



## U.S. Department of Education Grant Performance Report (ED 524B) Executive Summary

PR/Award # (11 characters): U396C100641

During our five years of the Investing in Innovation (i3) grant, St. Vrain Valley Schools implemented the USDE funded initiative focusing on Math at the secondary level in the Skyline High School feeder as well as reading at the elementary levels at the Title I schools in the Skyline feeder. The goals of this initiative are as follows:

- **Goal 1:** Encourage and facilitate the evaluation, analysis, and use of student achievement or student growth data by teachers to inform decision-making and improve student achievement, student growth, or teacher, principal, school, or LEA performance and productivity.
- **Goal 2:** Provide necessary classroom information technology tools, professional development time, peer mentorship, and collaborative supports for 24 teachers.
- **Goal 3:** Provide 480 students with a 35 half-day augmented school year for English Language Arts.
- **Goal 4:** Provide 350 (550 in application – 200 summer augmented students who would be duplicate numbers as they are in the group of students counted in the original school year list) middle school students with enriched mathematics RtI program and an augmented school year for mathematics.
- **Goal 5:** Provide 400 students, after four cohorts of 100 students each have entered the program, with an alternative path to graduation through a STEM certificate program.
- **Goal 6:** Sustain, replicate, and disseminate the St. Vrain i3 Project.

All aspects of our i3 plan were implemented with fidelity based on the matrix developed by our outside evaluator. Program implementation highlights are as follows:

**Table 1\*:** Population Served

LEA – SVVSD Schools Served	City and State of LEA	Target Number of Students Served	Actual Number of Students Served	Target Number of High Need Students Served	Actual Number of High Need Students Served	Target Number of Teachers Served	Actual Number of Teachers Served	Target Number of Principals Served	Actual Number of Principals Served	Grade Levels Served
Skyline HS	Longmont CO	500	933	315	606	80	80	10	10	9-12
Timberline** MS (Previously Heritage MS)	Longmont CO	875	643	814	598	75	75	5	5	6-8
Trail Ridge MS	Longmont CO	875	890	438	445	70	70	5	5	6-8
Columbine ES	Longmont CO	600	591	558	550	60	60	5	5	PK-5
Rocky Mt. ES	Longmont CO	600	671	540	604	60	60	5	5	PK-5
Timberline** PK-5 (Consolidated: Loma Linda ES Spangler ES)	Longmont CO	1200	1103	1116	1026	95	95	10	10	PK-5
<b>Totals</b>		4650 (= 930 * 5 years)	4831	3781	3829	440	440	40	40	PK-12

\*Totals in Table 1 are a sum based on 5 years of implementation. Target numbers are multiplied by 5, and actual numbers are a sum of total participation from each year.

\*\*Timberline K-8 houses both the elementary and middle school grades in one building as a continuous school. They are listed separately above in order to portray the elementary and middle grades separately.

**Student Population Served:**

- Students at risk of failing in literacy at Title I schools
- Math students at risk of failing at Timberline and Trail Ridge
- STEM students at Skyline High School - STEM acceleration of summer students
- Target populations: At risk students to include: Title I students (poverty), Hispanic students, and ELL students

**Cost per Student:**

**Federal funds** \$3,608,880 + **non federal funds** \$1,489,440 = \$5,098,320 – **Evaluator cost** \$229,352 = \$4,868,968/4,831 = **\$1,008 per student**

