



COLORADO
Department of Education

Local Accountability Pilots

Spring 2021 Progress and Lessons Learned

Fountain-Fort Carson School District 8

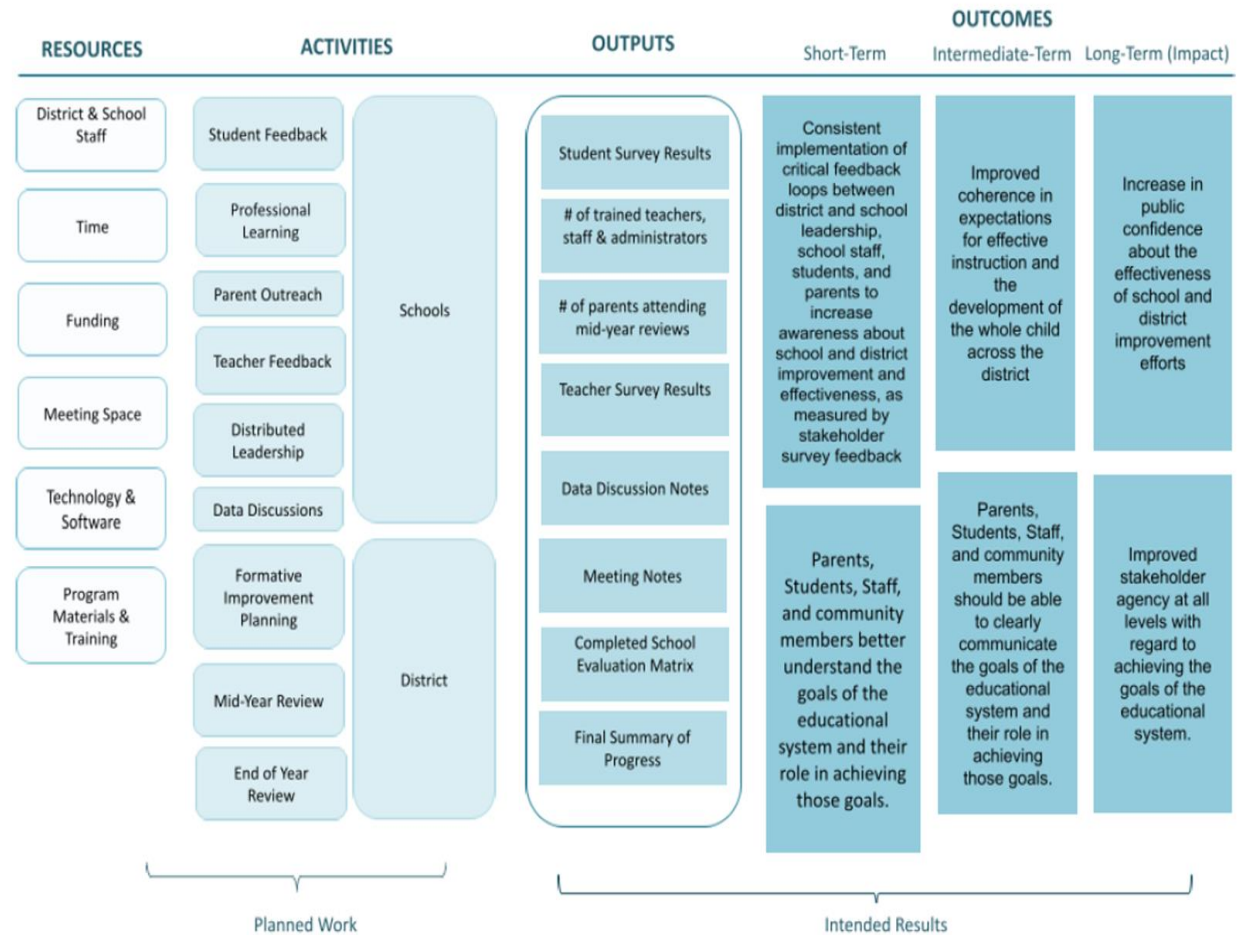
VALUES, VISION, COMMUNITY CONTEXT

Problem Statement:

