School Performance Framework Data

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Year</th>
<th>% of Points Earned</th>
<th>Rating</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>2018 Preliminary</td>
<td>25.0%</td>
<td>Does Not Meet</td>
<td>No change</td>
</tr>
<tr>
<td></td>
<td>2017 Final</td>
<td>25.0%</td>
<td>Does Not Meet</td>
<td></td>
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<tr>
<td>Academic Growth</td>
<td>2018 Preliminary</td>
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<td>Approaching</td>
<td>Decrease in % of Points Earned</td>
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<tr>
<td></td>
<td>2017 Final</td>
<td>47.9%</td>
<td>Approaching</td>
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**End-Of-Year Overall Assessment of Progress by CDE**

**Heroes Academy:** After inconsistent implementation of the management plan with ANet during the first semester of 2017-18, the new leadership team at Heroes was able to gain more traction toward implementation of planned strategies during the second semester. Progress remains behind where it should be. The district, ANet, and CDE have all prioritized targeted supports for the school leadership team from the outset of the 2018-19 year to bolster implementation efforts.

**Achievement Network (ANet) Partnership:** ANet and district leadership have built a strong relationship and meet regularly to discuss and plan how the district can best support each of the ANet schools (Risley, Bessemer and Heroes). The district-level principal manager and the ANet coaches conducted multiple classroom walk-throughs at each school in order to evaluate the progress and plan next steps for school support. Additional district leadership staff met with ANet and school leaders (along with CDE) on a quarterly basis to discuss progress and walk through classrooms to see the work in action. As the partnership enters into its second year, these conversations should continue to deepen in understanding and effectiveness.

