



COLORADO
Department of Education

CDE Accountability Pathway Recommendation: Westminster Public Schools

Submitted to:

Colorado State Board of Education

By:

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Executive Summary

Westminster Public Schools will enter its 6th year of being Accredited with a Priority Improvement or Turnaround Plan on July 1, 2017. This report constitutes CDE's formal recommendation for the school district. The State Board of Education is required, by law, to direct action to the district's local school board prior to June 30, 2017. While eight district schools received Priority Improvement and Turnaround ratings in 2016 and will enter Year 1 on July 1, 2017, none are entering Year 6. Thus, this recommendation is focused on the district pathway.

CDE Recommendation

Pursuant to the Education Accountability Act of 2009, the Commissioner of Education is required to provide a recommendation to the State Board of Education.¹ The Commissioner recommends an external management partnership for Westminster Public Schools based upon a review of the district's data, leadership, culture, academic systems, and Unified Improvement Plan. The Commissioner's conversations with district leadership, as well as CDE staff visits to Westminster schools over the past several years also informed this recommendation. In addition, the Department took into consideration the State Review Panel's final recommendation and the district's own proposal for a management pathway.

**Recommendation:
External
Management
Partnership**

Background

Westminster Public Schools is an urban/suburban school district north of Denver that is comprised of 18 schools, including an early learning center. Approximately 9,600 students are served in 12 elementary schools, three middle schools, one comprehensive high school, an alternative high school, and one innovation school (K-8). The district also runs an online program. The district is in its eighth year of implementing a competency based system at the elementary and middle school levels and in the third year of implementation at the high-school level.

The district is entering year six of Priority Improvement or Turnaround. The district was Accredited with Turnaround in 2010 and 2011 and has been Accredited with Priority Improvement since 2012 (see Table 1). In 2010, the district had 12 schools in Priority Improvement or Turnaround, and by 2014 that number had decreased to two schools, with one school entering Year 5. One of the two schools left on the clock, Westminster Elementary, closed (although it would have earned an Improvement Plan. Scott Carpenter Middle School, which was in year 5, earned an Improvement rating in 2016 and came off of the clock. Also in 2016, however, eight schools earned Priority Improvement or Turnaround ratings and are now entering Year 1 of the accountability clock.

¹ Please see Appendix A for additional background information on the Accountability Clock.



Table 1. District Ratings over Time at Westminster Public Schools (WPS)

WPS	2010	2011	2012	2013	2014	2016
Rating	Turnaround	Turnaround	Priority Improvement	Priority Improvement	Priority Improvement	Priority Improvement

Key Conditions for Success

Based on interactions with the district over the past several years, and based on the district’s Unified Improvement Plan (UIP), it is evident to the Department that the district continues to face core challenges around accountability and continuous improvement, academic systems and talent management. As such, the district’s pathway plan must address the following conditions to instill confidence that the district is on track to attaining an Accredited rating.

- **Accountability and Continuous Improvement.** The district has demonstrated a strong commitment to continuous improvement of the competency based system. For this system to realize a positive impact on all students, the district needs to build out strong internal, data-driven accountability systems that will: communicate clear, high expectations for student learning; support staff development; monitor effective implementation and outcomes; and be agile to adjust to emerging student and staff needs.
- **Academic Systems.** The district has developed a number of important structures and resources to support the competency based system, but consistent district-wide implementation continues to be a challenge. By leveraging data and the Empower platform, curriculum and instruction systems can be strengthened. Implementing the proficiency scales and competency trackers will require consistent and comprehensive support and professional development to ensure that these tools are used effectively by all teachers. Educators need support in and access to instructional resources, which will help ensure there is sufficient rigor in instruction and assessment, as well as support educators in their work load. The continual refinement and improvement of these systems and expectations needs to be a core component of the design going forward.
- **Talent Management.** School leadership and instructional staff must be well supported to effectively implement the competency based system, since the system requires different skills for teachers and leaders as compared to our more “traditional” systems. Robust talent pipeline and professional development structures are needed to ensure that student learning needs are met.

Rationale for Recommendation

To meet the key conditions for success for Westminster Public Schools, **CDE recommends external management partnership.** The external management partnership will enable the district to implement robust accountability with a focus on continuous improvement, strengthen its academic systems and bolster talent management. Addressing those key conditions will ensure all students within the district have access to a high-quality education that prepares them for success in life after graduation.



CDE believes that working with a partner or multiple partners who have proven experience in curriculum and instruction in a competency based system, professional learning, and data-driven instruction would help deepen capacity of teachers across the district and would address some of the academic systems and talent management needs. Marzano Academies, with their extensive experience and research-based practices in professional learning and academic structures, may be a strong partner to ensure effective implementation of, and district capacity for, the competency based system. It is clear that an effective partner to support the academic systems (curriculum, assessment, and instruction) is critical for Westminster.

Additionally, a partner who can support the district in establishing strong accountability systems at both the school and district level, is needed to address the accountability and continuous improvement key condition. The partner needs to be able to provide objective feedback and hold the district accountable for their role in student performance. AdvancED, with their systems for collecting both qualitative and quantitative data, may be a strong partner to create an intensive accountability and improvement system with the district to ensure that reforms put into place are translating into positive outcomes for students (see Appendix D for additional information on AdvancED). Any partnership should involve a clear explanation of roles and responsibilities, including the specific student performance outcomes and timelines for which the partner(s) will hold joint accountability.

Alternative Pathway Options

It is clear from the district's performance that there are system-wide concerns to be addressed. While there may be some schools that need more intensive supports at a given time (namely those with new leadership and large numbers of new staff), the key focus for Westminster should be to refine practices across the system. For this reason, CDE does not recommend a pathway that targets a single school or subset of schools for reform. For example, converting a single school to a charter school or innovation school would not address the systemic issues within Westminster Public Schools.

The district does have a current innovation school that is performing well (Colorado STEM Academy) and the district is considering opening another innovation school. Innovation status, and the flexibilities that it brings, may be a beneficial option for select schools in the future. As this is a district level recommendation, **CDE does not recommend innovation status for individual schools at this time as the district pathway.** Currently, the district's focus is to maintain fidelity and ensure full implementation of the competency based system. Similarly, **CDE does not recommend conversion of a district school to a charter school,** as that pathway would not address the systemic district needs. This should not be construed to mean that CDE does not support charter schools opening within the district; however, converting a district school to a charter school will not meet the district-level needs, which is the focus of this recommendation. Charter or innovation at an individual school level may have a positive impact on student achievement and may be appropriate, however that approach alone would not be sufficient to address the needs of students across the district, and, thus, those pathways do not meet CDE's criteria for a district-level action at this time.

CDE does not recommend closure of an individual school. School closure does not appear to be a solution that would benefit the district's goals. The district is struggling with effectively implementing its competency based system at the district level and in each of its schools. Eight schools entered Year 1



of the accountability clock in 2016, and it is not clear that there is a single low-performing school that should be targeted for closure. Rather, the district needs to focus on providing system-wide accountability and support to its schools.

The final option for districts that have reached the end of the accountability clock is district reorganization. As Westminster Public Schools has previously seen some improvements over time, and is implementing an innovative competency based system that focuses on individual student learning needs, **CDE does not recommend reorganization of the district** at this time.

If significant progress in student performance is not seen in the next two school years (with the 2019 District Performance Frameworks), CDE would consider re-evaluating these recommendations to determine if a different pathway option would better meet student needs at that time.

Pathways that Meet Necessary Conditions for Improvement

District Pathway	CDE Recommendation	Additional Options	CDE Does Not Recommend
Innovation School Status			X
Conversion to a Charter School			X
External Management Partner	X		
School Closure			X
District Reorganization			X

CDE Recommendation Report Outline

The next sections of this report provide supporting evidence and documentation for the statements made above. First, a summary of district-level data trends is provided, followed by a review of the district's systems and conditions. A summary of the district's Unified Improvement Plan is included, as is an overview of the state and federal grants provided to the district over the past several years. Lastly, the report includes an evaluation by CDE staff of the State Review Panel's report and the school district's management proposal.



Data Analysis

Westminster Public Schools serves approximately 9,600 students north of Denver. A significant majority of the district's students—83 percent in 2015-16—qualify for free or reduced-price lunch. The district represents a diverse population; 85 percent of the district's students identify as racial/ethnic minorities, compared to 45 percent of students on average in Colorado.

The district was Accredited with Turnaround in 2010 and 2011 and has been Accredited with Priority Improvement since 2012. Westminster Public Schools has had persistent challenges with student academic achievement at all levels, earning a Does Not Meet rating in English Language Arts and Math achievement consistently on the past six district performance frameworks (see Table 4 below). The following section provides a summary of district-level student performance trends and postsecondary and workforce readiness data. Please refer to Appendix E for additional district-level data.

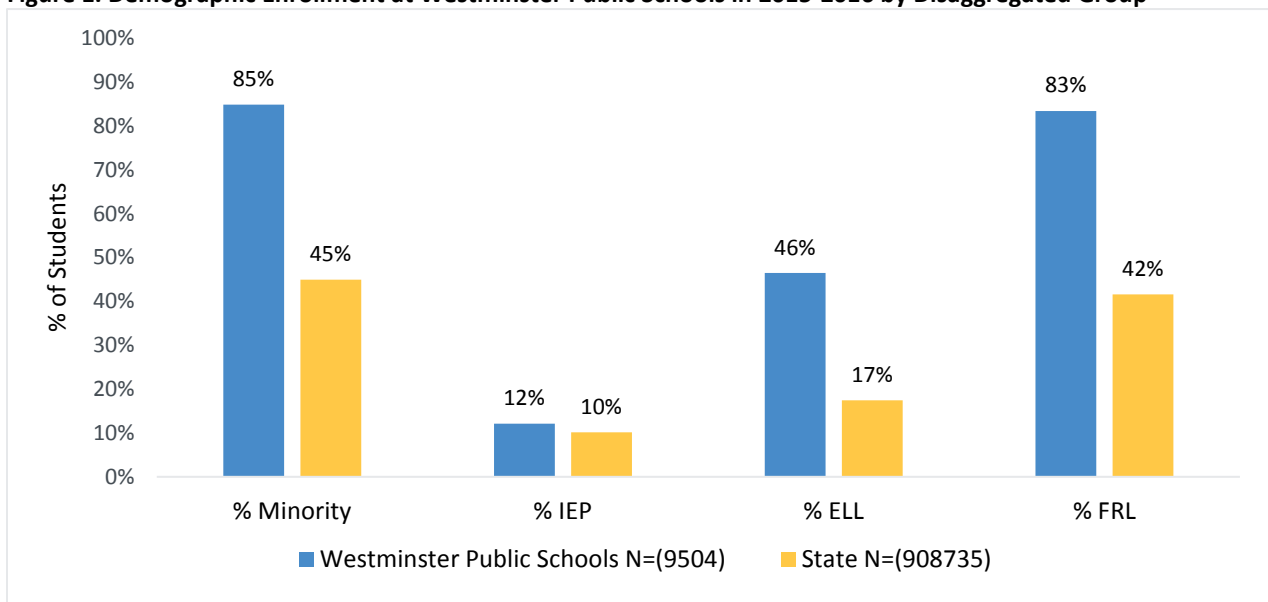
District Enrollment Trends

On average Westminster Public Schools enrolls around 9,500 – 10,000 students. This district serves a higher proportion of at-risk students than the state generally (see Figure 1). Of particular note is the high proportion of racial and ethnic minority students, English Learners (ELL), and students who qualify for free and reduced-price lunch (FRL).

Table 2. October Count Enrollment at Westminster Public Schools School Over Time

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<i>October Count Enrollment</i>	10,124	10,069	10,101	10,161	9,504	9,638

Figure 1. Demographic Enrollment at Westminster Public Schools in 2015-2016 by Disaggregated Group





District and School Performance Frameworks

Over the last six accountability cycles, Westminster Public Schools earned a rating of Turnaround twice (2010 and 2011) and then improved to Priority Improvement for the next four accountability cycles. In 2016, Westminster Public Schools earned 40.0% of points possible on the framework, which put the school in the middle of the Priority Improvement band (see Table 3).

Table 3. District Ratings over Time at Westminster Public Schools

WPS	2010	2011	2012	2013	2014	2016
Rating	Turnaround ³	Turnaround ¹	Priority Improvement ¹	Priority Improvement ³	Priority Improvement ¹	Priority Improvement ¹
Overall % Points Earned	41.2%	40.2%	46.4%	44.6%	46.8%	*

¹Official accountability rating derived from 1 year accountability framework.

³Official accountability rating derived from 3 year accountability framework.

*Points earned on the 2016 framework are not displayed as they are not comparable to previous years.

The distribution of school ratings within Westminster Public Schools has generally been positive over the past six years (see Table 4). In 2010, 12 out of the district's 17 schools were on Priority Improvement or Turnaround plans. This number steadily decreased from 2011-2014; in 2014, only 2 out of 18 schools were on Priority Improvement, and no schools were on Turnaround Plans. In 2016, 8 out of 18 schools were on Priority Improvement or Turnaround Plans. (Early learning centers are accredited by districts and not included in the School Performance Framework results).



Table 4. School Plan Types, 2010-2016 for Westminster School District

School Name	Level	Final School Plan Type						Year on Clock (eff. July 1, 2017)
		2010	2011	2012	2013	2014	2016	
CLARA E. METZ ELEMENTARY SCHOOL	E	I	I	PI	I	I	PI	Year 1
COLORADO STEM ACADEMY	EM				P	I	P	
FAIRVIEW ELEMENTARY SCHOOL	E	T	PI	P	PI	P	T	Year 1
FLYNN ELEMENTARY SCHOOL	E	I	PI	P	P	P	PI	Year 1
FRANCIS M. DAY ELEMENTARY SCHOOL	E	T	PI	P	P	I	PI	Year 1
HARRIS PARK ELEMENTARY SCHOOL	E	PI	P	I	I	I	PI	Year 1
HIDDEN LAKE HIGH SCHOOL	H	AEC: I	AEC: I	AEC: I	AEC: I	AEC: I	AEC: I	
IVER C. RANUM MIDDLE SCHOOL	M	PI	T	PI	PI	I	PI	Year 1
JOSEPHINE HODGKINS ELEMENTARY SCHOOL	E	T	I	PI	I	I	I	
M. SCOTT CARPENTER MIDDLE SCHOOL	M	T	PI	PI	PI	PI	I	
MESA ELEMENTARY SCHOOL	E	T	P	P	P	P	P	
SHAW HEIGHTS MIDDLE SCHOOL	M	PI	PI	PI	I	I	PI	Year 1
SHERRELWOOD ELEMENTARY SCHOOL	E	T	T	I	I	I	I	
SKYLINE VISTA ELEMENTARY SCHOOL	E	PI	I	P	P	I	I	
SUNSET RIDGE ELEMENTARY SCHOOL	E	P	I	P	P	P	P	
TENNYSON KNOLLS ELEMENTARY SCHOOL	E	I	PI	I	P	P	I	
WESTMINSTER ACADEMY FOR INTERNATIONAL STUDIES	E						I	
WESTMINSTER ELEMENTARY SCHOOL	E	PI	PI	I	PI	PI	Closed	
WESTMINSTER HIGH SCHOOL	H	PI	PI	PI	I	I	PI	Year 1
Legend		P=Performance		I=Improvement		PI=Priority Improvement		T=Turnaround

District Academic Performance Trends

Due to the assessment transition, the trend results are best described by looking at the rating level for each indicator on the performance frameworks. As visible in Table 5, Westminster Public Schools has consistently struggled with achievement in both Reading/English Language Arts and Math at all grade levels.

Median growth percentiles in Reading/English Language Arts have been in the Approaching range consistently for all grade levels for the district since 2011. In some years for elementary and high school grades, median growth percentiles have met state expectations, though not in 2016. In Math, median growth percentiles in Westminster Public Schools have earned Approaching ratings consistently for elementary grades since 2011. For middle and high school grades in Math, median growth percentiles were in the Does Not Meets range from 2010 to 2013, and were in the Approaching range in 2014 and 2016.



Table 5. District Trends on Academic Achievement and Growth, for English Language Arts and Math

Level	Indicator	Content Area	2010	2011	2012	2013	2014	2016	2016 Participation Rates
Elementary	Achievement	Reading	DNM	DNM	DNM	DNM	DNM	DNM	99.70%
		Math	DNM	DNM	DNM	DNM	DNM	DNM	99.70%
	Growth	Reading	DNM	A	M	M	M	A	
		Math	DNM	A	A	A	A	A	
Middle	Achievement	Reading	DNM	DNM	DNM	DNM	DNM	DNM	99.00%
		Math	DNM	DNM	DNM	DNM	DNM	DNM	99.30%
	Growth	Reading	DNM	A	A	A	A	A	
		Math	DNM	DNM	DNM	DNM	A	A	
High	Achievement	Reading	DNM	DNM	DNM	DNM	DNM	DNM	95.50%
		Math	DNM	DNM	DNM	DNM	DNM	DNM	95.20%
	Growth	Reading	A	A	A	M	A	A	
		Math	DNM	DNM	DNM	DNM	A	A	
Legend	DNM=Does Not Meet		A=Approaching		M=Meets				

Note: Data from 1 year frameworks is presented.

Within-district performance gaps for Westminster Public Schools, as reported on the 2016 School Performance Framework, are displayed below. Figure 2 shows the district's gaps in achievement on English Language Arts and Math as measured by the school percentile rank. Figure 3 shows the district's gaps in growth on English Language Arts and Math as measured by the median growth percentile.

For the achievement data, notable gaps are present at all grade levels and content areas for students with disabilities (IEP). For elementary and middle school students at Westminster Public Schools, the All Students group outperformed each disaggregated group in both English Language Arts and Math. For high school students at Westminster Public Schools, all disaggregated groups except for students with disabilities performed equivalently to the All Students group on English Language Arts, and only students eligible for free or reduced lunch (FRL) students and students with disabilities had lower performance than All Students on Math.

Gaps in growth performance were inconsistent but most prominent at the elementary level. All Students outperformed the growth of each disaggregated group at the elementary level on Math. While All Students' growth was equivalent to three out of four groups for elementary students, it is notable that students with disabilities' growth percentiles were substantially lower. Middle school and high school students at Westminster showed variance in growth across their disaggregated groups. Students with disabilities had higher growth comparatively at the high school level in English language arts.

Figure 2. Achievement Percentile Ranks at Westminster Public Schools in 2016, by Disaggregated Group

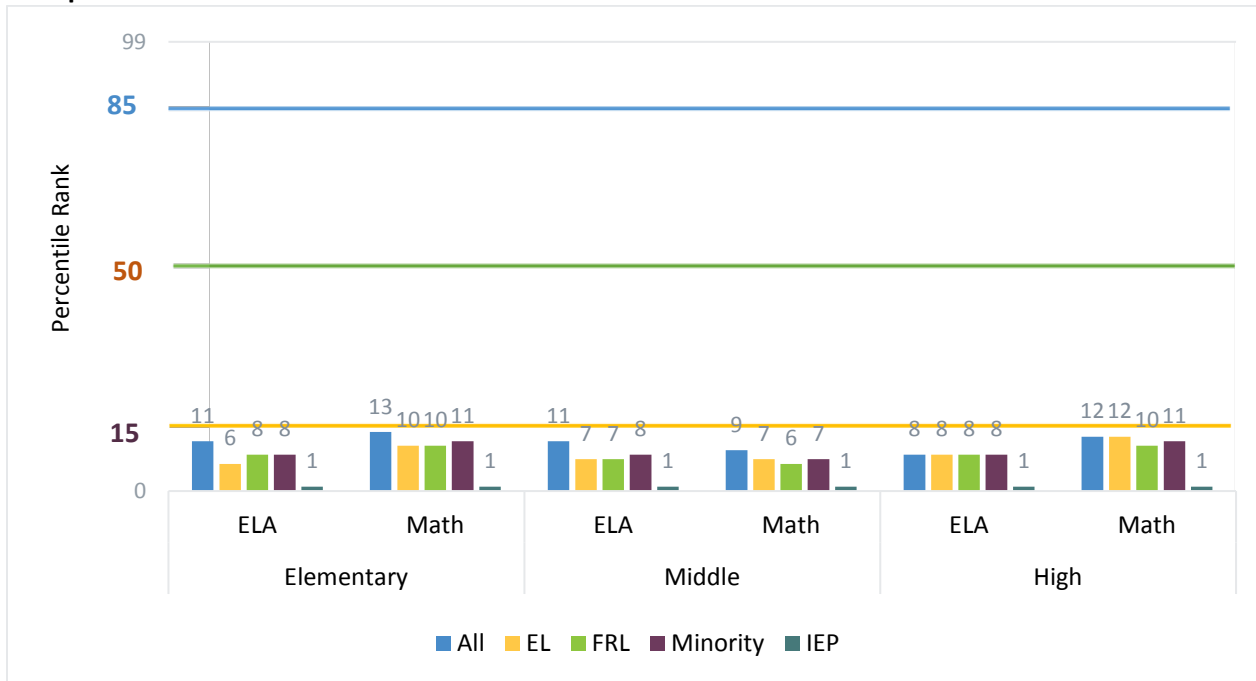
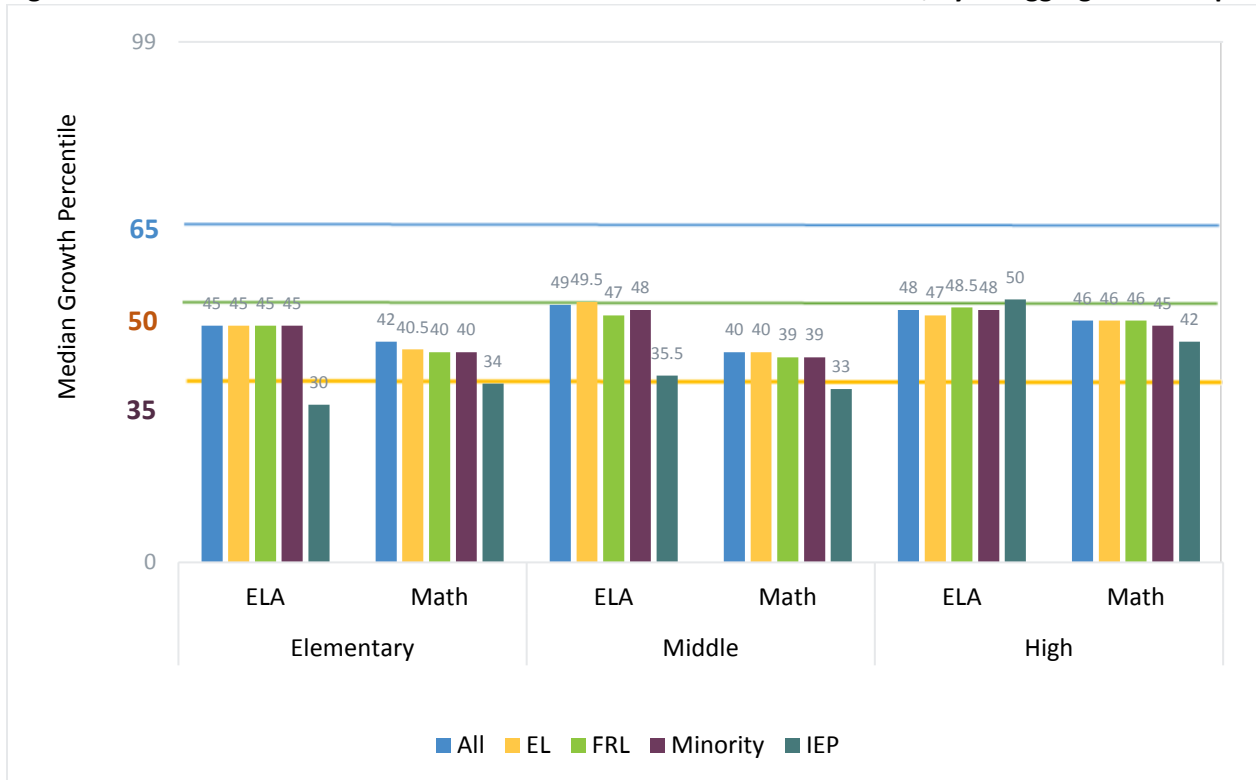


Figure 3. Median Growth Percentiles at Westminster Public Schools in 2016, by Disaggregated Group





District Postsecondary and Workforce Readiness Trends

Westminster Public Schools' dropout rate decreased (improved) in 2013, but increased again to a peak of 4.7% in 2015. In 2016, the dropout rate has decreased (improved) slightly to 4.4%. While this is an improvement, the dropout rate for the district still remains higher than the state average of 2.3% and is worse than it was in WPS in 2013 and 2014.

Westminster Public Schools showed a decrease in the 4-year graduation rate in 2016 (see Table 6). Additionally, both the district's current 4-year graduation rate (56.3%) and the district's current best-of graduation rate, the 7 year rate, (78.4%) are lower than the state average.

Figure 4. Dropout Rates at Westminster Public Schools (1 Year over Time)

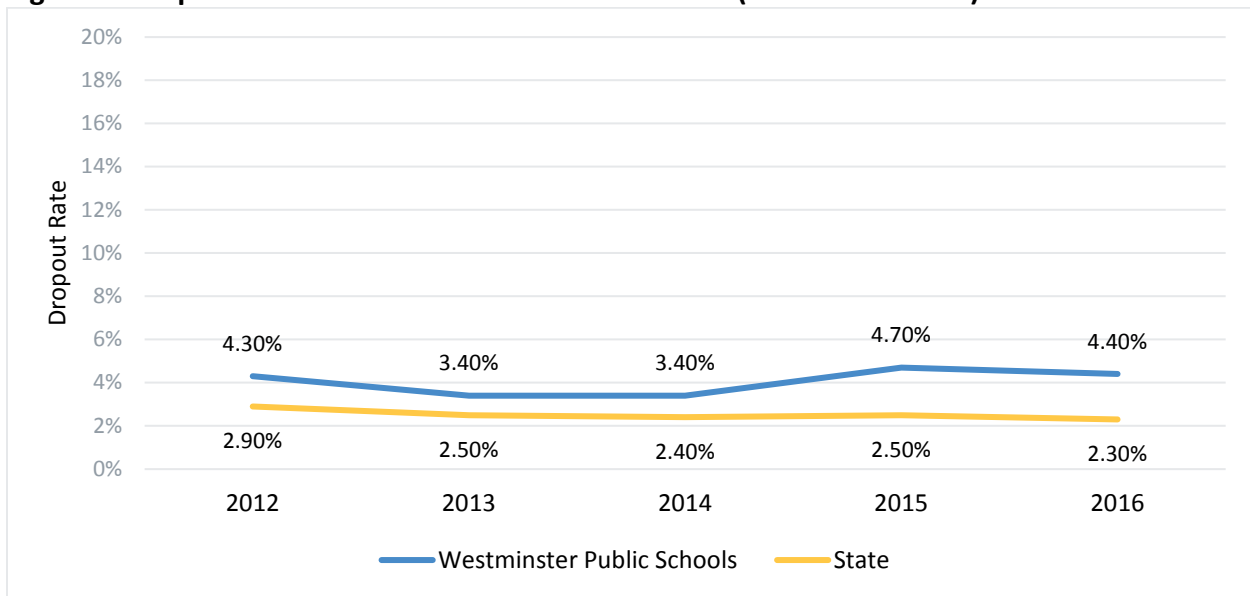


Table 6. 4 year and Extended Year Graduation Rates at Westminster Public Schools

	Anticipated Year of Graduation	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate
Westminster Public Schools	2012	60.5%	72.4%	76.0%	76.0%
	2013	64.0%	71.8%	75.1%	78.4%
	2014	57.1%	67.0%	70.9%	
	2015	59.4%	69.8%		
	2016	56.3%			
State	2012	75.4%	80.1%	81.2%	82.2%
	2013	76.9%	81.2%	82.5%	84.2%
	2014	77.3%	81.7%	84.3%	
	2015	77.3%	83.3%		
	2016	78.9%			

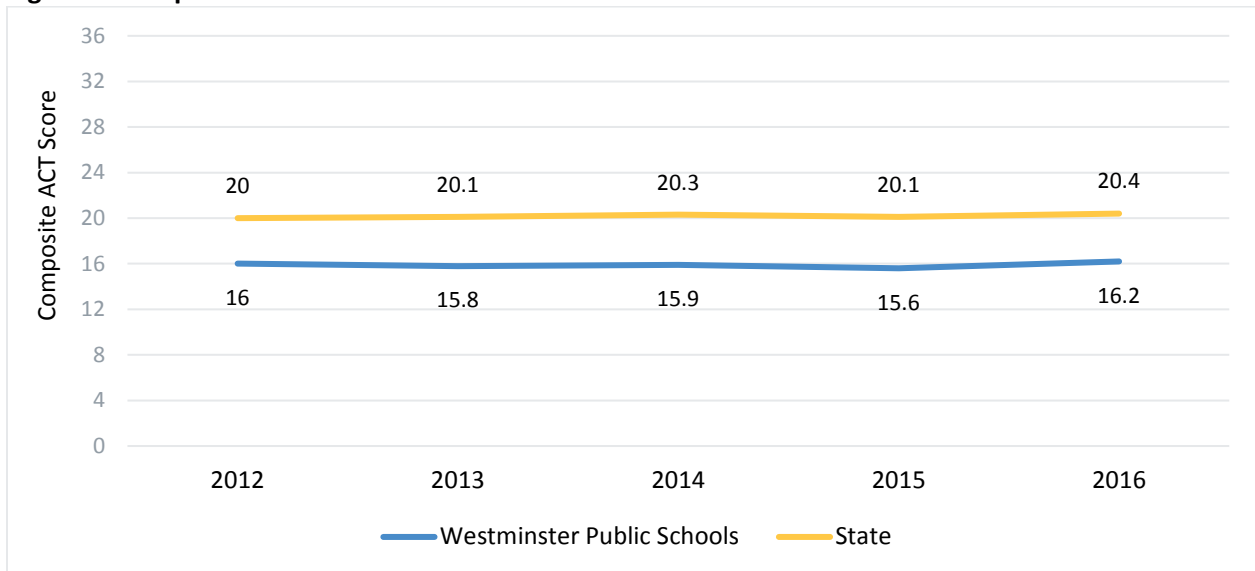
In the table above, Anticipated Year of Graduation refers to the year in which a student is expected to graduate within 4 years after the first time they enter high school as a ninth grader. For example, the 4



year graduation rate for the 2016 anticipated year of graduation reflects the percent of students that started 9th grade in fall of 2012 and graduated four years later in 2016, which for the district was 56.3 percent. The cells shaded in dark gray represent all students who actually graduated by 2016 across all cohorts. The 2015 five-year rate includes students who were expected to graduate in 2015 but took an extra year to graduate and actually graduated in 2016, along with the students who graduated in 4 years in 2015. The 2014 six-year rates includes students who were expected to graduate in 2014 but took two extra years to graduate, along with those that graduated in 4 or 5 years. The 2013 seven-year rate includes students who were expected to graduate in 2013 but took three extra years to graduate, along with those that graduated within 4, 5 or 6 years. Rates that appear italicized and in purple font are the best-of rates for the actual graduation in the 2015-16 school year across all cohort years. For Westminster Public Schools, the seven-year cohort rate was the highest graduation rate in 2016 at 78.4 percent. In 2015, their best-of rate was also their seven-year cohort rate at 76.0 percent.

