Purpose

(I) = Ineffective (SE) = Somewhat Effective (E) = Effective (H) = Highly Effective

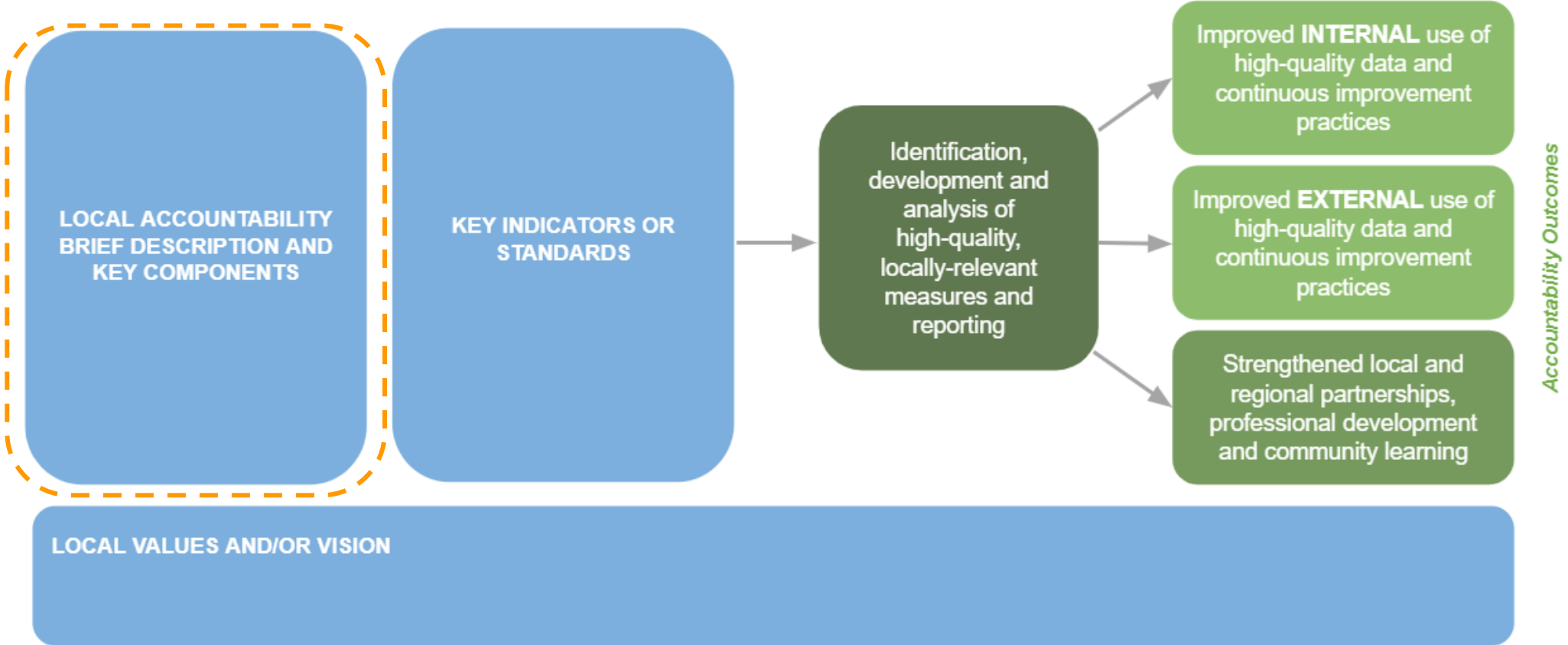
- (I) (SE) (E) (H) The culture, vision, and direction of the school are personalized, well-defined and clearly supported by the staff.
- (I) (SE) (E) (H) It is evident the staff chosen culture is adhered to and the school climate is positive.
- (I) (SE) (E) (H) No matter the personalized direction of the school, support for the district's core beliefs is evident and active.
- (I) (SE) (E) (H) Instruction in the development of district identified traits and skills is observable and measurable.
- (I) (SE) (E) (H) Student success is well defined, measured, and relevant to what we know about the future.
- (I) (SE) (E) (H) School procedures are clear, effectively communicated, and enforced equitably.
- (I) (SE) (E) (H) There is evidence the school actively promotes tolerance.

