



**Achievement First
Joint Connecticut Board Meeting
January 27, 2016**





Arese, AF Amistad High School, Class of 2016

< Messages (1)

Arese

TUE, DEC 16, 3:03 PM

I got into Yale

Ahhhhhh!!!!!!!



“What's so different about your students is that they have the deep belief that they have what it takes to climb the mountain.”

- Dan Porterfield,
President, Franklin and
Marshall College



Agenda

+ **State of the Schools**

Key Performance Indicators

Rapid Feedback

+ **Greenfield**

What has gone well

Lessons Learned

Expansion recommendation

+ **Per Pupil Funding Challenge**

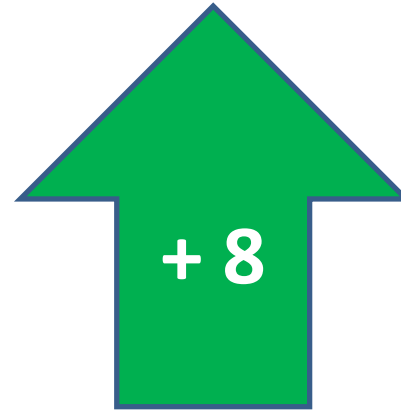




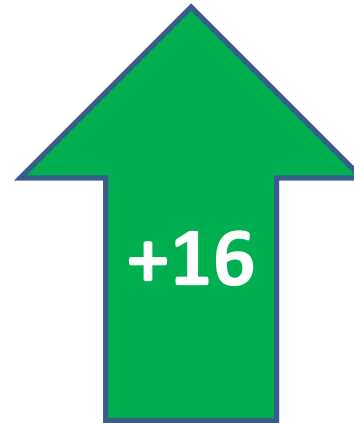
What's happening in our schools?

Elementary IA Results – IA #2 (Dec)

Elementary ELA

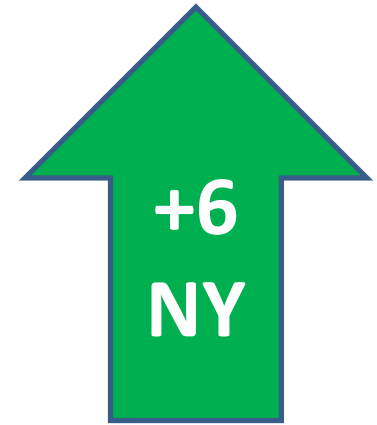
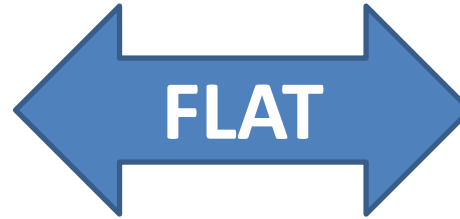


Elementary Math

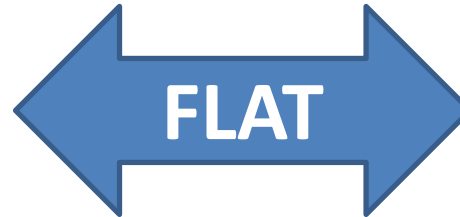


Middle School IA Results– IA #2 (Dec)