**Plan implementation and highlights for all school site levels:**

- Use of the Tier I Best Practices walk-through document throughout the five years of implementation for review of Tier I instruction. Reviewed several interventions for Literacy need by at risk students. Developed a pilot for a new literacy intervention called eSpark, which is a comprehensive blended learning solution that has been proven to help districts effectively leverage iPads and the ecosystem of educational apps to increase student engagement and achievement. The intervention was piloted in Year 5 as an additional tool for students who do not meet proficiency as measured by local reading data. Cost of the program was covered by intervention dollars from Colorado Department of Education and the local legislative act called the READ Act, which focused on K-3 reading proficiency.
- Monthly meetings between principals and the i3 project director who is now supervising all i3 schools continued for the five years of the grant initiative. These meetings will be sustained through the district Race to the Top initiative, which focuses on the i3 schools and all feeder schools as well as all Title I schools in the district. Meeting agendas included review of student performance data, review of walk through data, intervention plan review and discussion of solutions for challenges that arose, as well as improved student engagement and participation in summer programming. The implementation of the iReady assessment for reading and math supported data driven dialogue as well as common data review and language as well as opportunities for national and district-wide comparisons.
- Provided all students and teachers with an instructional improvement system that supports data-driven instruction. Transitioned completely from the Galileo online assessment system to the online iReady assessment tool with formative assessments three times per year in math and reading for each student. Continued working in collaboration with the district assessment and curriculum office to better support the use of iReady reports to define best practice and to develop progress-monitoring tools. Assessments were targeted based on student need with a focus on common core standards. The updated Transitional Colorado Assessment Program (TCAP) provided increased rigor and alignment with the Colorado Common Core Academic Standards. This increased rigor was challenging for our at risk students. However, the use of iReady district-wide made comparison between all district schools available and provided i3 schools with valuable targets because all schools rather than only at risk schools were using the assessment and this provided a wider range of available lessons learned for schools to access. iReady is a single K–12 adaptive diagnostic for reading and math that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. We found this new assessment to be extremely valuable in helping us meet student need in core classrooms. As a development grantee, we have used this experience to review new assessment tools that will provide better, more personalized student data that gives classroom teachers information about what each student needs to become a proficient reader. iReady data are continuing to be used thus sustaining lessons learned to monitor student progress and growth as well as to adjust core classroom instruction to meet individual student need. iReady data will also provide us with longitudinal data that have consistency and reliability as our state summative assessment is in flux and lacks comparability. The state assessment, part of the NCLB compliance, was selected as a major data point for the success of our i3 grant. However, this assessment has changed every year for the past three years with the adoption of the Colorado Academic standards. We started with CSAP, went to two years of TCAP (the “T” representing transitional), and have moved in the final year of our i3 grant to PARCC. While we appreciate the infusion of increased rigor into the annual state assessment, it has been difficult to fully evaluate the effectiveness of programming changes because the assessment has not had the same goals or even expectations, and therefore student data longitudinally has been difficult to compare. The consistency of iReady and

our English language development assessment, ACCESS, have proven to be more reliable and consistent and thus better indicators of performance progress.

- Our 2014-15 ACCESS data continued to be some of the highest language development data we have seen in St. Vrain. This has proven to be our most positive success as a result of the initiative. The development of academic language for ELs was a focus area of our development grant and we have learned a great deal. The data can be found at the end of this summary and are of great importance to the i3 schools. If the two Title I schools (Indian Peaks and Northridge) were added to the i3 schools, 70% of all EL data noted in the ACCESS data review (see below, pages 9-11) would belong to i3 schools. This is of importance to our sustainability plan and our future in terms of improving EL performance district-wide. It is also of note that 90% of our EL students are Hispanic and access free and reduced lunch, which are both areas of identified focus in our i3 initiative. Strong results in EL language performance on the state language assessment can be identified as a focus area for this grant and are foundational to improved performance and proficiency in reading and writing overall.
- St. Vrain would identify the change in the culture of our district as the single greatest accomplishment of our i3 grant. We went from a good district of individual schools to a great district of innovative schools that collectively values a personalized learning environment for our students that helps them become postsecondary ready as well as highly competitive in a global environment. Skyline High School was the first school in our district to experiment with a one-to-one technology initiative funded by this i3 grant. The lessons we learned there fueled the one to one secondary initiative we have fully implemented to date in St Vrain. We are a national leader in technology integration today and five years ago when we started i3 we were developing a plan for Skyline HS only. Today, all middle and high schools are one-to-one. We had one STEM school in 2010 when we started this i3 grant. Today, we have 26 deeply engaged STEM schools in the district with all schools implementing design thinking. We have a district-wide design challenge planned for this year with 16 teams participating! (See flyer in Appendix H, or navigate to <http://design-challenge.svvsd.org/>) Our district is a national leader in conversations about next generation learning and post-secondary readiness. We have identified graduation competencies and multiple pathways to graduation for our students providing our framework and plans for others to review and adopt. Five years ago when we started this journey, we had one pathway for a graduate in St. Vrain. We will be opening a [PTECH](#) (Pathways to Technology Early College High School) at Skyline High School in 2016 with students able to access college credit and earn an AAS degree in Computer Information Systems at no cost to the student. This early college opportunity came as a result of the deep partnership we developed with IBM, our i3 partner. Refer to Appendix D to view our application to the Colorado Department of Education to open a PTECH at Skyline.
- Our most difficult obstacle encountered during the project period was the adoption of common core standards (Colorado Academic Standards) and the resulting change in assessment (TCAP to PARCC) and the teaching and learning cycle. The level of rigor and expectation increased and with that came a need to change instructional best practice. Programming changed a great deal which meant that we could not measure student performance progress in the same way we had planned to measure it when we wrote our i3 plan. We did observe a positive change in the kinds of assessment tools available for our teachers and also discovered the value of using local assessment data rather than depending on state assessment for measuring student progress. While this was valuable information it made measurement more difficult and success a different set of outcomes. Our advice for future i3 grantees in how to prepare for this obstacle is to define success with multiple local measures as well as student reflection measures. Student success must be personalized in the same way student learning is personalized making reporting a different task than one might have predicted. We appreciate measures of post-secondary success a great deal more than we did five years ago and believe that qualitative measures have equal merit to quantitative outcomes.
- Our overall lesson learned from our i3 grant is that student learning is more than one test result and good leaders remind stakeholders of that fact. Of course, test results are important and are one measure but cannot be the only measure. We are highly committed to personalizing the learning environment for our students and with that commitment must come measures of student engagement and involvement. We have also come to appreciate the importance of student reflection and voice in learning and are now intentional in providing all of our students with opportunities to share in developing those components. Finally, we do not have all the educational answers to learning.