## IV. Focus on Equity of Opportunity

(I) = Ineffective (SE) = Somewhat Effective (E) = Effective (H) = Highly Effective

- (I) (SE) (E) (H) It is evident the school rarely tracks or ability groups students and low-track classes have been eliminated where appropriate.
- (I) (SE) (E) (H) All students have access to accelerated learning opportunities with appropriate supports.
- (I) (SE) (E) (H) All students who wish to take advanced or challenging courses are encouraged and supported in doing so.
- (I) (SE) (E) (H) Barriers to participation in educational and enrichment programs are alleviated or eliminated to ensure all student populations have access to them. This includes considerations for transportation, program fees, and purchase of required equipment, supplies and materials.
- (I) (SE) (E) (H) There is evidence of a high rate of inclusion of low socio-economic populations in advanced and gifted learning opportunities.

# BRIEF DESCRIPTION AND KEY COMPONENTS



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## Our Process Includes

A District Created Rubric

A Building-Level Self-Reflection Process

Site Visits by Educators, Parents, Community Partners, and Students

A Data Dive Into Academic, Social-Emotional, and Behavior Indicators

Actual Observation Of Instruction With A Focus On Our Pillars of Instruction

Ratings Deliberations Through Spirited Discussion and Calibration

A Web-Based Report Shared With Staff and Each School Community

# BRIEF DESCRIPTION AND KEY COMPONENTS

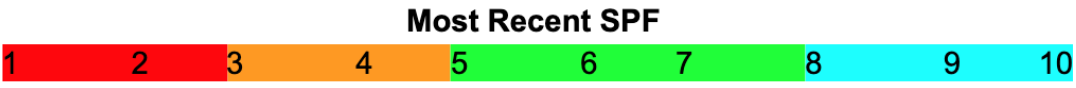




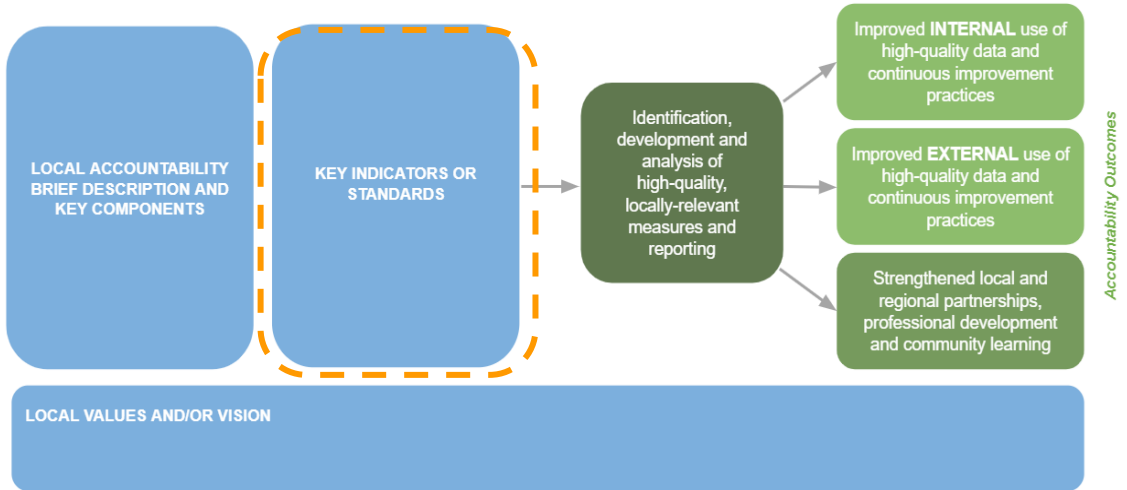
# KEY INDICATORS OR STANDARDS

## Cumulative Ratings

- I. Focus on School Climate and Culture
- II. Focus on Student Health and Social-Emotional Wellness
- III. Focus on Innovative Instruction
- IV. Focus on Equity of Opportunity
- V. Focus on Opportunities for Learning Experiences
- VI. Focus on Effective Assessment Practices
- VII. Focus on Improvement of Instruction and Learning
- VIII. Focus on Support for Positive Student Behavior
- IX. Focus on Resource Acquisition and Maintenance of a Safe Learning Environment
- X. Focus on Parent and Student Perception of School
- XI. Building Created Area of Focus (is applicable)