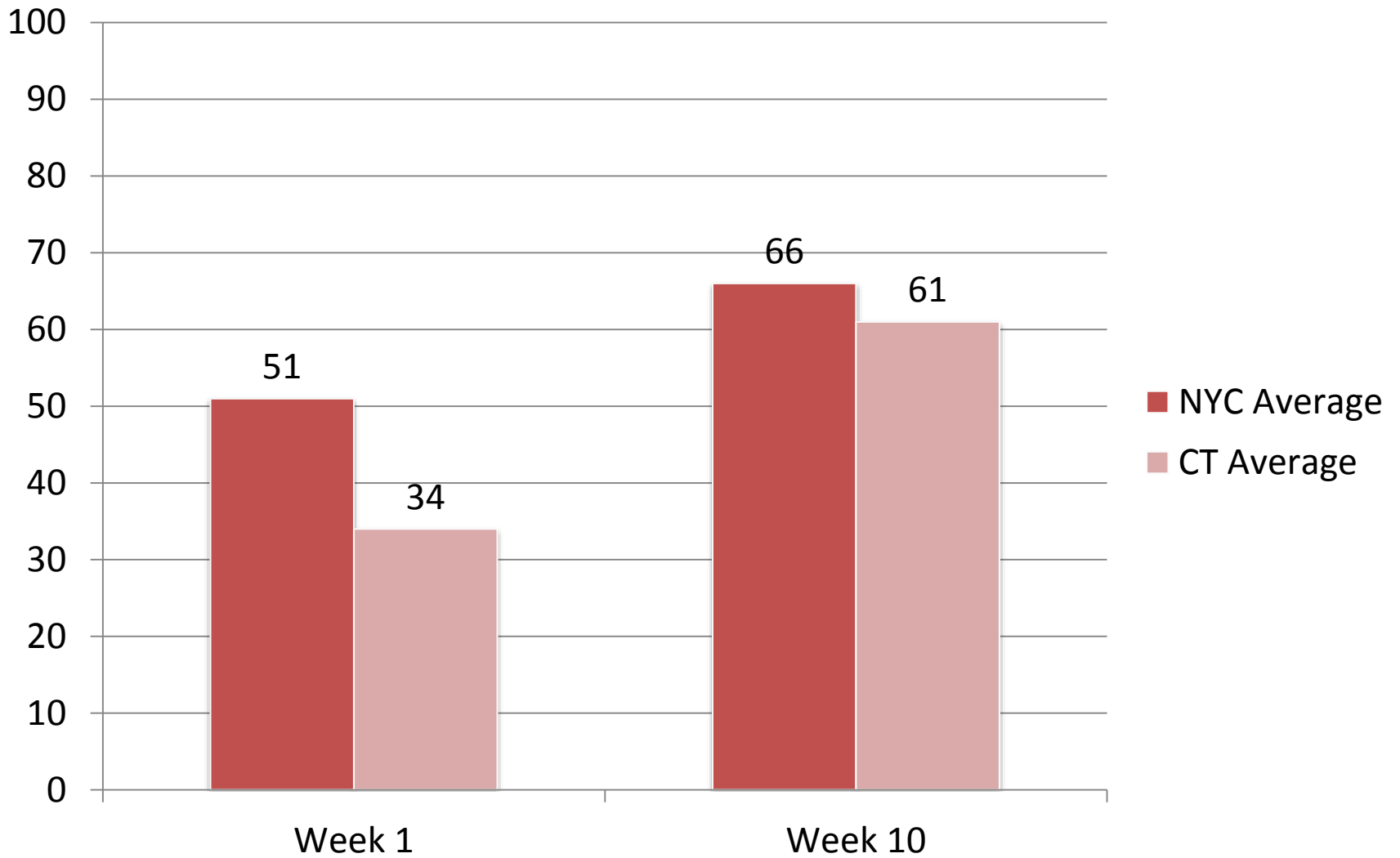
Middle Math
(grades 3 & 4)



Middle ELA



Change in Weekly Quiz Overall Average by State



Shifts in Instruction & Core Curriculum

- **Math**

- Elementary School

- Increased focus on executing daily story problems well
- Increased attention to computer-based program usage – and, as a result, students are passing more lessons faster.