We also must engage all stakeholders in the journey. We need business, higher education, families, staff, and students to make this learning environment rich and responsive.

- Partnerships with the private sector provided our grant with a more robust and innovative experience. We have increased our partnerships district-wide from about 5 when we started this initiative to over 60 in 2015. We discovered the value of expertise in the field to help us improve the educational experience for our students. We also found that our partners supported us by providing us with a focus for curriculum and instruction through their vision and need for future employees and higher education participants. They helped us define which skills qualified college- and career-ready graduates need and we were able to respond, with their help, in building a more future-ready curriculum and experience for our students.
- The i3 allowed St. Vrain to accomplish a variety of opportunities for students that we would not have otherwise been able to accomplish. The resource provided us with the opportunity to provide summer programming that was both engaging and meaningful for all levels. Summer programming did not start out that way, but the learnings and resulting changes and updates to the summer programming made it one of intervention and acceleration that helped students grow in an environment that was both challenging and fun. It did not start that way, but is now a shining example of augmenting a valued school year for students giving them a summer to remember rather than reminding them that they need summer intervention. We also learned that the addition of technology should supplement and include quality instruction with teachers learning along with their students as to the merits of a technologically enhanced classroom environment. Students and teachers working together to bring technology into the classroom makes for a more robust and engaging environment. The bright, shiny objects are not the focus, rather the world they open for students is the focus, but you need to be able to access the objects to have this world open up. We would not have had the wisdom or courage to innovate without the i3 learnings and exposure to new ideas. The contacts and creative solutions that we were introduced to us through this i3 grant helped us navigate a changing educational environment and gave us foundational resource and motivation to explore divergent thinking and realize that one size will not fit all, but that if you pay attention all can be successful. Finally, we learned that becoming a great reader, writer, and mathematician requires more than a set of skills. We found that engagement for all students really requires finding out what is relevant and real for those students and that relevance is the foundation for content that is the Velcro for sticking skills to meaningful learning. Students need to use and apply what they learn to make their world better and to improve their own outcomes. Enthusiasm for learning is paramount and it is our job to provide experiences for our students that reinforces the usefulness of what we ask them to produce in a setting that is both fun and exciting.
- The lasting legacy of i3 for St. Vrain is that after these five years we are just getting started in the change process. We were able to explore options for students that would not have been part of our landscape without i3 and this exploration has provided a new spirit of creativity and innovation that is fueling a renewed commitment to success for every student. This development grant helped us create a new vision for our school district with a focus on a future with unlimited possibilities. The i3 grant started us in motion and gave us the confidence and foundation to expand possibilities for learning. Public education as we know it has not seen this kind of emphasis on learning skills that include the development of students who can do more than pass a test. We want graduates who, as defined by IBM, have employability skills to include the following:
  - Creativity and innovation
  - Flexibility and adaptability
  - Communication of complex ideas, orally and in writing
  - Ability to work within and lead multi-cultural teams
  - Critical thinking and problem solving skills
  - Awareness of core societal challenges impacting the way we do business in the 21st century
  - Highest global integrity standardsThese skills have become an important focus of our work and legacy as a school district and education leader of the future and the i3 experience has been a part of the foundation for our work.
- The steps for sustainability of your project have been part of our five-year plan redefined as a result of the i3. Our plan for sustaining the progress made during your grant after the funding period is over includes the continued