**Final Rating (Preliminary Rating plus Current SPF Rating divided by 2)**

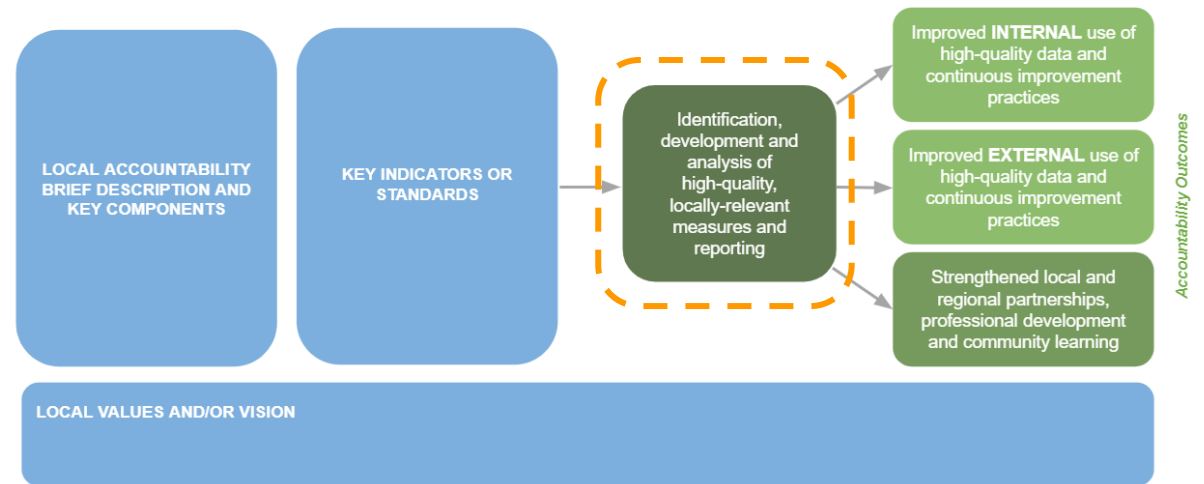


# MEASURES AND INDICATORS

**Client Perception Surveys:**  
Students, Parents, and Staff

**Data Dive:** Academic, Social-Emotional, and Behavior

**Multiple Raters:** 8-10 Per Review-Educators, Parents, Community Partners, and Students.



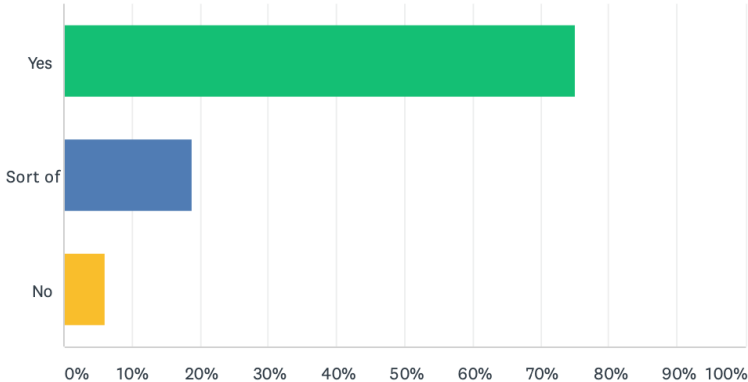
# MEASURES AND INDICATORS

## Results of Student, Parent, and Staff Surveys Are Taken Into Consideration

2021 Cañon City Middle School Student Survey

Q9 Are you aware of the traits and skills your school is trying to develop in students?