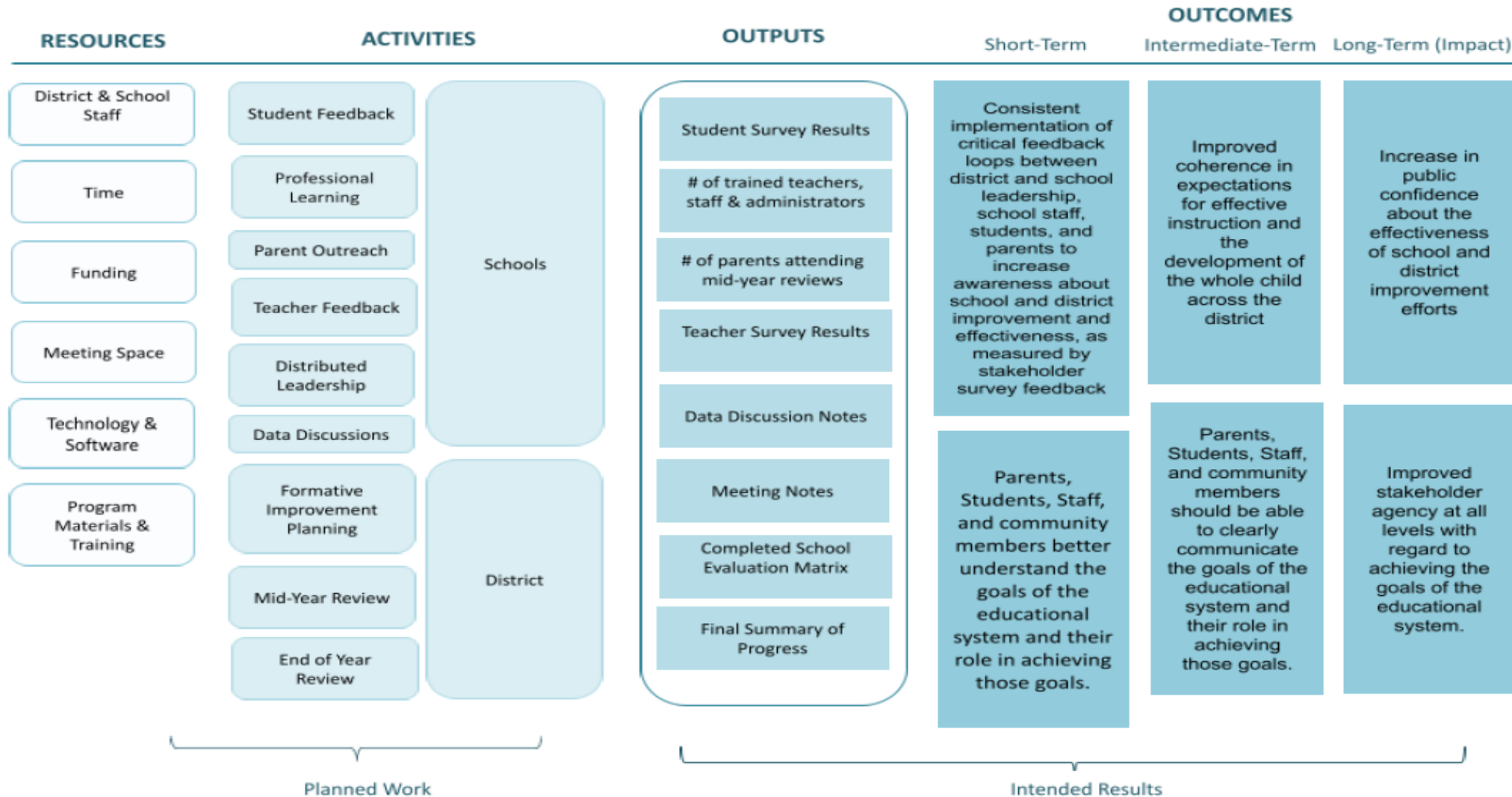
The current accountability system is difficult for stakeholders to understand and creates challenges in identifying and evaluating continuous improvement goals for the district and its schools.

A local accountability system is intended to build greater understanding and foster more meaningful communication between Fountain-Fort Carson School District's families and the community to support and inform effective schools, students' learning, and teachers' instruction and professional development.

A local accountability system will more effectively support the alignment of the intentions and actions of parents, students, staff, and administration to our shared commitment to create highly effective schools and increased student efficacy.



THEORY OF ACTION - FFCSD#8




BRIEF DESCRIPTION AND KEY COMPONENTS

2021-2023


School Effectiveness Framework

Student success through continuous improvement.