implementation of our Race to the Top District (RTTT-District) grant. That initiative was designed to continue the work that was started with the i3 and is the result of the learnings identified in our i3. We were intentional in expanding our work to reflect the findings of the i3. One of the major findings of the i3 is the importance of providing students with opportunities to apply what they learn in the classroom setting. Our STEM Academy at Skyline High School was more fully developed as a result of the i3, but the curriculum and coursework were reflective of a high school implementation rather than a PreK- 12 implementation plan. The RTTT-District grant was an effort to systemically provide students with intentionally work using the design thinking process as an integral part of STEM learning in the feeder. [Please refer to the STEM by Design model (Appendix B) and STEM Conversation Starter note catcher (Appendix C) for a few examples of our groundwork with STEM.] Since students were getting strong foundational work with STEM, we believed that we must provide an avenue for application of those foundational skills at the high school level to keep students engaged through real world work experiences. The RTTT grant provided for real work through the opening of an Innovation Center for high school students preparing them for successful STEM careers by partnering with industry to provide real world work experiences. Our mission there is to match highly-skilled students with business, research and development opportunities, fostering analytical and problem-solving skills, encouraging entrepreneurial ambitions, and creating mentorships with experts in the STEM fields. By providing paid positions leading to work experience and intellectual property, we drive a culture of creativity, risk-taking, collaboration and innovation. We have seen so much success with the Innovation Center that we have elected to make it a centerpiece initiative by expanding it to the whole district through a bond planned for 2016. The Innovation Center experience will supplement and continue the great work by accessing the views of our stakeholders. We have started a conversation with IDEO, an international leader in design, to make the experience one that will sustain the innovative work we have begun. Further, our Board of Education has developed a five year plan includes the continuation of the work we have started with i3 using general funds to focus on creative and innovative idea development. Our renewed commitment to our community partnerships is also a focus of the five year district plan with a more refined effort by our district foundation to elevate fundraising and partnership efforts with a new foundation leader whose experience is more aligned to corporate endeavors and post-secondary opportunities.

- Disseminating the results from our i3 project has been intentional and interesting. St. Vrain was selected by the Innovation Lab Network and CCSSO who launched a new site ([www.nextstateoflearning.com/states/colorado](http://www.nextstateoflearning.com/states/colorado)) that highlights St. Vrain's work to transform the future of teaching and learning. Through video and infographics, the project tells stories about those in our community and their efforts to transform their systems into learner-centered environments that promote deeper, personalized learning for all kids. Please see Appendices G and H for an overview of the Next State of Learning project. St. Vrain was also recently selected by the US Department of Education Technology Department for a video series called ***Characteristics of Future Ready Leadership: A Research Synthesis*** with a series of 50 short videos highlighting Future Ready leadership practices from across the country. St. Vrain is prominently featured in the videos sharing learnings regarding best practice in technology integration learned through our i3 and RTTT grants.

#### Site Specific Highlights by site and level:

##### Skyline High School

- Implemented STEM Summer Academy program for 9<sup>th</sup> and 10<sup>th</sup> grade STEM students. Program offerings included technology support through attendance introduction to the engineering design process with the implementation of Physics in Engineering design and building of tenochets, missiles, and coding with the development of advanced robotics as well as access to experts in the field with an Engineers roundtable hosted by our i3 partner IBM, Boulder. Through vertical alignment work in the i3 schools it was determined last year that the *Wired* class would be moved to the i3 middle schools providing the opportunity for more rigorous course offerings for students in 2014. That class started in Grade 8 and was moved to Grade 6 because of the increased student access to technology with the implementation of a one-to-one initiative in all SVVSD middle schools.
- STEM and math support with a STEM Instructional Coach in place to support staff in improving targeted instruction – Coordinates projects, coaches STEM and math staff, serves on i3 Leadership Team, planned and supervised STEM Summer Academy, developed and defined technology support and technology integration for STEM students,

supervised the Galileo and iReady assessment schedules and data driven dialogue professional development for math and STEM teachers. Worked effectively with a new STEM instructional coach who is also one of our strongest STEM teachers. Represented STEM at the high school level at all feeder STEM coordinator meetings working on improved alignment. Revamping STEM curriculum at the high school because of the STEM experiences occurring at the middle and elementary levels in the feeder as a result of RTTT. Deeper and more rigorous content at the high school level with the i3 STEM coordinator leading those conversations and planning.