Answered: 217 Skipped: 1

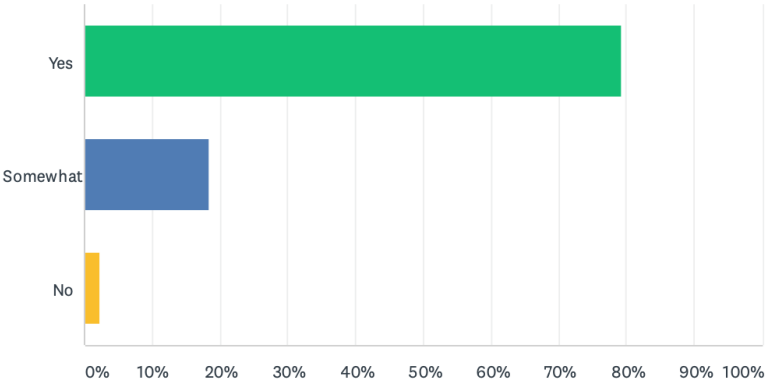


ANSWER CHOICES	RESPONSES	
Yes	75.12%	163
Sort of	18.89%	41
No	5.99%	13
TOTAL		217

2021 Cañon Exploratory School Parent Survey

Q12 My school does things that help my child develop these traits and skills.

Answered: 130 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	79.23%	103
Somewhat	18.46%	24
No	2.31%	3
TOTAL		130

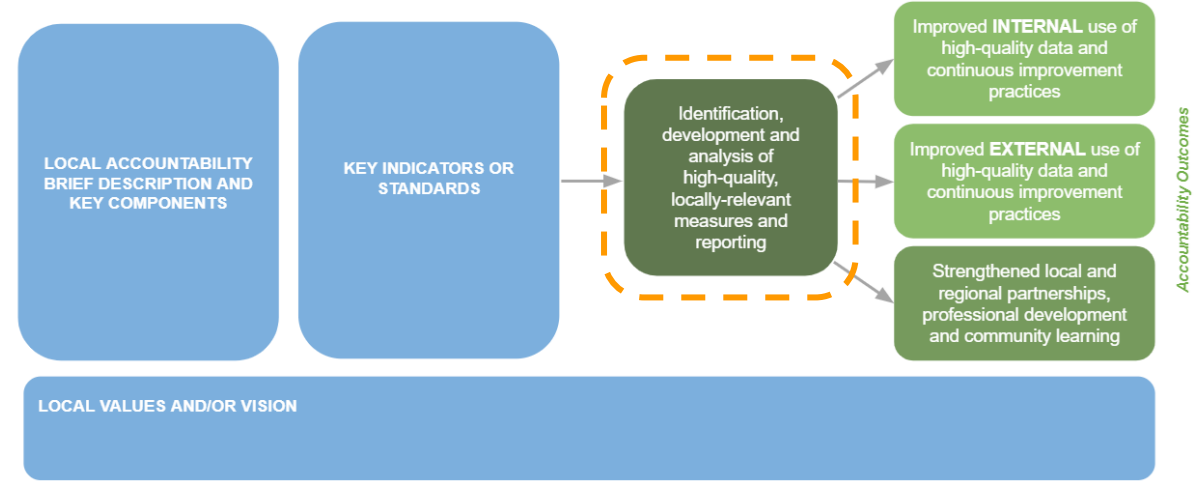


# INTERPRETING AND REPORTING:

**(I)** = Ineffective **(SE)** = Somewhat Effective **(E)** = Effective **(HE)** = Highly Effective

85.71%	I. Focus on School Climate and Culture
90.91%	II. Focus on Student Health and Social-Emotional Wellness
91.67%	III. Focus on Innovative Instruction
93.33%	IV. Focus on Equity of Opportunity
100.00%	V. Focus on Opportunities for Learning Experiences
72.73%	VI. Focus on Effective Assessment Practices
79.17%	VII. Focus on Improvement of Instruction and Learning
94.44%	VIII. Focus on Support for Positive Student Behavior
100.00%	IX. Focus on Resource Acquisition and Maintenance of a Safe Learning Environment
87.42%	X. Focus on Staff and Student Perception of School
Preliminary Rating	89.54%

**Cumulative reports reflecting a 100 Point scale (much like DPF and SPF) and general narratives are created as a result of each review.**



### Compass Comments

It is evident the staff and administration have clearly outlined behavioral expectations for students, and that children and their families fully understand the consequences they receive when policies are violated. We encourage the school to explore developing more restorative and fewer exclusionary discipline practices. If there is any way to significantly limit or fully eliminate out-of-school suspension practices, we would like this to be done. We recognize a generally improved level of student behavior in the school this year, though fully understand this may have been a by-product of the pandemic and lighter daily attendance.