PK – 12

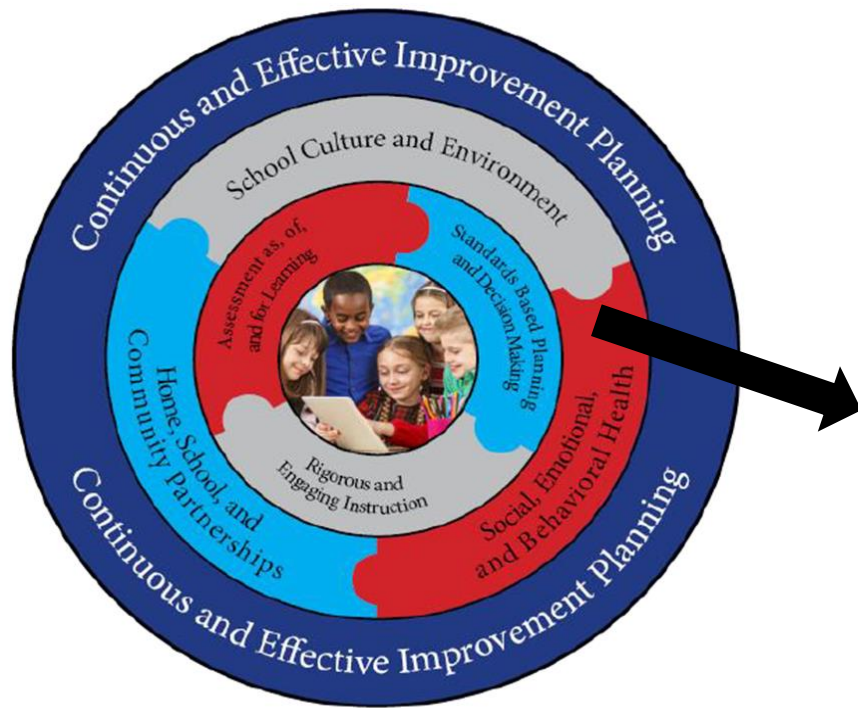
"Preparing today's youth for tomorrow's responsibilities."



7 Standards



KEY INDICATORS OR STANDARDS



INDICATORS

- 5.1 Comprehensive programming ensures all students learn the social, behavioral, and affective skills that promote well-being.
- 5.2 Social, emotional, and behavioral health are integrated into professional development, curriculum, assessment practices, and school activities.
- 5.3 Student, staff, and family interactions within the school are positive, supportive, and enrich student learning and well-being.

MEASURES AND INDICATORS

Indicator 5.3 Student, staff, and family interactions within the school are positive, supportive, and enrich student learning and well-being.

What Does Effectiveness for Indicator 5.3 Look Like?



At the school:

- A culture of mutual respect and collaboration guides all interaction and communication.
- Intentional focus is placed on nurturing connectedness.

Students:

- Interact positively and respectfully with peers, families, and community members.
- Believe that the staff care for them.
- Engage in healthy relationships at school with peers and adults, including the demonstration of listening, conflict-resolution, and decision-making skills.

In the classroom:

- Classroom environments are inviting and respectful of students, staff, and families.
- Daily instructional routines prioritize collaboration and positive prosocial interactions.
- Individual differences are recognized and celebrated as adding value to the classroom community.

MEASURES AND INDICATORS

Local Data



At the school:

- A culture of mutual respect and collaboration guides all interaction and communication.
- Intentional focus is placed on nurturing connectedness.

**Parent Involvement
Volunteer
Opportunities
Parent/Staff Climate
Surveys**

In the classroom:

- Classroom environments are inviting and respectful of students, staff, and families.
- Daily instructional routines prioritize collaboration and positive prosocial interactions.
- Individual differences are recognized and celebrated as adding value to the classroom community.

**Classroom
Observations
Restorative
Practices
Volunteer Opps**

Students:

- Interact positively and respectfully with peers, families, and community members.
- Believe that the staff care for them.
- Engage in healthy relationships at school with peers and adults, including the demonstration of listening, conflict-resolution, and decision-making skills.