- Continued STEM Academy Intervention Coordinator: Worked directly with at risk students to assure students success in the STEM program. Focused on ELL and Hispanic students to directly impact graduation rates. Regularly met with over 400 STEM students providing mentorship with regularly scheduled advisor hours and check-ins. Started the newly defined Skyline Academic Center which is a tutoring center for any student needing support in core classes. Academic Center is open daily before school, at both lunches, and after school three days per week. The center is manned by teachers and honors students along with counselors and core teachers working together to match at risk students with the opportunity to access the center.
- 425 Laptops purchased in five years for STEM Academy students with 146 students registered in the new STEM class bringing the total of STEM students at Skyline to 511 STEM Academy students in five years exceeding our goal of 400 by year five of the grant plan. Skyline has seen a significant increase in its population overall making it the largest high school in St. Vrain. The school was in a declining enrollment with total enrollment in 2011 at 1234 and total enrollment this current school year of 1380. Students received laptops and multiple iPad carts were purchased with the one-on-one technology initiative in place. Professional development for staff was implemented by the Digital Learning Collaborative team to support effective use of technology in a one-on-one setting.

#### **Timberline PK-8 (Gr. 6-8) and Trail Ridge Middle Schools**

- Continued professional development for math teachers at each site in the workshop model in math used to support implementation of the Math intervention program. The district has adopted a new math program that is intervention focused for middle school students called *Digits*. It is standards based and aligns well with the more rigorous expectations of common core. STEM integration in both schools is a part of the core instruction with design thinking a centerpiece of the instructional best practice.
- Additional time for 32 Math team members in the past five years at each site to plan Rtl math summer intervention.
- Implemented a five week augmented school year using the math intervention for at risk Timberline students and at-risk Trail Ridge students. Increase was the result of improved identification and encouragement regarding attendance as well as the addition of higher engagement STEM programming for each intervention student to include an improved focus on intervention and acceleration for all math students.
- Trail Ridge Middle School was recently recognized as an Apple Distinguished School for innovating with Apple products. The designation is for two years with five schools recognized in Colorado, about 200 in the nation and about 300 total worldwide.

#### **Columbine, Rocky Mountain, and Timberline PreK-8 (Gr. PK – 5) Elementary Schools**

**Timberline PreK – 8** - The consolidation of three of our i3 schools into one school occurred at the end of year three of our initiative with progress seen this past year in the new configuration of schools. That new school is Timberline K-8. The three buildings were Loma Linda PK-5, Spangler PK-5, and Heritage 6-8. Spangler Elementary was closed and all of the students from Spangler were transferred to the new Timberline K-8, which was remodeled and upgraded, becoming a STEM focus school. The new school enrolls 990 students, is a bilingual school, and has a principal and associate principal on staff with an assistant principal and dean making up the administrative team. This consolidation proved to be challenging as the school needed to develop a new identity and culture with combined students and staff from 3 schools. The K-8 model was also new to St. Vrain and required additional support in terms of culture and overall alignment. Year five was spent working on that culture and climate and was challenging in terms of the changed identity. Timberline did substantial work to better define common language and expectation using *Teach Like a Champion* as the foundation for best practice and saw a substantial improvement in culture and climate with staff surveys illustrating a more positive feeling about the consolidated school setting. Enrollment stabilized and families became more involved and supportive of the new school. Leadership

implemented a program using iPads called Scholar Dollars. All Scholar Dollars are maintained school-wide using the Class Dojo application. To ensure that the school's values are respected at all times, the student management system at Timberline is designed to promote the success of every student. The school believes that students should be empowered to understand that their choices in life determine if they are rewarded or punished. Students who choose to uphold the school's values are rewarded, but students who choose to not uphold them are held accountable and must "pay" the consequences. This philosophy is reflected in the school's management system, in which students receive "Scholar Dollars" for displaying the school's core values, but lose money for not upholding them.