Through the partnership with ANet, Risley, Bessemer and Heroes each realized the current curricular resources were not meeting the needs of teachers and students. The schools decided to pilot curricula in ELA and math in the spring with some key teachers and each ultimately decided to switch to new, rigorous, standards-based curricula for the 2018-19 school year. To kick off the 2018-19 school year, each school gathered for a two-day training together at the Risley campus where all teachers received in-depth training and time to plan around the implementation of the new curricula.
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| Improve literacy         | Within the curriculum/instructional resources, identify the appropriateness of texts for a given grade level, the aspects of complexity that would make texts difficult for students, and the quality of text-driven, standards-aligned, text dependent questions | - Teachers know and understand the grade level standards.  
- Teachers will be using a text first planning approach. Teachers will have internalized the text before teaching it and identified qualitative features of text and key understandings before teaching it, using the complexity rubric.  
- Developing, evaluating, and modifying text-dependent questions (pre-planning) to support the key understandings aligned to grade level standards.  
- Identifying and adapting the text selection as necessary. | - Teachers are using professional learning community (PLC) time by knowing the expectations of the grade level text and creating scaffolded questions to engage all students.  
- Teachers are beginning to use a text-first approach to planning and developing text-dependent questions to allow students greater access to grade-level text analysis and thinking.  
- Current work has now shifted to focus on selecting appropriate grade level text and using those texts to plan intentional close reading lessons.  
- Overall progress has been slow due to new leadership at the building. | - Teachers use PLC time well and meet expectations in lesson planning  
- Teachers are using text-based planning and more complex text  
- Some teachers have become strong enough to be used as models  
- There is still limited evidence that teachers are using annotated text for literacy instruction.  
- Students are often engaged in the use of literacy resource materials such as grammar worksheets, or teacher generated tasks as opposed to high quality, rigorous, standards-based tasks  
- Teachers will implement "Wit and Wisdom" a new, rigorous literacy curriculum for the 2018-19 school year. |
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<td>Improve math instruction through a shift of focus and rigor</td>
<td>Study the major work of the grade to understand the demands and aspects of rigor called for by the standards. Strategically use opportunities within the curriculum/instructional materials to prompt and require students to share, discuss, and critique each other’s thinking both orally and through writing.</td>
<td>- Use the standards to drive the instruction. - Study the standards to understand the necessary skills, models, etc. students must master - Identify the targeted aspect of rigor for the standard and use that understanding to develop lesson - Use the coherence map to support any prerequisites for students - Provide students the opportunity to discuss and write about math on a consistent basis.</td>
<td>- PLC work is moving forward with planning instruction based on the shifts in the standards particularly around focus and rigor. - The focus of teachers has been to study the standards and understand what students need to know and be able to do. - Teachers are using the coherence maps to support student misunderstandings. - Teachers are working on providing students with more opportunities to write about math in classes. - Overall progress has been slow.</td>
<td>- Teachers expressed interest and enthusiasm with regard to the new resources being explored. - Teachers use PLC time well and meet expectations in lesson planning - Teachers like the Illustrative Math curriculum- annotating lesson plans - Math curriculum now aligns with state standards and will allow teachers to teach grade level content with proper supports - A Net supported teachers’ understanding of standards-based teaching - Many teachers are still struggling to maintain the shift to new instructional strategies and often revert to previous teaching strategies - Heroes will utilize &quot;Illustrative Math&quot; curriculum at the middle school level and &quot;Engage NY&quot; in Elementary next year. Both are more rigorous curricular resources.</td>
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<td>Student Culture</td>
<td>Restorative practices will be an integral part of leadership development and reshaping the culture of the school. At Heroes, we will take a multi-tiered approach to restorative practices built on both developing mindsets about learning, life, and foundation character skills by addressing ways of thinking and through restorative justice school wide.</td>
<td>- Develop and implement restorative practices vision and strategic plan - Create school-wide referral system - Develop Multi-Tiered System of Support (MTSS) which provides appropriate tier 2 and tier 3 supports - Begin peer mediation program - Train multiple staff in restorative practices</td>
<td>- Restorative practices vision and strategy has been developed. - A school-wide referral system is in place. - MTSS systems have some appropriate supports, but these need to be further developed. - Peer mediation program has started, but staff need additional training in this area. - The school culture work has resulted in more use of restorative practices for students sent out of classrooms for disciplinary reasons. The work has also led to significant decreases in both office referrals and suspensions in the school.</td>
<td>- Behavior referrals were down compared to the previous year. However, there was confusion about which behaviors resulted in referrals and which were to be handled by the teacher. - Routines and procedures throughout the school were lacking and the school worked in the spring to begin strengthening routines and increasing supervision.</td>
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### Summary of Student Performance Trends Based on Mid-Year Local Data

**Academics:** While results on interim assessments through first semester show Heroes students scoring below the district average in both English language arts and math, the primary use of the interim data is for classroom use in modifying instruction to meet student needs and not for progress monitoring purposes. 8th grade is an exception; 8th graders have scored at or above the national and district average in English language arts.

**Attendance:** Attendance rates are flat compared to 2016-17 with an average daily attendance rate of 89%.

**Behavior:** Office referrals and suspensions are considerably lower than in 2016-17.

### Mid-Year Assessment of Progress by CDE

The school, alongside the district, is implementing their pathway plan with the external management partner, the Achievement Network. With a new leader in place, implementation has been slow and the district does not anticipate large gains by the school this year. Leadership is not only new to their roles, but new to the building. This, combined with a significant number of new staff in the building, has resulted in slow progress in the implementation of key practices at the school. The district and the Achievement Network have prioritized support for the work at Heroes Academy with a goal of seeing greater implementation throughout the spring. The Achievement Network has a strong relationship with the school’s principal manager and other district leadership, which helps ensure that district and external supports for the school are aligned.

### Summary of Student Performance Trends Based on End-of-Year Local Data

**Academics:** Interim assessment results continued to lag behind the other district schools taking the same assessments (Achievement Network) as well as the nationwide averages.

**Attendance:** Attendance rates remained flat compared to 2016-17.

**Behavior:** Office referrals and suspensions ended considerably lower than in 2016-17.
### Accountability Directed Action

Risley International Academy of Innovation (Pueblo City Schools) is implementing their approved Pathway Plan of innovation with management of academic systems by the Achievement Network.