Westminster Public Schools showed an increase in Composite ACT Scores from 2015 to 2016, but generally has had ACT scores in the range of 16. The district has not met state expectations on this measure, and lags behind the state average.

Figure 5. Composite ACT Scores at Westminster Public Schools over Time

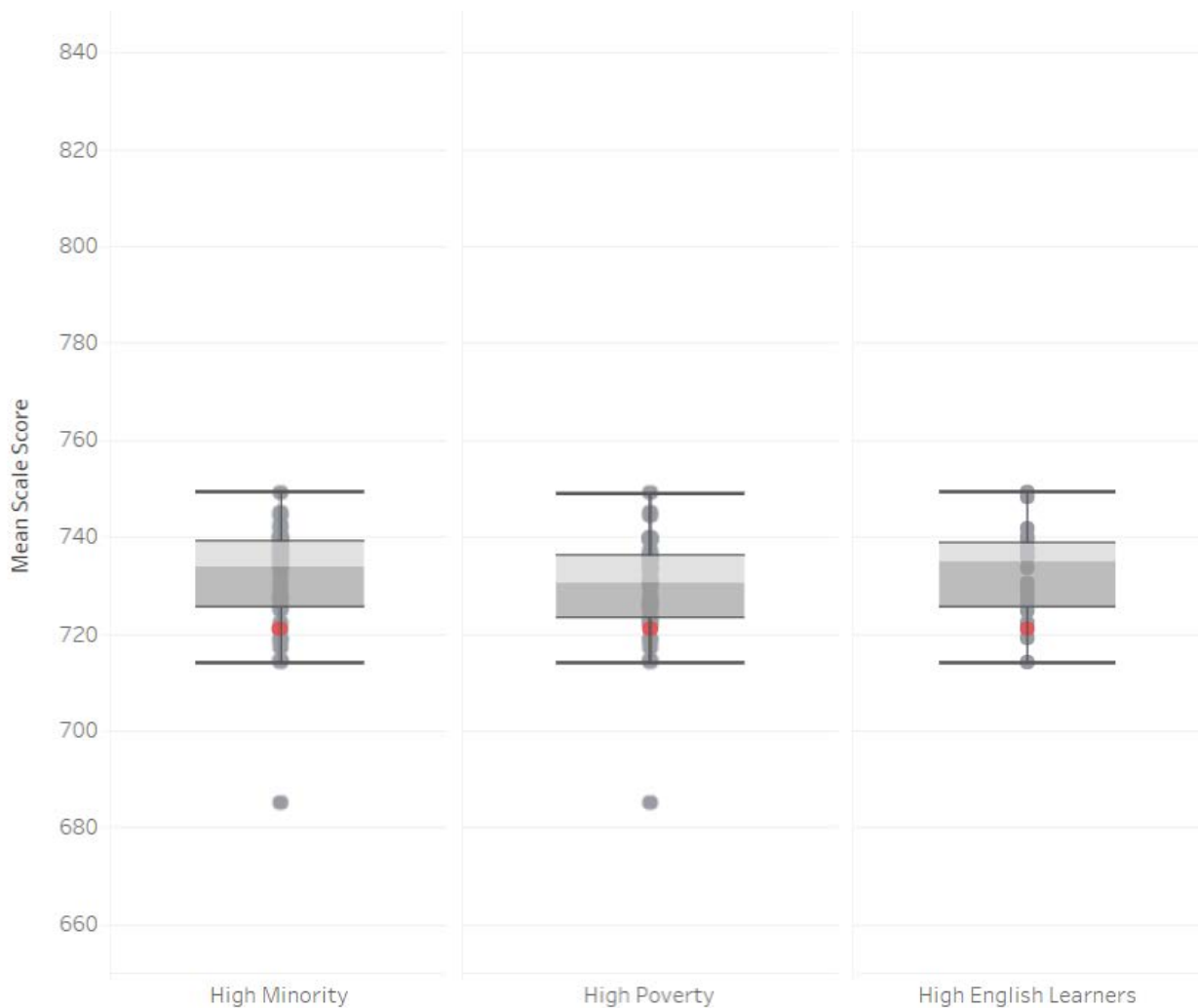


School Academic Performance Comparison

Given the high number of at-risk students Westminster Public Schools serves, CDE staff analyzed the district's academic performance as compared to other districts that also serve high populations of minority and low-income students. As displayed in Figure 6 below, Westminster Public Schools falls in the bottom quartile of student achievement when compared to other districts serving high-needs populations.

Figure 6. 2016 English Language Arts Achievement at Westminster Public Schools (Grades 3-9) Compared to Other Districts Serving a High Proportion of High-Needs Students

Data showing the performance of other districts with similar enrollments of minority students, students in poverty and English Learners is displayed in each of the columns below. Each dot represents a district; Westminster Public Schools is highlighted in orange whereas other districts are shaded in gray. The band in the middle of each plot represents districts scoring in the 25th – 75th percentile on the English language arts assessment in 2016.



Note: Only districts with a valid mean scale score were included. Districts were excluded if they had fewer than 16 students or the assessment participation rate was below 90%. Districts classified as either high minority, high poverty, or high English learners represent the top quartile within each student population. The following data sources were used to create this chart: Student October 2015-16 and CMAS PARCC English Language Arts results for the 2015-16 school year.



Review of District Systems and Conditions

This section is designed to provide a summary of a qualitative review of district systems and conditions. Research on school turnaround shows that certain conditions are essential in establishing a strong foundation for rapid school improvement.² Schools on track to improve student achievement are likely to show strong evidence of highly-functioning leadership, culture, academic systems, district support structures and board and community relationships. Case studies also indicate that for low-performing districts, an intentional balance of support, autonomy, and accountability from the district is critical.

The information described below was captured primarily through CDE performance manager site visits to Westminster Public Schools over the last four years, grant review and monitoring site visits, and state data. The following information provides context as to how the district has been functioning on the key conditions necessary for district and school turnaround.

District & School Leadership

- The current Superintendent of Westminster Public Schools is Dr. Pamela Swanson. Dr. Swanson has been superintendent since 2011. Dr. Swanson was previously the Deputy Superintendent and has a long history with the school district.
- The superintendent has developed a variety of structures to engage with various stakeholder groups. She maintains multiple cabinets, including a student and teacher leadership cabinet.
- The district began partnering with AdvancED in the fall of 2015 to conduct an extensive diagnostic of the district's systems to identify areas of strength and challenge.
- Principal turnover within the district is similar to the statewide turnover rate. However, the impact of turnover within the complex competency based system (CBS) is significant as an additional level of content knowledge and skill set is needed for leading within the system.
- The district currently has a program in place to support current teachers who are interested in moving into administrative positions within the district.

Teaching Staff

- The district has some of the highest teacher salaries in the Denver metro area. A competency based system relies heavily upon ensuring staff are highly skilled and supported.
- The 2015 teacher turnover rate is similar in Westminster Public Schools (20%) to the statewide average (17%). Given the additional expertise and skills needed to teach in a CBS system, finding skilled teachers and/or re-investing in new teachers is a significant resource demand for the

² Public Impact. (2008). *School Turnaround Leaders: Competencies for Success*; Mass Insight Education & Research Institute. (2007). *The Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools*; Player, D. Hitt, D.H. and W. Robinson, W. (2014). *District Readiness to Support School Turnaround*. University of Virginia Partnership for Leaders in Education.



district. Additionally, the teacher turnover rate has been increasing over time from 13% in 2012-13, to 14.6% in 13-14, to 18.1% in 2014-15, to 20.7% in 2015-16. The rate stabilized in 2016-17, with 20.5% teacher turnover.

- Colorado administers an annual educator perception survey, the Teaching, Empowering, Leading and Learning (TELL) Survey.³ The survey results represent those that responded (361 respondents in 2015); survey results do not explain the root causes of the perceptions. But reviewing the feedback that was shared is an important piece of information to consider within the whole context of this report. Westminster Public Schools has seen declines in the almost all of the perception categories from 2011 to 2015, and generally has lower results than the state average. Some key areas where the district has seen declines on the TELL results include the following:
 - In 2015, 71.6% of respondents said that “Overall, my school is a good place to work and learn.” This was a decrease from 77.7% in 2013 and 79.8% in 2011. The state average is 84.8%.
 - 51% of respondents stated that “teachers have sufficient access to appropriate instructional materials and resources, as compared to 60.1% in 2013 and 56.9% in 2011. The state average was 71.1%.
 - In 2015, 61.4% of respondents reported that “teachers work in professional learning communities to develop and align instructional practice,” compared to 74.3% in 2013 and 73.3% in 2011. Statewide, the average is 79.5%.
 - In 2015, 52% of respondents reported that “teachers feel comfortable raising issues and concerns that are important to them,” compared to 71.3% in 2013 and 62.7% in 2011. The 2015 state average was 66.4%.

The district also saw improvement in some areas, including:

- In 2015, 74.5% of respondents said that “teachers have sufficient access to a broad range of professional personnel” which was an increase from 71.5% in 2011 and 73.4% in 2013. The 2015 state average was 77.7%.
- In 2015, 88.5% of respondents said that “curriculum taught aligns with standards” which was an increase from 79.7% in 2013. The state average was 93.1% in 2015.
- In 2015, 57.8% of respondents said that “the physical environment of classrooms supports teaching and learning” which was an increase from 46.6% in 2011 and 55.3% in 2013. The state average was 71.6% in 2015.

Academic Systems

- Westminster Public Schools has been implementing a competency based system at the elementary level since 2008 and at the high school level since 2013. Competency based education includes the following features:
 - Students advance upon mastery.

³ To view TELL data, see www2.cde.state.co.us/tell/historicaldata.htm



- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

- **Curriculum and Data Driven Instruction**
 - The district uses DIBELS at the elementary level as a local assessment to track and monitor progress in literacy. The district also uses the Scantron Performance Series adaptive assessments as a benchmark assessment.
 - In 2015, Westminster Public Schools teachers, Dr. Robert Marzano's research lab, and the Center on Learning and Teaching at CU Denver partnered to develop a common instructional framework across the district and create 'proficiency scales' that can be used along with student classwork to demonstrate mastery of content. The Proficiency Scales define the following elements to support classroom instruction: Strand, Theme, Empower Recorded Learning Target, Domain, Score (4.0-0.0), Standard Reference, Depth of Knowledge and Cognitive Process reference, Vocabulary, Progression, Success Criteria, Sample Tasks, Primary Resources.
 - Generally speaking, systems for analyzing student data to advance students between levels in the CBS system are not consistently in place at all schools across the district. The district identified in their UIP that ensuring teachers have deep understanding of the standards and how the standards progress between grade-levels is critical to ensuring they are able to implement the CBS system.
 - The district has developed an online learning platform—called Empower—that supports teachers and students in planning, personalizing, working, and tracking student learning through customized “playlists.” Teachers are able to plan and monitor each student's learning activities. Full implementation with fidelity of the Empower tool is still in progress.
 - The district has identified early literacy as a key area of need. The district has been participating in CDE's early literacy grant to support the implementation of literacy structures in the early elementary grades. Implementation across sites has been mixed.
 - The district received an Expelled and At-Risk Student Services (EARSS) grant that enabled the district to initiate structures to support dropout prevention and graduation success. Students supported by the EARSS services demonstrated higher attendance and fewer behavior incidences.

- **English Learners**
 - The district has one of the highest percentages of English Language Learners in the state (close to 50% of all students) and English learners are not meeting state expectations for English language arts and math content. In terms of English language proficiency growth,



as measured from 2014 to 2015, the district earned an Approaching rating at the elementary level, a Meets rating at the middle level and a Does Not Meet rating at the high school level. 2016 English language proficiency growth data is not available statewide.

- The district participated in a CDE-sponsored WIDA grant program and professional learning series. The district provides English language development (ELD) support through a variety of methods including co-teaching, push-in support, and a designated ELD block within the school day. The WIDA program emphasized providing professional development to district administrators and coaches on using student data to inform ELD instruction and supports. Only one school in the district participates in a transitional bilingual program.
- A 2013 program review by CDE revealed concerns that not all English Language Learners receive access to grade-level content and that systems for using student data to identify either gaps in language development or content knowledge were inconsistent and generally weak across the district.
- **Implementation of Competency Based Systems (CBS)**
 - The district has identified inconsistency in implementation of CBS as one of the core challenges facing the district. The district's UIP and the report from AdvancED reveal varying degrees of understanding and ownership of the model. The AdvancED team found during their observations that "Teachers and students were engaged in a variety of activities including lecture, worksheets, cooperative learning activities, individual computer work, and in some cases, few or no learning activities at all. While most of these activities could be appropriate in a CBS classroom, during our limited observations the Team seldom found evidence that the connections to CBS were being made." The district has identified deeper, more targeted professional development is essential to ensuring teachers are equipped to fully implement the model.
 - The district is conducting frequent, ongoing learning walks at all schools to identify promising practices and identify areas of weakness to inform professional development and next steps.
 - The district is also working with Marzano Academies to develop and implement their competency based system (CBS) by implementing a "lab school" setting.

Specialized District Support and Flexibility

- With the data analysis capabilities in the Empower platform to record student progress, and the districtwide learning walks to measure implementation, the district can monitor progress.
- The district has begun to analyze the system-wide and school level data for information and some decision making in terms of professional development and other supports needed.
- The district initially applied for and received the Tiered Intervention Grant (TIG) in 2011 to support turnaround efforts at their lowest-performing schools. In 2013, they also applied for and received



a TIG grant to support turnaround efforts at Scott Carpenter Middle School. The district leveraged the TIG grants to provide substantial resources and professional development to those struggling schools and most of the schools saw increases in student performance over time. Most recently, Scott Carpenter Middle School demonstrated high growth and improved achievement on the 2016 School Performance Framework.

- In 2013, the district opened its first Innovation school--the Colorado STEM academy. The school has demonstrated the highest performance in the district on the most recent School Performance Frameworks.
- In 2015, the district supported the conversion of one low-performing elementary school (Westminster Elementary) to a new model focused on International Studies. This school will grow to become a K-8 school by the 2018-2019 school year.

Board and Community Relations

- Each of the five local school board members graduated from Westminster Public Schools. The current school board is supportive of the competency based system and the current direction and leadership of the district. Two board members' terms end in November 2017.
- The district underwent a significant rebranding in the past year that included changing the district name from Adams County School District 50 to Westminster Public Schools in fall 2016. The district produced a new strategic plan -- *Vision 2020*. The strategic plan identifies the following priorities:
 - Continue and strengthen the success of the competency based system.
 - Maintain current momentum and success for student achievement in the District.
 - Establish an accurate perception of Westminster Public Schools in the mind of the public and staff.
 - Have the courage to cultivate and sustain a great school district.
 - Develop the resources needed by the District, assuming prudent budgeting and resource allocation.
- While the district has undertaken significant efforts to help the community understand the competency based system, parents and students report needing additional resources to interpret and understand the system.
- The district is building on a new, evidenced-based parent engagement program, the PASS Parent Institute, with a pilot in one district middle school in the spring of 2017. The goal of the PASS program is to support parent understanding of the competency based system, the student tracking tools, and to bridge the school-home connection. The district plans to expand this program to other schools in future years.



Unified Improvement Plan (UIP) Overview

The Westminster Public Schools submitted their UIP in January 2017 on time. The CDE review of the school plan identified the data analysis was on track, with concerns reflected in the action plan conveying the level of detail needed to track and communicate progress given the advancement on the accountability clock. The district and CDE are currently working together to address those concerns. The district's UIP summary is shared below. A summary of CDE feedback over time can be found in Appendix B.

History of Supports Available from the State on UIP Development

The district and school staff members have had access to universal and targeted supports from CDE on its UIP development. Universal supports include regional trainings held each spring and fall and access to many resources (e.g., quality criteria, UIP Handbook, online tutorials, sample plans) on CDE's website. Targeted supports have also been available through the UIP office (e.g., assigned consultant for tailored trainings) grant programs (Targeted District Improvement, etc.).

Current School UIP Summary

The following items were pulled directly from the school's Unified Improvement Plan submitted to CDE in January 2017. (The text in the boxes comes directly from the district's UIP.)

Where are students continuing to struggle most?
<p>Priority Performance Challenges: <i>Specific statements about the district's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR) where the district did not meet federal, state and/or local expectations.</i></p> <ol style="list-style-type: none"> 1. Persistently low achievement scores: Westminster Public Schools continues to face performance challenges in both Mathematics and Science. Based on Scantron Performance Series assessment in math, the students are performing well below the National Norms. CMAS Science test also show that students are performing well below the state average of 34.8% in the Strong and Distinguished category for fifth grade students and 29% for eighth graders. 2. Maintaining a growth trajectory: Maintaining a growth trajectory for students that supports a model for acceleration to achieve post-secondary success. 3. Persistently low performance in Post-Secondary/Workforce Readiness indicators: Post-Secondary/Workforce Readiness: The District has demonstrated persistently low scores on the ACT and has demonstrated a graduation rate that is 15 points under the state graduation rate. 4. Progress from LEP to FEP: Inconsistent progress in moving students from Limited English Proficient to Fluent English Proficient.
Why is the district continuing to have this problem(s)?



Root Causes: *Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).*

1. Inconsistent QFIC: Inconsistent quality, fidelity, intensity, and implementation of learner-centered instructional model and data practices as well as research-based instructional strategies for English Learners.
2. Accountability: Lack of accountability and advocacy across all schools to ensure deep implementation of District Expectations and Agreements to support a Competency Based Model.

What action is the district taking?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

1. Supporting academic systems: Provide differentiated support for academic systems through improved competency based instructional practices at each school to improve academic achievement and growth.
2. Creating a Culture of Performance: Creating a culture of performance to support students' trajectory from preschool through high school graduation and beyond in order to ensure post-secondary and workforce readiness.
3. Instructional Strategies to Support ELs: Implementation of research-based instructional strategies to support English language learners that is aligned to the Competency Based Instructional Model.



Grants and Support

Over the past few years, Westminster Public Schools has applied for and received a number of grants to support implementation of their improvement efforts. Below is a summary of the major grants and supports the district received over the past three years:

Diagnostic Review Grant

Three Westminster schools were awarded a federally-funded Diagnostic Review grant between 2014 and 2016.

Grant Purpose. The diagnostic review grant is intended to provide an external diagnostic assessment, analysis and facilitation of results for targeted schools. The diagnostic review is expected to lead directly to strategic and prioritized improvement plans and activities.

Funded Activities. Westminster Public Schools used the diagnostic review grant for three schools: Metz Elementary School, Westminster Elementary School, and Sherrelwood Elementary School.

Grant Outcomes. The outcomes for this grant result in prioritized recommendations for each of the schools. These recommendations are expected to be included in and implemented through the school's UIP. Metz Elementary School received a Priority Improvement Plan in 2016, Sherrelwood and Westminster Elementary earned Improvement Plans (although Westminster Elementary has now been closed).

School Improvement Support Grant

Westminster Public Schools was awarded the School Improvement Support (SIS) grant for Hodgkins Elementary School in 2013.

Grant Purpose. The SIS grant is intended to support planning and implementation of school improvement activities as identified in the school's UIP. The SIS grant is supported with federal 1003(a) funding.

Funded Activities. Hodgkins used the SIS grant to increase student achievement through an evaluation process connected to strategic planning as well as through a leadership component aimed at increasing the school's leadership capacity. Through this grant they created "data camps," established data notebooks, created monthly writing assessments, established building leadership teams, and activated an accountability advisory committee.

Grant Outcomes. Since the implementation of the SIS grant, Hodgkins Elementary has earned an Improvement plan rating on the state accountability system.

Tiered Intervention Grant

Six Westminster schools have been awarded a federally-funded Tiered Intervention Grant (TIG) between 2011 and 2017 (FM Day Elementary School, Fairview Elementary School, Mesa Elementary School, Sherrelwood Elementary School, Westminster Elementary School and Scott Carpenter Middle School). These federal grants are aimed at providing substantial amounts of funding to implement one of the prescribed intervention models.



Grant Purpose. TIG is intended to increase the academic achievement of all students attending chronically low performing schools as measured by the state's assessment system. Schools partner with the Colorado Department of Education in the implementation of one of the school intervention models provided in the guidance for the use of Federal Title I 1003(g) School Improvement Grant Funds.

Funded Activities. Participating schools used funds for a variety of purposes including but not limited to: training in instructional coaching; lesson design and delivery; common benchmark assessments; intervention programs; increased parent engagement; and incentives and compensation for additional work.

Grant Outcomes. Each of the Westminster TIG schools have been on and off of the state accountability clock in the past years. Of the six TIG granted schools, two remain on the clock, three have come off of the clock, and one has closed.

Targeted District Improvement Partnership

Westminster Public Schools was awarded a Targeted District Improvement Partnership (TDIP) grant in 2011 for approximately \$400,000 to be used over a period of three years.

Grant Purpose. The TDIP grant was aimed at developing district systems in the development, implementation and monitoring of the district's Unified Improvement Plan.

Funded Activities. The district used the TDIP grant for the following activities: professional learning time and monitoring around instructional systems for literacy and math; implementation of Thinking Maps; professional learning for board members and district staff; development of an instructional coaching model and practices; materials; and to engage with the Colorado Statewide Parent Coalition in the district.

Grant Outcomes. According to contact with the district, much of the professional learning, implementation of Thinking Maps, development of the Parent Coalition work, and other planning occurred as a result of this grant.

Early Literacy Grant

Three Westminster schools participated in the state's Early Literacy Grant—Skyline Vista, Sherrelwood, and Harris Park—between 2013 and 2016.

Grant Purpose. The Early Literacy Grant is designed to distribute funds to local education agencies to ensure the implementation of Scientifically Based Reading Research in all aspects of K-3 literacy instruction, including universal, targeted and intensive instructional interventions. Requirements of participation in the Early Literacy Grant include:

- Selection of materials (both core and intervention) from the CDE Advisory List
- Use of either DIBELS Next or PALS for interim assessment and progress monitoring tool
- Monthly consulting with an approved professional development provider

Funded Activities. The primary grant activities include: materials for core instruction and intervention selected from an approved list; interventionist positions; monthly consulting with an



approved professional development provider; and additional professional development as needed from approved PD lists.

Grant outcomes. The intended outcomes of the grant are: to improve the quality of reading instruction for all K-3 students; to reduce the number of students reading below grade level; and to increase the number of students reading at grade level. At the close of the grant program the three Westminster schools remained as outliers in regards to the number of students still reading below grade level. Between 36%-47% of K-3 students in the three schools were reading below grade level at the end of year 3, as compared to 21% of students in all the grant funded schools.

Comprehensive Appraisal of District Improvement

Comprehensive Appraisal of District Improvement (CADI) was offered through a grant to the district and a district diagnostic was completed in spring of 2010. The CADI identified addressing two broad focus areas:

1. Move the teachers' focus beyond learning how to implement the structure of Standards-Based System (SBS) to providing highly effective, research-based instruction in a learner-centered system.
2. Provide intensive, differentiated, ongoing, job-embedded professional development for all teachers to enable them to provide effective instruction to all students within the Standards-Based System.

Recommendation highlights (relevant to this report):

- Monitor existing (and develop, if needed) instructional models based on research with clearly defined expectations, focused coaching, and systematic monitoring of progress toward effective instruction provided for every student.
- Develop walkthrough checklists for instructional strategies, classroom management, and implementation of SBS and set expectations for their use by building administrators and coaches.
- Devote as much meeting time as possible at the district and building levels to dialogue about instructional strategies and the use of assessments in a formative way.
- Monitor the implementation of the Interventionist Framework rubrics, dialoguing about feedback received and designing needed support to achieve high congruence with the intended model.
- Develop a comprehensive, ongoing professional development plan for elementary and middle school teachers which includes coaching and ongoing dialogue during PLC time to learn, apply, and evaluate effective strategies for struggling readers.
- Train all staff to competently use the technology that supports the SBS recordkeeping, and progress monitoring, as well as ensuring that all staff can access resources.
- Revisit classroom walkthrough training for all administrators and provide them with the knowledge and skills to look for effective, research-based instructional strategies in use in all classrooms.



- Continue to provide the training and monitoring to ensure that collaboration takes place at all levels in the district.

English Language Development Program Review & WIDA Professional Development Grant

In November 2013, the Office of Culturally and Linguistically Diverse Education was invited and conducted a district English Language Development (ELD) program review for Westminster Public Schools. The review revealed a number of concerns: ELD was not being provided for all English Learner students; the Competency Based System did not ensure grade level access to content for English Learner students; and required evaluation practices under federal law were not conducted. As a follow up to the ELD program review, CDE supported the district in conducting a data analysis of English Learner performance, growth, and general evaluation of the ELD program. This support took place in March 2014 and used the English Learner Data Dig Tool to assist the district in identifying where the program could be improved. In June 2014, Westminster Public Schools was awarded and participated in the WIDA Professional Development grant, co-facilitated by CDE and WIDA.

Grant Purpose. The grant focus was to develop and implement district-wide structures and practices through a system that supported English learners. This grant required the district to identify a leadership team at both district and school levels and coached the teams through data informed decisions in support of English Learners. The district identified teams at the following schools to participate: Scott Carpenter Middle School, Iver C. Ranum Middle School, Hodgkins Elementary, and Sunset Elementary.

Funded Activities. The WIDA grant largely supported the University of Wisconsin-Madison's Wisconsin Center for Education Research (WIDA) for the partnership of the LADDER for Language Learners Program. A small amount of funds supported teacher out-of-contract training, substitute costs, travel, printing, and miscellaneous grant implementation costs.

The funding opportunity provided through the WIDA grant was intended to allow Westminster Public Schools to strategically implement a focused support solely for English Learners. The student growth results from the English Learner Data Dig Tool were used to identify on-going areas of need. By the 2016-17 school year, the District had three years of data to more systematically inform next steps district-wide. In its grant application, the district noted that it would not be able to support a partnership with WIDA within its own budget and that the opportunity to receive additional funding through this grant to drive the turnaround efforts and improve instruction for English Learners was tremendous.