**Columbine Elementary** – Columbine Elementary has similarly undergone much change since the beginning of the i3 initiative. There has been a notable increase in the levels of teacher and student engagement due to the focus on literacy supports and progress monitoring. Each year, the teachers and coordinators planned thoughtful literacy lessons during the summer augmented school year, which transferred to the classroom during the regular school year as well. Columbine continues to top the list of district schools for number of minutes read during the summer through the MyOn reading challenge. Throughout the school year, students access iReady, MyOn, Lexia, and other intervention / acceleration programs both individually and with teacher support through small reading groups. Educators at Columbine collaborate weekly with each other and with administration and support staff on data and progress monitoring, with a focus on reading, math, writing, and STEM - a rotating focus for each week of the month. This data-driven discussion focuses on possible remediation and next steps for classroom teachers to help their students advance academically.

**Rocky Mountain Elementary** – Rocky Mountain elementary is another of St Vrain's Title 1 and bilingual schools, with 70% of its student population as English Language Learners and 83% accessing free and reduced lunch. Rocky Mountain showed better than average growth on reading in grade levels 3, 4, and 5 throughout the course of the i3 grant, moving each grade a median of 8 points with respect to the percentage of students scoring proficient or advanced on the reading portion of the test from baseline year to 2014, with similar increases in writing achievement for grades 4 and 5. Rocky has become a beacon for people across the state wanting to see a demonstration of how to incorporate engaging literacy instruction into core content. Rocky Mountain teachers have developed a wealth of instructional resources and continue to collaborate with each other and with their STEM Coordinator to integrate areas of instruction to create meaningful opportunities for students. Computer science integration has also become a focus at Rocky Mountain Elementary, where teachers are increasingly integrating computational thinking, coding, and robotics into their everyday instruction. Recently, Rocky Mountain was one of the schools highlighted in the Next State of Learning initiative, described at [www.nextstateoflearning.com/states/colorado](http://www.nextstateoflearning.com/states/colorado).

### **Elementary Schools overall**

- Principals at the 3 participating Title I schools meet monthly with Title I staff and classroom teachers to review reading student performance data to determine which students would participate in the summer augmented school year and to monitor the progress of reading intervention. The implementation of a new reading assessment in Grades 1-5 (iReady) has been a support in helping teachers with data conversations and intervention planning. The new assessment has a strong diagnostic component with clearly defined ideas around personalized intervention for each student.
- Two Family Liaisons worked with families and staff in helping families with understanding regarding data, summer programming, intervention and student need.
- Family Liaisons refined their parent contacts with families of students who would benefit from the augmented school year and principals met with families regarding questions. Quarterly Title I student data/progress monitoring meetings beginning in October provided the avenue for timely conversation regarding students in need of intervention early in the school year. The i3 Project Director was the lead for these meetings thus providing higher levels of focus and accountability for improved Title I and i3 targeted student performance. The liaisons began work with the development of a model for training a core parent leadership team with intentional parent education for Hispanic families new to the components of education in the United States.

- Lists of K-4<sup>th</sup> grade targeted students for each site eligible for the summer intervention were generated in October and family liaisons worked with families to prepare for attendance with dates identified early to support summer planning with families.
- Transportation and free breakfast and lunch for all summer programming students were arranged.
- Hired twelve teachers for each site to teach in the summer intervention program. The job description included a depth of knowledge regarding reading intervention and English language development as required for each teacher. Developed class lists of approximately 12- 14 students per teacher.
- Involved teachers and coordinators in the development of augmented school year lessons and materials, utilizing 'Engineering is Elementary' and 'Seeds of Science, Roots of Reading' curriculum to ground literacy instruction in engaging and rigorous core concepts. Please see Appendices D and D.1 for a few examples of that summer planning.
- Hired five paraprofessionals for each site to support individual student need. One paraprofessional was required to have background as a health clerk for each site.
- Collated data for every student who would be part of the summer augmented school year program using DRA2 / iReady as baseline data to include a focus on fluency and short constructed response data.
- Trained all summer intervention teachers for one full day on the use of DRA2/iReady data to inform instructional practice. Had teachers define an individual instructional plan for each student who would be part of the intervention program. Teachers continued use of the new intervention called Leveled Literacy Intervention. All core teachers in the district were trained to use Leveled Literacy Intervention for at risk students in core classrooms. Teachers were also trained on Design Thinking and used Engineering is Elementary kits and Seeds of Science content focused programming as a means of improving student interest and engagement this summer. Numbers of participating students increased at all of our elementary schools. Parent feedback was overwhelming in identifying increased attendance and interest because of STEM programming aligned with literacy support. Content and academic language was focused on science exploration, which proved to be more engaging than literacy alone.
- All teachers in the summer augmented school year participated weekly in 2 hours of professional development / collaboration that included data driven discussions and weekly review of running record for each student to support the design of a weekly intervention plan. Academic language and vocabulary development were content focus areas for the year four summer program. The integration of STEM and science content supported a richer learning environment for students with improved engagement through engaging content. Students participated in hands on STEM projects with literacy instruction each day. STEM coordinators at each site defined specific common core content science areas with design challenges for each grade level and literacy teachers aligned the literacy intervention, vocabulary development and nonfiction reading with those content focus areas. Students were able to connect more effectively with the content and reading became more relevant and realistic for students and teachers.
- The addition of STEM and math skills as part of independent work periods provided increased engagement and thus improved attendance in year four. In **year two**, 61% of students attending summer programming missed less than 4 attendance days. In **year three**, 72% of students attending summer programming missed less than 4 days, and in **year four**, 76% of students attending summer programming missed less than 4 days. In **year five**, 78% of students attending summer programming missed less than 4 days.