**Morning Meeting
Multicultural Nights
Classroom
Observations
Student Interactions**

INTERPRETING AND REPORTING:



Standard 5 – Social, Emotional, & Behavioral Health

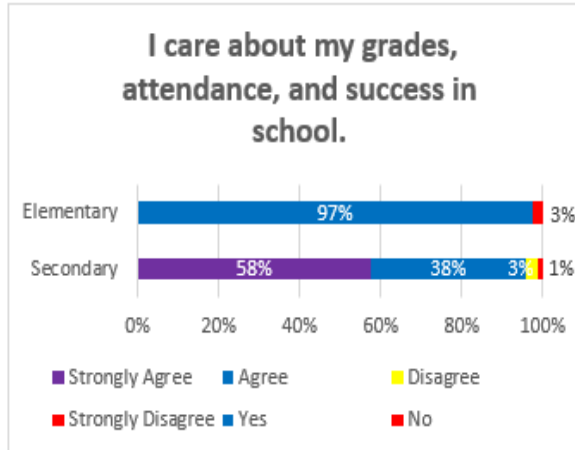
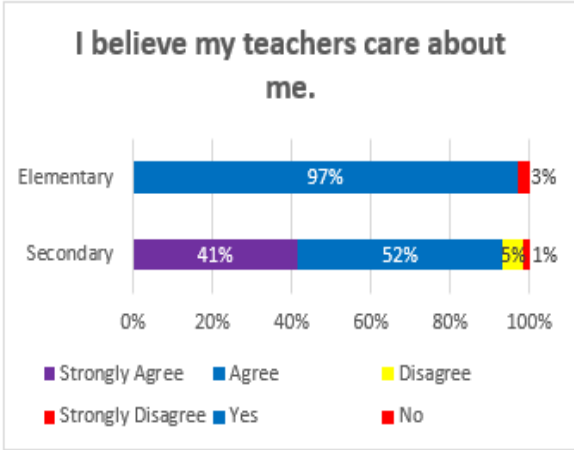
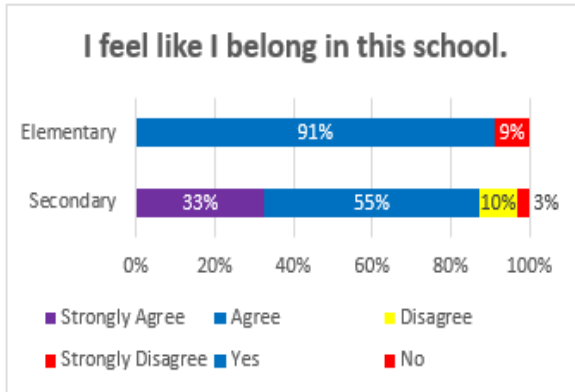
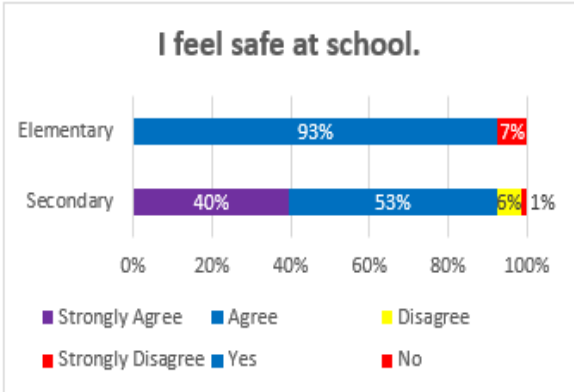
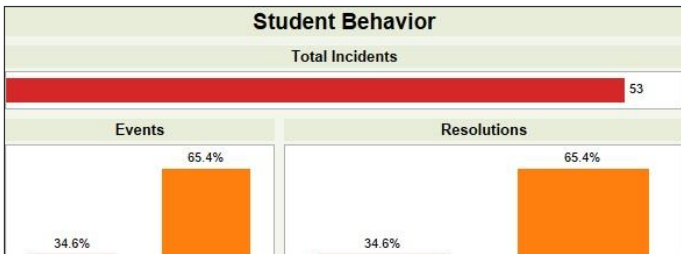
Home > Departments > Technology > School-Effectiveness-Framework-Abrams

- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5

Abrams Elementary School Social, Emotional, and Behavioral Health

Positive Behavior Interventions and Supports (PBIS) is a comprehensive approach that uses discipline to teach rather than punish and, as a result, helps students succeed and thrive in school. Our school uses this approach to promote positive student behavior while preventing negative behaviors. The PBIS approach is integrated into our policies, programs, and practices and is applied schoolwide to create a safe, supportive learning environment for all students. The data below reports student behavior incidences during the last semester by grade, gender, event type, and student ethnicity.