Grant Outcomes. The WIDA grant ended in August 2016. According to the district's grant application:

"The results of this project will be used to revise and redirect the ELD Department Plan for the District. A team of ELD Specialist, principals, parents, students, and the ELD Director will conduct program evaluation meeting and review the ELD Plan in place and make the necessary adjustment to ensure equitable and quality education for all students in Westminster 50. The systems and protocols implemented during the grant will then be drafted into nonnegotiable procedures for all schools in the District. These procedures will align to the federal and state legislation and court decisions surrounding the education of ELs according to the CDE Guidebook of Services for ELs."



While the grant was in progress, CDE staff also observed:

- Increased use of the disaggregated data to inform supports provided to English learners
- Including key district personnel in English language development work, particularly pertaining to the WIDA grant

Pathways Early Action Grant

Westminster Public Schools was awarded a Pathway Early Action Grant for the 2016-17 school year. This is a one-year grant supported with federal funds.

Grant Purpose. The Pathways Grant enables schools and districts nearing the end of the Accountability Clock to explore pathway options. School and districts collaborate with CDE staff to develop a formal plan identifying an accountability pathway and implementation strategies.

Funded Activities. Westminster Public Schools used Pathways Grant funds to:

- Explore, negotiate and define what working with an external partner would look like under the “Management” pathway;
- Create complete buy-in and commitment with all internal stakeholders through adequate communication and input processes; and
- Develop a multiyear plan for action to address the systemic challenges faced by the District as described above.

Grant Outcomes. The district has engaged in exploring the management pathway and developing a multiyear plan. CDE staff have provided feedback on drafts of the management pathway plan, and the district is on track to present a formal proposal of their management plan to the State Board of Education in May 2017.

Expelled & At-Risk Student Services (EARSS)

Westminster received Expelled & At-Risk Student Services (EARSS) grants beginning in 2014-15. The grant program runs for a total of four years.

Grant Purpose. The EARSS grant is a state-funded grant program intended to assist with providing educational and supportive services to expelled students, students at-risk for expulsion, and students of compulsory school age who are truant and at risk of being declared habitually truant as defined by unexcused absences.

Funded Activities. The Westminster school district has used their EARSS grant funds to establish the Adams 50 CARES (Creating a Responsible and Engaged Student) program. The program provides parent support, academic support, behavioral plans/monitoring, mentors, wellness services, and reintegration of expelled students in the school setting. Restorative Justice was planned, but has not yet been implemented. Funds support:

- 3 FTE Student Support Liaisons— salary/benefits, supplies and materials for operations
- .50 FTE Admin. Support – salary/benefits
- .10 FTE Grant Coordinator – salary/benefits



- 1 FTE Behavior Interventionist, Purchased services from Community Reach (mental health)
- Purchased services for YESS (Youth Empowerment Support Services) Institute mentors in three middle schools
- Supplies for the YESS program - individual student workbooks; classroom supplies directed at behavior enrichment activities; and school supplies for the three Liaisons
- Tutoring by district staff
- Training of staff in restorative practices
- Evaluation services

2014-15 Grant Outcomes reported by Westminster Public Schools:

- Students Served: 21 expelled, 421 at-risk
 - Of the expelled students, 15 will continue with services, 3 completed their term of expulsion, 2 transferred to another district, state, or country, and 1 was expelled and no longer served.
 - Of the at-risk students, 134 successfully completed, 235 will continue being served, and 52 refused services but will continue at school.
- Parents Served: 19 parents of the expelled students; 421 parents of at-risk students
- Performance Measures: They reported making progress on objectives connected to parental engagement, academic achievement, attendance, and safety/discipline or social-emotional categories.
- Credit Recovery: Serving high school students was not a focus of this grant but occasional staff hired by the grant will be called upon to work with a student in need of support. Ten high school students received services.
 - Of the 10 students who began the school year behind their expected age, grade and credit accumulation to graduate with a regular diploma, 10 (100%) students earned half or more credits toward getting back on track.

2015-16 Grant Outcomes reported by Westminster Public Schools:

- Students Served: 20 expelled, 1,098 at-risk
 - Of the expelled students, 100% will continue receiving EARSS supported services
 - Of the at-risk students, 970 successfully completed, 108 refused services, 20 will continue to be served
- Parents Served: 20 parents of expelled students; 1,047 parents of the at-risk students
- Performance Measures: They reported making progress on each of two objectives for parental engagement, academic achievement, attendance, and safety/discipline or social-emotional categories.
- Credit Recovery – 14 Students were served (Not a focus of the grant)



- Of the 14 students who began the school year behind their expected age, grade and credit accumulation to graduate with a regular diploma, none (0%) of these students earned half or more credits toward getting back on track.

Colorado Graduation Pathways

Westminster Public Schools participated in the Colorado Graduation Pathways (CGP) program, which was active from October 2010 to August 2016. There were two high schools that received funding support during this time period – Westminster High School and Hidden Lake High School.

Grant Purpose. The CGP program was funded by a competitive federal grant, known as the US Department of Education/High School Graduation Initiative (HSGI), which was awarded to CDE. The project goals concentrated on the development of sustainable, replicable models for dropout prevention and student re-engagement; improvement of interim indicators known to affect dropout and graduation rates; and increase of graduation rates in Colorado's highest need schools.

Funded Activities. Both Hidden Lake and Westminster High School addressed the following areas of the CDE dropout prevention framework supported by the grant: Data Analysis, Early Warning System, Assess and Enhance School Climate, Policy and Practices Review, Family Engagement, Transition Programs, and Multiple Pathways to Graduation and Credit Recovery.

Hidden Lake's grant funds supported:

- Salaries: After Hours (credit recovery) Coordinator and Instructors
- Purchased Services: ACTs PLAN, Explore and ACT supports, Success Highways, plus services related to academic planning, and summer school proctors
- Supplies and Supports: Travel cost to participate in service learning activities
- Equipment: Chromebooks

Westminster High School's grant funds supported:

- Salaries: Saturday School Coordinator and teachers; Success Prep-Freshman Academy teachers and staff, project managers – included managing data for early warning systems
- Purchased Services: *Achieve* professional development; Student supports – offsite experiential learning opportunities and wellness services; ACT/Plan, Curriculum on self-determination and self-advocacy

Grant Outcomes: Hidden Lake High School

- Substantial positive change in decreasing suspensions
- Attendance rate decreased (did not show improvement)
- Did not improve 4-year graduation rate (focuses more on extended-year graduation rates)
- Made progress in reducing the dropout rate

**Grant Outcomes: Westminster High School**

- Substantial positive change in decreasing suspensions
- No substantial change in improving attendance
- Did not sustain progress in improving the 4-year graduation rate
- Met program goal in reducing the dropout rate

School Counselor Corps Grant

Westminster Public Schools was awarded a School Counselor Corps Grant beginning in 2014-15. The program is a four-year, state-funded grant.

Grant Purpose. The purpose of the School Counselor Corps Grant Program is to increase the availability of effective school-based counseling within secondary schools to improve the graduation rate and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education.

Funded Activities. The School Counselor Corps Grant Program supports several schools within the district: Westminster High School, Hidden Lake High School, Scott Carpenter Middle School, Shaw Heights Middle School, and Iver C. Ranum Middle School with the following:

- Salary and benefits for 3.0 FTE licensed school counselors
- Professional Development
- College and career planning with students and their parents
- Development of ICAP curriculum
- FAFSA Completion Activities
- College visits
- Career exploration activities

Grant Outcomes. Westminster is using School Counselor Corps Grant program funds to meet their identified goals and increase school counseling services:

- During the first year of grant funding Westminster Public Schools identified goals which were determined based on needs assessment results and community-based environmental scans. The four goals are as follows:
 - 1) Improve the PWR measures of the district
 - 2) Increase ACT/SAT test scores
 - 3) Increase College Credit attainment by increasing the number of FAFSA completions
 - 4) Increase workforce readiness and direct employment of our students
- Through years two through four of the grant, the district is implementing evidenced-based programing and increasing the level of school counseling to support student success focusing on college and career readiness.
- The 2015-2016 end-of-year report indicates they are making progress on the first three goals and exceeded the fourth goal.



State Identified Measureable Result (SiMR) Literacy Project

Fairview and Flynn Elementary joined the SiMR Literacy Project last school year (2015-2016) as pilot schools. Fairview and Flynn Elementary Schools continued in the project for the 2016-17 school year. Fairview Elementary is currently active in the project. As of early 2017, Flynn Elementary was no longer permitted to participate in the project as a result of their failure to implement project expectations with fidelity.

Project/Grant Purpose. The broad goals of the project are to:

- 1) Reduce the overall number of students in grades K-3 that fall into the Well-Below Benchmark range on the *DIBELS*; and
- 2) Reduce the number of early referrals for special education; and
- 3) Establish high expectations for all students in the area of literacy (increase the number of students within the highest level of 'at benchmark').

Supported/Funded Activities. CDE's Office of Exceptional Student Services Unit (ESSU) provided a Literacy Coach to provide full-time support to Fairview and Flynn Elementary (ESSU assumed the full cost of the FTE). The coach spent 2.5 days per week in Fairview and 2.5 days per week in Flynn from October 2015 through January 2017. In January 2017, the coach was assigned to Fairview Elementary 3 days per week for the remainder of this school year. (The coach was reassigned to a different district for the other two days of the week once Flynn Elementary was removed from the project.) In addition to the coach, the two ESSU Literacy Specialists have also provided training and consultation to both schools since the beginning of the project. The CDE Literacy Specialists have also provided consultation and support to both building principals.

ESSU has paid for all staff professional learning that was required to participate in the SiMR Literacy project, and has provided some financial support for instructional materials and supplies to support the early literacy work in Fairview and Flynn Elementary schools. The project also provides financial support for the purchase of materials for family literacy engagement events.

In 2016, the SiMR Project conducted a two-week summer school for incoming 1st graders at both Fairview and Flynn. CDE provided all 'teaching staff' (CDE Literacy Coaches and CDE Literacy Specialists), all instructional materials, and debriefing time for any Westminster teacher who chose to observe the summer school instruction.

Additionally, the SiMR Project provided support at Fairview Elementary during the summer to create classroom learning environments that would be purposeful and support the learning goals at the school. With permission from the principal, the primary learning environments were transformed at Fairview Elementary. The difference both in the actual appearance, as well as the instructional effectiveness, of the school has been noted by school and district staff.

Project/Grant Outcomes. Fairview Elementary has met the project's expectations. CDE's work with the school principal has been productive and the Department has been impressed with the instructional changes at this school and most importantly, the increased literacy achievement that is now apparent in grades K-1. The SiMR Project will be adding grades 2 and 3 at Fairview over the next two years.



In contrast, there was poor implementation of the project at Flynn. Flynn's growth in literacy achievement was minimal, particularly in comparison to Fairview. For these reasons, Flynn Elementary was discontinued from the SiMR Literacy Project.

There is a need for continued support in the delivery of evidence-based literacy instruction, continued professional learning for instructional staff in the area of literacy (instructional strategies, use of formative classroom assessment, use of formal assessment and progress monitoring to inform instruction), and continued development of instructional leadership.



State Review Panel Report Discussion

Department staff reviewed the State Review Panel's report from 2015. Westminster Public Schools participated in a State Review Panel visit in 2015; the district did not elect to participate in the 2016 Panel site visit. The report is built upon evidence gathered through a document review (e.g., School Performance Frameworks, Unified Improvement Plan) and a one and one-half day site visit (May 6, 2015).

Westminster School District 2015 Report

In 2015, the State Review Panel recommended Innovation School Status for the lowest performing school within the district, M. Scott Carpenter Middle School, which at the time was in Year 5 of the accountability clock. The Panel found the district to be "Developing" in three out of the six categories. The categories of infrastructure is adequate to support school improvement and readiness and apparent capacity to engage productively with and benefit from the assistance provided by an external partner were rated as "Effective" (see Table 7 below).

The Panel recommended Innovation School Status for Scott Carpenter Middle School because, at the time, several schools had moved off of the accountability clock and only two remained on the clock in 2014, with Scott Carpenter in Year 5. The Panel found that "leadership has developed adequate infrastructure to support district improvement. Top level organization and accountability roles are clearly defined. The district leadership is intentional with leadership development, with a strong focus on retaining and developing staff." The SRP, however, also recommended that the district focus on a broader district context by prioritizing "best first instruction and data driven instructional practices."

CDE agrees with the State Review Panel recommendations that the district focus on implementing key systems with quality, fidelity and precision. The Panel noted that "the district has undertaken a large number of initiatives with the need to make multiple revisions to several of the practices and processes adopted. The multiple revisions and the substantial number of initiatives currently in place appear to be interfering with the district's ability to move forward effectively."

Because the school at the center of the State Review Panel report in 2015 is no longer on the accountability clock and eight additional district schools moved onto the clock in 2016, the key area of emphasis for the district is creating highly-effective district-wide systems. CDE does not agree that targeting interventions at a single school or subset of schools will do enough to address district-wide challenges.

The Panel did not recommend management by a private or public entity other than the district because "the district leadership's effectiveness, combined with the present infrastructure, has garnered strong School Board and Community support under the current management system." CDE sees the strong leadership and board and community buy-in to the system as an asset for the district. However, given that the district has had challenges implementing a prioritized strategies with fidelity and needs additional support with academic systems and talent management, CDE believes a partnership with one or more external organizations could provide the necessary accountability mechanism to provide focus and critical feedback to the district as they move to refine practices across the district. The SRP noted that the district has had success in using partners in the past to help support the implementation of



improvement strategies and CDE believes that partnerships could continue to be a successful pathway for improvement.

The Panel did not recommend conversion to charter status because of “the leadership that is in place and the demonstrated capacity of the district to move schools off the Accountability Clock.” At the time of the State Review Panel’s evaluation, a total of 11 schools had moved from Priority Improvement or Turnaround in 2010 to an Improvement rating or higher in 2014, although now 8 schools are on the clock following the 2016 ratings.

The Panel did not recommend closure for Scott Carpenter because “closure of M. Scott Carpenter School is not a realistic option as the district lacks the capacity to absorb the students into other schools.” The Panel did not recommend district reorganization “given that the district has reorganized leadership and staffing at different school sites over the period of time that schools have entered on the Accountability Clock. Some of these staffing changes have been substantial. Evidence from both the document review and site visit showed that the new structures in place are effectively improving schools.”

Table 7: 2015 State Review Panel Site Visit Summary for Westminster Public Schools (Formerly Adams County 50 School District)

SRP Site Visit Summary	Capacity Level*
1. The leadership is adequate to implement change to improve results.	Developing
2. The infrastructure is adequate to support school improvement.	Effective
3. There is readiness and apparent capacity of personnel to plan effectively and lead the implementation of appropriate action to improve student academic performance.	Developing
4. There is readiness and apparent capacity to engage productively with and benefit from the assistance provided by an external partner.	Effective
5. There is likelihood of positive returns on state investments of assistance and support to improve the performance within the current management structure and staffing.	Developing
6. There is necessity that the school/district remain in operation to serve students.	Yes

*Capacity levels include: Not Effective, Developing, Effective and Highly Effective



CDE Evaluation of District's Management Plan

The Department used the following rubric to evaluate the proposed management plan from Westminster Public Schools. The rubric was developed to assess whether the plan, if implemented, will have significant, rapid and positive impact on student learning. A checked box indicates the management plan met the stated criteria.

Management Plan Overview <input checked="" type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Revisions <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	
Need for Management Partner	Meets Expectations	Comments
<i>Plan provides a clear and compelling rationale for pursuing a management partnership.</i>	<ul style="list-style-type: none"> ✓ Provides clear rationale for why the district is selecting the management accountability clock pathway for the identified Priority Improvement/Turnaround school(s) or district. ✓ Gives in-depth description of the district and/or school's most pressing areas of need that the management partner will help address and support. ✓ Explicitly explains how the management partnership will result in a greater level of success for student learning. 	<p>The plan builds a case for why an external management partner is needed to support the district's efforts.</p> <p>WPS has been working with several external partners and this appears to provide some needed assistance and expertise in addressing the root causes of student performance challenges.</p> <p>The plan introduction describes some history and background about the district and begins to describe the performance of the district and schools.</p>
Mission and Vision	Meets Expectations	Comments
<i>Plan articulates a vision and mission that reflects high expectations for student learning and sets goals for improving academic outcomes as a result of the management partnership.</i>	<ul style="list-style-type: none"> ✓ States a mission and vision that provides a clear and concise picture of what the school/district aims to achieve. ✓ Demonstrates how the management partner will help the school/district advance its vision and mission. ✓ Identifies actionable goals for student academic achievement. ✓ Establishes a vision for how the district and/or school will earn its way off the accountability clock. 	<p>The submitted plan provides clear mission/vision and goals for the district.</p> <p>The plan describes in-depth goals and action steps needed in WPS to improve the implementation and outcomes of the competency based system.</p> <p>The plan begins to describe how AdvancED will meet the multiple needs of the district (see below in scope of work). Specifically, the language in Goal 4 that describes how AdvancED supports the goal is very helpful. The plan also begins to describe how Marzano Academies will meet the needs of the district.</p>



		<p>The plan currently describes multiple performance goals for all students including that students performing below their age-based grade will make a year and a half of growth in a school year. The district may want to take time to review current student growth outcomes, meet with stakeholders, and refine the student trajectories. These trajectories may vary by grade level and student performance level. The plan shares components of the district systems for monitoring and tracking implementation and outcome data which will lead to how the district will earn its way off of the accountability clock.</p>
District Systems	Meets Expectations	Comments
<p><i>Plan describes district flexibilities and resources that will be granted to allow for the agreed upon scope of work.</i></p>	<ul style="list-style-type: none"> ✓ Describes any flexibility or changes in district policies and practices that will be granted to the school(s) as a result of the management partnership. ✓ Outlines the district's plan for providing differentiated support to the school, including changes to organizational structures, routines, or systems. ✓ Describes the district's plan or changes in allocating resources (financial or personnel) to ensure the success of the management plan. 	<p>The partnership with AdvancED will focus on the district, provide diagnostics for all WPS schools, and moving forward will focus on the eight schools in Priority Improvement or Turnaround.</p> <p>Financial costs for the management work were not included in the plan. They will be determined pending approval by the State Board of Education.</p> <p>WPS intends to learn and draw from successes demonstrated at some schools (Scott Carpenter, Mesa and Sherrelwood) in order to make improvements at other schools.</p> <p>The plan includes steps taken in the recent past to address inconsistencies in the implementation of the components of the CBS model. The plan outlines multiple components that the district uses to ensure fidelity of implementation of the CBS, including: learning walks, a CBS implementation rubric and tally sheet, and proficiency scales. These tools and routines, if used regularly, provide the district with ongoing indicators of implementation. The plan describes how district staff and school leaders engage to understand bright spots and areas that need strengthening.</p>



		<p>The plan does not go into depth to discuss how the learning from these processes and indicators drive their adjusted strategies and intervention, when needed. Will AdvancED play a role in reflecting on and planning according to this systemic reflection and assessment?</p> <p>The plan does not describe flexibilities in district policies and practices as they are working towards creating more consistency in practices and implementation across schools.</p>
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School Design Plan **Meets expectations** Partially meets expectations Does not meet expectations

Plan Component	Rating of Evidence	Notes
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Academic Systems	Meets Expectations	Comments
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<p><i>Plan articulates what strategies the school will focus on that are related to academic systems. Such strategies may address:</i></p> <ul style="list-style-type: none"> • Time • Curriculum & instruction • Assessments & data • Special populations 	<p>For schools or districts implementing changes to academic systems, please address the following elements. If a school or district is not making changes in these areas, provide rationale for not making changes.</p> <ul style="list-style-type: none"> ✓ Articulate proposed changes to curriculum and instruction at the school in response to school needs. ✓ Discusses any special academic/curricular themes and addresses how the chosen and instructional methods are expected to improve school performance and student achievement and are necessary for the school to achieve its mission. ✓ Provides an overview of the school's proposed assessment plan, including a description of any assessments that will supplement those required by the district and the state. ✓ Describes the school's approach to provide personalized and differentiated instruction that best meets the needs of all students, especially students with disabilities and English Language Learners. ✓ Describes what changes to the school schedule or calendar will occur and articulates how the changes will 	<p>WPS implements a unique system-wide competency based system. Through this work, WPS has developed and is beginning to implement a number of support strategies and tools, including: Empower - an online learning, planning and data analysis platform; proficiency scales; an interventionist framework; professional development modules; and a CBS implementation rubric.</p> <p>The Empower tool has been designed to meet the needs of the WPS CBS, and it contains multiple tools that can support teachers in planning, sharing, differentiating, and monitoring lessons so as to individualize student learning. After observing the use of Empower and reading the submitted plan, questions still remain about what is needed in WPS to ensure that Empower is used effectively and efficiently by all teachers. It appears that expectations moving forward will be for principals to monitor teacher use of Empower and for that information to be shared across schools through learning walks and followed up with teachers. District staff will utilize learning walk and Empower data to assess the degree to which the CBS is being implemented.</p>
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	<p>address current barriers and lead to increased student achievement.</p>	<p>What district level supports can be provided to school staff, especially teachers, in the area of curriculum, instruction and assessments? The plan touches on the district's plan to incentivize teachers' use and sharing of the Empower playlists.</p> <p>The plans to strengthen and expand early childhood education with a focus on early reading strategies will support sustained student learning.</p>
<p>Culture of Performance</p>	<p>Meets Expectations</p>	<p>Comments</p>
<p><i>Plan articulates what strategies the school or district will focus on that are related to culture of performance.</i></p>	<p>For schools or districts implementing changes to school culture, please address the following elements. If a school or district is not making changes in these areas, provide rationale for not making changes.</p> <ul style="list-style-type: none"> ✓ Articulates changes to the systems, programs, structures, rituals, and routines the school will use to foster a positive school culture for all students and teachers. ✓ Describes plan to engage regularly, frequently, and effectively with parents and guardians, external stakeholders and the community at large. 	<p>WPS will build off of the success seen at Scott Carpenter MS in engaging students with Kagan strategies.</p> <p>The development and planned expansion of the PASS Parent Institute will strengthen parent engagement.</p> <p>The Competency Tracker included in the plan, and the ICAP, will serve to communicate each student's progress to families. The Tracker will begin use in the 2017-18 school year. Additionally, there are plans to require all families to learn how to use the Empower tool so they can understand and track the progress of their child. In all types of learning models, it is challenging to fully engage parents in understanding and tracking their child's progress. This is especially challenging in WPS where the CBS leveling system will differ from the personal experience of most families. Each school is required to provide training in Empower for their parents.</p> <p>Per the comments in "mission and vision," developing and communicating about student learning trajectories is an important role for the district to play.</p>



Talent Management	Meets Expectations	Comments
<p><i>Plan articulates what strategies the school or district will focus on that are related to talent management.</i></p>	<p>For schools or districts implementing changes to talent management systems, please address the following elements. If a school or district is not making changes in these areas, provide rationale for not making changes.</p> <ul style="list-style-type: none"> ✓ Provides an overview of the school's recruitment and staffing plan how these changes will produce gains in academic achievement. ✓ Explains how plans for professional development differ from the school's current practice and/or district requirements and why these changes are necessary. ✓ Describes changes to the processes and criteria used to support the strategic evaluation and retention of highly effective teachers and staff, including incentives and compensation. 	<p>WPS has started a mentor system to support new teachers in the competency-based system.</p> <p>WPS has started an aspiring leaders program. Per the submitted plan, it is not clear how this program will prepare leaders in the unique CBS system.</p> <p>The partnership with Marzano Academies will provide differentiated professional development opportunities for teachers.</p> <p>The district initiated learning walks in response to the AdvancEd diagnostic from 2015. These learning walks will provide information about what supports the district needs to provide and how the district needs to differentiate that support for different staff and schools. Examples of how the information from these learning walks informs district staff and school leaders about what supports are needed would be helpful to include.</p>
<p>Management Partner <input checked="" type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations</p>		
Plan Component	Rating of Evidence	Notes
<p>Selection of Partner</p>	<p>Meets Expectations</p>	<p>Comments</p>
<p><i>Plan describes the process the district used to select the partner and ensure management partner has a track record of success in</i></p>	<ul style="list-style-type: none"> ✓ Plan describes a rigorous process of recruitment, vetting and selection of partner. ✓ Selection process demonstrates verifiable, quantitative data that demonstrates the partner's past effectiveness in improvement in schools with similar needs and 	<p>AdvancED is a reputable and resourceful organization that provides several services that have been valuable to WPS thus far. The plan describes AdvancED's work, credentials, and results in detail.</p>



<p><i>supporting schools in identified areas of need.</i></p>	<p>similar demographics. Where appropriate, names and qualifications of key staff members assigned to the school are provided.</p> <ul style="list-style-type: none"> ✓ Justifies why the scope of work is appropriate given school/district needs (e.g., if only seeking a targeted management partnership, why and how is the targeted approach appropriate?). ✓ Articulates how the partner's services and approach will align to and support current district needs. Explains how the partner will directly support the school or district's plan for improvement. 	<p>WPS began working with AdvancED in fall 2015. WPS used the following criteria in searching for a partner organization: "validate and corroborate the processes, progress and results of a Competency Based System; had a proven track record in working with diverse student populations; would allow a WPS staff member to be on a review team elsewhere; and provided a cost effective solution."</p> <p>It does not appear that WPS vetted other organizations for this work but did ensure that AdvancED met their selection criteria.</p> <p>WPS is also working with Marzano Academies and the plan describes the engagement and specific roles they will play in the district.</p> <p>The plan would be strengthened by including more about the Marzano work and how it fits into the overall goals and work described.</p> <p>The plan is heavily focused on work at individual schools. There seem to be district-level levers that could be strengthened to improve student performance across the district. How can the management partner more-explicitly support the district level needs?</p>
<p>Scope of Work</p>	<p>Meets Expectations</p>	<p>Comments</p>
<p><i>Plan describes one or more targeted areas the management partner will focus on in the district and/or school. Plan also provides a timeline for the implementation of the management partnership activities.</i></p>	<ul style="list-style-type: none"> ✓ Includes a clear and concise overview of the scope of services to be implemented by the management partner. ✓ Provides detailed explanation of the agreed upon targeted areas for support for the school/district. ✓ Includes a timeline that thoroughly outlines implementation of the scope of services. Plan should be practical but also demonstrate urgency for pulling the school/district off the accountability clock. 	<p>The plan states that: "WPS believes that with AdvancED's assistance in further identifying areas in need of improvement, supporting changes in those areas and monitoring the implementation and success of those changes, it can improve student performance... and offer a new level of accountability for the district." The plan states that AdvancED will support the three identified improvement goals (p.5):</p> <ul style="list-style-type: none"> ● Broaden and deepen stakeholder engagement ● Design and implement a process to ensure that all staff are implementing CBS with fidelity



		<ul style="list-style-type: none"> Professional learning and evaluation programs about implementing CBS <p>AdvancED will assess and monitor the following program areas:</p> <ul style="list-style-type: none"> early childhood education professional development in early literacy strategies preschool accreditation parent buy-in of the PASS system and stakeholder feedback training administrators to provide effective evaluative feedback to teachers <p>AdvancED will conduct diagnostic reviews and leadership assessments for the eight identified schools.</p> <p>Using AdvancED's eProve tool, reports will be available to monitor the implementation and outcomes of the work.</p> <p>The district had AdvancED complete the CDE Partner Questionnaire. Per the plan and conversations with the district, AdvancED is to manage the stated three goals. Whereas the plan includes a listing of activities and general timelines, it would strengthen the plan to include a more specific timeline and activity benchmarks.</p> <p>It may be helpful to see a matrix of the two partner organizations' major strands of work and how they fit together over time.</p>
<p>Performance Contract/MOU</p>	<p>Meets Expectations</p>	<p>Comments</p>
<p><i>The district and management partner should enter into a comprehensive performance contract/memorandum of</i></p>	<p>The plan includes a copy of the contract/MOU between the district and the management partner. It clearly outlines the terms of the performance partnership, including (where applicable):</p>	<p>See comments in Scope of Work section.</p>



<p><i>understanding (MOU) that specifically outlines the terms of the performance partnership.</i></p>	<p><u>Comprehensive Services</u></p> <ul style="list-style-type: none"> ✓ Length of contract (suggested to be 2-4 years) ✓ Management fees, budget autonomy and fundraising <ul style="list-style-type: none"> • Includes description of resources necessary to sustain the partnership for duration of the contract ✓ District responsibilities should include providing the partner with a direct contact/advocate within the district system, continuing services as needed (e.g. purchased services), and ensuring compliance of the partner and school. ✓ Terms of termination initiated by the district or the management partner. Description of process the district and partner will follow in the case of disagreements of judgment or scope of work as outlined in contract/MOU. <ul style="list-style-type: none"> • Relevant responsibility for Non-Academic Operations (e.g., facilities, maintenance and operations, accounting, payroll and HR, technology infrastructure, dining services, transportation, school security, procurement.) <p><u>Responsibilities, rights, and authorities of the management partner and the district</u></p> <ul style="list-style-type: none"> ✓ Articulates what specific management authority the partner will hold that will be significant and meaningful to addressing the identified school/district needs. ✓ The management partner's rights and responsibilities should include any autonomies around academic systems, talent management and culture as specified above in the school design plan. The plan should describe the degree and type of decision-making control that the partner may exercise. ✓ Establishes clear lines of reporting, responsibility, and supervision of district-partner relationship. ✓ District responsibilities should include providing the partner with a direct contact/advocate within the district 	
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	<p>system, continuing services as needed (e.g., purchased services), and ensuring compliance of the partner and school.</p> <ul style="list-style-type: none">✓ Partner responsibilities should include the number and qualifications of partner staff who will be embedded within the district or school(s) and should articulate their roles and responsibilities. <p><u>Accountability for student achievement and assessment of success:</u></p> <ul style="list-style-type: none">✓ Addresses performance accountability, including fidelity of implementation and effectiveness at raising student achievement.✓ Includes specific benchmarks and timelines for program implementation and performance outputs.✓ Includes agreements on shared access to data and leading and lagging indicators of performance.✓ Identifies supports and interventions for deviating performance, and remedies available to either party if there is failure to make reasonable progress toward mutually agreed-upon performance benchmarks.	
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Summary	Comments
<p>CDE has determined that the proposed Management Plan meets the expectations of rigorous standards and, if implemented successfully, can have significant, urgent, and positive impact on student learning.</p>	<p>The proposed plan by Westminster Public Schools outlines the improvement planning goals identified by the district, primarily around the implementation of their competency based system (CBS). The plan also describes the role that AdvancED will play in that work as well as the work provided by Marzano Academies.</p> <p>The purpose and power of a district engaging with an external management partner is to employ expertise and processes that do not currently exist in that district. This partnership with AdvancED will develop some needed diagnostic, monitoring, and reporting capabilities that will inform the district's accountability for ensuring that the competency based system is implemented with fidelity and that it results in the needed increases in student learning and achievement. The partnership with AdvancED could be strengthened by including a deeper focus on accountability and continuous improvement at the district level, in addition to the specific focus at the individual school level.</p> <p>While there are concerns and questions posed in this rubric, CDE has determined that the partnerships with AdvancED and Marzano Academies will add needed supports and a level of transparency for the competency based system in Westminster and for their system-wide improvements. CDE believes that, if implemented with fidelity, transparency, and continual progress monitoring, this plan will help Westminster Public Schools make significant improvements in student achievement.</p>



Appendix A: Accountability Clock Background

State law requires that the Colorado State Board of Education and the Colorado Department of Education hold all districts and schools accountable for student performance (C.R.S. 22-11-101 et al.). The state annually evaluates student performance in districts and schools through a set of consistent, objective measures, and then uses this information to inform rewards, sanctions, and supports. Districts and schools assigned to a Priority Improvement or Turnaround plan have the lowest performing student outcomes of all districts and schools in Colorado, according to the state's primary accountability tool—the District and School Performance Framework (DPF/SPF) reports. The DPF and SPF reports are based on key Performance Indicators that the state has determined to be most indicative of how prepared students are for college and career: achievement, growth, and postsecondary and workforce readiness, which each indicator including the disaggregated results for different student groups. Districts and schools on Priority Improvement or Turnaround plans tend to be falling short of state expectations for students in each of these areas. Guidance on the 2016 School and District Performance Frameworks can be accessed at: <http://www.cde.state.co.us/accountability/performanceframeworksresources>.