**Data Review of Note to Reaching Goals of i3 – Improved Language Development for English Learners.  
Summary and Review of 2015 ACCESS Results (Colorado State Language Assessment for ELs)**

**Summary of 2015 ACCESS for ELs Results**

St. Vrain maintained high achievement results on the ACCESS for ELs assessment in 2015 and performed better than the state average in most categories.

The percentage of St. Vrain students achieving the CO-ACCESS Proficiency benchmark was above the state average in four of the five grade level clusters. The kindergarten, 3-5 grade level, and the 9-12 grade level clusters performed higher than the state average. Language learnings from i3 schools which make up the majority of ELs in the district were used to improve language development overall for the district.

2015	Kinder	1-2 grades	3-5 grades	6-8 grades	9-12 grades
State	2%	6%	37%	8%	35%
<b>St. Vrain</b>	<b>5%</b>	<b>9%</b>	<b>48%</b>	<b>6%</b>	<b>40%</b>

2015	Kinder	1-2 grades	3-5 grades	6-8 grades	9-12 grades
State	2%	6%	37%	8%	35%
<b>St. Vrain</b>	<b>5%</b>	<b>9%</b>	<b>48%</b>	<b>6%</b>	<b>40%</b>
Cherry Creek	5%	14%	51%	9%	41%
Boulder	2%	5%	26%	7%	28%
Denver	2%	8%	44%	9%	39%

- The kindergarten grade level cluster has improved annually, while the 1-2 grade level cluster maintained between 2014 and 2015. There was a slight drop in the proficiency percentages for 3-5, 6-8, and 9-12 grade level clusters. As a result of the high number of proficient students in 2014, many students were redesignated to FEP, exited from ELL programing, and did not take ACCESS in 2015. We feel that this contributed to the slight drop in proficiency at these grade level clusters.

	Kinder	1-2 grades	3-5 grades	6-8 grades	9-12 grades
2013	2%	5%	28%	7%	20%
2014	4%	9%	51%	7%	43%

2015	5%	9%	48%	6%	40%
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- District overall and domain specific proficiency data (proficiency = 5.0-6.0)

	Listening	Speaking	Reading	Writing	Overall
2013	58%	47%	45%	11%	22%
2014	69%	46%	49%	15%	35%
2015	69%	43%	49%	14%	33%

- State and district grade level cluster proficiency data (proficiency = 5.0-6.0)

	Kinder	1-2 grades	3-5 grades	6-8 grades	9-12 grades
State	4%	10%	46%	24%	42%
St. Vrain	6%	15%	57%	23%	47%