- Middle School

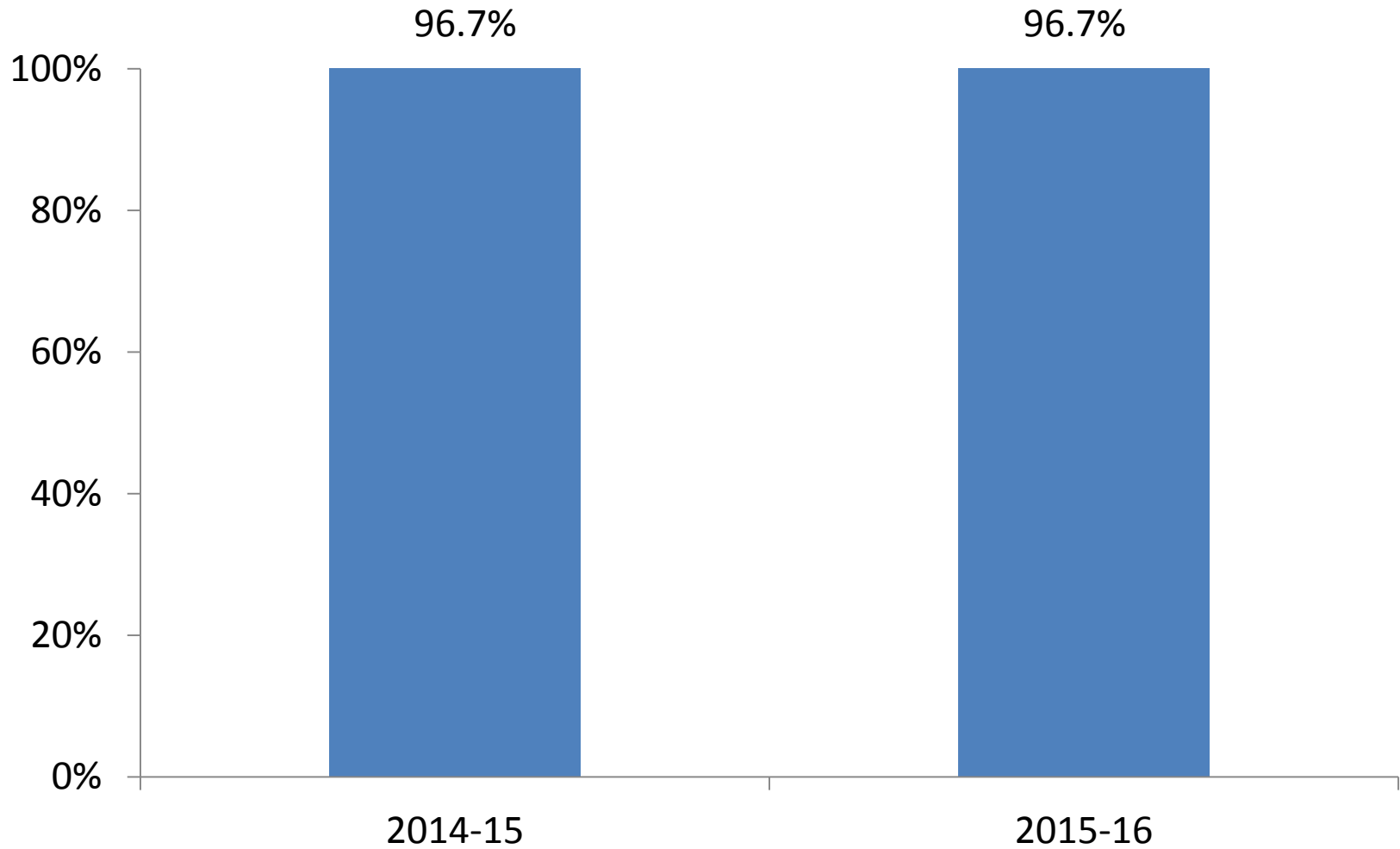
- Increased focus on cumulative review to ensure students have mastered and retained past skills
- Pushing student thinking through “Think About It” and academic discourse about math

Shifts in Instruction & Core Curriculum

- **ELA**

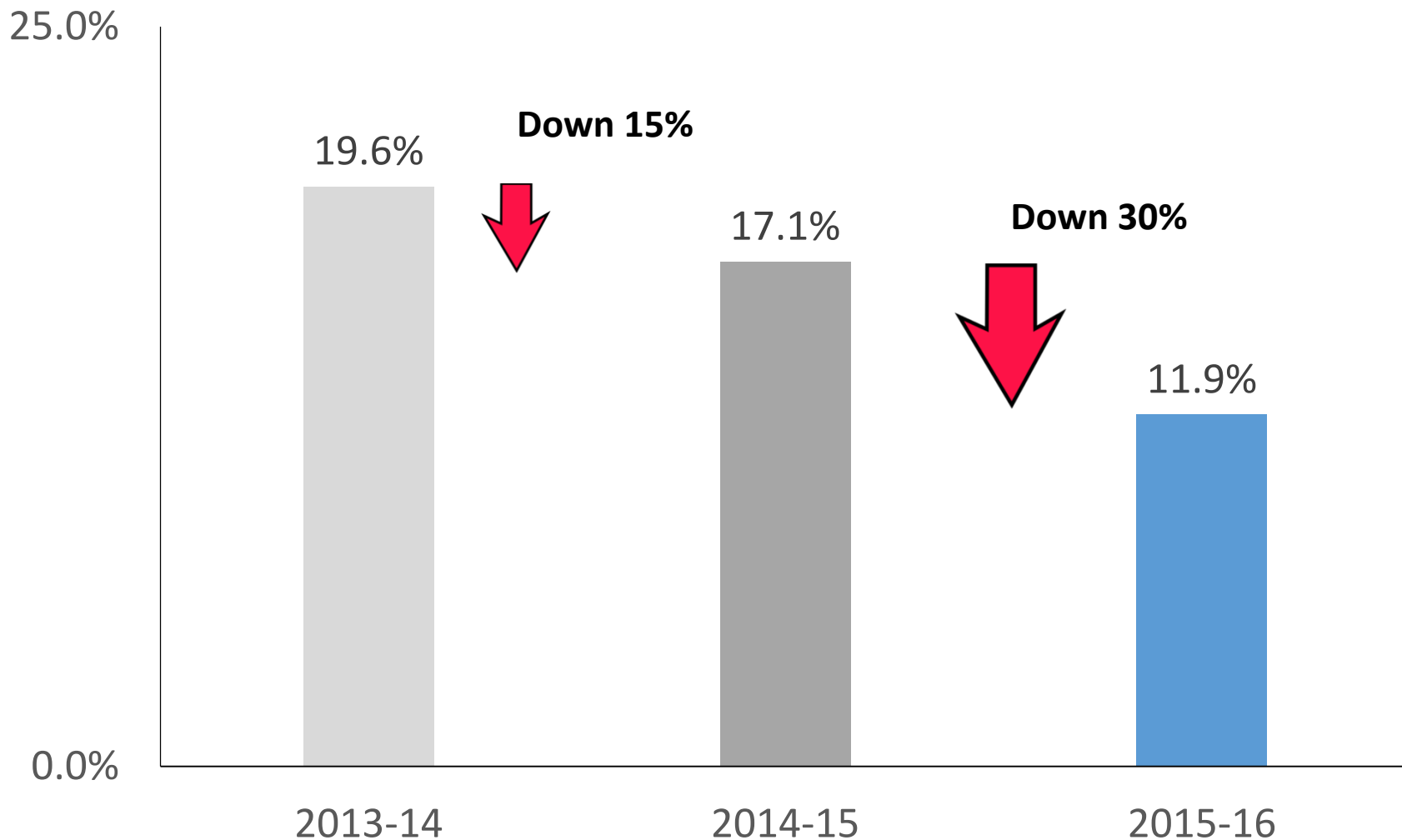
- Overall increase in close reading. Arin Lavinia (former Success CAO) engaging deeply with our elementary schools (esp Elm City) to help strengthen this
- Increased focus on “Looking at Student Work” (LASW) – in most cases, weekly LASW in grades 3-8 where one action step is identified per grade each week
- New units in 5th grade to increase the rigor.