Pursuant to the Education Act of 2009, Article 11 of Title 22, C.R.S., a district or the Charter School Institute (Institute) may not remain Accredited with Priority Improvement Plan or Accredited with Turnaround Plan for longer than five consecutive years before significant action must be taken. In State Board of Education rules, 1 CCR 301-1, section 5.07, the calculation of the five consecutive years begins July 1 of the summer immediately following the fall in which the district/Institute is notified that it is Accredited with Priority Improvement Plan or Accredited with Turnaround Plan. The Education Act of 2009 outlines similar consequences for schools. Schools may not implement a Priority Improvement or Turnaround Plan for longer than five consecutive years before the district or Institute is required to restructure or close the school.

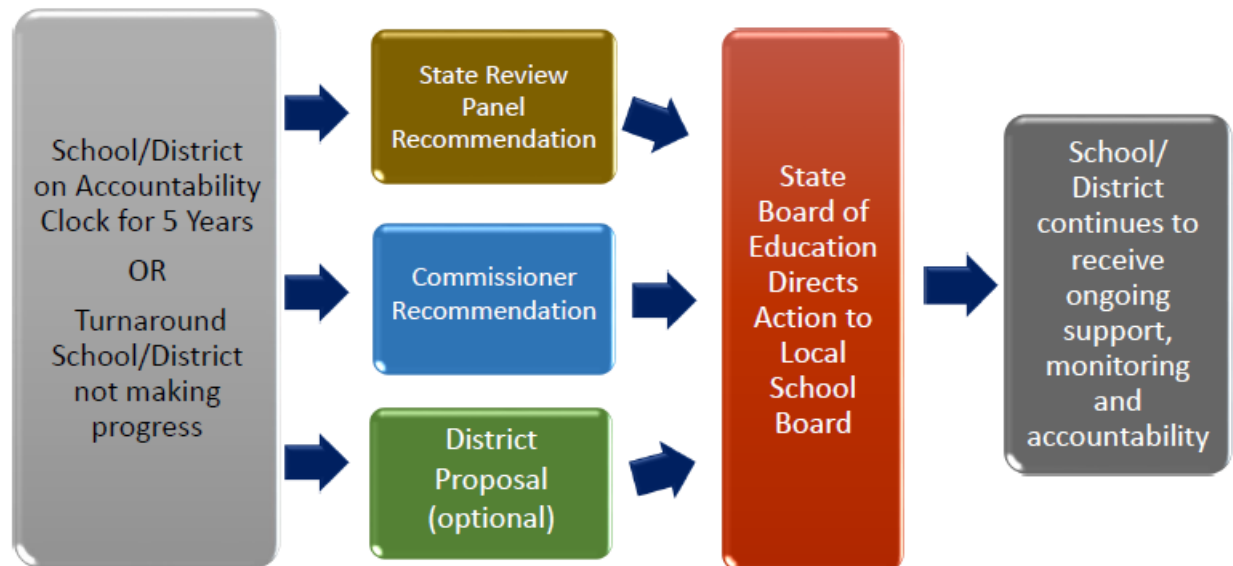
These statutory timelines are referred to as the “Accountability Clock.” It is important to note that, following the passage of HB15-1323, accreditation ratings and school plan types were not assigned in fall 2015. As a result, the 2015-16 school year was removed from the calculation of five consecutive school years for both school districts and individual schools. This one year pause means that the 2016-17 school year resumes where the 2014-15 school year left off in terms of the Accountability Clock.

The Accountability Clock is in effect for a district or school as long as it is assigned a Priority Improvement or Turnaround Plan. The Accountability Clock stops for a district or school once the State Board adopts a performance framework with a rating of Improvement or higher. At that point, the district or school would be considered to have exited Priority Improvement or Turnaround status. If a district or school is on Turnaround and moves to Priority Improvement the Accountability Clock continues and is not reset.

If a school or district receives a plan type of Priority Improvement or Turnaround for more than five consecutive years, then the State Board of Education must direct an action to the local board of education. The State Board has discretion to take action prior to the end of the Accountability Clock for schools and districts with Turnaround plans.

Schools and districts on the Accountability Clock for any period of time should be implementing research-based strategies of appropriate scope and intensity to improve student outcomes. After five consecutive years, the local board will be directed by the State Board of Education as to which strategy, or pathway, to pursue. This may include school closure, converting schools to a charter school, working

with an external management partner, seeking innovation status for a school or group of schools, or district reorganization. In considering appropriate actions, the State Board will refer to recommendations from the State Review Panel and from the Commissioner of Education. School districts may also provide a proposal for their preferred pathway to the State Board. The figure below provides a depiction of the process.



For more information on the accountability clock, please visit:
http://www.cde.state.co.us/accountability/accountability_clock.



Appendix B: History of UIP Feedback

CDE is required, by statute, to review Unified Improvement Plans (UIPs) on an annual basis for schools and districts in Priority Improvement or Turnaround. Following the review of the UIP, CDE provides feedback to the district and requires, in some cases, that changes be made to the plan before it is publicly posted or within the next year. CDE staff have generally had some concern with Westminster Public Schools' district improvement plans regarding alignment across elements of the plan, with increasing concern for plan quality as the district has continued along the accountability clock. The district has made revisions to the plans based on CDE feedback.

School Year	Required Changes	Summary of Required Changes
2016-17	Yes, great concern	The plan provides a description of performance over time inclusive of state and local data. The root cause analysis describes system level causes and leverages an external review of practices for validation (AdvancED). Given the district's urgency for performance and the accountability pathways work, additional specificity on efforts are needed in the action plan. This should include major improvement strategies, action steps and measures of impact and progress monitoring (i.e., targets, interim measures and implementation benchmarks). Additional specificity will allow the district to monitor implementation, make rapid adjustments and communicate positive changes in advance of student summative results.
2015-16	Yes, some changes	The plan provides specific information in the data analysis, systems level presentation of root causes and major improvement strategies. The plan would be strengthened by providing additional detail and coherence in the data analysis, root cause analysis and action plan. The connections across the postsecondary workforce readiness performance indicator, root cause and action plan represent a stronger example of this coherence.
2014-15	Yes, with concern	The data narrative provides a synthesis of performance over time. Further analysis of trends specifically for English Learners should be presented (Disaggregated grad rate, disaggregation among LEP, NEP, FEP etc.). Given the student population of the district and continued gaps for this student group, there are systemic implications for district strategy to dramatically impact the outcomes for this population. Given the number of English Learners in the district and the specific learning needs of this group, English Language Development programming should be considered in the sequence of each action plan.
2013-14	Yes, with great concern	The submitted plan describes reform efforts and high-level performance results since 2009 and provides a description of a number of systemic improvement initiatives in which the district has engaged. Given the performance of the district, the district needs to focus on creating action plans that prioritize the high impact steps that will be taken to (1) address root causes, (2) identify personnel responsible for implementing those steps, and (3) identify time-bound implementation benchmarks that will allow district personnel to determine whether implementation is on or off track. It is critical moving forward that the district demonstrate a thorough understanding of student data, use state level comparison points/expectations to illustrate areas of greatest challenge for the district, identify a manageable number of root causes for challenges, and align action plans that directly target the root causes and provide clear steps that will be taken by district personnel. See details of the required changes and other recommendations throughout the rest of the feedback form.



2012-13	Yes, with some changes	The data narrative provides a detailed overview of district performance over time and description of the planning process. The plan describes a large number of priority performance challenges, root causes, targets and Major Improvement Strategies. Consider the degree to which aggregation of priority performance challenges is appropriate (for example aggregating multiple performance indicators), focusing the root cause analysis process. This may lead to focused, aligned improvement efforts that are manageable by the system.
2011-12	Yes, with changes	As a participant in a Title I school improvement grant, the district was allowed to use its plan from the grant and given the following feedback: Set specific targets to address the needs of the district in addition to the targets set within the TDIP plan. The district should articulate how the grant action plans will address the specific needs of the district including the missed sub indicators in the SPF. This should be addressed in this year's plan. In subsequent years, the district should articulate how the progress monitoring actions listed in the grant's action plan will be leveraged at the school level. Further, the review team recommends that the district articulate any unique progress monitoring actions that will take place at the school level pursuant to the school level needs as well as the major improvement strategies listed in the TDIP plan.



Appendix C: Grants Awarded, 2012-13 to 2016-17

Grant Name	Year Awarded & Award Amount				
	2012-2013	2013-2014	2014 - 2015	2015 - 2016	2016 - 2017
Diagnostic Review Grant (3 schools)			\$50,000		\$47,000
Expelled and At-Risk Student Services Grant			\$439,000	439,000	\$328,994
School Counselor Corps Grant (5 schools)			\$50,000	\$407,835	\$405,700
WIDA Professional Development			\$73,000		
School Improvement Support (1 school)		\$100,000			
SIMR Early Literacy Project				\$96,250	\$86,680
Targeted District Improvement Partnership	\$290,290	\$112,862			
Tiered Intervention Grant (TIG) <i>*see chart below for school-specific funding</i>	\$4,600,000				
Pathways Early Action Grant					\$25,500
CO Graduation Pathways Grant (2 schools)	\$70,000	\$70,000	\$70,000	\$10,000	
Early Literacy Grant (3 schools)	\$1,300,000				
Totals (not including multi-year grants)	\$360,290	\$282,862	\$682,000	\$953,085	\$893,874
Total Awarded from 2012-13 to 2016-17	\$9,072,111				

Summary of TIG awards

School Name	Years Awarded	Amount
FM Day Elementary School	2011-2014	\$762,301.00
Fairview Elementary School	2011-2014	\$760,203.00
Mesa Elementary School	2011-2014	\$907,201.00
Sherrelwood Elementary School	2011-2014	\$567,000.00
Westminster Elementary School	2011-2014	\$451,353.00
Scott Carpenter Middle School	2013-2017	\$2,130,000.00



Appendix D: Information on AdvancED



Response to *Partner Information Questionnaire*

March 24, 2017

*Prepared by AdvancED
For Colorado Department of Education*

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Part I: Description of Services for the Partnership

Qualification & Experience

AdvancED is a not-for-profit (501-c-3) agency committed to helping educational institutions improve. AdvancED recognizes an institution's commitment to improvement through accreditation and other forms of recognition such as STEM certification. As outlined in the Partner Information Questionnaire document provided by the Colorado Department of Education (CDE), AdvancED is aware that four options exist for district within Colorado to work as a management partner with a district. Based on conversations between AdvancED and Westminster Public Schools, we have collectively determined our proposed partnership fits into the "Other" category, where AdvancED will provide a variety of services to selected schools within the system based on the individual school's needs and other services to the district to assist in supporting these schools in their improvement work.

AdvancED has capacity to provide a proven, cost effective, and sustainable solution for identified Colorado districts and schools in partnership with the Colorado Department of Education. AdvancED solutions are aligned with requirements set forth in School Improvement Grants (SIG), Title 1 and other federal program requirements, providing systemic and focused solutions. This document provides information about AdvancED's expertise, qualifications, and experience as a trusted vendor, partner and external evaluation provider, as well as a detailed description of our services and tools.

Background

With expertise grounded in more than a hundred years of work in school improvement and accreditation, AdvancED leverages its expertise, knowledge and capacity to **meet education organizations where they are and empower them to successfully navigate an improvement journey** designed specifically to achieve their desired destination. The knowledge we have acquired through our work has helped us develop research-based processes, tools, and services that are comprehensive yet flexible enough to meet the unique needs of each institution without sacrificing quality.

In 2011, an extensive review of relevant research and best practices, along with analysis of process and outcomes data collected from over 30,000 institutions in the AdvancED Improvement Network, resulted in the development of the new AdvancED Standards for Quality and Performance Evaluation Protocol. The implementation of our Standards and evaluation protocol was well received by educators and policy makers alike. This response, accompanied by the increasing demand for cost-effective and sustainable systems to turnaround low performing schools, led to the development and implementation of the AdvancED Diagnostic Review and Leadership Assessment protocols in 2012.

In 2013, AdvancED further enhanced its processes by introducing the Effective Learning Environments Observation Tool™ (eleot™). The eleot is a learner-centric, formative classroom observation tool that measures the effectiveness of learning environments. The tool provides quantifiable data that focuses on students and informs improvement efforts to create the most optimal learning environments for student achievement.

AdvancED's internal commitment to continuous improvement propelled the organization to further enhance service offerings through the development of next generation *Performance Standards, School/System Quality Factors (SQF)*, and a revitalized *Continuous Improvement System (CIS)* in the fall of 2016. These Standards, SQFs and the CIS are based on the latest research and best practices, and will help drive the global education community toward high quality, student-centered education for all learners.

AdvancED's proven framework for improvement can be implemented "out-of-the-box" or customized to meet specific state requirements – without sacrificing the quality and validity of the process. Our standardized processes and protocols for data collection and analysis ensure the reliability and validity of results, while considering local context and the differentiated needs of each school/district. Having tailored numerous statewide solutions, AdvancED has the expertise and proven track record to carry out this work in partnership with Westminster Public Schools.

Related Experience

AdvancED has been an expert in continuous improvement since 1895 and leverages this 100+ years of experience and expertise to develop and deliver high-quality, affordable and rigorous products, tools and services to more than 30,000 schools and districts around the world. AdvancED spends more time in classrooms than any other organization in the world. We conduct thousands of onsite evaluations of Pre-K-12 schools and districts every year, and provide the guidance, support, professional learning, and accountability needed to ensure that all learners realize their full potential.

The AdvancED services described herein, have been implemented in over ninety (90) underperforming schools/districts across the nation over the past four years. Through various state and system partnerships, AdvancED has implemented Diagnostic Reviews, Leadership Assessments, and Continuous Improvement solutions as critical interventions and supports for some of the nation's lowest performing schools. The impact and results speak for themselves.

Kentucky for example, has received national recognition for its support and accountability system for low performing schools, which is framed by AdvancED's *Performance Standards, Diagnostic Reviews, Leadership Assessments, and Continuous Improvement Process*. Through a longstanding partnership, AdvancED provides leadership and support to Kentucky schools, districts and the state education agency. Although a direct correlation between improved

student outcomes and specific interventions is difficult to make given the large number of variables at play in education systems, the impact of AdvancED's services are evidenced by consistent and documented improvements in stakeholder engagement, school climate/culture, organizational effectiveness, and student performance.

In February 4, 2015, the Kentucky Department of Education (KDE) publicly released student achievement results showing the positive gains being made by their lowest performing schools, all of which have been using the AdvancED Standards, processes, tools, supports and interventions outlined in this response to guide their improvement efforts.

Since that time, Kentucky has continued to report significant gains. As reported by Jim Larson in an article highlighting the collaborative school turnaround approach used in Kentucky, "Over the last five years, KDE has seen an impressive reduction in the number of schools earning priority status – 11 schools have exited priority status this year alone." The article goes on to describe the approach used by Kentucky, which includes AdvancED Diagnostic Reviews and Leadership Assessments, and a continuous improvement approach that is based on AdvancED Standards and Improvement Framework.

Education policy makers, researchers, teachers, and school, district and state leaders across the nation speak to the value and impact of AdvancED services. A few examples of recent testimonials are provided along with reference contacts toward the end of this proposal.

Types of Schools and Districts Served

AdvancED's size and resources allow us to provide services to all types of schools and districts, foreign and domestic. AdvancED has successfully partnered with state education agencies in Alabama, Kentucky, Michigan, North Dakota, South Carolina, and Wyoming to provide state-wide improvement solutions. We have partnered with dozens of individual schools and districts across the United States. We have worked in urban, suburban, and rural environments in schools with enrollments ranging from a few dozen to thousands of students.

AdvancED believes principles of continuous improvement apply to all schools and districts, not just those considered low performing. AdvancED takes special interest in this partnership with Westminster Public Schools because of this district's commitment to continuous improvement of quality and its willingness to "think outside the box" for the betterment of all its students.

AdvancED Tools, Services and Activities

Research-based Framework

The *AdvancED® Performance Standards and School/System Quality Factors* serve as the research-based foundation for the AdvancED Diagnostic Review, Leadership Assessment and Continuous Improvement framework, as well as a comprehensive suite of tools, resources,

professional services, innovative learning programs, professional development offerings, and evidence-based interventions and support services. The *School Quality Factors (SQFs)* and *Performance Standards* are highly interrelated and directly aligned to CDE's beliefs about school improvement.

AdvancED® Performance Standards

The *AdvancED Performance Standards*, varying in number based on institution type, are organized under three Domains:

1. Leadership Capacity
2. Learning Capacity
3. Resource Capacity

The Domains are statements that define the capacity expected of a highly effective organization or institution that meets the rigorous demands of continuous improvement. Each Domain is further defined by Standards, which in turn, are defined by Performance Rubrics.

The *AdvancED Performance Standards* are research-based statements that describe the conditions necessary for institutions to achieve and maintain organizational effectiveness and continuously improve student outcomes. In addition to the Domains and accompanying Standards, two Performance Rubrics aligned with each Standard provide a detailed understanding of the desired level of quality expected for each Standard. These Performance Rubrics provide a diagnostic framework to support the continuous evaluation of progress against the Standards versus a pass/fail methodology. The Standards Diagnostic tools, along with a suite of related diagnostic, interview and observation instruments, are leveraged by AdvancED evaluators to uncover root causes for underperformance through the Diagnostic Review process.

AdvancED® School/System Quality Factors

Serving as a catalyst for change and improvement, the *AdvancED School/System Quality Factors* provide a core set of research-based factors – circumstances, actions and influences – that contribute to the achievement of desired results and outcomes. AdvancED's deep experiential base combined with a 21st Century perspective on the Effective Schools research led us to the identification of seven (7) School/System Quality Factors key to driving education equality. The factors build on what we already know about how to change a school's culture, conditions, processes, practices and actions and are also an effective way for schools and districts to organize and focus their improvement efforts.

The comprehensive battery of tools help schools continuously evaluate their own policies, practices, actions and learning conditions as it relates to the following research-based School/System Quality Factors:

- Clear Direction

- Healthy Culture
- High Expectations
- Impact of Instruction
- Resource Management
- Efficacy of Engagement
- Implementation Capacity

Collectively, the components of the *AdvancED Performance Standards and School/System Quality Factors (SQFs)* serve as the foundation of the AdvancED Continuous Improvement System. Similarly, the Standards, SQFs and all the related diagnostic instruments provide the research-based framework for the AdvancED Diagnostic Review process as outlined below.

Services and Activities

At AdvancED, we understand that every school or district is complex and unique and we know that piecemeal reforms never work. School improvement efforts cannot succeed unless they are guided by an understanding of the subtle ways in which the system's many parts fit together.

Engaging in the practice of analyzing the most relevant data available allows teachers and schools to identify patterns of need, develop meaningful instructional strategies, create and implement school improvement plans, assess effectiveness and reflect on results. AdvancED has a comprehensive process in place that provides all of the above. This multi-faceted approach allows us to serve all schools/districts in Colorado – Focus, Priority or simply schools with a deep commitment to growth and increased achievement.

The AdvancED Diagnostic Review process combines a powerful and inclusive Internal Review with a comprehensive, evidence-based External Review to uncover root causes for underperformance, pinpoint improvement priorities, and provide a clear roadmap to stimulate and sustain dramatic improvement. The first of its kind, AdvancED's performance-based Diagnostic Review process is based on recent systems-thinking research constructed around innovative and forward-thinking principles aligned with emerging state and national accountability systems. Through this proven process, AdvancED examines the extent to which an institution has effective policies, practices, conditions and culture that ensure continuous improvement in student achievement and organizational effectiveness. A team of highly trained and qualified experts examines multiple, relevant sources of data and information as a basis for evaluating the school's effectiveness in delivering high quality educational programs focused on student learning. The process yields evaluative feedback, including the identification of effective leadership practices and improvement priorities to inform improvement planning, action and decision-making.

Training and Professional Development

School, district and state leadership teams will be trained on the AdvancED Performance

Standards, SQFs, and Framework for Continuous System Improvement. Teams receive extensive training on the standards, diagnostics, and tools, as well as the formalized, disciplined process for taking on the complexity of data-driven improvement. Through this interactive training, teams will be empowered to collect and analyze data on student performance, stakeholder feedback, and organizational effectiveness, engage in meaningful conversations, and stimulate data-based goal setting and planning system-wide. Teams will discuss both school and district level expectations and system-wide review and accountability processes. They will also be trained on the use of the AdvancED eProve Platform as a tool to streamline, guide, document, and manage the continuous improvement process. In addition, schools will have unlimited access to a comprehensive set of user guides, offline resources, and just-in-time training videos and webinars as they prepare for and engage in the Internal Review process. This training will provide the knowledge, tools, and experience needed for every school to complete the Internal Review process with the support of district level leadership.

The comprehensive and hands-on professional learning experience will provide district leadership and stakeholders across the organization with the tools, resources, support, and knowledge needed to diagnose underlying problems for underperformance, set clear and measurable targets for improvement, build comprehensive strategic plans, and implement and monitor those plans with fidelity. Schools/districts will establish a common vocabulary, focus conversations on teaching, learning, and student outcomes, gather and analyze qualitative and quantitative data, clearly articulate their vision and mission, increase stakeholder engagement, and employ a proven framework from which the district can continuously assess, plan, monitor and improve. School/district leaders will build capacity through staff collaboration and collective commitment to continuous improvement.

Leadership teams leave each session with clear guidance and expectations for next steps. This training coupled with follow-up support and coaching from AdvancED school improvement experts will provide the capacity and accountability needed to employ a strategic planning process that:

- Engages stakeholders across the organization, including school board members, educators, parents, students, community members and school/district leadership;
- Ensures the school has a clearly articulated and communicated vision and mission that aligns with the district's vision and mission;
- Is data driven, diagnostic based and focused on student outcomes;
- Results in a comprehensive yet focused strategic plan with clear goals and measurable targets tied to student outcomes;
- Includes key indicators and tools for tracking, monitoring and continuously evaluating progress toward clearly defined targets; and
- Is supported by a state-of-the-art, web-based diagnostic and improvement platform designed to guide, document and facilitate the continuous improvement process, providing a valuable resource for institutions to seamlessly provide evidence and documentation of the internal review, planning and monitoring process.

Internal Diagnostic Review

Using proven diagnostic tools and training provided by AdvancED, the school/district conducts an inclusive, honest and meaningful internal evaluation of its current reality. The Standards for Quality Schools, along with powerful diagnostic tools and processes, set high expectations for education quality, stimulate conversation, and generate informative data regarding the school's culture and climate, student performance, as well as school strengths and areas in need of improvement.

This facilitated process of self-evaluation is a critical first step in diagnosing areas in need of improvement and prepares the school for the onsite external review. Through the Internal Review process, the school gathers qualitative and quantitative data and evidence through the following methods and procedures:

- Gathering and analyzing perception and experience data from AdvancED Stakeholder Surveys, Culture and Climate Surveys and Inventories;
- Completing the Self-Evaluation which includes a careful examination of policies, practices and conditions, through completion of the School Quality Factors diagnostic;
- Compiling and analyzing data using the Student Performance Diagnostic, which examines the quality of assessment instruments used by the institution, the integrity of the administration process to students, the quality of the learning results including the impact of instruction on all levels or performance, and the equity of learning across all students and demographics; and
- Complete an Executive Summary that speaks to the institution's purpose, community, notable achievements and areas of improvement.

Each institution's Internal Review results and compiled evidence are submitted to AdvancED and reviewed by the assigned Diagnostic Review Team prior to the scheduled onsite review. A significant amount of time is dedicated to examining information and evidence prior to the onsite review so that the team can provide a laser-like focus on root causes for underperformance during the onsite review.

Additionally, to help build district capacity AdvancED works with district leadership to establish a formal process by which school-level Internal Review results are examined, validated, and used to inform a system-wide needs assessment and continuous improvement process.

External Diagnostic Review

AdvancED works with the school(s) and district(s) to schedule and conduct an onsite Diagnostic Review. A rigorously trained Review Team, led by an AdvancED certified Lead Evaluator, spends three days onsite at the school(s). Team members perform classroom observations using the AdvancED Effective Learning Environments Observation Tool™ (eleot™), review student performance and stakeholder feedback, conduct internal and external stakeholder interviews,

determine the extent to which the institution meets the AdvancED Standards for Quality Schools and other evaluative criteria as compiled in the AdvancED Index of Education Quality™ (IEQ™) and examine additional artifacts and evidence.

Review teams visit and conduct observations in most classrooms at the school. The extensive time spent by highly trained and certified reviewers observing classrooms using eleot, is a major differentiator between the AdvancED Diagnostic Review process and others. This student-centric observation instrument, validated through data collected in over 26,000 classrooms in the past 2 years, provides a structured and quantifiable way for data to be gathered on the extent to which learners are engaged in activities and/or demonstrate knowledge, attitudes and/or dispositions that are conducive to effective learning. The following seven (7) environments are examined using eleot.

- Equitable Learning
- High Expectations
- Supportive Learning
- Active Learning
- Progress Monitoring and Feedback
- Well-Managed Learning
- Digital Learning

Review teams use observation data along with stakeholder survey results, student performance data, standard and indicator performance ratings, stakeholder interviews, and a careful examination of evidence to evaluate the extent to which an institution has enacted effective policies, practices, conditions, and culture to maximize learner success. The culmination of these data results in specific instructional and organizational improvement priorities that are assigned to the school to guide improvement planning and inform the prioritization and assignment of interventions and support services.