# INTERPRETING AND REPORTING

## Harrison 2021 Instructional Program Review

### What An Instructional Program Review Is

#### Purpose of this Process

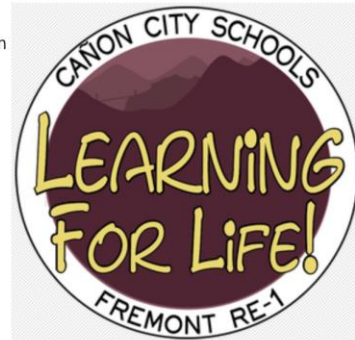
The Cañon City School District believes by taking an in-depth look at each of its schools on an annual basis, through the lens of what it collectively strives to achieve as an educational system, it will identify opportunities for improvement and growth to assist schools in more effectively reaching their goals.

As we have created this vision for ourselves, we also believe we have the capacity within ourselves to conduct this process in a fair and equitable manner.

#### Plan for Implementation

Building site reviews take place each school year prior to Spring Break, with the goal of reporting results back to each staff and each school community by the end of each year. In preparation for an annual review, each school leadership team prepares by creating a collective self-reflection of the agreed upon rubric. The Compass Committee, comprised of students, staff, parents, administrators, board members and key community leaders, appoints a review team to consist of the superintendent of schools, the assistant superintendent of schools, a selection of appropriate directors, at least one school principal (not assigned to the school being reviewed), a group of appropriate instructional coaches/coordinators, staff, and students. At least one board of education member will also participate in each site review process.

Site reviews are conducted over the course of a full school day and include opportunities for staff to present information and artifacts to the visiting team, as well as opportunities for the visiting team to observe live instruction.



**Web-Based Reports  
Are Created for Each School**

hool's final rating for 2021 is **76.45 %**. This lands the school in the **Effective** category.

ommittee recognizes Harrison K-8 School's effort to align its practices to the district's vision, mission, core ainment of its graduate profile traits and skills.

second year Harrison has been rated according to this rubric, and 2021 is an improvement over the prior-year

is review, the Cañon City Schools Compass Committee suggests the following areas of focus to further t learning outcomes:

**I** = Ineffective **(SE)** = Somewhat Effective **(E)** = Effective **(HE)** = Highly Effective

ocus on School Climate, Culture, Vision, and Purpose

ocus on Student Health and Social-Emotional Wellness

62.50% III. Focus on Innovative Instruction

60.00% IV. Focus on Equity of Opportunity

-Harrison has come a long way in codifying its Kids at Hope culture. With the 4th year of its use on the horizon and a change in building leadership, the staff needs to ensure it revisits the philosophy, all new hires align to it philosophically, and all new personnel are trained and prepared to drive its implementation forward.

-Excellent progress has been made on the implementation of Pillars 1 and 2

# PROGRESS TOWARD SHARED OUTCOMES

As a result of this review, the Cañon City Schools Compass Committee suggests the following areas of focus to further improve student learning outcomes:

- Comprehensively review Healthy Kids Colorado Survey results, then act on areas in which the school is trending in the wrong direction, while also creating and implementing a plan to actively and explicitly (not passively and reactively as described in the Instructional Program Review) promote tolerance and civility on campus among students, families, and staff.

-The most important thing Cañon Exploratory School can do this year is to focus on an effective leadership transition. This year the TOSA-Principal Designee worked full-time with the outgoing principal. She has done good work learning how to lead the culture forward. We look forward to seeing her put her own signature on the building's future.