CT Student Attendance (as of 1/8)

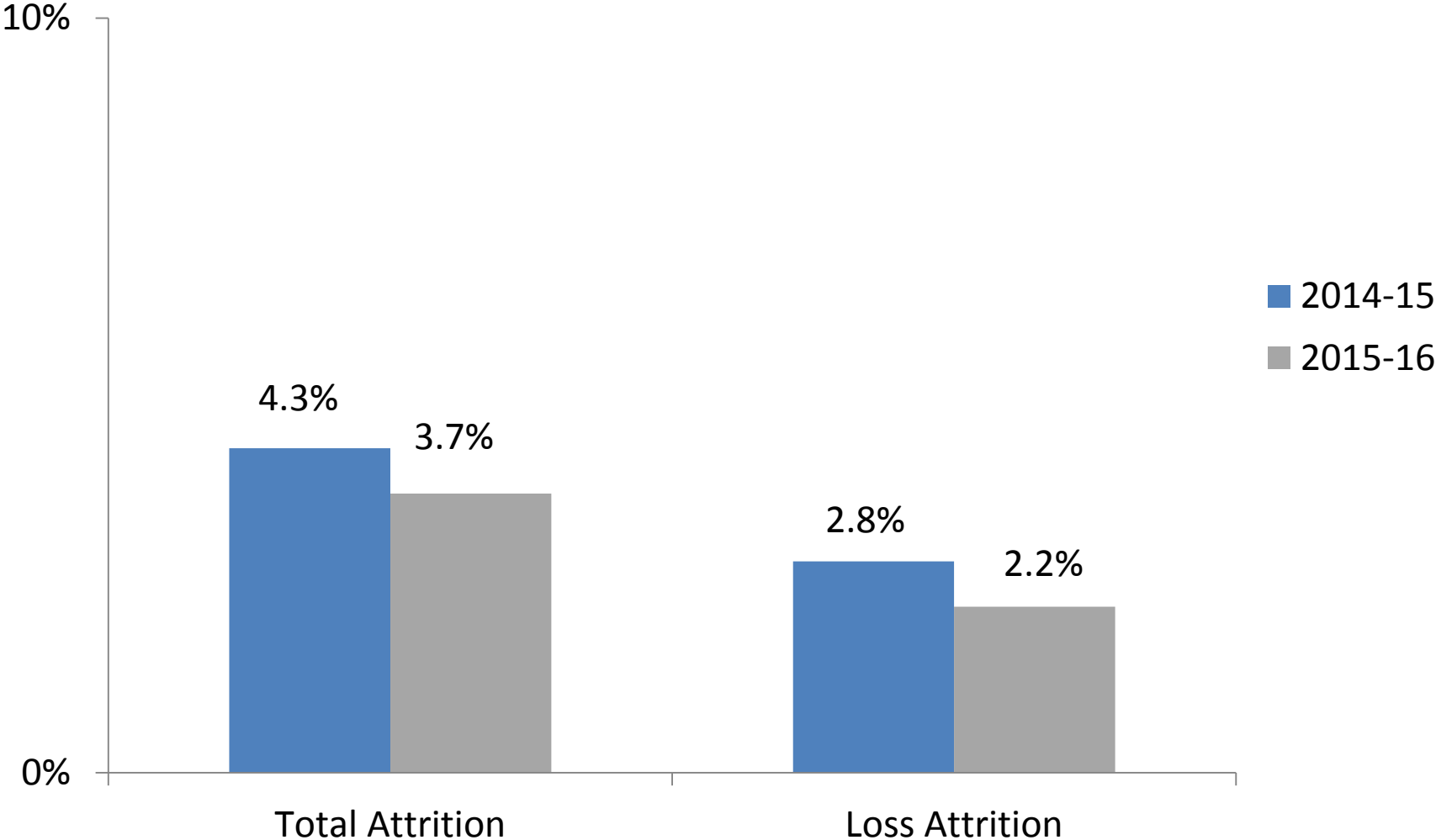


CT Student Suspension Rates (as of 1/8)

% Scholars with 1+ OSS/ISS



Student Attrition (as of 1/17/16)