Following the completion of each Diagnostic Review, AdvancED will provide a comprehensive Diagnostic Review Report to Westminster Public Schools. The report will include a summary of the team's findings, observations, and conclusions, including evidence-based improvement priorities, opportunities for improvement, positive practices, a summary of eleot observation results, and an IEQ metric.

AdvancED meets with school and district representatives to present team findings and discuss next steps toward improvement. Clear direction is provided for each school to address assigned Improvement Priorities within a specific time frame as part of the continuous improvement and accountability process.

Leadership Assessment

AdvancED's proven Leadership Assessment provides an evidence-based examination of leadership capacity to turn around an underperforming institution. Expanding upon the

foundational evaluation of leadership conducted during the Diagnostic Review, the Diagnostic Review Team will conduct an in-depth and focused assessment of school and/or district leadership capacity to identify, implement and sustain the policies, practices, and conditions necessary to turnaround the low performing school or district. At a minimum, the team will examine three (3) years of performance data, delve deep into the school leader's portfolio of improvement goals, priorities, and outcomes, and assess the impact of the actions the leader has taken and the level of results that he/she has achieved.

As part of this assessment, the team will also evaluate the level of support and direction the school leader has received from the district. The level and quality of guidance, support, and autonomy provided by the district are key factors in school turnaround and will be valuable data in determining leadership capacity to turnaround the low performing school(s). These data will also be used to set clear district expectations and a shared responsibility for school turnaround.

The team will provide a clear, evidence-based recommendation following its assessment, and the confidential results will be reported to the District to inform high-stakes decision-making. Through this process, the District is provided with an expert third party recommendation, backed by reliable data and evidence, from which to act regarding school leadership.

Quality Assurance

AdvancED is a stickler for quality control. Processes are in place to ensure no conflict of interest exists between the institution and team members conducting the review. At least one team member and the Lead Evaluator are from out of state, adding validity and value to the review process. In order to provide a culturally and contextually relevant review, AdvancED selects team members whose background and experience provides relevance and insight for the team. The following is an example of a typical Diagnostic Review team composition (team members can serve in more than one role):

- Lead Evaluator (out of state)
- Teacher (active or retired)
- Principal or other school level administrator (active or retired)
- District level administrator (active or retired)

Improvement Planning

Diagnostic Review results serve as a catalyst for accountability and data-driven improvement. The school/district IEQ metric, eleot data, stakeholder survey results and local data are clear drivers for improvement planning and school turnaround. If desired, AdvancED will facilitate the analysis of these powerful data through professional learning and coaching, as defined below and/or work in partnership with Westminster Public Schools to ensure designated coaches and/or support staff are well equipped to support school and district leaders as they engage in the improvement process. School and district leadership will use these data to identify research-based strategies to address the established goals and Improvement Priorities

assigned during the Diagnostic Review.

Using AdvancED's web-based diagnostic and improvement platform eProve, schools/districts can:

- Identify research-based strategies and interventions to address areas of need;
- Develop a School Improvement Plan to address goals and Improvement Priorities identified during the Diagnostic Review;
- Submit the School Improvement Plan for district review, feedback, and approval;
- Track and manage plan implementation through progress notes, statuses, and reporting tools;
- Submit progress reports to demonstrate evidence of plan implementation, monitoring, and improved student outcomes; and
- Receive feedback and/or approval of progress plans over time.

Using the web-based platform, schools/districts are guided through a process of building "SMART" goals and objectives to address their Improvement Priorities, along with research-based strategies and activities to address those objectives and goals. Through a series of guiding questions, eProve helps build capacity of school leadership, as well as school improvement teams, to build meaningful and actionable plans that meet specific state and federal requirements (e.g., SIG, Title 1). Data and information intentionally captured in a way that allows for knowledge to be gleaned at the local level to support research, identification of best practice strategies, and professional development planning.

Progress Monitoring

Verifiable and sustainable improvement only happens through fidelity of implementation and monitoring. Schools are not only encouraged to implement and continuously assess progress as part of the AdvancED Continuous Improvement process, but they are also provided the tools, resources and training to do it well. As schools implement their goals and plans, they can use eProve to track activities and progress toward goals and objectives. At any time, a report can be generated showing not only the current status, but also the history of activities, comments/notes and applicable information (date, time and user name, uploaded documents, etc.).

True to the continuous improvement process, schools can then use the information in eProve to facilitate ongoing data analysis, planning, and improvement. Through a series of reporting tools, users can quickly and easily extract useful reports to help manage the day-to-day operation of the plan. Progress notes and statuses captured in eProve can be incorporated with the click of a button into any plan or report, streamlining oversight, management and reporting of plan implementation. The results for progress and implementation tracking in eProve facilitate the seamless completion and submission of Progress Reports for accountability purposes. Over time, data collected through progress tracking will help identify effective

strategies related to student populations and institution demographics.

The inclusive and holistic nature of the process builds collaboration and leadership across all stakeholder groups, and provides a foundation and culture of continuous data-based improvement. This systemic and systematic design of the process ensures that improvement is sustained regardless of personnel change and turnover, which is critical, especially in underperforming schools.

Accomplishments

While AdvancED accredits several schools in Colorado, the work with Westminster Public Schools will be our first opportunity to become a partner in the improvement journey. Below are some examples and testimonials of AdvancED's work with schools and districts.

Brian K. Creasman, Superintendent

606-845-5851/brian.creasman@fleming.kyschools.us

“For the first time, Fleming County Schools is considered to be a *Distinguished* School District – by the Kentucky Department of Education. This growth is a result of the hard work by students, teachers, staff, administrators, parents and the community. This level of growth is truly a proud moment for all of Fleming County. Great job everyone! I am so proud of the level of dedication to our students by all faculty and staff members. I am also proud of all schools! More details to follow in the official press release.... These results demonstrate that the district was able to use the Standards and feedback from the Diagnostic Review to correct issues. With the establishment of the system-wide curriculum and assessments, administrators and teachers could predict student performance and identify gaps.”

We have appended a case study completed in collaboration with Fleming County Schools at the end of this document.

Jim Evans, Jr., Superintendent

Lee County School District in Beattyville, Kentucky

“As a District Superintendent, I found participating as a Diagnostic Review Team Member extremely rewarding, offering deep insights into factors that drive student achievement outcomes and school effectiveness. The analysis provided to the school is based on multiple data sources and helps leaders strategically target process and practice improvements for the greatest impact on student learning. I highly recommend AdvancED Diagnostic Reviews for high- and low-performing schools as the crucial first step in truly understanding a school's strengths and leverage points for meaningful improvement.” – *Jim Evans*

Michael Thurmond, Acting Superintendent

DeKalb County Schools, Stone Mountain, GA

678-676-1200/ michael.l.thurmond@fc.dekalb.k12.ga.us

“This is not a group that comes in and tells you how to organize your data to help them do their work. AdvancED helps you learn how to interpret your own data and turn it into action to improve your schools. Their expert staff and external review teams are comprised of educators who understand what is working and not working in schools who have a respect for the privacy of data and what educators do.” – *Michael Thurmond*

Nancy Spaniak, Ed.D. Director of Curriculum, Instruction, and Professional Development

Homewood-Flossmoor High School, District 233 in Naperville, IL

708-335-5330

Located in an affluent suburb of the Chicago area, District 233 has consistently used AdvancED tools and services to help address systemic challenges like increasing state mandates and changing student demographic needs. The superintendent and his leadership team recently attended an AdvancED workshop series that helped the district and its schools leverage improvement priorities identified through the internal and external review process to propel meaningful improvement. Through this professional development series, leadership across the system gained perspective on how to leverage AdvancED’s diagnostic and improvement tools to address their varied and complex challenges. Nancy, responsible for leading the district’s improvement efforts, shared her teams feedback, “We came here not knowing what to expect or how to improve and left feeling as if we had a clear understanding and solid direction.”

Part 2: Structure of the Management Contract and Performance Measures

Contract

AdvancED routinely works with individual schools, districts, and state education agencies. For the purpose of this proposal, AdvancED expects to enter into a standard, simple contractual agreement with Westminster Public Schools. AdvancED expects the district to be transparent, open, and honest in its working relationship, and AdvancED will reciprocate.

AdvancED and Westminster Public Schools ask for consideration from CDE regarding timelines, recognizing that quality improvement takes time, and sometimes timelines must be altered, within reason, to achieve optimum results. We also request that, in general, CDE remain open-minded to interpretation of regulations, especially in consideration of the district's commitment to competency-based learning, instruction and assessment.

From a business standpoint, AdvancED typically asks for a simple contract with terms and conditions, schedule for payments, and agreement of the local board. AdvancED will provide a scope of work that details the activities that will be performed.

AdvancED and the district ask that consideration be given so that, should either party desire to dissolve this particular partnership, the district and AdvancED can continue the strong relationship that is already established.

Outcomes

Estimated Length of Partnership

AdvancED is well qualified and prepared to begin implementation of the described services in a timely manner. We have the capacity and expertise necessary to train school and district staff, conduct Diagnostic Reviews and facilitate the development and implementation of quality, data-based School Improvement Plans. Focused professional development, technical assistance, coaching, monitoring, and capacity building would begin at the request of the school/district and continue throughout the term of the service agreement.

The estimated length of time needed to accomplish the desired outcomes, assuming the school/district chooses to implement the comprehensive solution, is between twelve (12) and thirty-six (36) months. AdvancED will work with the district to further define and/or amend the schedule as needed. While most components outlined in the scope of work can be completed in the timeframe specific, both the district and AdvancED agree to adjust the timeline in the interest of the best possible working relationship between the entities.

Timelines

Because of the relationship already established, the initial forging of the partnership between Westminster Public Schools and AdvancED can be accomplished before the end of the current fiscal year. During this time, representatives of both entities can review and refine the scope of work and define the resources each entity can and should provide for a successful partnership.

Upon completion of the scope of work desired by the district, AdvancED hopes to continue as a partner with the district through accreditation, Early Childhood/QRIS recognition, STEM certification, and other forms of recognition. If requested, AdvancED can continue to provide services similar to those outlined in this proposal at the request of the district.

Costs

Costs of individual initiatives included in the partnership are outlined in the preliminary scope of work, listed below. AdvancED typically invoices partners two or four times per year, as negotiated in the contract, for the corresponding percentage of the annual budget. Payments, unless otherwise outlined in the contract, are due within thirty (30) days of the date of the invoice.

Costs below are estimated maximum costs. Should the district and AdvancED mutually agree that particular items within the scope of work are finished early or are not needed because of changes in circumstances, both parties agree to work collaboratively to amend the contract and payment terms and amounts.

Year 1

Initiative
Stakeholder Engagement
Evaluation and Monitoring of Implementation of Professional Development
Analysis and Replication of Successful "Turnaround" Practices in the District
Improvement in Underperforming Schools
Quality Assurance Practices, Measures for Competency-Based Implementation
Culture of Continuous Quality Improvement
Early Childhood and QRIS Requirements

Year 2

Initiative
Stakeholder Engagement
Evaluation and Monitoring of Implementation of Professional Development
Analysis and Replication of Successful "Turnaround" Practices in the District
Improvement in Underperforming Schools
Quality Assurance Practices, Measures for Competency-Based Implementation
Culture of Continuous Quality Improvement

Early Childhood and QRIS Requirements

Year 3

Initiative
Stakeholder Engagement
Evaluation and Monitoring of Implementation of Professional Development
Analysis and Replication of Successful "Turnaround" Practices in the District
Improvement in Underperforming Schools
Quality Assurance Practices, Measures for Competency-Based Implementation
Culture of Continuous Quality Improvement
Early Childhood and QRIS Requirements

References

Brian K. Creasman, Superintendent
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Jim Evans, Jr., Superintendent
 Lee County School District in Beattyville, Kentucky

Michael Thurmond, Acting Superintendent
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Part 3: Additional Information

Preliminary Scope of Work

Westminster Public Schools
Continuous Improvement Proposal - DRAFT
<p>AdvancED proposes that the following activities will be conducted by AdvancED staff and contractors on behalf of and in cooperation with Westminster Public Schools over a period of 36 months, beginning on or around July 1, 2017. Reports on progress of these activities will be provided to stakeholders as requested. Travel-related expenses are not included in the costs for the activities listed below, but will be invoiced to the district. Estimates for these expenses can be provided upon request.</p>

Stakeholder Engagement		
Item/Activity	Details	Timeline
Conduct Surveys	Customize and deploy AdvancED surveys to collect baseline data concerning parent and other stakeholder understanding and commitment to CBS.	Year 1
Analyze Survey Results	In conjunction with district personnel, analyze and report finding from surveys concern stakeholder engagement and commitment to CBS. Advise the district on the design and implementation of strategies to improve stakeholder engagement and commitment.	Year 1
Conduct Follow-Up Surveys	Deploy customized AdvancED surveys to collect follow-up data concerning parent and other stakeholder understanding and commitment to CBS.	Years 2 & 3
Analyze Follow-Up Results	Analyze results of follow-up surveys and report on the degree of change in stakeholder understanding of and commitment to CBS.	Years 2 & 3

Evaluation and Monitoring of Implementation of Professional Development		
Item/Activity	Details	Timeline
Design Evaluation Plan	In collaboration with other service providers (Marzano et al), AdvancED will design an evaluation plan to determine the degree and quality of implementation of selected professional development strategies.	Year 1
Implement Evaluation Plan	Conduct evaluations as necessary to collect data related to the degree and quality of implementation of selected professional development strategies.	Years 2 & 3
Report Results	Report the findings and analysis of results of data collected related to the degree and quality of implementation of selected professional development strategies.	Year 3

Analysis and Replication of Successful "Turnaround" Practices in the District		
Item/Activity	Details	Timeline
Analysis of Practices	Analyze the successful strategies implemented and sustained at Mesa Elementary School, Sherrelwood Elementary School Scott Carpenter Middle School	Year 1
Deployment Plan	Collaborate with the district to build and implement a deployment plan based on successful strategies in schools that offer "best fit" environments.	Years 2 & 3
Analysis of Results	Analyze results of strategies in underperforming schools to determine relative degrees of success.	Year 3

Improvement in Underperforming Schools		
Item/Activity	Details	Timeline
Initial Assessment	Review current student performance results, conduct initial interviews and observations to diagnose factors leading to	Year 1

	poor performance.	
Diagnostic Reviews	In up to eight (8) selected schools, perform comprehensive Diagnostic Reviews (including Leadership Assessments). Actual cost of each school's review will be based on student enrollment. Cost listed here assumes all 8 schools with engage in a full diagnostic review.	Year 1
Focused Reviews	In selected schools, perform focused reviews on specific aspects related to underperformance (e.g. leadership, instruction, use of resources). Costs of reviews vary based on content of the review and in some cases, student enrollment.	Year 1
Action Planning	Work with each school to develop an action plan that includes activities, as well as short and long term implementation measures, and short and long term student performance measures.	Year 1
Monitoring of Implementation	Perform ad hoc and annual on-site and remote monitoring activities related to the implementation and formative results of the implementation of action plans. Advise schools and district of suggested adjustments to plans.	Year 2 & 3
Analysis of Results	Provide a report of overall quality of implementation and student performance results as measures of success of action plans.	Year 3

Quality Assurance Practices, Measures for Competency-Based Implementation		
Item/Activity	Details	Timeline
Learning Walks	Analyze data from Learning Walks to provide baseline measure for CBS implementation.	Year 1
eleot Sweeps	Conduct eleot sweeps in schools identified as in need of improvement of consistency and quality of CBS implementation.	Years 1, 2 and 3
Analysis, Planning,	Analyze data from eleot sweeps and assist the district in	Year 2 & 3

Reporting	designing an action plan to reduce variability and increase overall quality of CBS implementation. Upon implementation of the plans, monitor and report on implementation and observed results.	
Use of Empower	Conduct needs assessment through survey, interview, and observations to identify needs concerning use of Empower. Assist in development of training that will ensure faithful implementation of data tracking.	Year 1

Culture of Continuous Quality Improvement

Item/Activity	Details	Timeline
Evaluate Current Reality	Using surveys and observations to collect relevant data, determine the "current reality" of culture related to high expectations and continuous improvement in all WPS schools and district office.	Year 1
Action Plan for Improvement	Using results from analysis of collected data, work in collaboration with district staff to select strategies and design action plans that will result in improvement in measures of a culture related to high expectations and continuous improvement.	Year 1
Monitoring of Implementation	Perform ad hoc and annual on-site and remote monitoring activities related to the implementation and formative results of the implementation of action plans. Advise the district of suggested adjustments.	Years 2 & 3
Analysis of Results	Provide a report of overall quality of implementation and results of reported changes in culture as measures of success of action plans.	Year 3

Early Childhood and QRIS Requirements

Item/Activity	Details	Timeline
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Existing Pre-School Programs	Conduct review at all WPS preschool programs to ensure quality alignment with the State of Colorado's Quality Rating Improvement System (QRIS).	Year 1
New Pre-School Programs	Evaluate new preschool programs for accreditation within 6 months of beginning of operation.	Years 1, 2, & 3 as needed
Early Learning Reading Assessment	Monitor early reading scores to ensure that professional development initiatives are deployed in classrooms and helping students, reach projected implementation benchmarks.	Year 2 & 3

Other References and Testimonials

Terry Holliday, Ph.D., Former Commissioner of Education, Kentucky Department of Education

NASBE 2014 Policy Leader of the Year; President-Council of Chief State School Officers (CCSSO)
502-564-3141/terry.holliday@education.ky.gov

“Partnering with AdvancED to conduct Diagnostic Reviews in our state’s lowest performing schools and districts have been extremely valuable in our efforts to streamline our work and eliminate duplicative effort. In addition to providing very useful information and insights into school and district effectiveness, the process has helped build capacity among all our educators while promoting results-driven continuous improvement practices. The Diagnostic Review reports have helped to guide meaningful improvement and have provided a common language for professional dialogue about school and system improvement focused on student performance. This process, and the resulting set of comprehensive and reliable data, has helped us comply with state statute, meet our ESEA waiver requirements, make informed decisions, and guide and validate our ongoing work in achieving college and career readiness for all Kentucky students.” – *Terry Holliday*

W. James “Jim” Popham, Emeritus Professor in the Graduate School of Education

University of California, Los Angeles

“Just as diagnostic assessment for teachers provides useful, timely information to guide changes in educator practice, we need a new, non-punitive accountability approach that can spark continuous improvement for districts and schools. AdvancED’s school and school system reviews do just that. The organization uses a sophisticated approach to gathering and analyzing data that unveils underlying causes of key problems that schools and districts must address.” – *Jim Popham*

Chris Minnich, Executive Director

Council of Chief State School Officers

202-336-7015

“CCSSO has turned to AdvancED to help states think through how to build collaborative capacity to turn around low-performing schools and to implement more powerful data systems.” – *Chris Minnich*

Richard W. Riley, Former U.S. Secretary of Education

Former Governor of South Carolina; Senior Partner, Nelson Mullins Riley & Scarborough LLP
864-250-2290/dick.riley@nelsonmullins.com

“AdvancED is changing the way educators and policymakers think about accreditation and accountability. It offers a comprehensive analysis of all aspects of schooling to do what accountability was meant to do—ensure that schools and school systems don’t improve on one-shot measures but across a broad spectrum of indicators, year in and year out.” – *Richard Riley*



Appendix E: Additional District Data

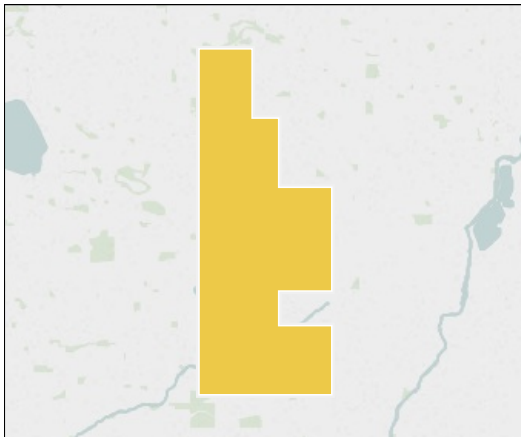
SELECT DISTRICT

WESTMINSTER PUBLIC SCHOOLS

INTRODUCTION**LAST UPDATED: 3/14/2017** (Update reflects new graduation and dropout data; finance tab contains updated language and information)

This dashboard has been designed to display state data for district staff to support effective systems analysis and improvement planning. It is organized by tabs across the top of the screen. All tabs were updated with more recent data. For additional support with planning, see resources found here: http://www.cde.state.co.us/uip/uip_trainingandsupport_resources. In addition to text provided on the screen, information related to the data can be found by hovering the cursor over the elements of the report.

Questions, please contact Hai Huynh at huynh_h@cde.state.co.us

DISTRICT INFORMATION

District Contact Information

Ddst Name	Address	City, State, Zip
WESTMINSTER PUBLIC ..	6933 RALEIGH STREET	WESTMINSTER, CO 80030

District Contact Information

County	Web Site	District Number
ADAMS	http://www.adams50.org/	0070

Superintendent Information

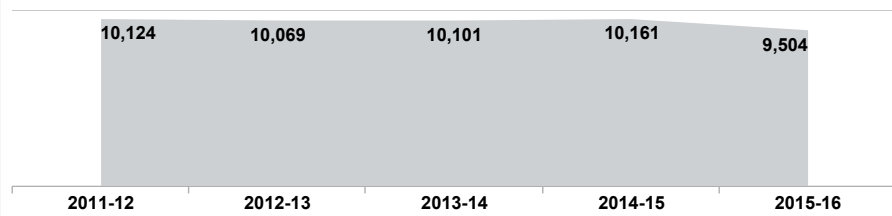
Full Name	Email
Pamela Swanson	pswanson@adams50.org

STUDENT AND EDUCATOR DATA

NOTES ABOUT ENROLLMENT DATA

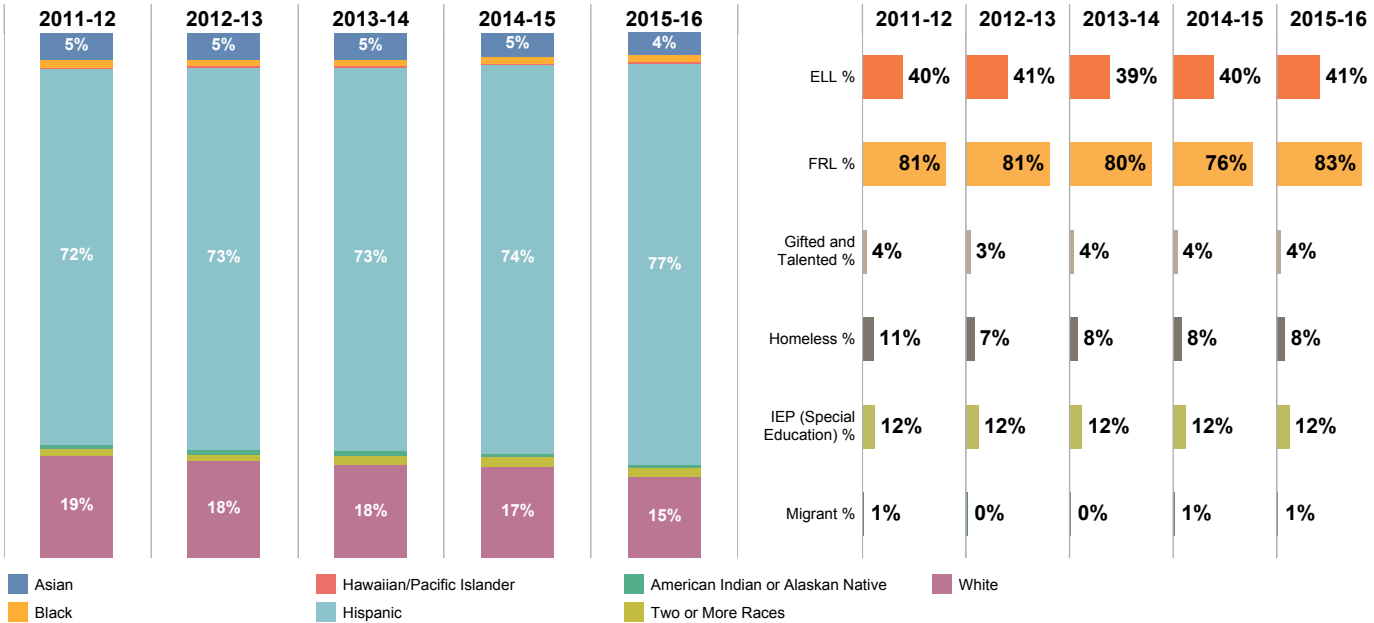
Enrollment data based on PK-12 count. ELL is defined as students who are classified as NEP, LEP and FEP M1 and M2. Grades included are PK through 12 and for only students enrolled at a public school, not private school. Demographics definition changed for Hispanic and Asian in 2010-11.
FRL - Students eligible for free or reduced meal
ELL (English Language Learner) - Students who are learning English in addition to their native language
IEP - Students who are on an individualized education plan
Data source: Student October

TOTAL STUDENT ENROLLMENT



DEMOGRAPHIC DATA

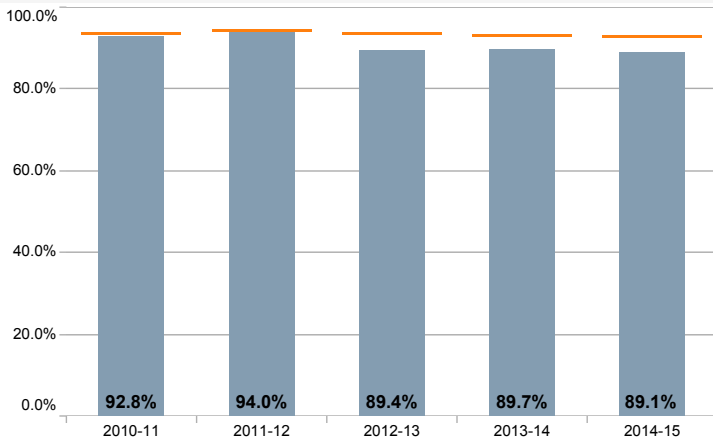
Percent of students in each group rounded to whole number



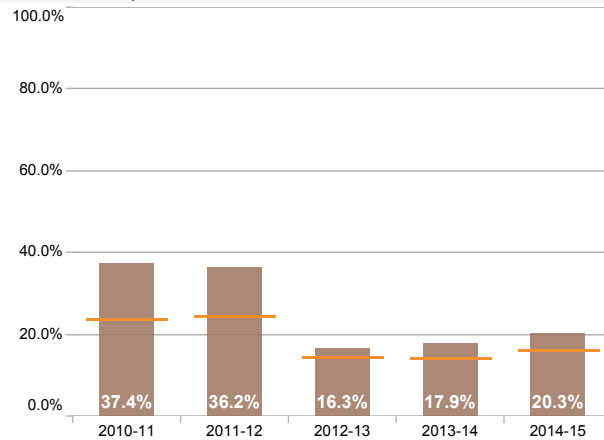
ATTENDANCE AND MOBILITY DATA

Information includes calculated attendance rate and district mobility rate. Orange line indicates state rate. Mobility rate calculation was revised for 2012-13 (more information: <http://www.cde.state.co.us/cdereval/mobility-stabilitycurrent>) Data Source: CDE Education Statistics Page

Attendance Rate: District Rate vs. State Overall Rate



Mobility Rate: District Rate vs. State Overall Rate



STAFFING PROFILE (2015-16)

Teachers defined as job classification codes 201, 202, 204 and 206. Principals defined as job classification codes of 105 and 106. Instructional support staff and other administrator support staff are not included in the analysis below. This is an unduplicated count at the district level (teachers may teach at multiple schools, but are only counted once at the district level). Experience includes in-state and out-of-state. No data is displayed for district with insufficient data. Data Source: HR Collection Data

FORTHCOMING

ASSESSMENT DATA - DISTRICT RESULTS

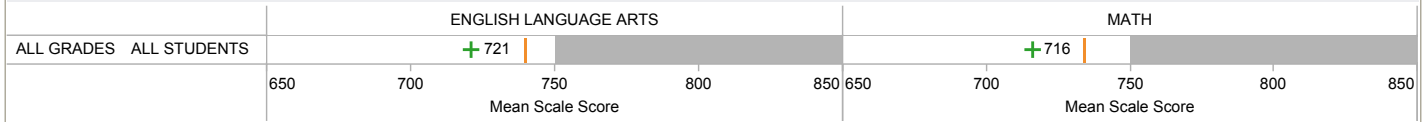
Participation Color Key

- 95% or greater, High Participation
- Between 85% and 94%, Caution
- No Participation Data

CATEGORY ALL STUDENTS
School Level ALL GRADES

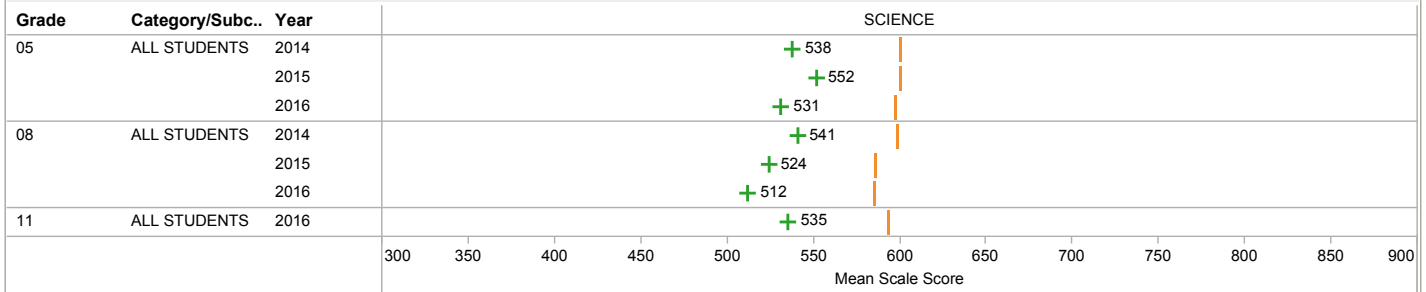
CMAS PARCC - MATH AND ENGLISH LANGUAGE ARTS

The following visual displays CMAS PARCC mean scale scores for math and English language art by grade and student group for 2015-16 school year. The visual includes the following elements: (1) state mean scale score presented as a vertical line in orange, (2) district mean scale score presented as a plus sign, (3) district mean scale score color coded based on the proportion of students who took the assessments, and lastly (4) color band that identifies scores meeting assessment benchmark/state standards.