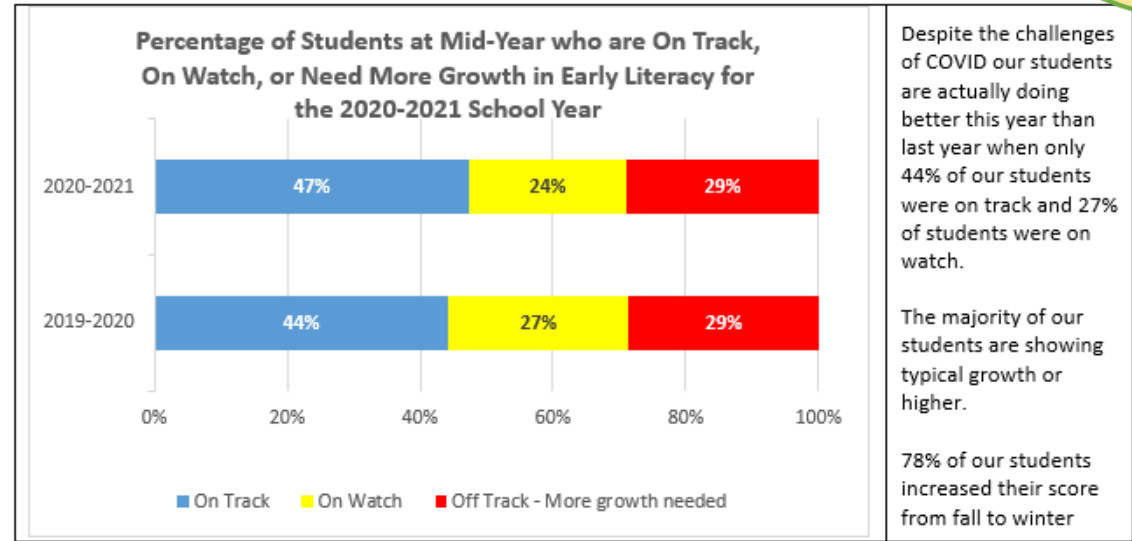
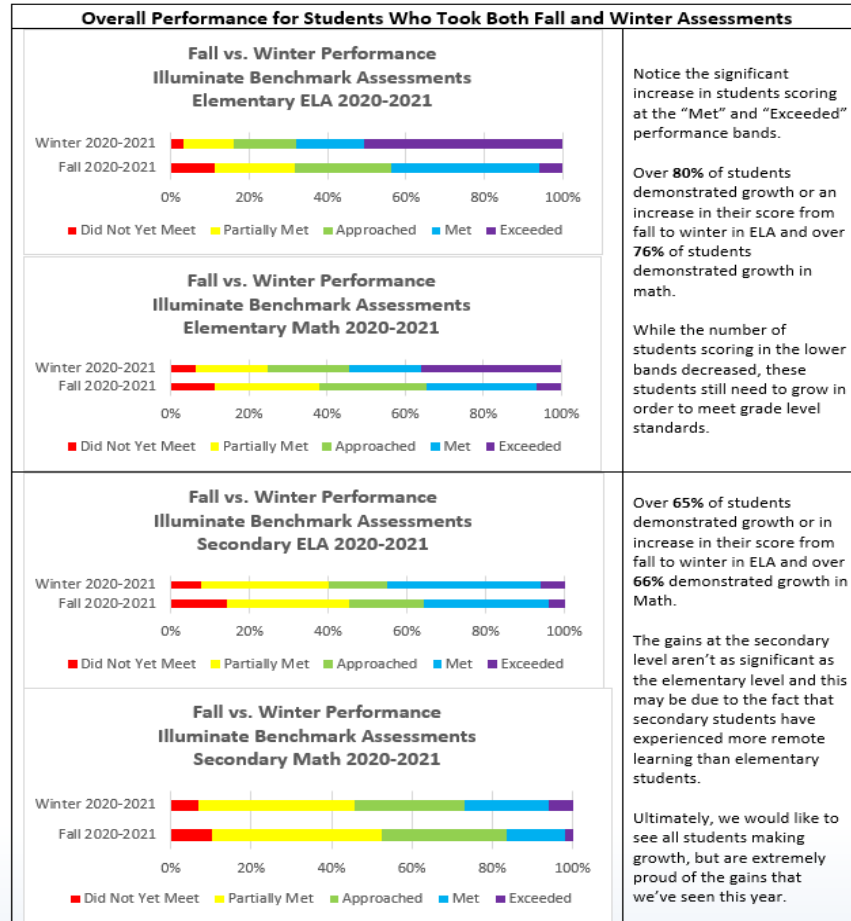
This is 2019-2020 Behavior Data.