Questions & Discussion

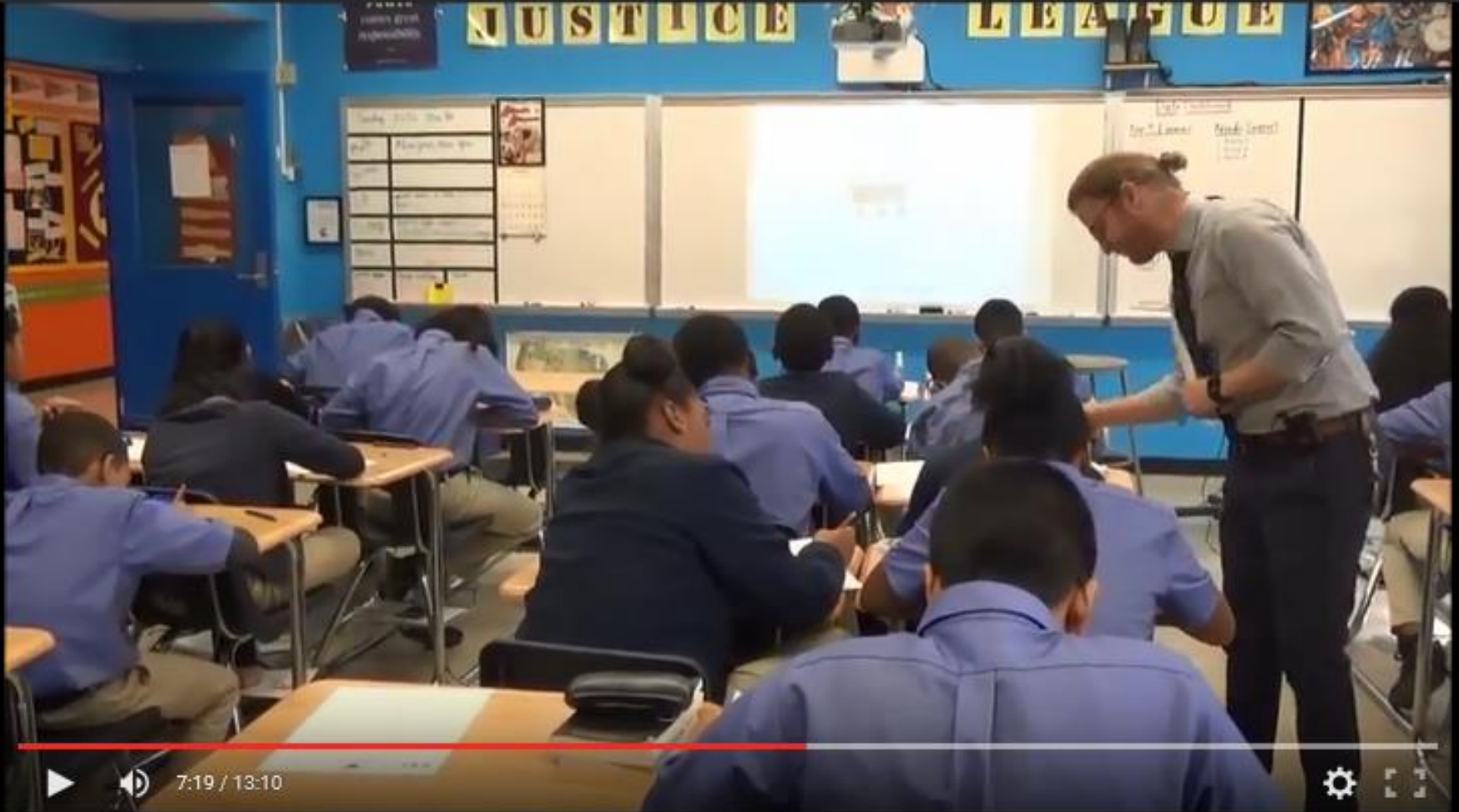


Other Academic Updates

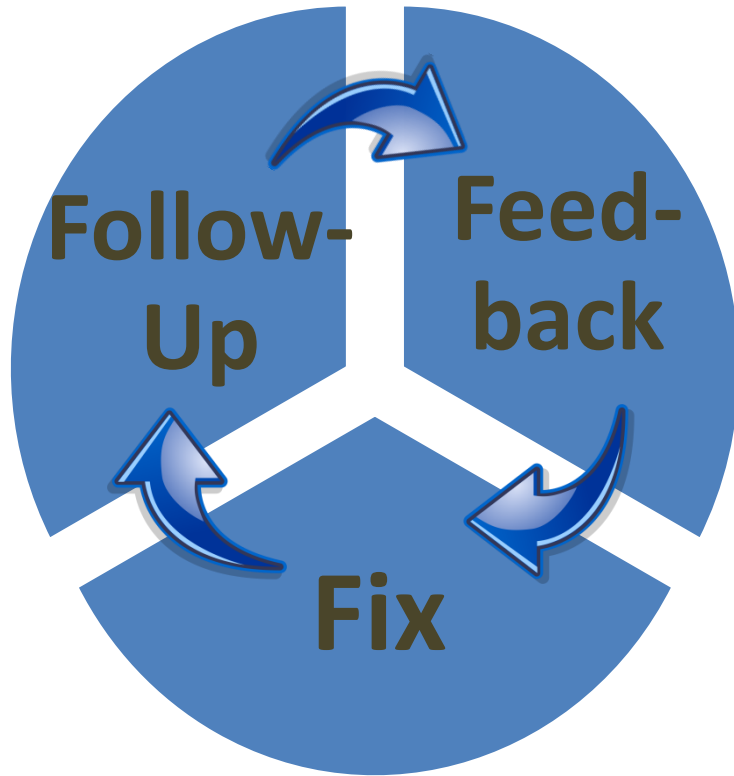


- Arc of the Year is going well with significant principal buy-in. Rigor Foundation was important addition.
- Close reading pilot is going well and is expanding to most elementary schools in January
- CT Plan to Win is broadly working – all of our CT schools are having a stronger year

See It In Action



Phase 3: Rapid Feedback



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IMPACT

Rapid Feedback: Vision of Excellence:

4 - Strong	3 - Solid	2 - Emerging	1 - Ineffective
Meets almost all criteria; almost the entire lesson fosters the type of thinking required by the most rigorous tasks on the state/AP exam	Meets most criteria; Much of the lesson clearly requires that scholars engage in the type of thinking and required for the state/AP exam	Meets some criteria; Pushes scholars beyond basic restate/recall but fails to match the rigor of the state/AP exam	Meets few criteria; Demands mostly identify/restate and "right there" thinking

