

Generation Schools Network

More time. Effective schools. Successful students.



Data Snapshot 2012-2015 New School Launch

**West Generation
Academy**

Generation Schools Network

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Presented by:

Generation Schools Network™

New School Start-up Support, Coaching & Technical Assistance
and Learning Opportunities & Resources

Generation Schools Model Implementation

Structural redesign provides 30% MORE learning time through sustainable strategies with the goal of optimizing ACADEMIC ACHIEVEMENT and TEACHER EFFECTIVENESS to close academic, opportunity and workforce readiness gaps.

- Extended school day and year
- Longer learning blocks in core subjects
- Three types of teacher teams.

Dual roles = more \$ spent in classroom

- Built in enrichment and intervention

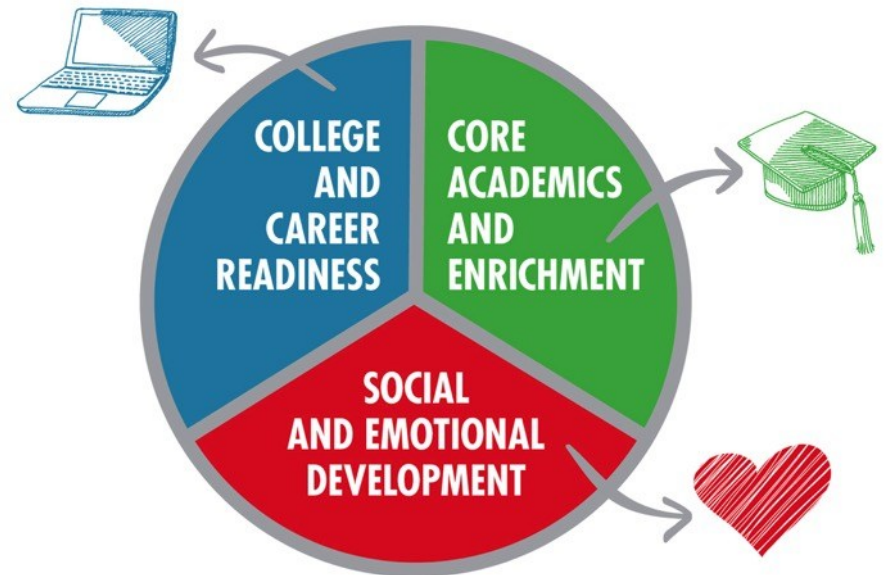
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Generation Schools Model Implementation

Revolutionary programming and curriculum to **BETTER** prepare all student for success in **SCHOOL, WORK** and **LIFE**.

- Blended learning, data informed instruction
- Comprehensive College & Career Readiness Program 6 – 12th
- Health & Wellness Programming
- Daily planning and professional learning communities for teachers

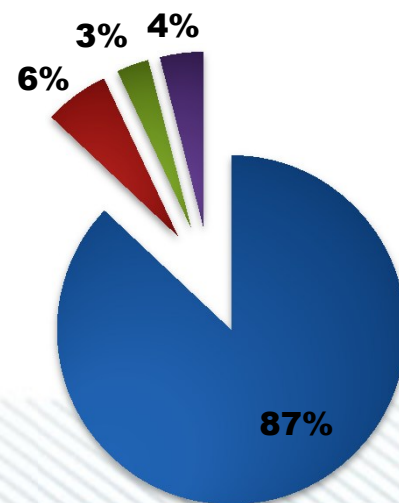


**MORE TIME TO LEARN THE
SKILLS TO SUCCEED
IS A GAME-CHANGER
FOR STUDENTS.AT-RISK**

Enrollment & Demographics

A DPS Public School with Innovation Status housed on the West Campus - (951 Elati Street, Denver, CO)

- Launched 2012: 360 students in 6 , 8, and 9th grades
- 2013/2014: 460 students in 6, 7, 9 and 10th graders
- 2014/2015: 690 students grades 6 - 11
- 2015/2016: 840 students projected enrollment 6 – 12th grades
- 99% Free & Reduced Lunch (FRL) qualification
- 37% English Language Learners
- 14% special education students
- effective needs center program



■ Latino/Hispanic ■ Black ■ White ■ Other

Year 1 Recap

West Generation Academy opened in 2012. After one year, in a long-failed turnaround campus referred to by the Denver Post as, “the worst high school in Denver”, West Generation Academy has seen dramatic improvement:

- Reading & Math: Quarterly assessments demonstrate that our students grew on average **two grade levels** in math and nearly one in literacy.
- TCAP: Recognized as a high growth high school in 9th grade Reading and Writing.



