

SD LEAP State Feedback Form – January 2014

School Name:
Andes Central Junior High

Type:
Focus

Year:
2

Documents Submitted

The school has submitted the following:

- Turnaround Plan completed and submitted
- Goals and Objectives Report completed and submitted

Documents Submitted Comments: (if needed; otherwise, just put N/A)
NA

Section 1: SD LEAP Summary and Snapshot Review

State teams will input information from the "SD LEAP Summary Overview and Snapshot Review" worksheet and add comments if needed. If no comments, please just add "N/A".

Summary Report

22	Total number of Meeting Minutes entered to date
3	Number of Meeting Minutes entered in last 3 months
49	Total number of Indicators assessed to date
16	Total number of Indicators planned to date
16	Total number of Indicators planned to date with tasks
7	Number of Turnaround Principles with planned Indicators with tasks

(Review Timeline for required amount of indicators assessed and planned. If missing any, please comment below.)

Summary Report comments (if needed; otherwise, just put N/A)
Excellent work, you are on the right track.
Good job addressing all 7 Turnaround Principles.

Snapshot

State teams will review the Snapshot. Comment on any information that stands out, such as:

- date of last meeting is more than a month ago;
- number of tasks past due seems excessive; or
- last task added or indicator assessed is older than a month or two

Snapshot Review comments (if needed; otherwise, just put N/A)
Great job monitoring 9 of 16 plans.

Section 2: Turnaround Plan Review

State teams will evaluate 2 Assessed, 2 Planned, and 2 Monitored Indicators (if applicable)

Rubric for SD LEAP Turnaround Plan Review

	Exceeds expectations	Meets expectations	Does not meet expectations
Assess	Assessed indicators include clear evidence of current level of implementation	Assessed indicators include some evidence of current level of implementation	Assessed indicators include little or no evidence of current level of implementation
	Fully implemented indicators include clear evidence that the practice is established and sustainable over time	Fully implemented indicators include some evidence that the practice is established and sustainable over time	Fully implemented indicators include little or no evidence that the practice is established and sustainable over time

Plan	Tasks have a concise focus and are clearly realistic for achieving full implementation by target dates based on available resources	Tasks have a focus and are somewhat realistic for achieving full implementation by target dates based on available resources	Tasks are not evident; or Tasks are not focused and/or are unrealistic for achieving full implementation by target dates based on available resources
	Strategies are clear, research-based and align with the identified needs of the school	Strategies are somewhat clear, mostly research-based, and align with the identified needs of the school	Strategies are not evident and/or not focused; lack of evidence of research-base and/or alignment with the identified needs of the school
Monitor	Descriptions provide clear details of the team's experience achieving the objective, evidence of how it is implemented, and how it will be sustained	Descriptions provide some details of the team's experience achieving the objective, evidence of how it is implemented, and how it will be sustained	Descriptions provide little or no details of the team's experience achieving the objective, evidence of how it is implemented, and how it will be sustained

Turnaround Principle

Turnaround Principle 7 Indicators:

Indicator

CM2.1

Reviewed

Assessed Indicator

Rubric Rating

Exceeds expectations

Additional Comments:

Great revision of this assessed indicator. It is clear what the teachers understand about the curriculum of the home. Very specific information about how teachers currently interact with parents.

Turnaround Principle

Turnaround Principle 1 Indicators:

Indicator

IE06

Reviewed

Assessed Indicator

Rubric Rating

Meets expectations

Additional Comments:

Current level is described. One question is, what is the follow-up after the informal observations, if any?

Turnaround Principle

Turnaround Principle 2 Indicators:

Indicator

MTSS1.05

Reviewed

Planned Indicator

Rubric Rating

Exceeds expectations

Additional Comments:

Very clear description of what it will look like when fully implemented. Specific and manageable tasks and tasks are completed within target range. Nice work!

Turnaround Principle

Turnaround Principle 5 Indicators:

Indicator

IID02

Reviewed

Planned Indicator

Rubric Rating

Does not meet expectations

Additional Comments:

A suggestion would be to expand on the details of the progress monitoring occurring in the school. When will you progress monitor reading, writing, and math? What is the follow-up after monitoring? How do you determine progress towards the standards-based objectives?

Turnaround Principle

Turnaround Principle 4 Indicators:

Indicator

IIB01

Reviewed

Monitored Indicator

Rubric Rating

Meets expectations

Additional Comments:

It seems like pre and post tests have become an important part of the school's routine. For future reference, a suggestion would be to provide more detail for each description. For example, in the experience, provide a description referring to the whole team/school rather than just one person (Mr. Brinkman).

Turnaround Principle

Turnaround Principle 1 Indicators:

Indicator

ID11

Reviewed

Monitored Indicator

Rubric Rating

Exceeds expectations

Additional Comments:

The experience description is exactly what we are hoping will happen in schools- the team discovered the need to align the curriculum vertically across grade levels and completed a plan to put this in place. Great job!

Section 3: Goals and Objectives

State teams will review the Goals and Objectives form and provide a narrative response that includes questions and comments on progress shown to date.

State teams will use the following guiding questions:

- Are all Goals and Objectives measurable?
- How many Objectives showed progress? Stayed the same? Decreased?
- Are the appropriate grades being tested?
- Are there connections between the Turnaround Plan and progress made?

Goals and Objectives Narrative Feedback

Reading Goal (Same for both grades 7 and 8)- The relationship between the goal (20% gain on RCBM and the 70% attaining benchmark) and the results (38% were at 60 percentile) is unclear. What does the 60 percentile refer to? From our observations it seems that the scores decreased by 9%. By May, we need to show evidence that gains were made, and we are unclear as to how the results provided will show that.

Math Goal (Same for both grade 7 and 8)- It appears that you are on track to meet your goal. A few questions: Is the 60 percentile the benchmark for MCAP that 80% of the 8th graders will meet? Is MCOMP the measure for the other 10%?

Section 4: Overall Progress Review:

Review the Turnaround Plan, paying particular attention to the how the document as a whole works together to tell the story of what this school is doing to improve the outcomes for its students. Review teams will create a narrative on the overall progress of the school.

As part of the big picture, state teams will pay particular attention to progress being made toward addressing all 7 Turnaround Principles using the worksheet (blue sheet) provided.

The school is on the right track. There is a strong focus on leadership which is evident through the work of their instructional teams and the use of pre and post tests throughout grade levels. There is evidence that collaborating as a team is effective and a positive experience for all staff and results on the goals and objectives form indicate progress is being made.

While not required to as a focus school, this team is addressing and implementing all seven turnaround principles which demonstrates the commitment to continuous improvement.