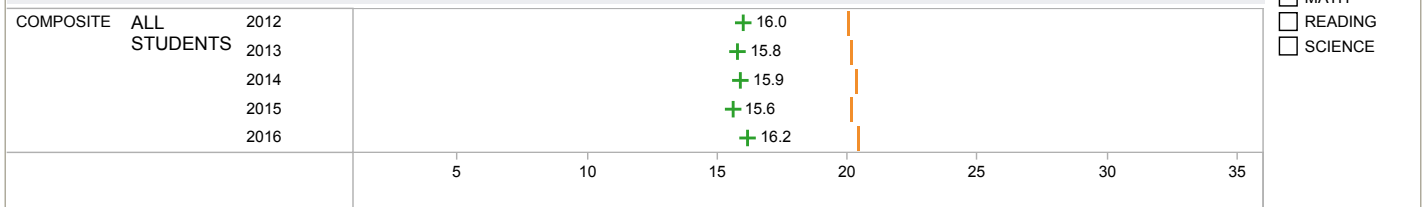
CMAS - SCIENCE

The following visual displays of CMASS science mean scale scores by student group, grade, and year. The visual includes the following three elements: (1) state mean scale score presented as a vertical line in orange, (2) district mean scale score presented as a plus sign, and finally (3) the district mean scale score color coded based on the proportion of students who took the assessment.



COLORADO ACT

The chart below displays the results from the Colorado ACT, including the overall (composite) score, English, Math, Reading and Science disaggregated by student group. The plus signs represent the district's ACT results and the orange lines represent the state average. For groups that meet the minimum N-count threshold (i.e., at least 16 students took and received a valid test score), the results are displayed below. Cursor mouse over each bar to see detailed results.



SUBJECT

- COMPOSITE
- ENGLISH
- MATH
- READING
- SCIENCE

ASSESSMENT DATA - SCHOOL RESULTS

Participation Color Key

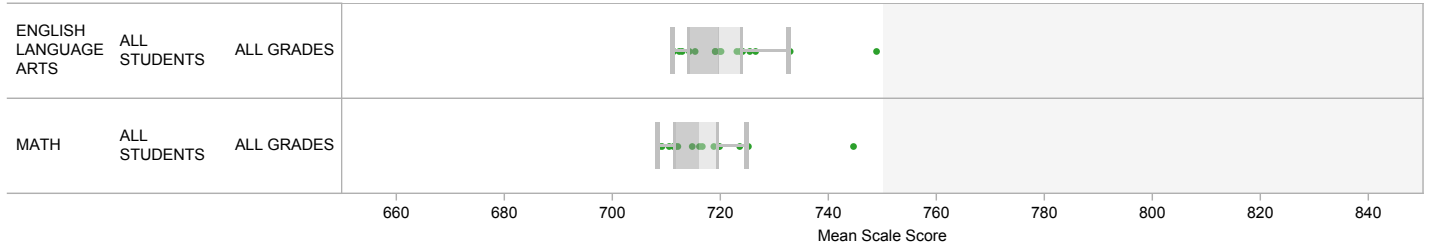
- 95% or greater, High Participation
- Between 85% and 94%, Caution
- No Participation Data

CATEGORY
ALL STUDENTS

School Level
ALL GRADES

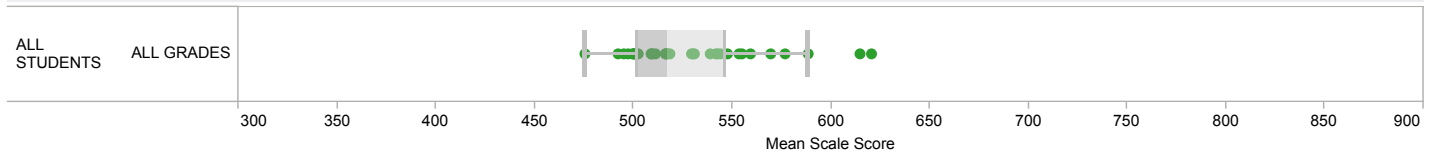
CMAS PARCC - MATH AND ENGLISH LANGUAGE ARTS

Use the following visual to compare school level CMAS PARCC mean scale scores within a district by subject, student group, and grade level. The visual contains the following elements: (1) state mean scale score presented as a vertical line in orange, (2) district mean scale score presented as a plus sign, (3) district mean scale score color coded based on the proportion of students who took the assessments, and lastly (4) color band that identify scores meeting benchmark/state standards.



CMAS SCIENCE

Use the following visual to compare school level CMAS science mean scale scores within a district by subject, student group, and grade level. The visual contains the following elements: (1) state mean scale score presented as a vertical line in orange, (2) district mean scale score presented as a plus sign, and lastly (3) district mean scale score color coded based on the proportion of students who took the assessments.



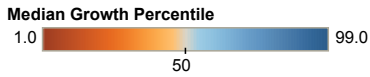
GROWTH DATA

Growth metrics provide another view of the performance of a school, district or group of students. While achievement is focused on the performance at a point in time, growth provides an indication of what happens in-between the assessments. Looking at both achievement and growth results provides a more in-depth picture of performance.

Growth rates for individual students are calculated by analyzing students' Colorado Measures of Academic Success (CMAS) scores in English Language Arts and Math over consecutive years. A student's growth percentile (ranging from 1 to 99) indicates how a student's performance changed over time, relative to students with a similar score history on the state assessments. School and district growth rates are determined by the growth percentiles from individual students, specifically the median (or score in the middle) student growth percentile. Median Growth Percentiles (MGP) are calculated for the whole school, by grade, and by different student groups. Higher median growth percentiles indicate higher growth rates for the typical students in those groups. Please note that growth rates are independent of achievement levels (students at all achievement levels are just as likely to have high growth as low growth). As a point of reference, the state median growth percentile for any grade, overall, is 50. In rare cases, state median growth percentiles may vary slightly.

Missing data in the table reflect fewer than 20 students in the group; their data is not shown in the table (the cells are blank) to ensure data privacy and appropriate interpretation of results. For additional definitions and information go to: www.cde.state.co.us/accountability/coloradogrowthmodel

	ENGLISH LANGUAGE ARTS		MATH	
	DISTRICT	STATE	DISTRICT	STATE
	2016	2016	2016	2016
All Students	47.0	50.0	42.0	50.0
English Learners, No	47.0	50.0	43.0	51.0
English Learners, Yes	47.0	50.0	41.0	47.0
Ethnicity, American Indian or Alaska Native		47.0		46.0
Ethnicity, Asian	58.0	59.0	50.0	59.0
Ethnicity, Black	43.0	48.0	35.5	46.0
Ethnicity, Hawaiian/Pacific Islander		50.0		53.0
Ethnicity, Hispanic	46.0	48.0	40.0	46.0
Ethnicity, Two or More Races	50.0	51.0	51.5	51.0
Ethnicity, White	51.0	51.0	49.0	53.0
FRL, No	50.5	52.0	48.0	53.0
FRL, Yes	46.0	47.0	40.0	46.0
Gender, Female	50.0	55.0	41.0	51.0
Gender, Male	44.0	45.0	42.0	49.0
Gifted, No	46.0	49.0	40.5	49.0
Gifted, Yes	62.0	60.0	60.0	60.0
Grade, 04	44.0	50.0	35.0	50.0
Grade, 05	46.0	50.0	46.0	50.0
Grade, 06	40.0	50.0	33.0	50.0
Grade, 07	46.0	50.0	51.5	50.0
Grade, 08	60.0	50.0	39.0	50.0
Grade, 09	48.0	50.0	46.0	49.0
IEP, No	49.0	51.0	42.0	51.0
IEP, Yes	34.0	38.0	36.0	40.0
Migrant, No	47.0	50.0	42.0	50.0
Migrant, Yes	28.0	45.0	31.0	42.0
Minority, No	51.0	51.0	49.0	53.0
Minority, Yes	47.0	49.0	40.0	47.0
Performance, At or Above Benchmark	51.0	50.0	40.0	50.0
Performance, Below Benchmark	46.0	50.0	42.0	50.0



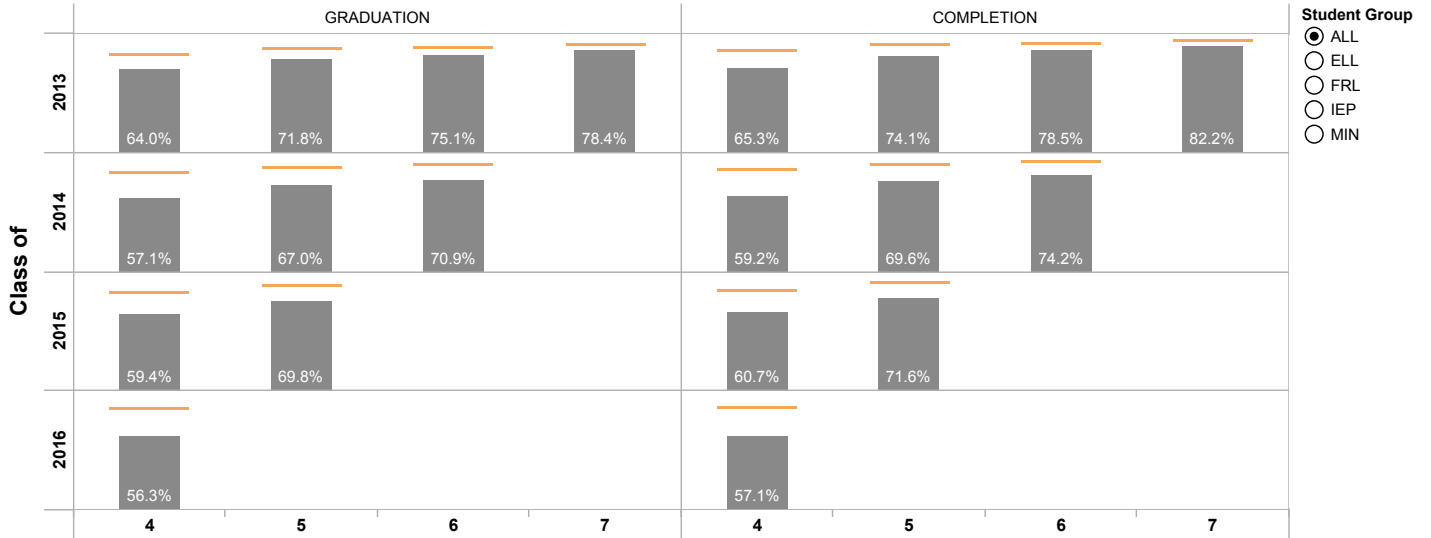
POSTSECONDARY WORKFORCE READINESS

Graduation and Completion Rates

Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2015 graduates. For graduation, ELL students include only NEP and LEP. Please visit the department's website at <http://www.cde.state.co.us/cdereval/gradcurrentdefinitions#sthash.asD4R2qV.dpuf> for additional information.

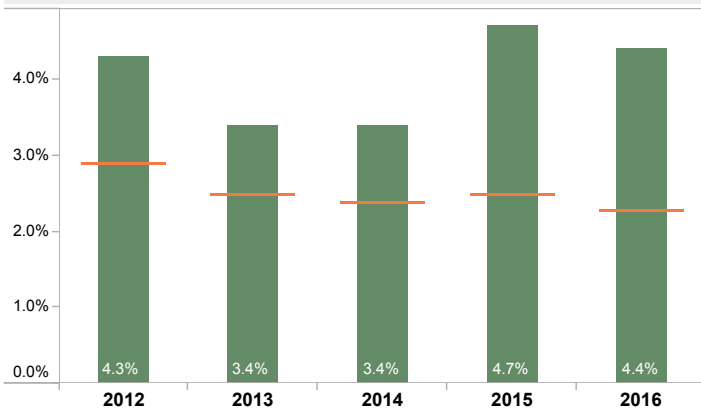
The orange line represents the state average for each year.

ELL: English Language Learners | FRL: Free and Reduced Lunch Eligible | IEP: Special education students on individualized education plan | MIN: Minority students



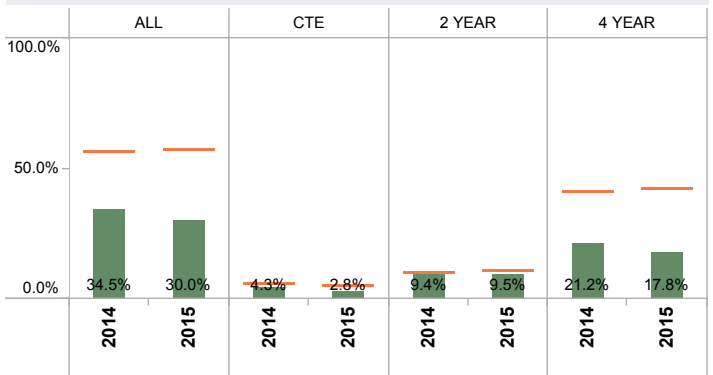
Dropout Rates

The percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school.



Matriculation Rates

All 2015 high school graduates that enroll in a Career & Technical Education (CTE) program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faqs_7_25_16



FISCAL

Colorado public schools receive funding from a variety of sources. However, a large portion of revenues to Colorado's 178 school districts are provided through the Public School Finance Act of 1994. The total amount of money each school district receives under this Act is referred to as "total program." The data below outlines the total program funding provided to districts.

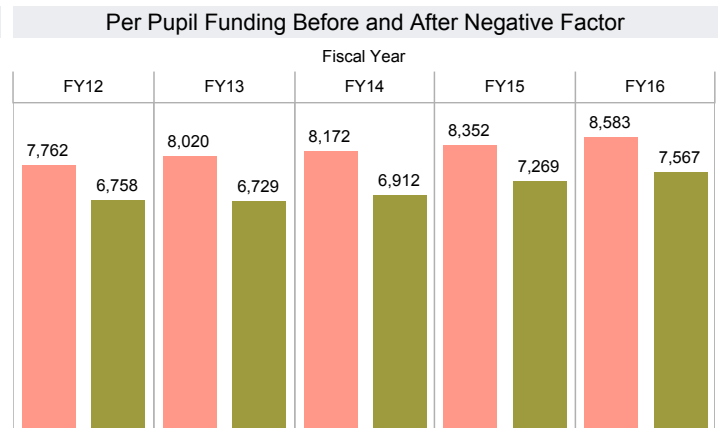
Please visit the department's website at: https://edx.cde.state.co.us/SchoolView/DataCenter/reports.aspx?_adf.ctrl-state=pac20phbp_4&_afrWindow-Mode=0&_afrLoop=2256883354326300&_adf.ctrl-state=10sz0uwmf9_4 for information showing all funding sources for districts.

Pupil Count					
	FY12	FY13	FY14	FY15	FY16
Total Funded Pupil Count	12,238	12,618	10,264	10,529	10,503
At-Risk Pupil Count	8,841	9,016	7,236	7,061	7,017
ASCENT Pupil Count	0	0	1	4	2
Colorado Preschool Program Count FTE	289	285	424	605	588
Multi District On-line Pupil Count	0	0	0	0	0

Public School Finance Act Funding					
	FY12	FY13	FY14	FY15	FY16
Total Program Before Negative Factor	\$94,991,091.94	\$101,200,300.10	\$83,871,620.62	\$87,931,799.63	\$90,142,686.63
Negative Factor	(\$12,286,817.69)	(\$16,285,924.69)	(\$12,933,686.74)	(\$11,402,202.93)	(\$10,663,833.20)
Total Program After Negative Factor	\$82,704,274.25	\$84,914,375.41	\$70,937,933.88	\$76,529,596.70	\$79,478,853.43
Property Taxes	\$13,840,338.24	\$14,255,861.76	\$14,479,454.16	\$14,235,224.04	\$15,470,151.39
Specific Ownership Taxes	\$952,499.41	\$918,573.95	\$1,075,677.03	\$1,144,435.99	\$1,249,336.91
State Share	\$67,911,436.60	\$69,739,939.70	\$55,382,802.69	\$61,149,936.67	\$62,759,365.13
Per-Pupil Funding Before Negative Factor	\$7,761.72	\$8,020.12	\$8,171.75	\$8,351.63	\$8,582.65
Per Pupil Funding After Negative Factor	\$6,757.77	\$6,729.46	\$6,911.60	\$7,268.67	\$7,567.32

State and Local Share / As Percentage		
Fiscal Year	Local Share	State Share
FY12	17.89%	82.11%
FY13	17.87%	82.13%
FY14	21.93%	78.07%
FY15	20.10%	79.90%
FY16	21.04%	78.96%

■ Local Share ■ State Share
■ Per-Pupil Funding Before Negative Factor
■ Per Pupil Funding After Negative Factor



SELECT A DISTRICT
WESTMINSTER 50

Please note that the displays on this tab will not be updated with new data in 2015-16, but will remain in the dashboard for reference. Because of the state assessment transition and the passage of H.B. 15-1323, school accountability measures are affected. The following website provides additional details on the accountability system during the transition: <http://www.cde.state.co.us/accountability/Impact-of-assessment-transition-on-school-and-district-accountability>

The below table indicates the plan type used (1-year or 3-year)

2010	2011	2012	2013	2014
1 Year	1 Year	1 Year	1 Year	1 Year

DPF Accreditation Rating

2010	2011	2012	2013	2014
Turnaround	Turnaround	Priority Improvement	Priority Improvement	Priority Improvement

DPF % Points Earned

2010	2011	2012	2013	2014
30.9	40.2	46.4	44.1	46.8

Select a Data Time Span
1 Year

School Plan Type (Including AECs, only official results)

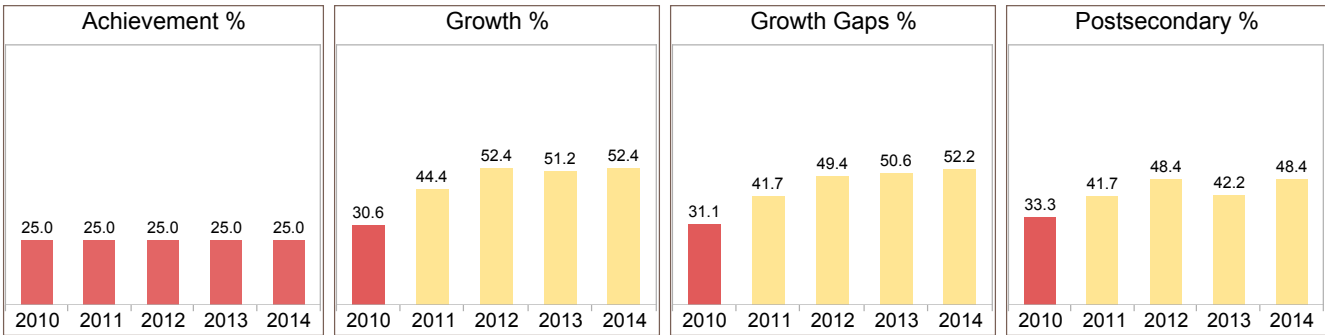
	2010	2011	2012	2013	2014
Schools: Turnaround	6	2	0	0	0
Schools: Priority Improvement	6	8	6	4	2
Schools: Improvement	4	5	5	7	11
Schools: Performance	3	3	7	8	6

Year Entering Priority Improvement or Turnaround

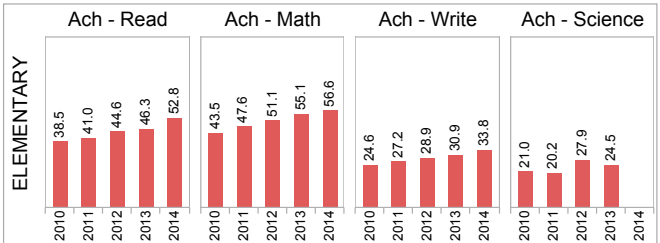
Year 5

DPF Key Indicator Ratings Overall
Number indicates percentage points earned on key indicator. Color of bar represents key performance indicator rating. Drop down menu at top of page indicates data time span. Data Source: District Performance Framework

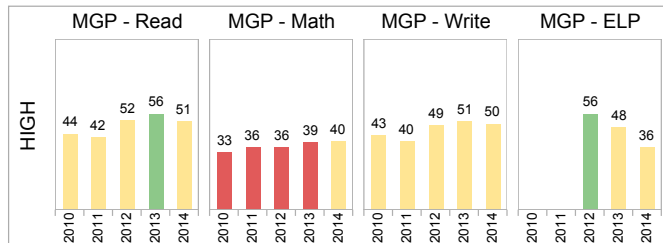
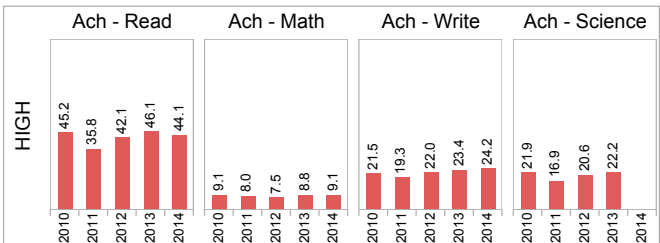
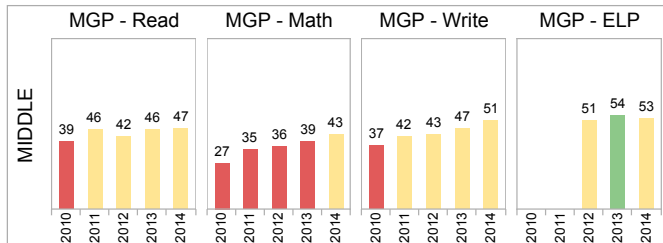
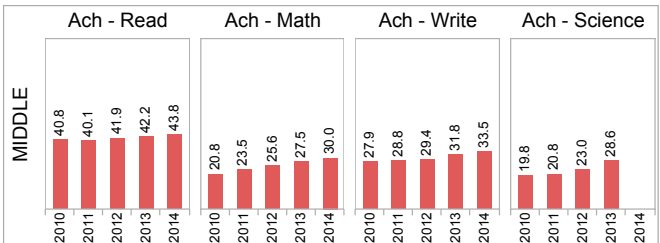
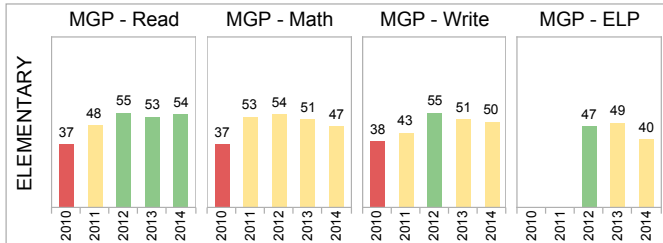
Does Not Meet (Red), Approaching (Yellow), Meets (Green), Exceeds (Blue). Hover over bars to view indicator rating or use color coding.



Achievement Data by EMH Level
Percent of students scoring Proficient and Advanced. Color of bar represents rating for sub-indicator. Drop down menu at top of page indicates data time span. Data Source: District Performance Framework



Growth Data by EMH Level
Median student growth percentile. Color of bar represents rating for sub-indicator. Drop down menu at top of page indicates data time span. MAGP can be found on Performance tab. Data Source: District Performance Framework



Growth Gaps Data

Use the Performance Tab for interactive diagnostic on growth gaps. View median and adequate growth percentile by sub-group, by EMH level, and by subject for 2008-2012 academic years.

Use the Performance Tab

Post Secondary and Workforce Readiness Data

	2010	2011	2012	2013	2014
Grad Rating	Does Not Meet	Approaching	Approaching	Approaching	Approaching
Dropout Rating	Approaching	Approaching	Meets	Approaching	Meets
ACT Rating	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet

PERFORMANCE

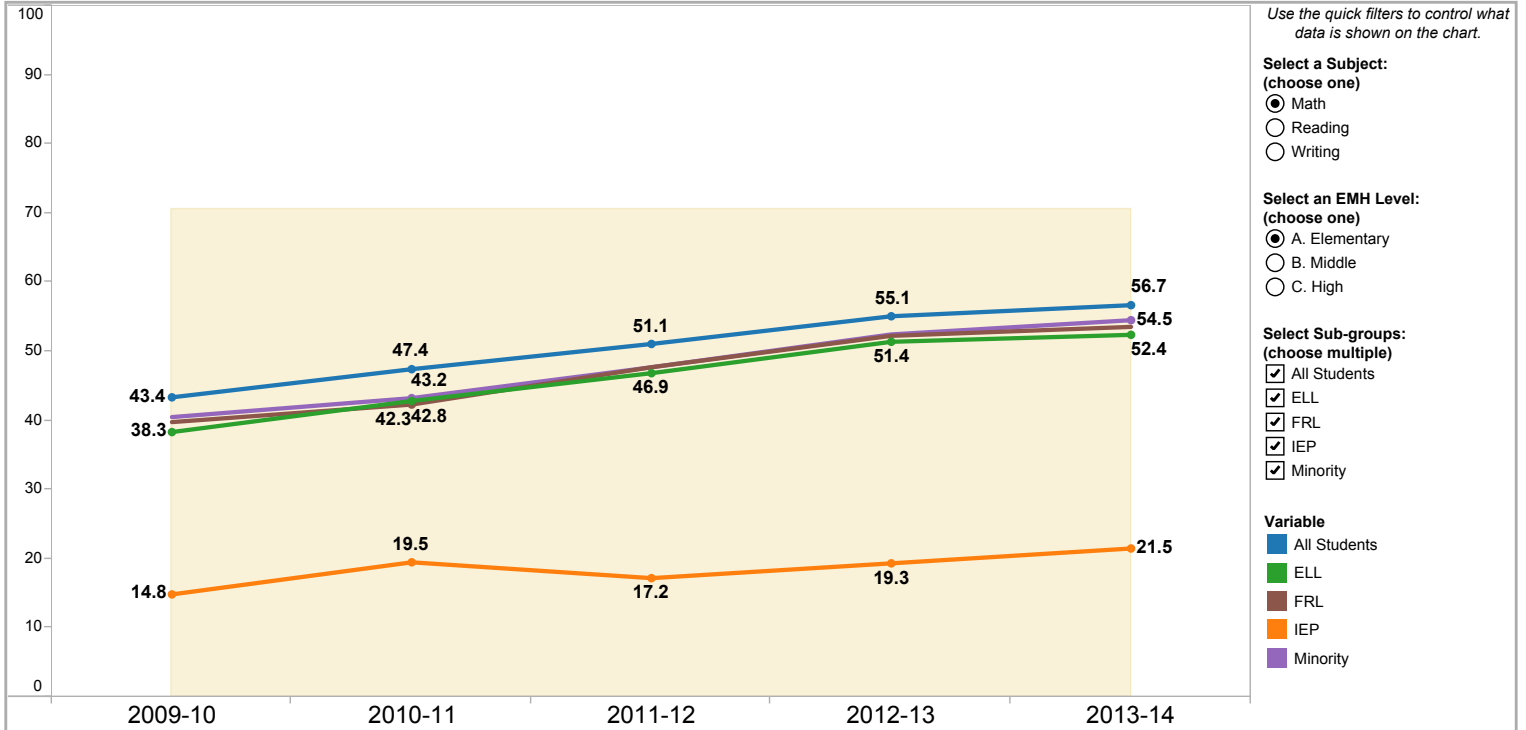
SELECT A DISTRICT
WESTMINSTER 50

Data Time Span:
(select 3 Year if no data appears)
1 Year

Please note that the displays on this tab will not be updated with new data in 2015-16, but will remain in the dashboard for reference. Because of the state assessment transition and the passage of H.B. 15-1323, school accountability measures are affected. The following website provides additional details on the accountability system during the transition:
<http://www.cde.state.co.us/accountability/impact-of-assessment-transition-on-school-and-district-accountability>

Achievement: Percentage of Students Scoring Proficient or Above

This interactive visual allows users to compare percentage of students proficient and advanced by sub-group. Results within the shaded area do not meet state expectations.
Data Source: Data Lab & CDE Calculated; District level inclusion/exclusion



Use the quick filters to control what data is shown on the chart.