Year 1 Recap

- A **50% reduction** in the number of students 5 or more grade levels behind in math and reading.
- 4th highest Access scores in DPS – English language acquisition
- Every student had:
 1. 280 hours of college & career readiness programming
 2. 2 – 3 college campus visits
 3. 80 hours of small group advocacy time.



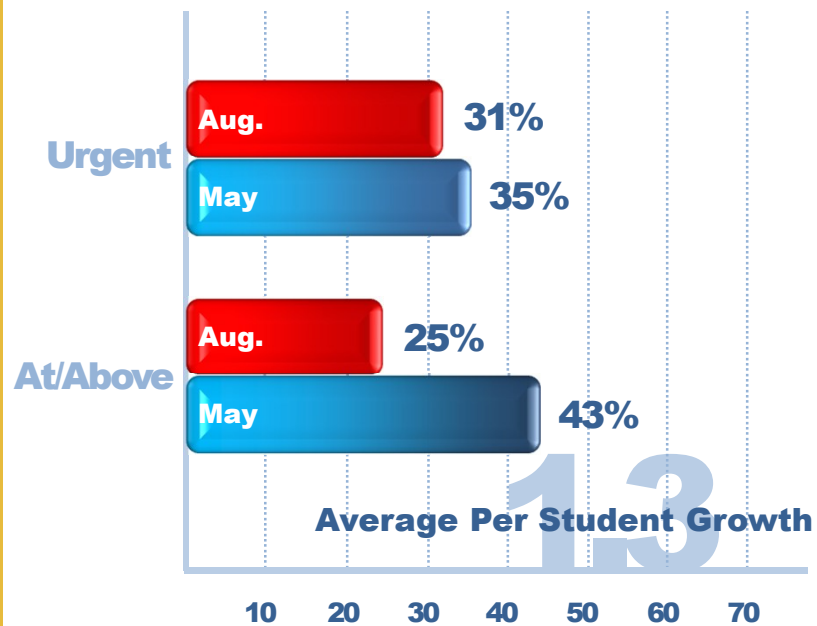
Regular Assessments Inform Instruction

- 6 week data cycles (STAR & ANet testing in Math and ELA).
- Daily academic skillware data supported by blended learning environment.
- Quarterly district assessment in writing.
- Teachers regularly use STAR data, district assessments, and academic skillware data to group and regroup students based upon proficiency in order to differentiate instruction and personalize learning.