+ Rapid Feedback Key Levers

Facet	Criteria
1. Clear Criteria For Success	<p><u>Planning</u></p> <ul style="list-style-type: none"> Specific Daily CFS: specific criteria for the work being done right now, focused on what you will circulate to check For co-taught classes, the division of feedback responsibilities is planned in advance. Initially, the largest chunk of IW is planned in this way. Eventually this includes all written work For IW cycles longer than 4 minutes, pre-identify criteria for two rounds of circulation. <p><u>Delivery</u></p> <ul style="list-style-type: none"> MVP: Explicitly states the overall quality of work students must produce, MVP: Includes the daily CFS and what specifically will be checked. MVP: Explicitly provides clear pacing expectations, including what to produce within the first 30-120 seconds. Efficient and Clear: Almost always includes a visual anchor students can refer to, and uses student friendly language Tone conveys urgency and belief that students will do high quality work.
2. 100%	<ul style="list-style-type: none"> Narration: Uses whole class behavior and academic narration periodically Break the Plane: Breaks the plane only after narrating and visually confirming that all students are on-task Body Position: Keeps body open to the rest of the class when possible Scanning and Be Soon Looking: Scans the entire room regularly, using body language, narration, praise, and correction to make this visible to students Accountability: Students are held accountable for visible compliance AND actual work produced through our normed use of scholar dollars
3. Urgent, Actionable, X-Factor Feedback	<ul style="list-style-type: none"> Tone is motivating, reinforces relationships, and manifests in increased scholar effort. Moves quickly and efficiently around the classroom and more than 70% of students receive feedback. Aligns feedback to the MVP and CFS. Provides SUGAR feedback – small, urgent, generalized, actionable, and teacher returns and reflects to follow-up Pen in Hand: Teacher gives quick written feedback to students while circulating to motivate and record where he/she has been
4. Hunt Don't Fish	<ul style="list-style-type: none"> Students produce work in a standardized format so teacher can easily give feedback while circulating Uses a tracker to collect data by scholar Strategically identifies individual scholars to call on or show call Uses batch feedback when common errors are noticed Strategically cycles back to individual scholars based on pace or quality of work.
5. Effectiveness of Feedback	<ul style="list-style-type: none"> Scholars are revising work and growth is visible - the feedback provided to students results in their work meeting the pre-determined CFS or individualized scholar goal

Facet #3: Urgent, Actionable, X-Factor Feedback

- Tone is motivating, reinforces relationships, and manifests in increased scholar effort
- Moves quickly and efficiently around the classroom and more than 70% of students receive feedback
- Aligns feedback to the “Criteria for Success”
- Provides SUGAR feedback – small, urgent, generalized, actionable, and teacher returns and reflects to follow-up
- Pen in Hand: Teacher gives quick written feedback to students while circulating to motivate and record where he/she has been

Talent Update

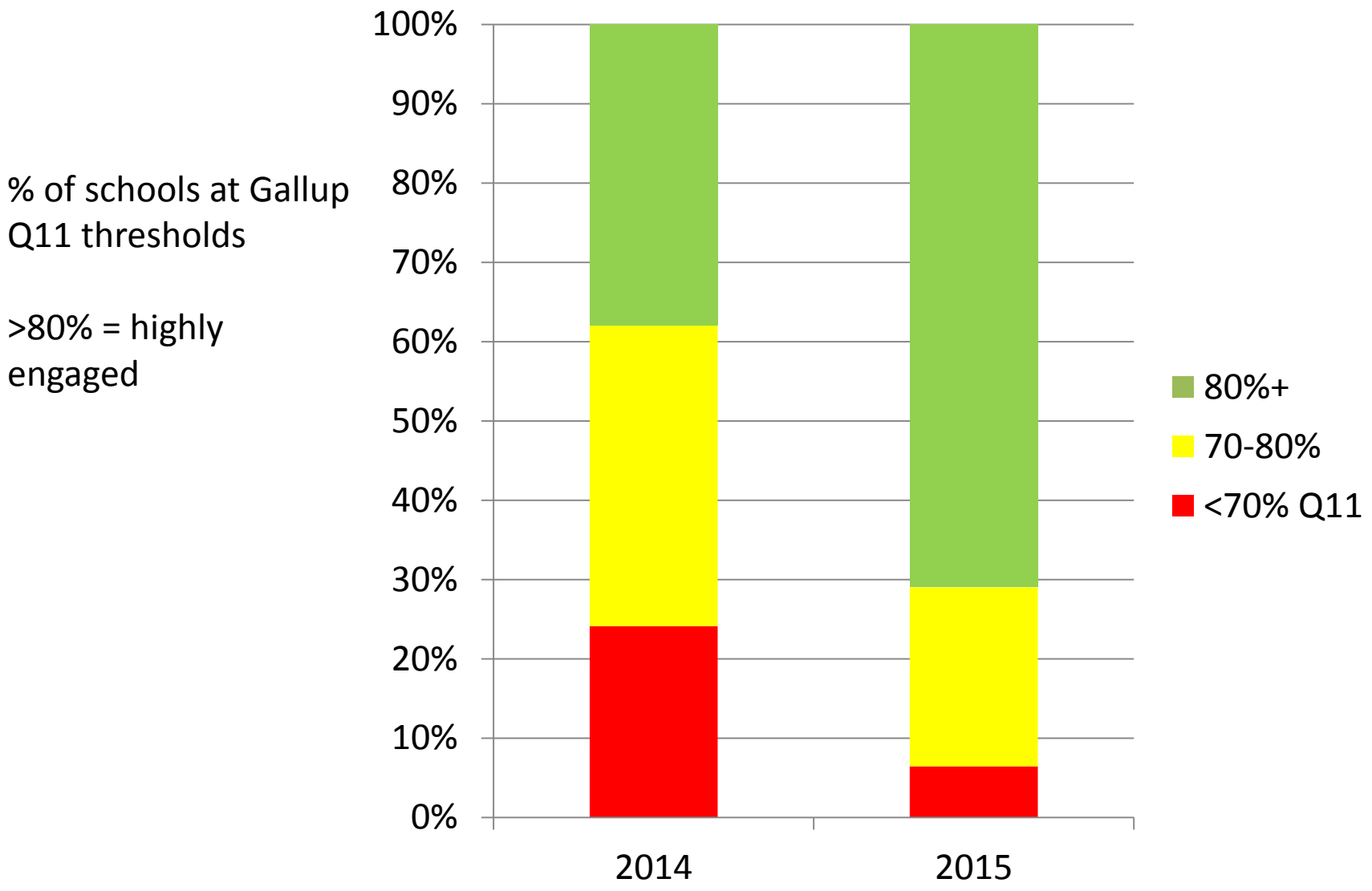
- Monthly talent-focused step-backs with each principal & regional sup
- People leadership work during principal PD and coaching
- TIR and PIR program upgrades
- Midyear departures down slightly year-over-year