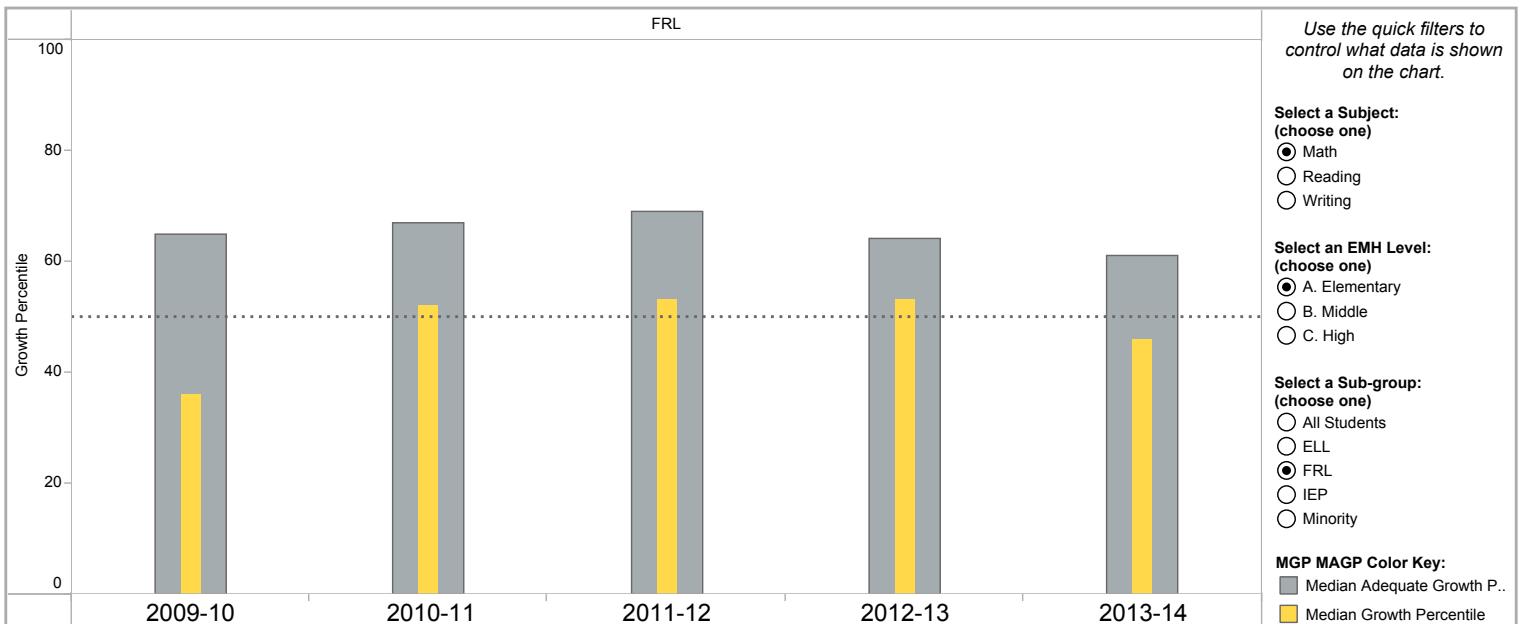
- Select a Subject:**
(choose one)
 Math
 Reading
 Writing
- Select an EMH Level:**
(choose one)
 A. Elementary
 B. Middle
 C. High

- Select Sub-groups:**
(choose multiple)
 All Students
 ELL
 FRL
 IEP
 Minority

- Variable**
■ All Students
■ ELL
■ FRL
■ IEP
■ Minority

Growth: Median and Adequate Growth Percentiles

This interactive visual allows users to view MGP and AGP by Sub-group, by Subject, and by EMH level.
Data Source: Data Lab & CDE Calculated; District level inclusion/exclusion



Use the quick filters to control what data is shown on the chart.

- Select a Subject:**
(choose one)
 Math
 Reading
 Writing
- Select an EMH Level:**
(choose one)
 A. Elementary
 B. Middle
 C. High

- Select a Sub-group:**
(choose one)
 All Students
 ELL
 FRL
 IEP
 Minority

- MGP MAGP Color Key:**
■ Median Adequate Growth P..
■ Median Growth Percentile

PERFORMANCE

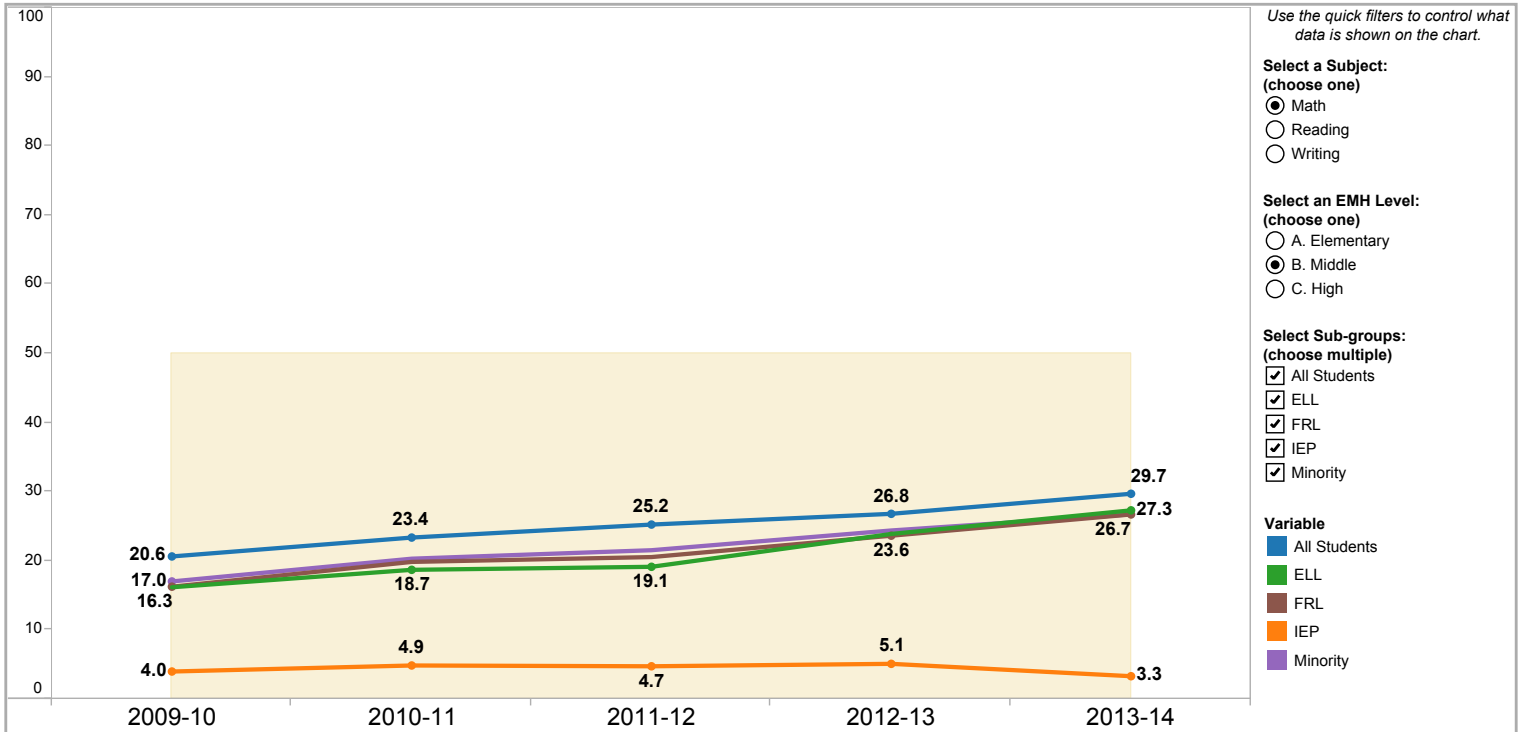
SELECT A DISTRICT
WESTMINSTER 50

Data Time Span:
(select 3 Year if no data appears)
1 Year

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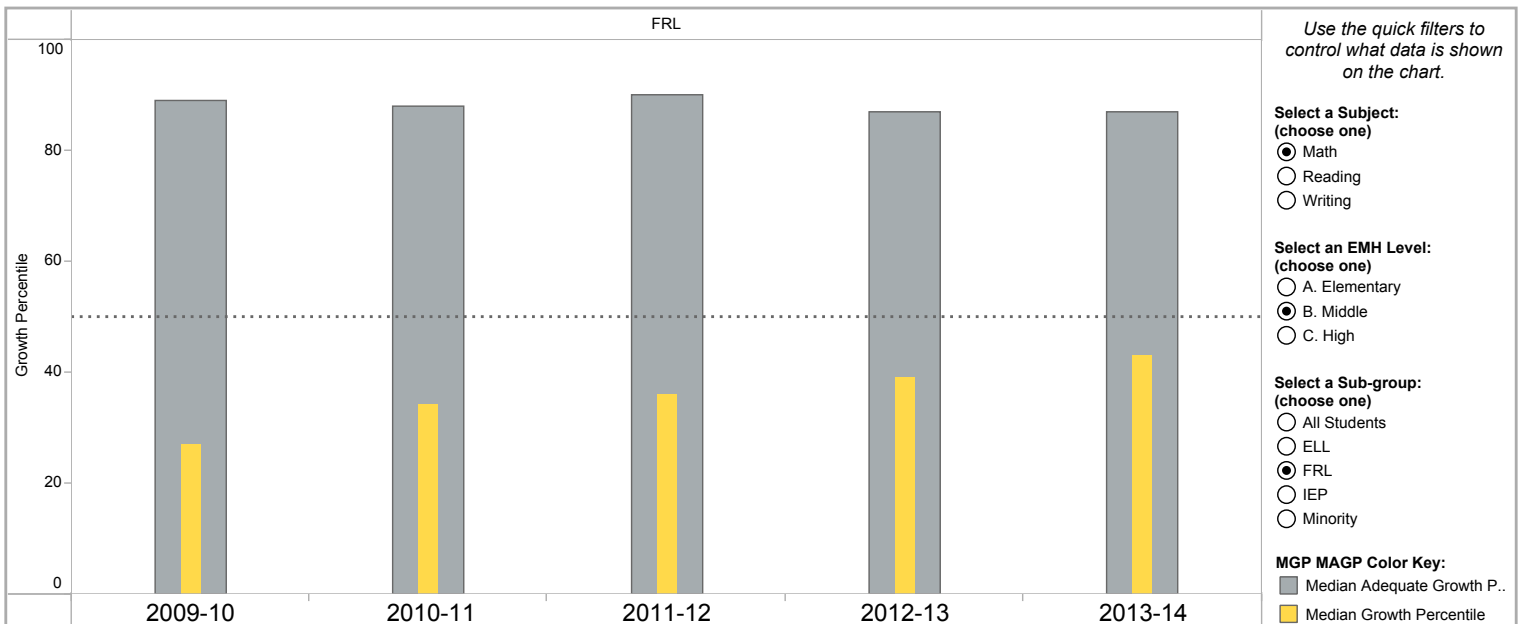
Achievement: Percentage of Students Scoring Proficient or Above

This interactive visual allows users to compare percentage of students proficient and advanced by sub-group. Results within the shaded area do not meet state expectations.
Data Source: Data Lab & CDE Calculated; District level inclusion/exclusion



Growth: Median and Adequate Growth Percentiles

This interactive visual allows users to view MGP and AGP by Sub-group, by Subject, and by EMH level.
Data Source: Data Lab & CDE Calculated; District level inclusion/exclusion



PERFORMANCE

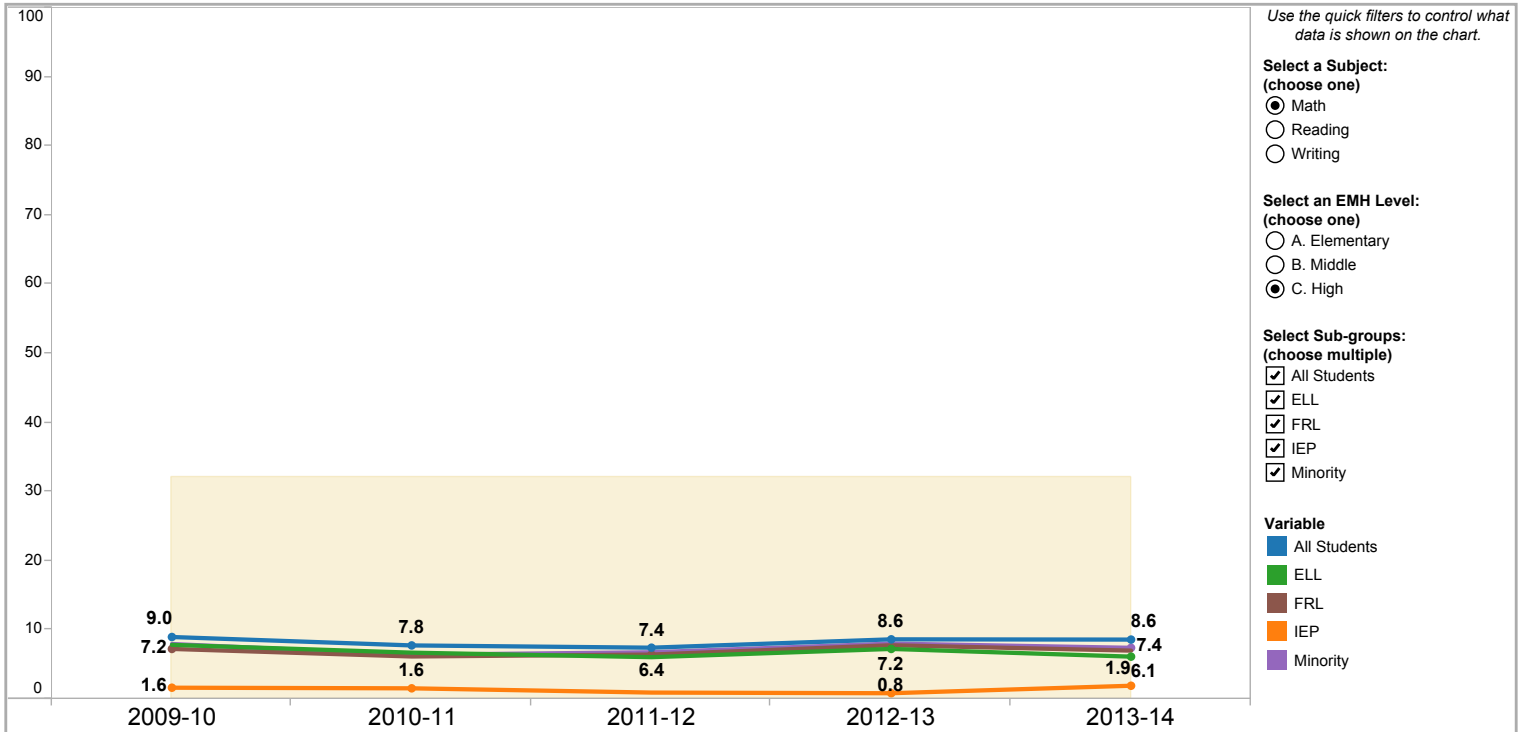
SELECT A DISTRICT
WESTMINSTER 50

Data Time Span:
(select 3 Year if no data appears)
1 Year

Please note that the displays on this tab will not be updated with new data in 2015-16, but will remain in the dashboard for reference. Because of the state assessment transition and the passage of H.B. 15-1323, school accountability measures are affected. The following website provides additional details on the accountability system during the transition:
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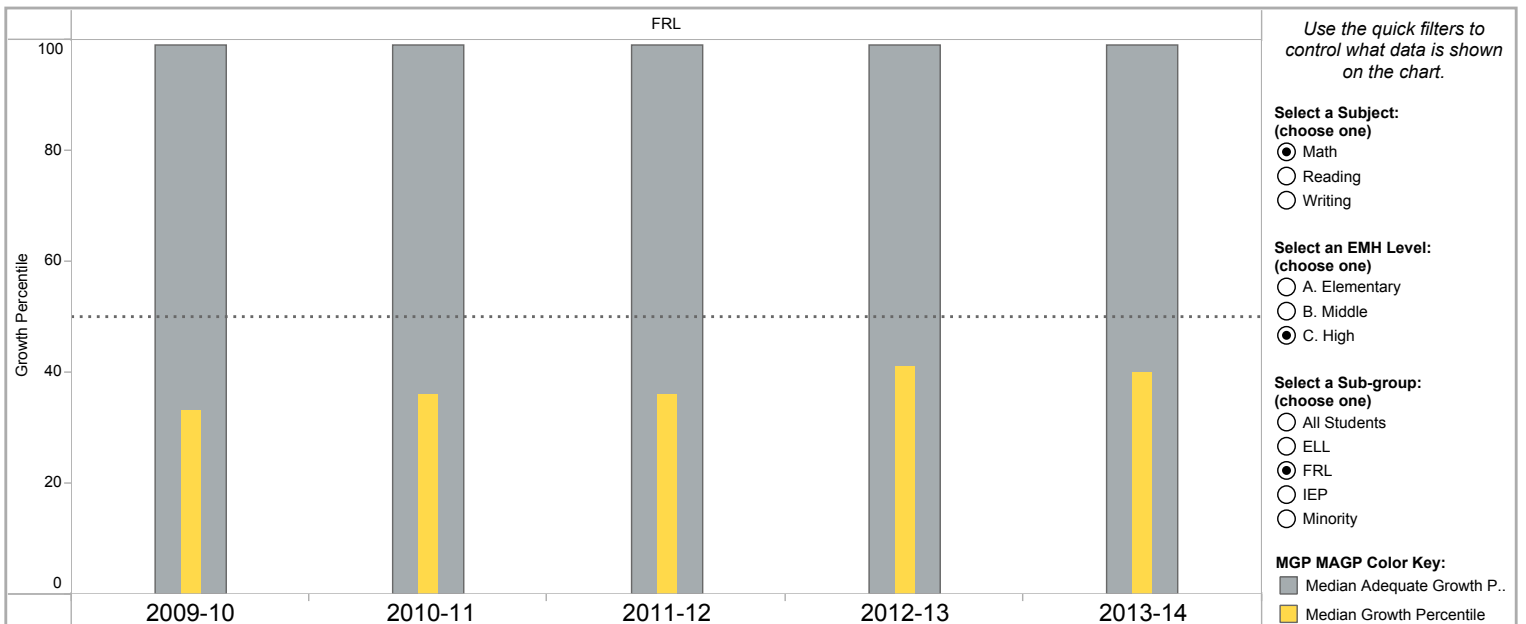
Achievement: Percentage of Students Scoring Proficient or Above

This interactive visual allows users to compare percentage of students proficient and advanced by sub-group. Results within the shaded area do not meet state expectations.
Data Source: Data Lab & CDE Calculated; District level inclusion/exclusion



Growth: Median and Adequate Growth Percentiles

This interactive visual allows users to view MGP and AGP by Sub-group, by Subject, and by EMH level.
Data Source: Data Lab & CDE Calculated; District level inclusion/exclusion



PERFORMANCE

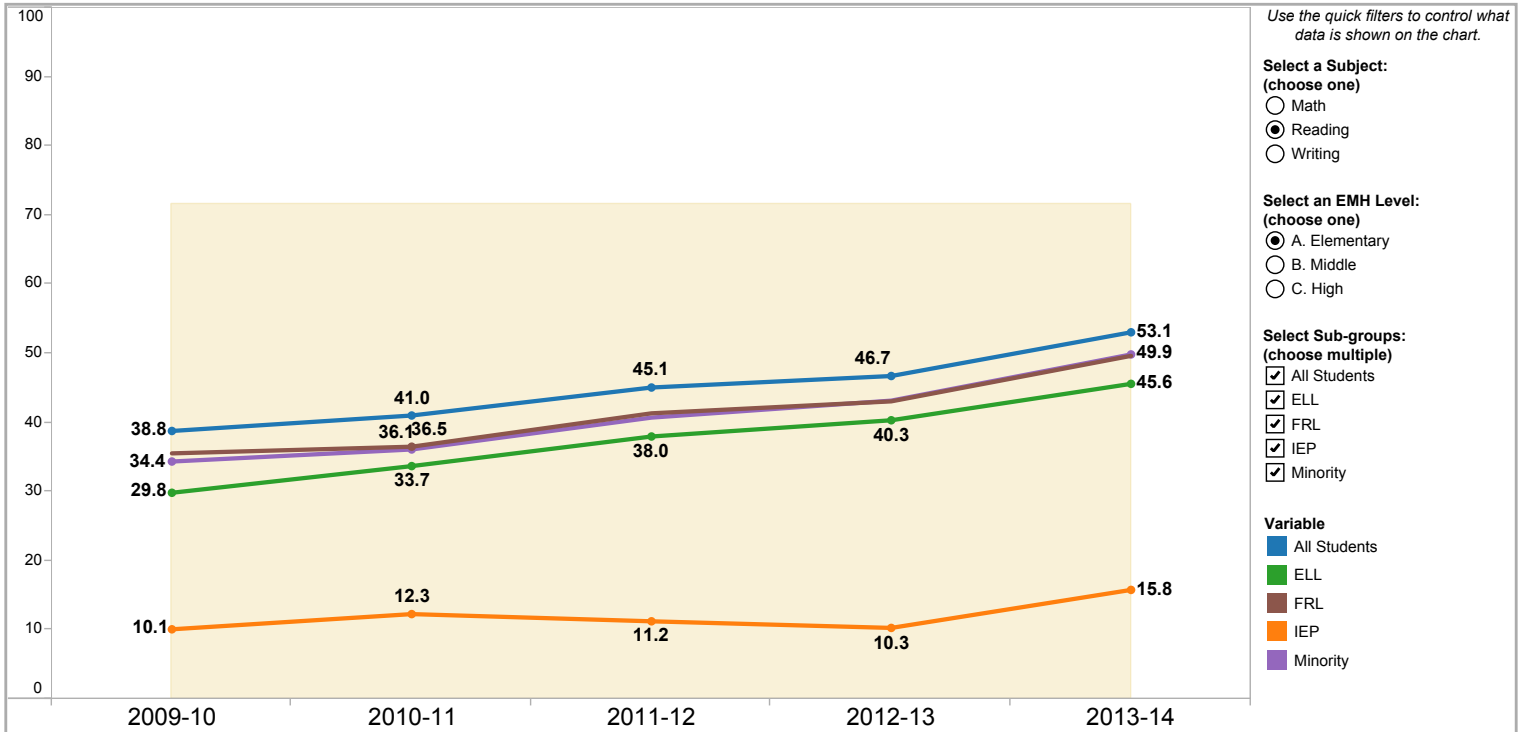
SELECT A DISTRICT
WESTMINSTER 50

Data Time Span:
(select 3 Year if no data appears)
1 Year

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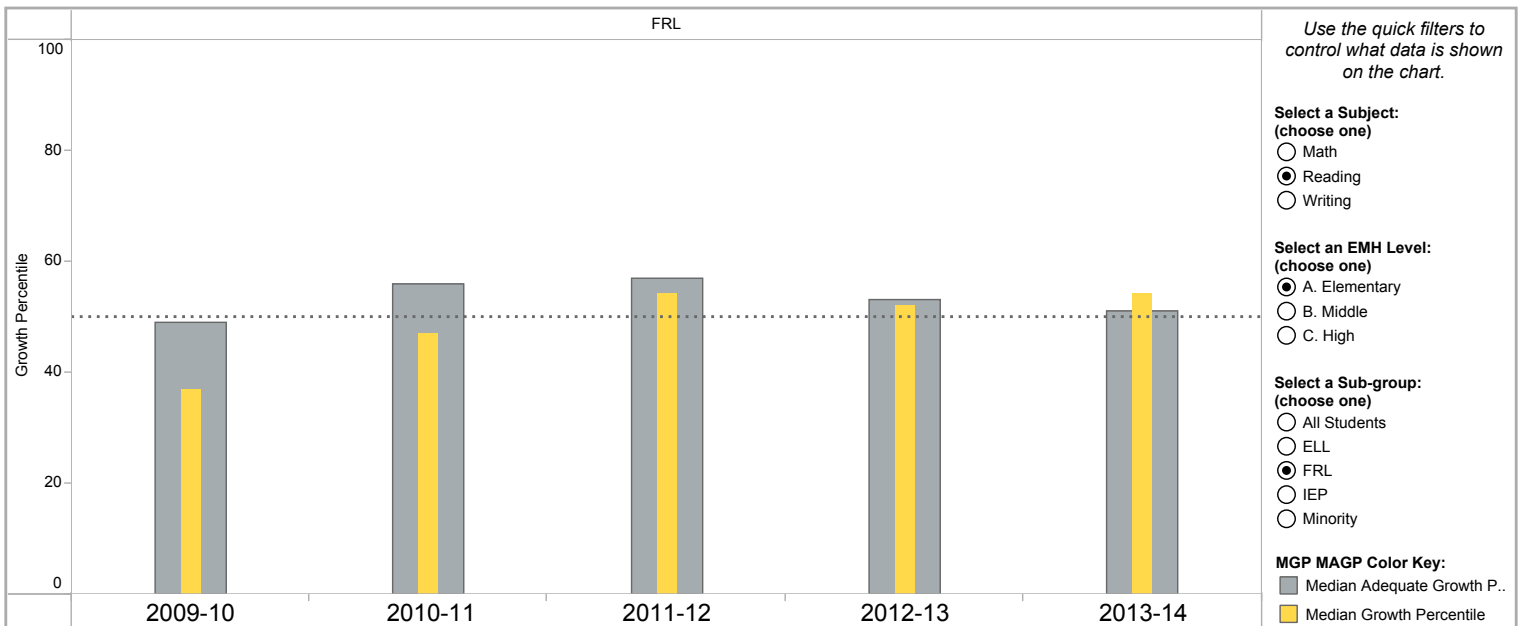
Achievement: Percentage of Students Scoring Proficient or Above