-Continue efforts to support the staff's ability to formatively assess students on their accomplishment of student-centered learning targets and the development of district adopted traits and skills. Analyze this data across subject areas for the purpose of deeper improvement of

## Feedback specific to guiding the development of the next year Unified Improvement Plan is offered in the Instructional Program Review summary for each school

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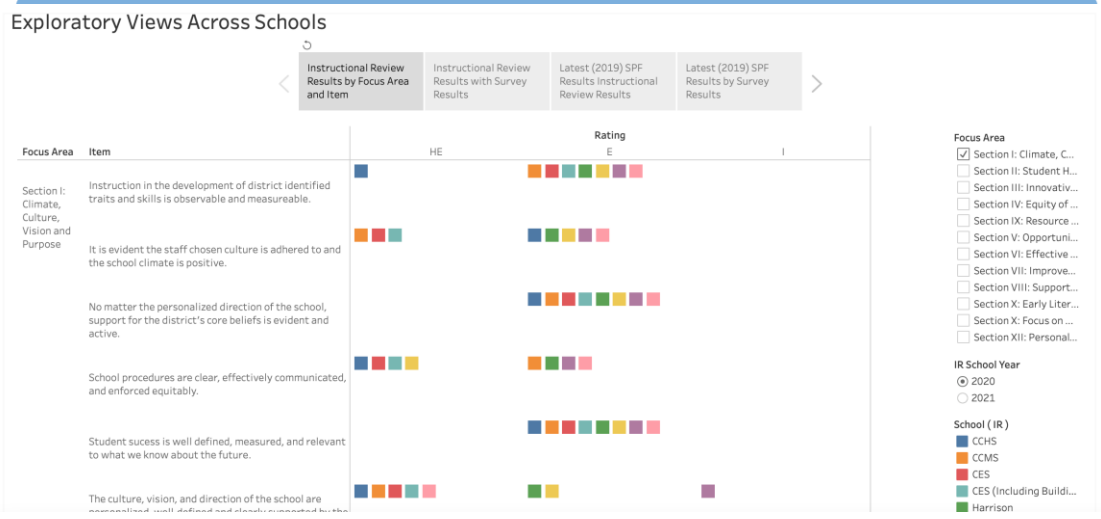
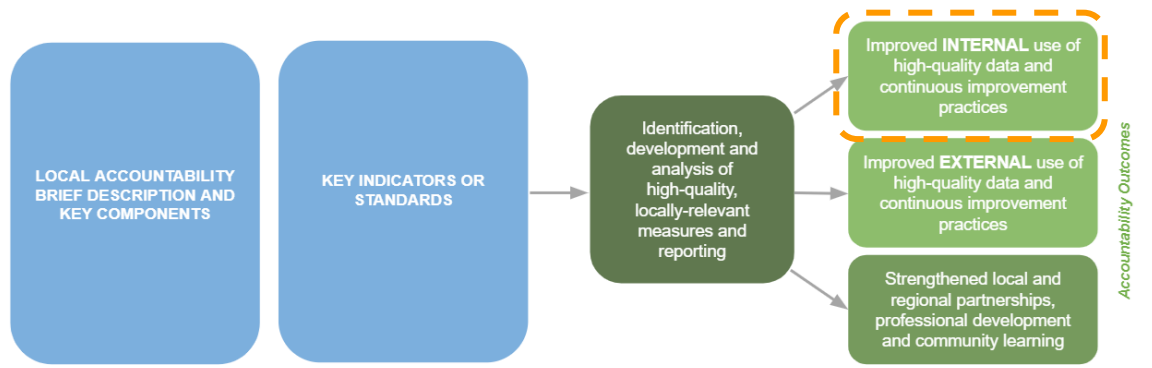
-Continue efforts to support the staff's ability to formatively assess students on their accomplishment of student-centered learning targets and the development of district adopted traits and skills. Analyze this data across subject areas for the purpose of deeper improvement of

-Solidify teacher adherence to our 3 Pillars of Instruction with a special emphasis on Pillar 3, formative assessment. Remind all staff it is not about the teaching, it is about student learning, and it can't be about learning if what students learn is not measured.

-Implementation of unique and focused staff teams that address specific targets, such as: STEM development, Discovery Culture, and school-wide initiatives. These teams will work hand-in-hand with general teacher-leader development.