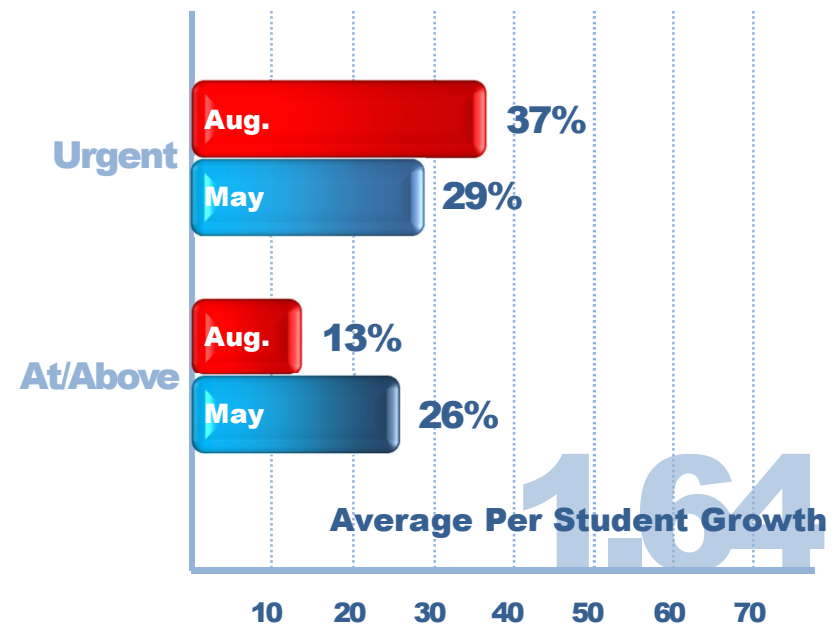


STAR Data Year 2: 2013-2014

6th Math

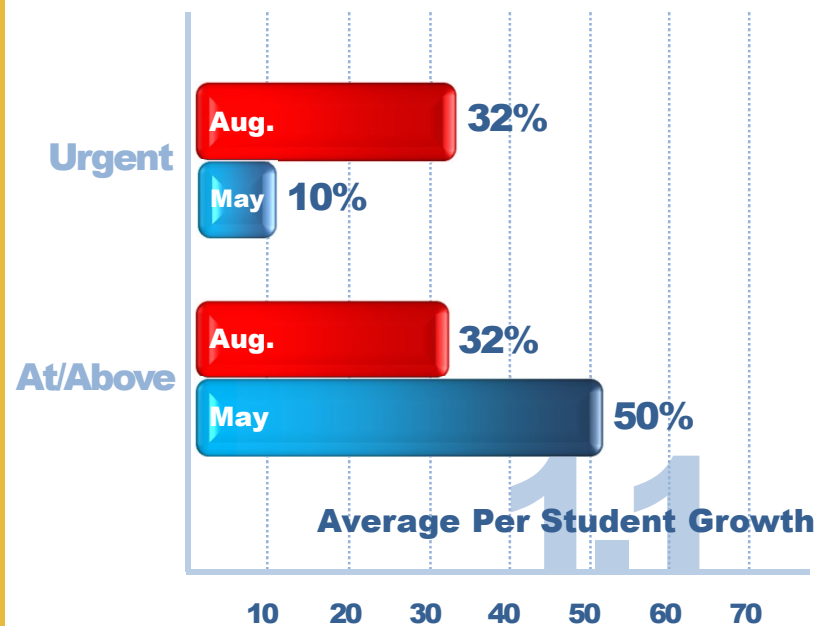


6th Reading

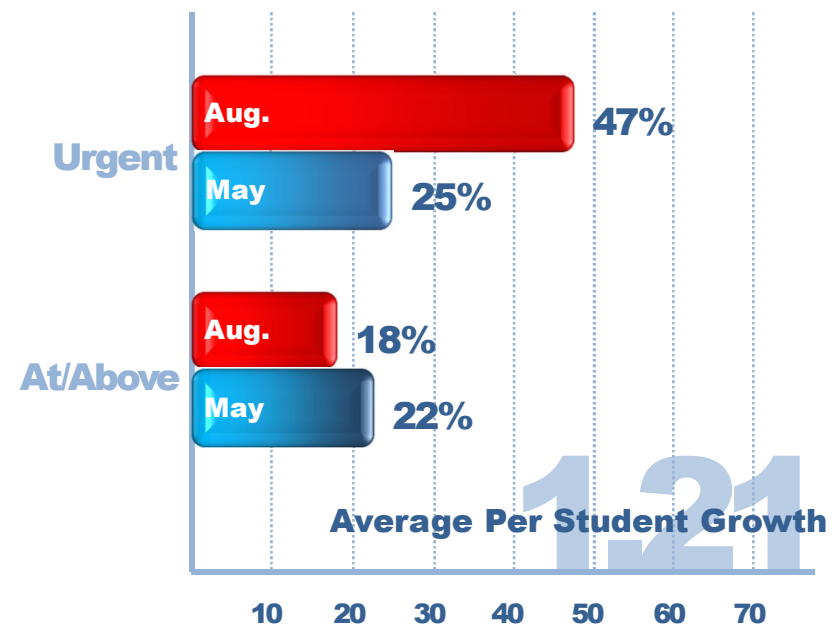


STAR Data: 2013-2014