INTERPRETING AND REPORTING:

Local Data

Standard 3 – Assessment As, Of, and For Learning



The table below describes the percentage of students in each growth category based on their achievement level after the mid-year Acadience assessment in 2021.

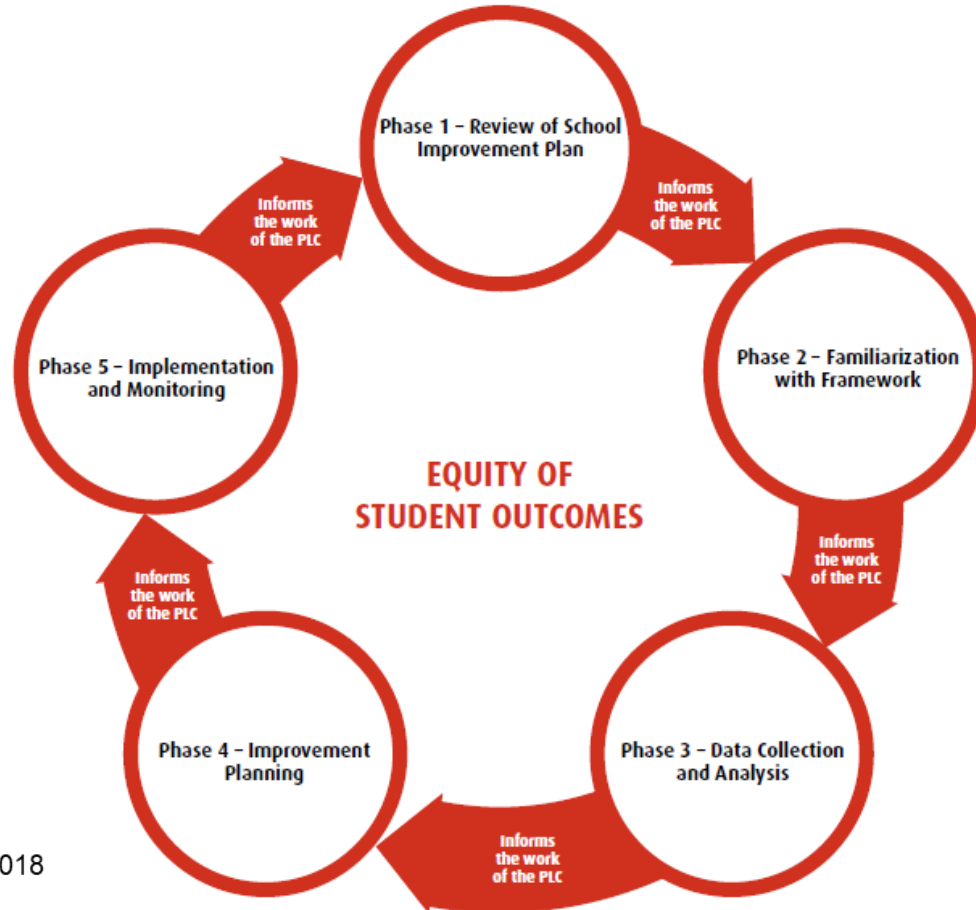
Achievement vs. Growth					
Achievement Level	Above Average Growth	Well Above Average Growth	Typical Growth	Below Average Growth	Well Below Average Growth
Above Benchmark	8%	11%	5%	3%	2%
Benchmark	5%	2%	6%	4%	4%
Below Benchmark	2%	1%	4%	4%	3%
Well Below Benchmark	4%	2%	7%	8%	13%
Grand Total	20%	16%	22%	21%	22%



PROGRESS TOWARD SHARED OUTCOMES

Continuous Improvement Process FFC SD

Annual School Self-Assessment Process



Phase 1 – Review of School Improvement Plan

- Review priorities
- Review targets
- Identify and celebrate successes
- Identify challenges
- Establish new priorities following this review