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### End-Of-Year Overall Assessment of Progress by CDE

**Risley:** The spring brought about significant culture challenges at Risley which stunted some of the academic focus work at the school. New leadership at the school is committed to the priorities of their work with the Achievement Network and are using the summer to rethink leadership structures and supports in response to what was learned this school year. With a second year to build on lessons learned and continue to implement and deepen their current strategies as well as tighten school culture, the school is poised for a stronger year in 2018-19.

**Achievement Network (ANet) Partnership:** ANet and district leadership have built a strong relationship and meet regularly to discuss and plan how the district can best support each of the ANet schools (Risley, Bessemer and Heroes). The district-level principal manager and the ANet coaches conducted multiple classroom walk-throughs at each school in order to evaluate the progress and plan next steps for school support. Additional district leadership staff met with ANet and school leaders (along with CDE) on a quarterly basis to discuss progress and walk through classrooms to see the work in action. As the partnership enters into its second year, these conversations should continue to deepen in understanding and effectiveness.

Through the partnership with ANet, Risley, Bessemer and Heroes each realized the current curricular resources were not meeting the needs of teachers and students. The schools decided to pilot curricula in ELA and math in the spring with some key teachers and each ultimately decided to switch to new, rigorous, standards-based curricula for the 2018-19 school year. To kick off the 2018-19 school year, each school gathered for a two-day training together at the Risley campus where all teachers received in-depth training and time to plan around the implementation of the new curricula.
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| Improve math instruction | Study the major work of the grade to understand the demands and aspects of rigor called for by the standards. Analyze curriculum/instructional materials for evidence of focus and rigor, and make adaptations as necessary to better reflect these shifts. | - Leadership to define instructional and lesson planning expectations for math teachers  
- Professional development of the shifts in the standards and how to plan standards-based lessons  
- Coaching of math teachers  
- Use of professional learning community (PLC) time to collaborate around planning from standards, analyzing interim data, planning teaching based on student data  
- Professional development and coaching around developing higher level questioning skills | - Leadership has defined expectations for math instruction and professional development has been provided.  
- Leadership is providing high quality coaching and feedback to math teachers through the coaching and support from the Achievement Network.  
- Majority of time in PLCs is spent aligning instruction to grade level expectations.  
- While progress has been incremental, the work has taken hold to a much greater degree than last year. Each quarter has seen some gains in implementation.  
- School leadership has added more targeted coaching for teachers on a weekly basis. | - The math team and leadership at Risley continued to work hard at implementing this strategy throughout the year  
- Math teachers at Risley have a strong understanding of math content and Colorado Academic Standards  
- Math teachers are working together in PLC's to understand the standards  
- In reviewing data from first semester walkthroughs, it became evident there was a need to shift the focus to increasing the rigor of student questioning happening in classrooms. For the second half of the year, the feedback to teachers centered around the types of questions that were asked, the ratio of teacher/student talk that was produced by asking the question, and best practices for student discourse.  
- Next Steps: In response to needs for a new math curriculum, Risley adopted Illustrative Math for the 18-19 school year. See District Level Work for more details. An ongoing challenge for the school is to recruit and retain high quality math teachers as every year continues to have high teacher turnover within the department. |
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| **Improve literacy instruction** | All non-math teachers identify texts within the curriculum that are worthy of instruction. Deeply internalize these texts in order to build knowledge and understanding by pre-reading and annotating chosen texts. Teachers will use Text Based Planning practices to build knowledge and understanding of complex texts. | - Leadership to define instructional and lesson planning expectations for all teachers in use of text-based planning  
- Professional development of the shifts in the standards and how to plan standards-based lessons  
- Coaching of all teachers in choosing and analyzing appropriate texts, preparing for lessons around chosen texts using text-based planning best practices.  
- Use of professional learning community (PLC) time to collaborate around planning from standards, analyzing interim data, planning teaching based on student data  
- Professional development and coaching around aggressive monitoring and text-dependent questioning strategies | - Leadership has defined expectations for literacy instruction and provided professional development.  
- The focus of most teachers on developing a strong understanding of text-based planning has provided a common focus for the staff and allowed leadership to coach and support in a prioritized and aligned fashion.  
- PLC time has been used for implementation of data-driven instruction.  
- A new team supporting literacy instruction has caused a shift for teachers. This reality has made for slow progress but the trajectory is heading in the right direction towards high-quality literacy implementation. | - Classroom observations show students are engaged in work around complex and meaningful texts with opportunities to discuss and write about the reading.  
- Teachers demonstrated ownership over the planning process and actively use their common planning time for text based planning  
- Teachers recognize that the work they are doing is aligned  
- Teachers are working to create exemplar responses for tasks before they teach a lesson in order to plan for possible student misconceptions and to know the level of performance students should attain.  
- Next Steps: A key for 2018-19 is to ensure exemplar responses are more rigorous and text dependent. The school adopted Wit and Wisdom curriculum. See District Level Work Summary for further details. |
| **Student climate and culture** | Create a partnership with parents to provide a safe, positive, engaging learning environment focused on the teaching and learning cycle. Staff members will implement the Capturing Kids Hearts process in partnership with the Positive Behavior Support structures in all areas of the building. | - Conduct staff training on Capturing Kids Hearts and Positive Behavior Support structures  
- Ensure morning messages include IB learner profiles and positive messages  
- Conduct open house which sends a positive message about engaging in academics and attendance  
- Recruit parents to serve on school steering committee | - Work with Capturing Kids Hearts and Positive Behavior Supports continues to be a positive influence within the school, with the majority of new teachers picking up on the strategies successfully.  
- School culture remains a challenge. School and district leadership are working hard to continue to combat issues. In response to challenging situations and data, the district has committed more resources to support school leadership in this area. | - Capturing Kids Hearts continues to drive the culture work in the school  
- School culture, including attendance and behavior, continued to present a challenge at the school throughout the year. School and district leaders are focusing on how to reform school culture for the fall of 2018.  
- Next Steps: For 18-19, leadership is realigned to have a point person focused on school culture. There is also now an additional emphasis to be placed on "staff care" in an effort to help staff members deal with stress, and in turn, more adept at working with students. |
### Summary of Student Performance Trends Based on Mid-Year Local Data