# PROGRESS TOWARD SHARED OUTCOMES

## How We'll Use Results Internally



<https://public.tableau.com/profile/elena.d.b#!/vizhome/LocalDataLandscapeAcrossBuildings/ViewsacrossSchools>



# PROGRESS TOWARD SHARED OUTCOMES

## How the reports will be utilized by families, stakeholders, and the broader community

### Here are links to all of our Instructional Program Reviews

<https://echoesfromcanon.weebly.com/cchs-2021-instructional-program-review.html>

<https://echoesfromcanon.weebly.com/ccms-2021-instructional-program-review.html>

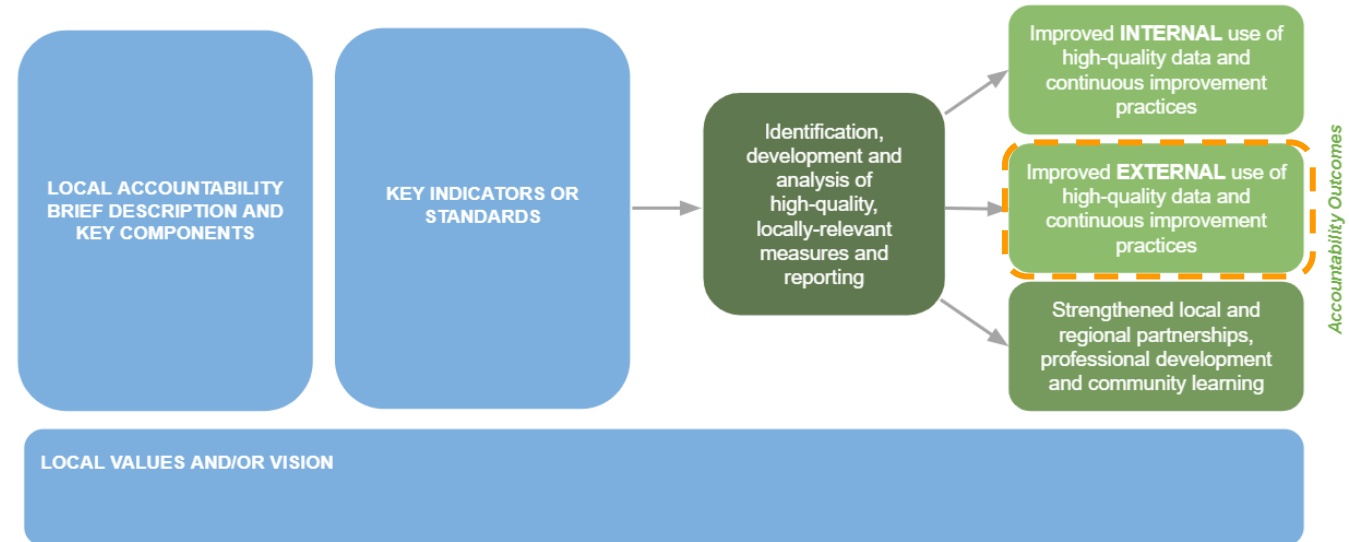
<https://echoesfromcanon.weebly.com/ces-2021-instructional-program-review.html>

<https://echoesfromcanon.weebly.com/harrison-2021-instructional-program-review.html>

<https://echoesfromcanon.weebly.com/lstt-2021-instructional-program-review.html>

<https://echoesfromcanon.weebly.com/mckinley-2021-instructional-program-review.html>

<https://echoesfromcanon.weebly.com/washington-2021-instructional-program-review.html>



Principals will communicate finalized results to their entire staff through their web link by the end of the day **Monday, May 17th**.

Principals will communicate finalized results to their entire school community in a direct message through a web link by the end of the day **Wednesday, May 26th**.

Principals will re-communicate these finalized results to their entire school community in a direct message through a web link when we return to school by the end of the day **Thursday, August 26th**.