Phase 2 – Familiarization with Framework

- Determine the scope of the process
- Review indicators for the Essential Components and Components Selected Locally
- Ensure a school-wide involvement in the process
- Ensure regular internal communication regarding the process

Phase 3 – Data Collection and Analysis

- Collect and analyse data
- Using the indicators of the framework, identify strengths and areas requiring improvement
- Prepare a summary of findings and recommendations for improvement

Phase 4 – Improvement Planning

- Involve all staff and school council
- Identify areas which need improvement
- Specify high-yield strategies
- Establish timelines
- Agree on responsibilities
- Target resources
- Include capacity-building needs and focus

Phase 5 – Implementation and Monitoring

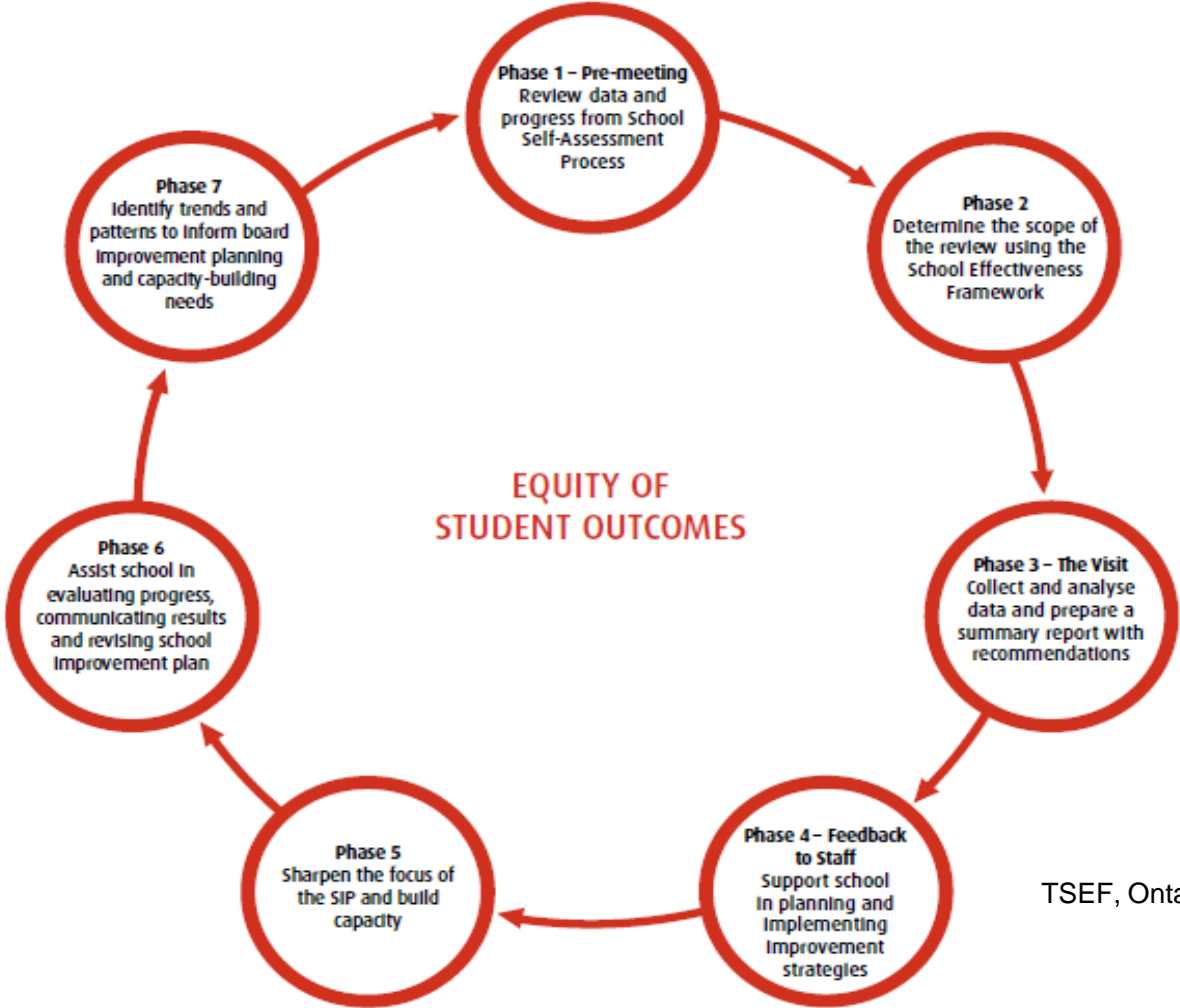
- Identify indicators of progress
- Ensure monitoring process is in place (Ask: How effective are we in achieving our student learning and achievement goals? What is the evidence? What actions will we take to ensure continuous improvement?)
- Revise school improvement plan

TSEF, Ontario Schools, 2018

The responsibility of this process rests with the principal and the school improvement team in collaboration with the entire staff.