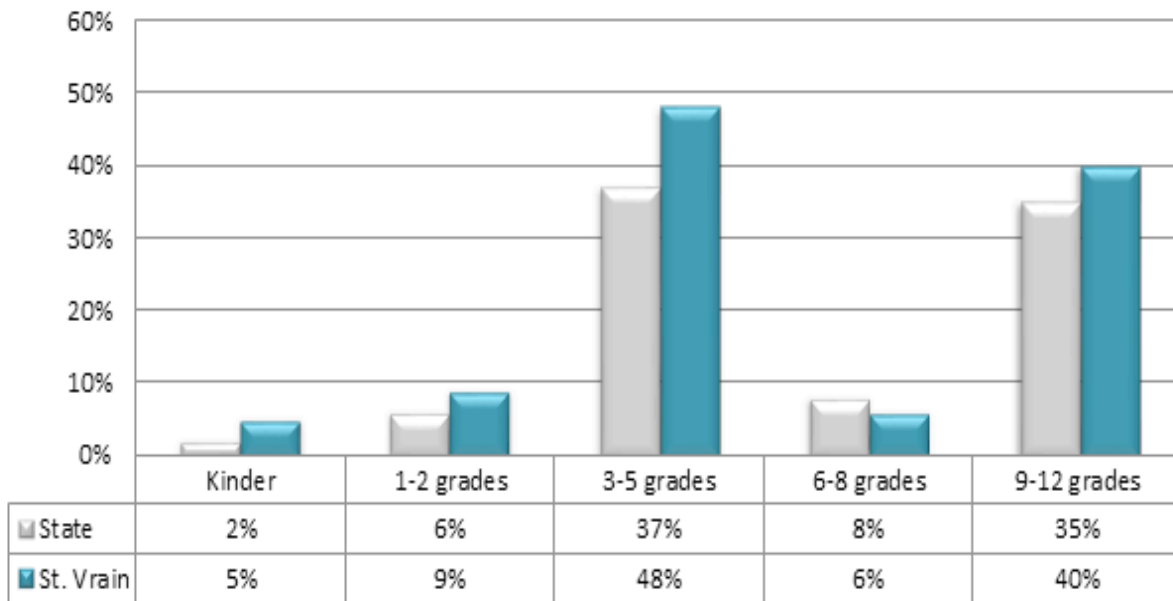
- District grade level cluster proficiency data (proficiency = 5.0-6.0)

	Kinder	1-2 grades	3-5 grades	6-8 grades	9-12 grades
2013	3%	10%	38%	18%	25%
2014	7%	15%	60%	24%	49%
2015	6%	15%	57%	23%	47%

- District grade level proficiency data (proficiency = 5.0-6.0)

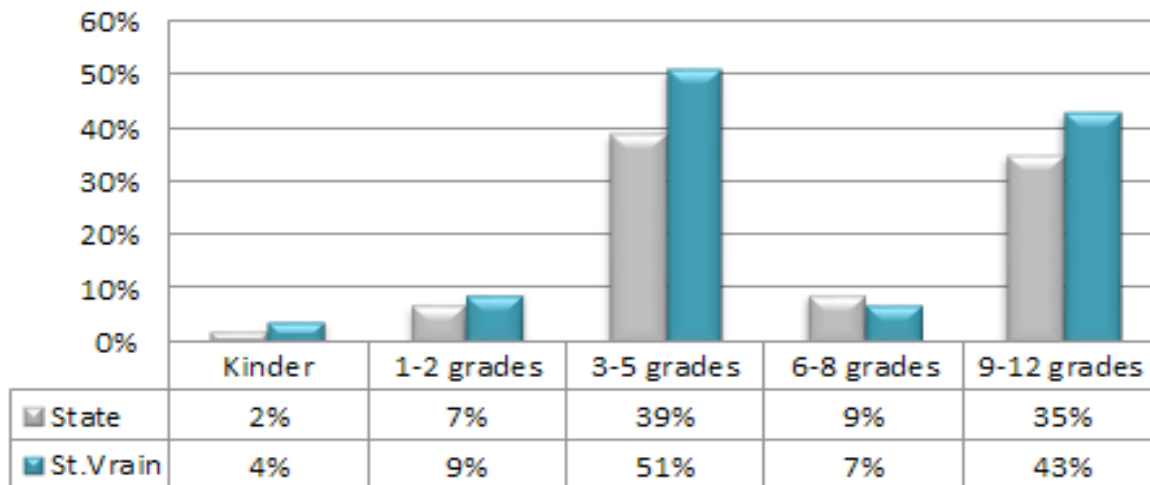
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
2013	3%	7%	13%	34%	39%	40%	21%	18%	12%	34%	25%	18%	23%
2014	7%	4%	23%	62%	61%	58%	32%	23%	16%	68%	44%	43%	35%
2015	6%	11%	20%	63%	54%	50%	20%	27%	21%	57%	51%	37%	27%

## 2015 CO-ACCESS Proficiency\* Percent by Grade Level Cluster



\*Colorado determined proficiency level necessary for redesignation, [http://www.cde.state.co.us/cde\\_english/redesignation-guidance-spring-2015](http://www.cde.state.co.us/cde_english/redesignation-guidance-spring-2015).

## 2014 CO ACCESS Proficiency\* Percent by Grade Level Cluster



### Updates to Evaluation Plan:

See attached EPI Project Evaluation Student Outcomes Report