Staff “Org Health” Surveys

- We base most of the org health staff survey questions, with some slight wording changes, on Gallup’s Q12 poll, a national benchmark of employee engagement
- Gallup defines an organization with a grand mean score of these 12 questions of 80+% as “highly engaged” and in the top 13% of all workplaces nationally
- To come up with a meaningful aggregate score, we have averaged together the questions on our org health survey that correlate to the Gallup Q12 data

Many of our schools passed a “cusp” from having an avg in the 70s or below last year to being in the 80s



Highest and Lowest Rated Questions

Highest Rated Questions Top 3 Questions in 2015

Question	AF 2015	AF 2014
Someone at work cares about me as a person.	95%	91%
There is someone at work who encourages and supports my learning and development.	88%	86%
I have the materials and equipment I need to do my work effectively.	87%	87%

Lowest Rated Questions Bottom 3 Questions in 2015

Question	AF 2015	AF 2014
I can envision myself having a long-term career at Achievement First.	43%	42%
I feel connected to the larger Achievement First network.	46%	45%
My school is effective at developing student character.	49%	52%

Questions with the Biggest Year over Year Change

Significant Changes Questions with significant increases or decreases in 2015

Question	AF 2015	AF 2014	2014-15 Difference
I feel that I am personally contributing to Achievement First's mission.	79%	90%	-11%
I am supported in pursuing my personal priorities.	55%	45%	+10%
In the past three months, I have reached out to someone (or someone has reached out to me) from another Achievement First school for ideas, materials or other support.	76%	68%	+8%
There is a culture of Team & Family at my school.	64%	70%	-6%
I feel satisfied with the level of communication with my peers.	75%	69%	+6%



Greenfield Update

What has gone well?

- Goal teams, dream teams and our focus on Habits in Kindergarten are resulting in a **strong community**, increased parent engagement, and promising social-emotional learning.
- Students love the additional enrichment (music & dance especially).
- Humanities and Science online playlists in middle school are showing promise in providing students with **self-directed ways to master content**
- Self-directed learning blocks in Kindergarten are showing promise in **building executive functioning**
- Our bet on expeditions, especially in Kindergarten so far, are showing the power of **immersive learning experiences** especially when students are “making” in ways they don’t get to in the regular schedule

What are some of the biggest lessons we've learned?

- While many of the Greenfield elements have high potential to promote intrinsic drive in students, they are not a replacement for having clear, common expectations and new staff who are skilled at basic classroom management (simultaneously warm and demanding)
- Students were not ready for large group self directed learning, and smaller group learning with more scaffolding proved more effective.
- Similarly, new teachers require more scaffolding than we planned for in terms of a range of responsibilities.
- The original school day (running until 5pm) was too long for students and, because the staggered schedule did not work, it was also too long for staff.

Greenfield Expansion Recommendation

In 2016-17, our recommendation is to pursue a full K-6 model housed in the Elm City Elementary building on James Street. The 7th and 8th graders will continue at the Dixwell Avenue building under the classic AF model.

This will...

- ✓ Remove the gap grades of 2nd, 3rd, and 4th and create a seamless seven grade continuum in this design,
- ✓ Allow the elementary school to operate one single model, rather than both models simultaneously,
- ✓ Consolidate the greenfield design on one campus and allow us to deepen and further strengthen it