PROGRESS TOWARD SHARED OUTCOMES

The District Review Process



- Data from the District Review Process must:
- be used for the improvement by the school;
 - be included in decision making regarding the allocation of resources;
 - provide evidence of successful practices within the Standards;
 - facilitate sharing among educators.

TSEF, Ontario Schools, 2018.



PROGRESS TOWARD SHARED OUTCOMES



Standard 5: Social, Emotional, and Behavioral Health			
Indicator	Implementation Rating	Strengths	Next Steps
5.1 Comprehensive programming ensures all students learn the social, behavioral, and affective skills that promote well-being.	3	<p>At the school -</p> <ul style="list-style-type: none"> Advisory allows time for SEL Lessons Well established discipline/student behavior protocol Consistent school-wide behavior matrix aligned with PBIS and CKH philosophies High degree of staff have participated in trauma-sensitive training PLCs demonstrate a continual commitment to advancing the TLF <p>In the classroom -</p> <ul style="list-style-type: none"> Trauma sensitive and culturally responsive practices are adopted Staff continually demonstrate a value building relationships in the classroom 	<p>At the school -</p> <ul style="list-style-type: none"> Continue to build in times for researching expectations and incorporating these into Grade Level Professional Learning Interview questions that align to TIC/culturally relevant beliefs within interviews
5.2 Social, emotional, and behavioral health are integrated into professional development, curriculum assessment practices, and school activities.	3	<p>At the school -</p> <ul style="list-style-type: none"> Expectations for behavior posted school-wide School accountability systems in place-include SE&B components School leadership has incorporated and modeled self-care strategies for staff <p>In the classroom -</p> <ul style="list-style-type: none"> Social contracts are posted in all classrooms Staff continually recognize positive contributions of peers through positive referrals Restorative Justices practices are observed in classrooms 	<p>At the school -</p> <ul style="list-style-type: none"> Ensure posted expectations in new areas of construction Continued PD for staff TIC – aligned to Grade Level Professional Learnings TIC PD for new teachers – part of NTO

Implementation Ratings are on a scale of 1 through 4. Level 4 indicates evidence of systemic implementation across all areas of the school in all criteria. Level 1 indicates little to no evidence of systemic implementation across all areas of the school in all criteria.

Assessment Matrix

Completed by Staff – Professional Development Day focused on school improvement planning

Student Groups - student clubs, organizations, random selection of students, mixed grades

Parents - through School Accountability Committee Work

Stakeholders affirm and/or include additional information documented from school leadership



TAKEAWAYS

HIGHLIGHTS

On-going work with WestEd to standardize our assessment and feedback processes for school leaders

Equity of student outcomes is at the core of our values in our local accountability work

Increased stakeholder engagement, voice, and input about improving overall school effectiveness

Engaging students in the processes was powerful and gave other stakeholders great insights.

LESSONS LEARNED

Standardization is an ongoing process and creates highly engaging professional development and discussion

Local data is valued and prioritized by stakeholders

Parents and students could comfortably engage in improvement planning conversations because of the format, processes, and language of the SEF

NEXT STEPS AND RECOMMENDATIONS

NEXT STEPS FOR OUR WORK

- **Creating District and School Effectiveness Plan(s) using a website (like S-CAP) format**
- **Implement our annual cycle of assessing effectiveness in 2021-2022**
- **Creating opportunities using the School Effectiveness Framework to create formative feedback loops to teachers about instruction from students**
- **Develop summative feedback tools to assist school leaders in developing their Effectiveness Plans**

OUR RECOMMENDATIONS FOR FUTURE WORK AT THE STATE LEVEL

- **Districts are unique, give flexibility for reporting outside of UIP document**
- **Keep parent engagement at the center of decision-making – ensuring that documents, tools, etc., used for accountability are parent friendly**
- **Data and information unrelated to achievement and growth was prioritized by parents while designing our framework**