This interactive visual allows users to compare percentage of students proficient and advanced by sub-group. Results within the shaded area do not meet state expectations.
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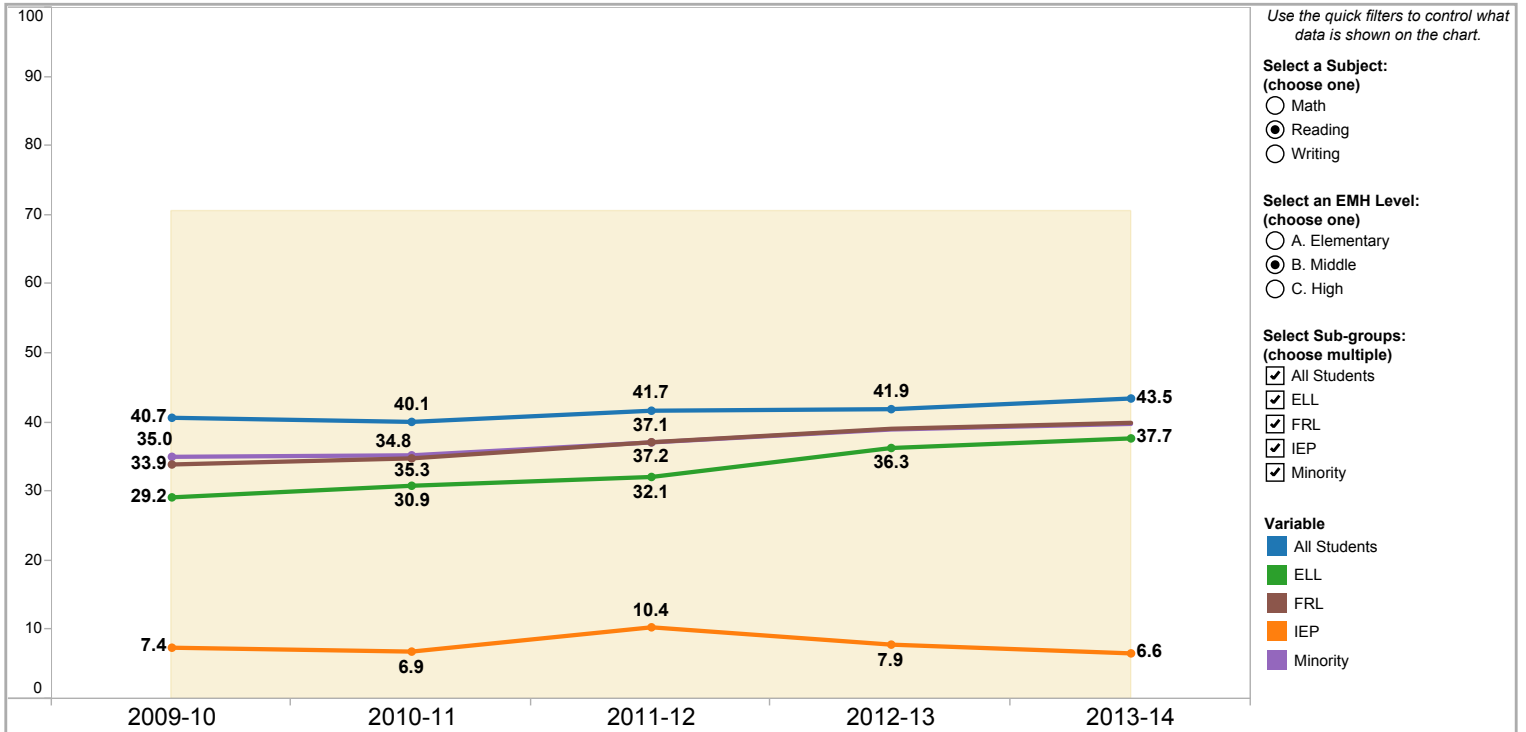
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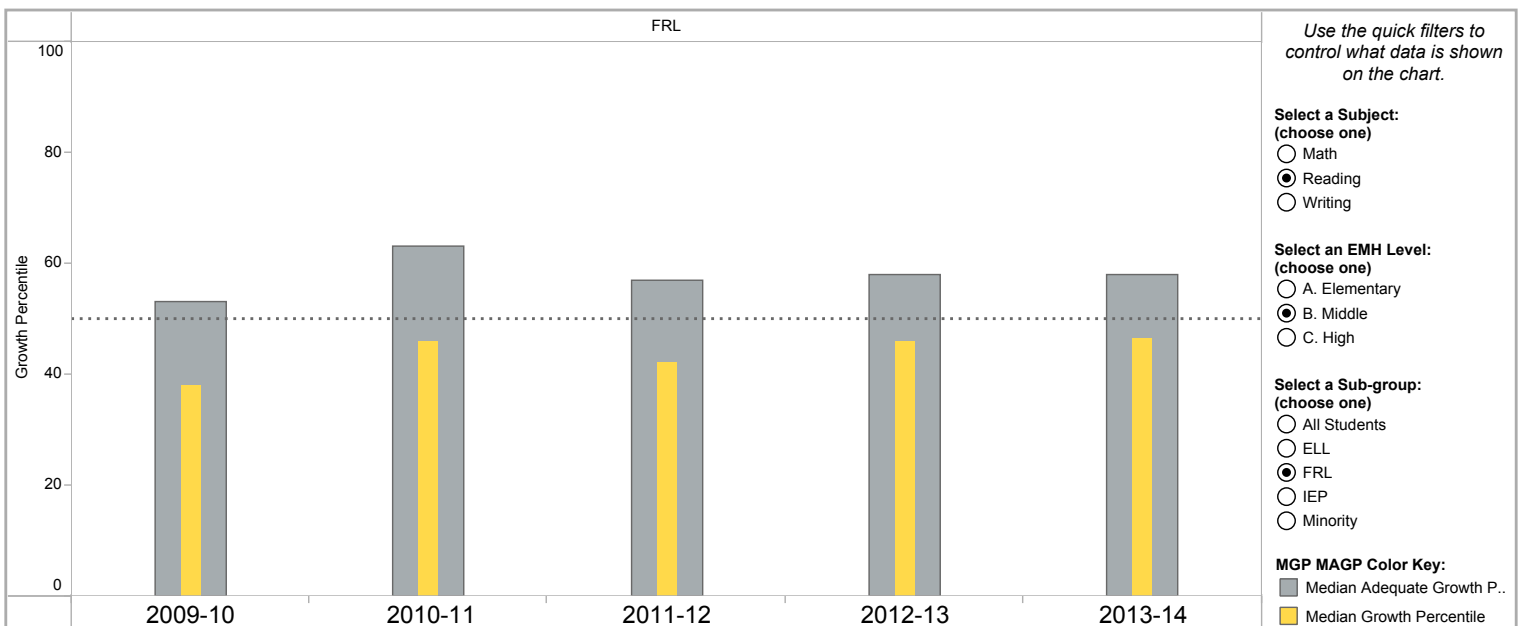
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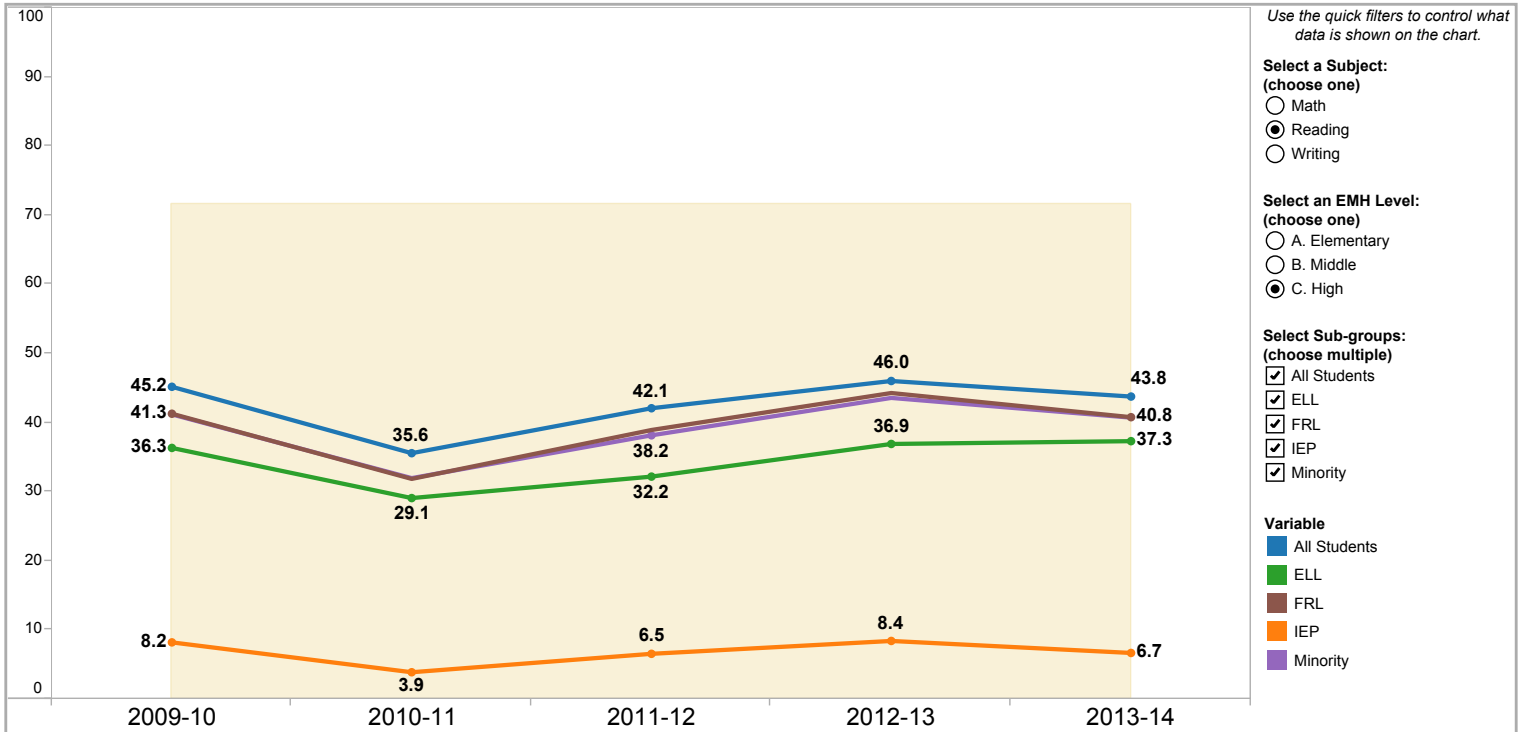
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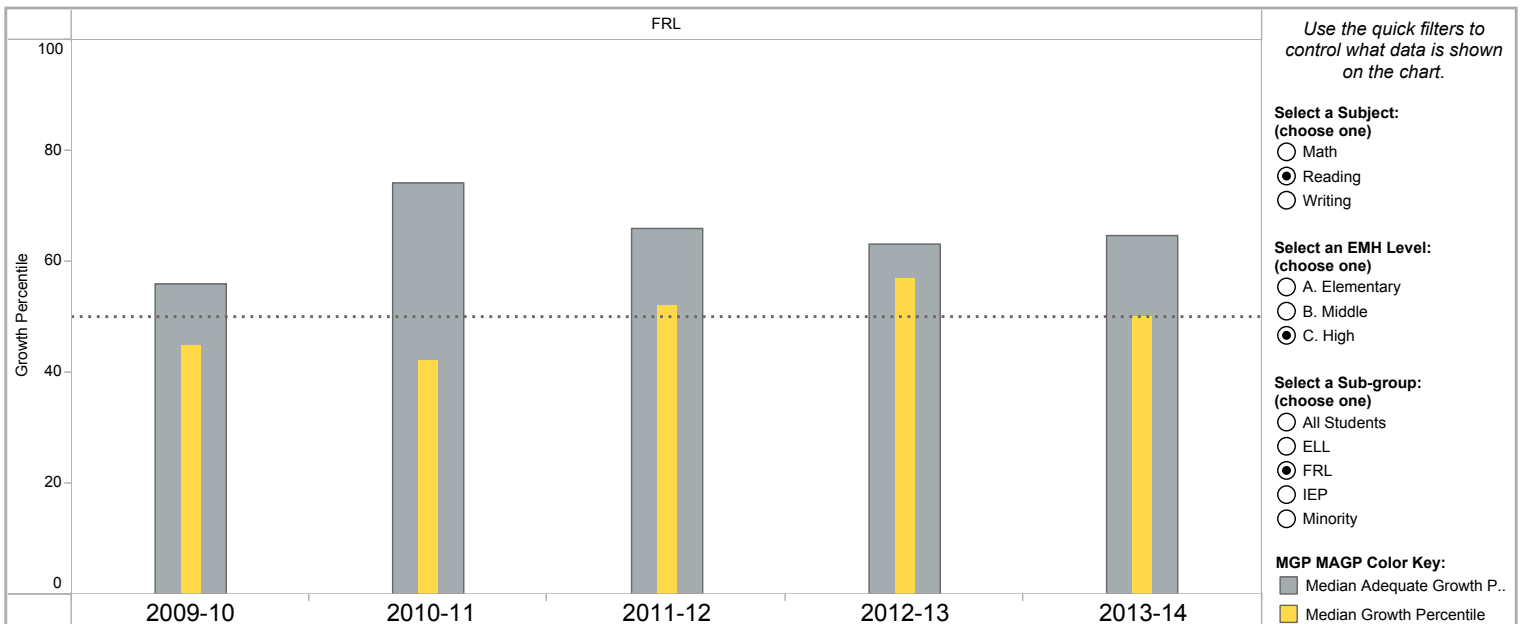
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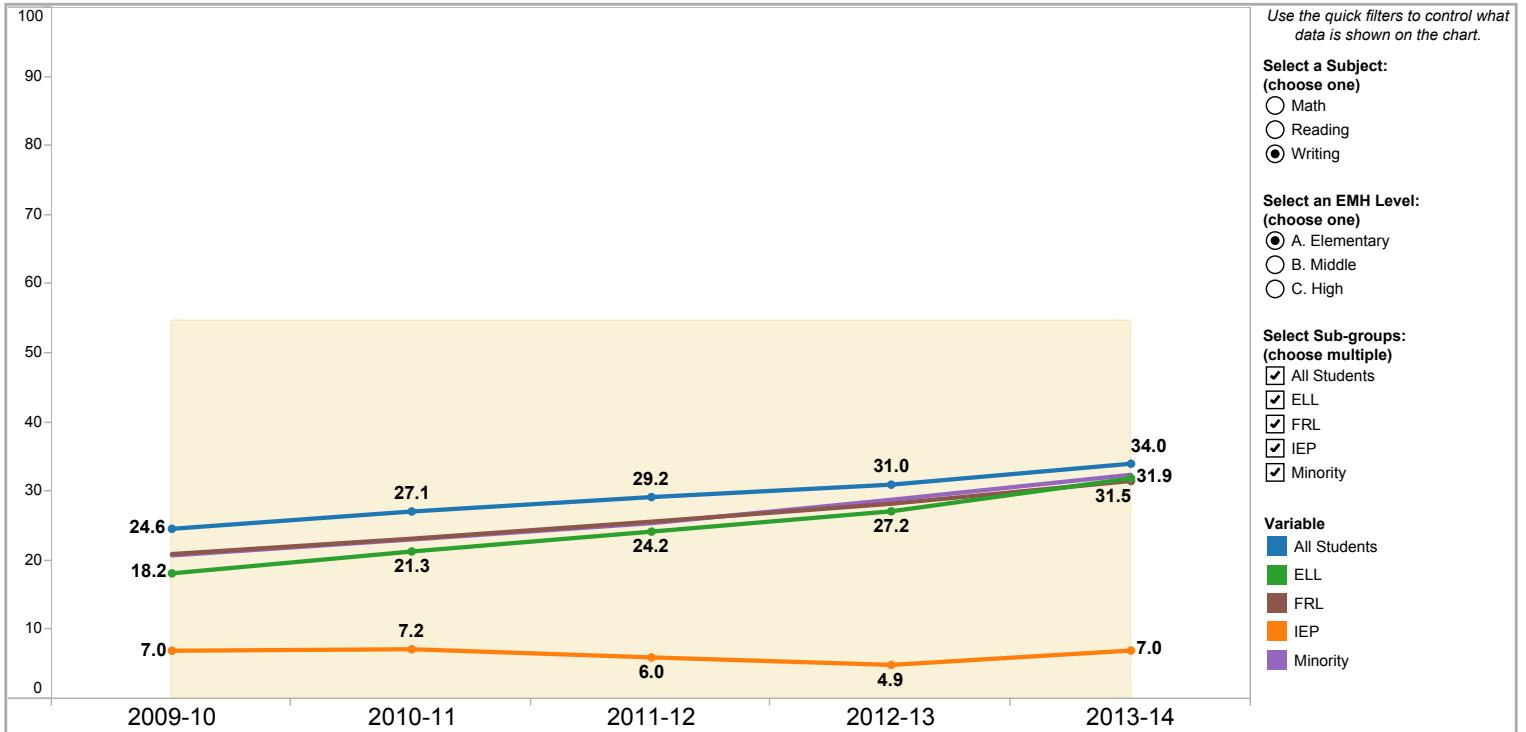
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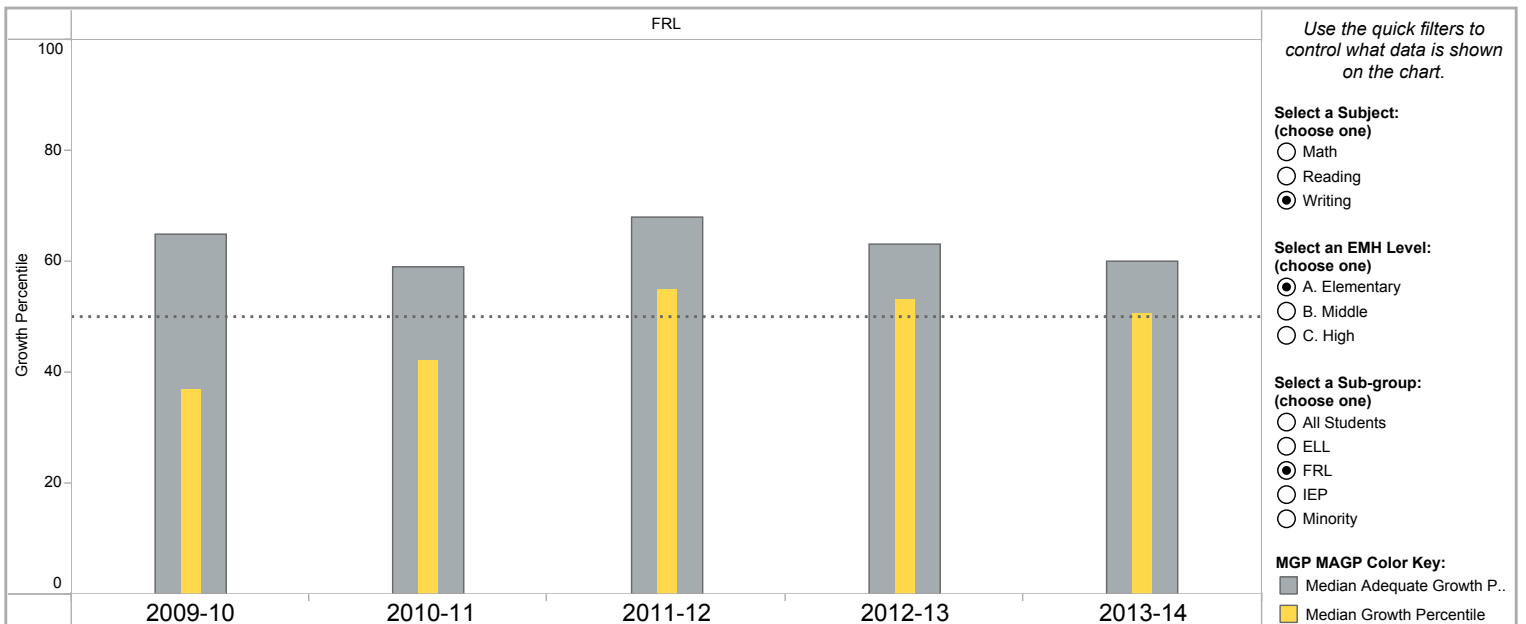
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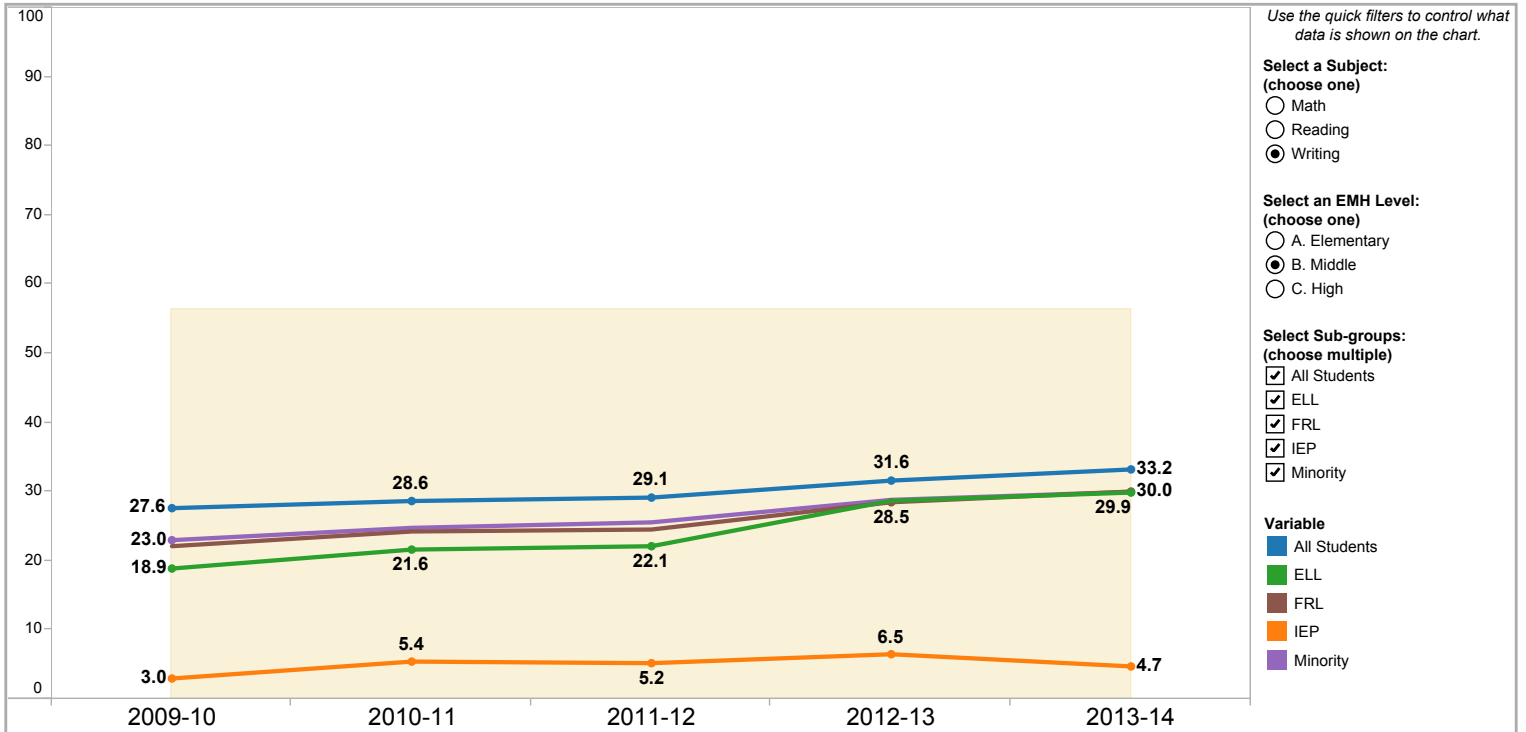
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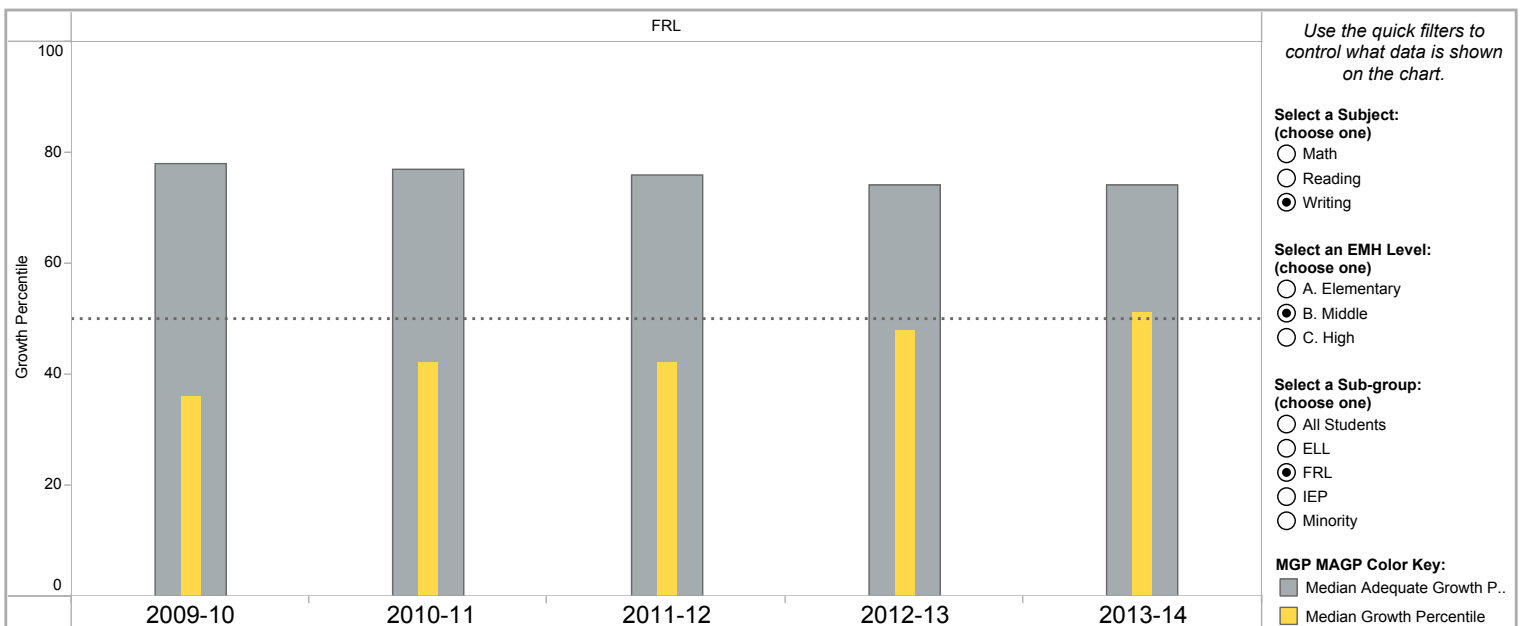
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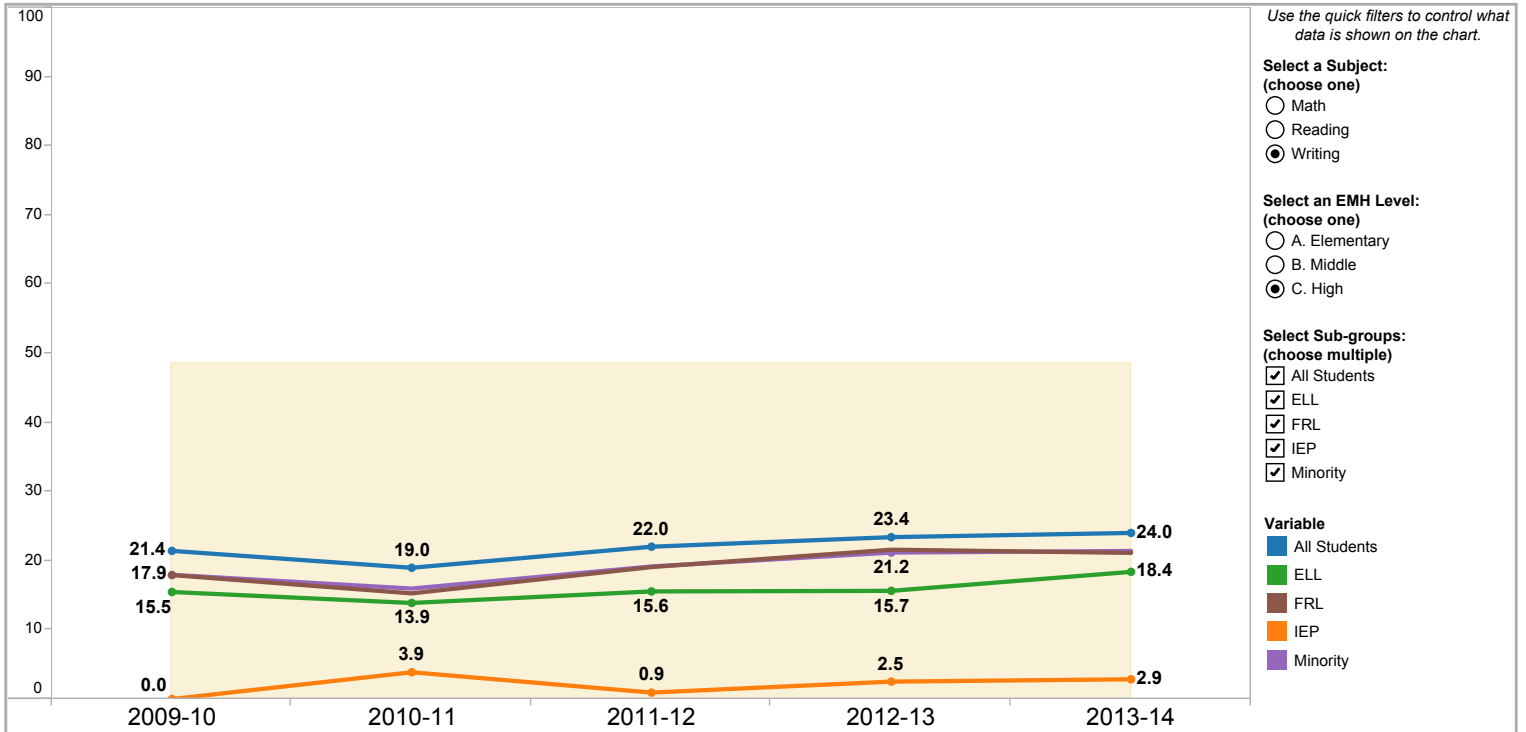
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