# PROGRESS TOWARD SHARED OUTCOMES

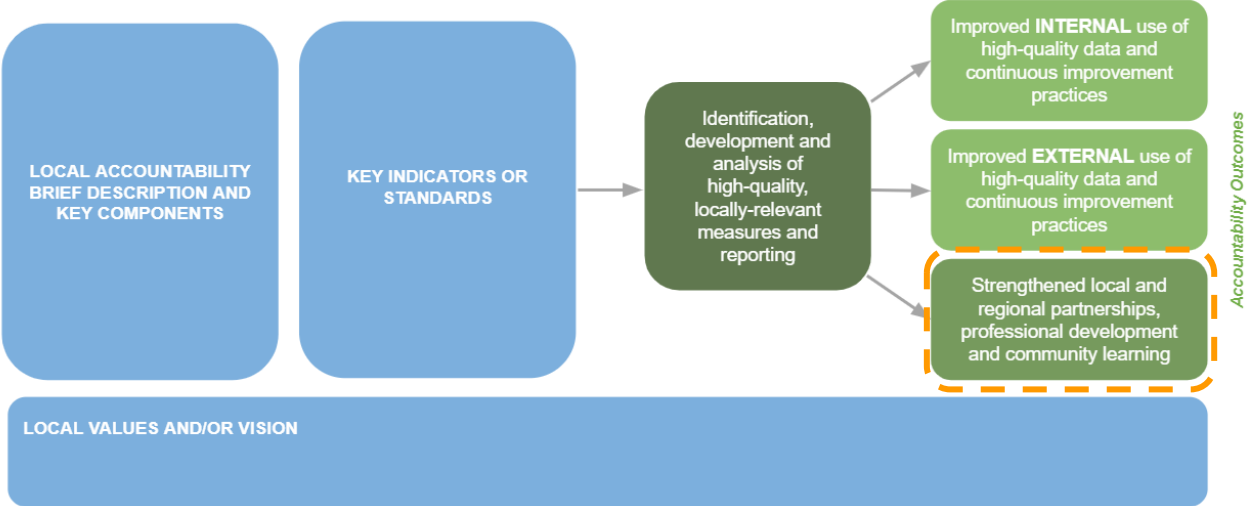
## How this work is leading to strengthened local or regional partnerships, professional development, and community learning

Participation by key community leaders such as our mayor, a tech sector entrepreneur, our community college campus dean, a small business owner, and a regional mental health services administrator in the creation of the rubric, creation of surveys, actual site visits, and decisions surrounding scoring and reporting will create confidence, trust, and value in the process.

Applying the same rubric to all schools is already helping to drive district level professional development decisions.

Application of the process has already greatly broadened our internal understanding of our vision, mission, core beliefs, and profile of a graduate.

We also believe as we share results with the community a broadened understanding of the district mission will emerge.



# TAKEAWAYS

## HIGHLIGHTS

- We possess the ability to define locally what a successful school system looks like.
- By measuring what we treasure we create the conditions to progress toward achieving our vision.
- By doing so across several years we can truly quantify and communicate the progress we are making.

## LESSONS LEARNED

- When we include more people in the Instructional Program Review process, we gain a broader understanding of what it really looks like to achieve our vision.
- When we include key community constituencies in the process, we gain broader support and understanding for and of the direction of the district.

# NEXT STEPS AND RECOMMENDATIONS

## NEXT STEPS FOR OUR WORK

- Review the rubric based on CU Boulder analysis and suggestions.
- Create exemplars to help raters understand precisely what 1, 2, 3, & 4 rubric scores look like on each indicator.
- Develop a plan for illustrating and making use of trend data using the CU Boulder data overview format we already received.

## OUR RECOMMENDATIONS FOR FUTURE WORK AT THE STATE LEVEL

- While there is a void in the production of DPF and SPF due to gaps in statewide testing, allow districts to post locally produced accreditation reports on the CDE website for constituents to consider.
- Encourage and support more districts in defining success locally and to create processes by which they can measure their attainment of that definition.

# CONTACT US!

**George Welsh has been a rural Colorado Superintendent of Schools for 24 years and is completing his sixth year in Cañon City**

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719-850-3439

**Adam Hartman is in his 25<sup>th</sup> year as an educator, having served as an Instructional Paraprofessional, Teacher, Coordinator, Director, and Assistant Superintendent of Schools.**

**He is the visionary behind the Cañon City School District Student Empowered Learning Framework and is designated to replace Mr. Welsh as Superintendent of Schools in Cañon City on**

**July 1, 2022**

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