**Academics:** While results on interim assessments through first semester show Risley students scoring below the district average in both English language arts and math, the primary use of the interim data is for classroom use in modifying instruction to meet student needs and not for progress monitoring purposes.

**Attendance:** Average Daily Attendance is flat compared to last year at this time at 88%, but the school’s percentage of students considered chronically absent has decreased by 3%, meaning less students are at-risk for academic issues due to chronic absences.

**Behavior:** Out-of-School suspensions have remained flat compared to last year, although there has been a small increase in the number of office referrals.

### Mid-Year Assessment of Progress by CDE

The new Risley leadership has been able to gain traction on moving forward on their instructional priorities due to a focused leadership team and intense supports from both district leadership and Achievement Network coaching. The Achievement Network has a strong relationship with the school's principal manager and other district leadership, which helps ensure that district and external supports for the school are aligned. These supports are invaluable to the school’s continued improvement and a sustained effort in the same prioritized areas should allow the school to start seeing more student academic gains. School leadership and faculty are highly reflective and adapt their work based on needs identified within their own practice or from district or Achievement Network coaching.

### Summary of Student Performance Trends Based on End-of-Year Local Data

**Academics:** Local assessment results on Achievement Network assessments continued to lag behind the Network and district.

**Behavior:** There was a slight decrease in out-of-school suspensions in 2017-18 but an increase in behavioral referrals.

**Attendance:** Percentage of chronically absent students increased from 41% in 2016-17 to 48% in 2017-18.