7th Math

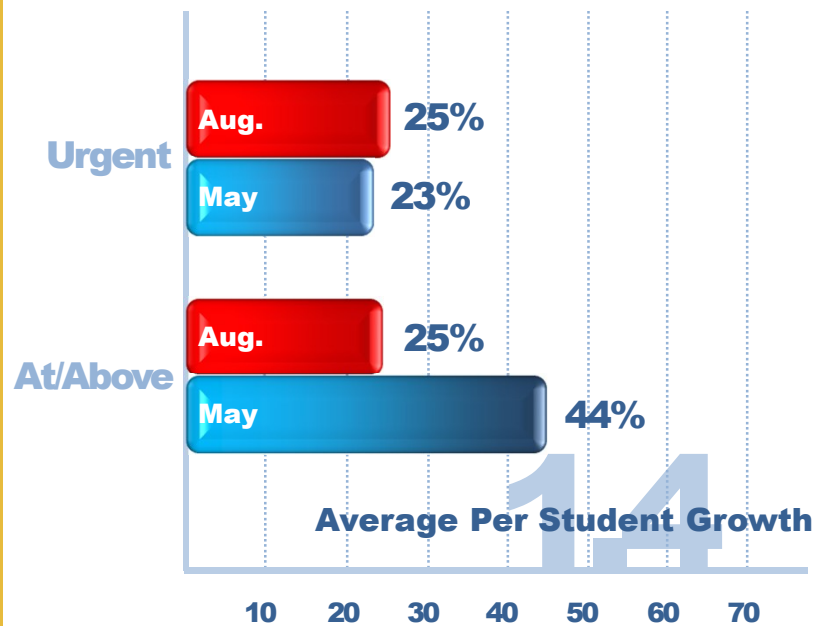


7th Reading

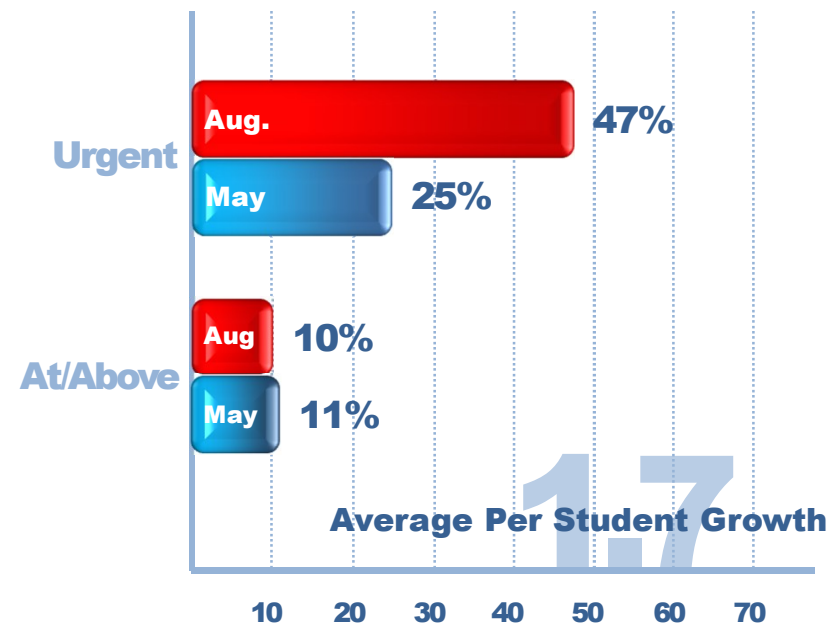


STAR Data: 2013-2014

9th Math

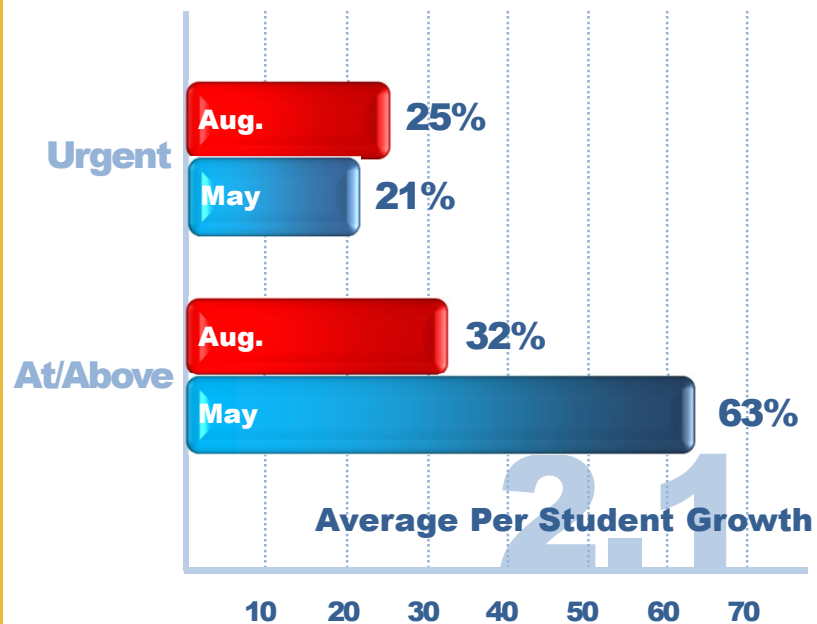


9th Reading

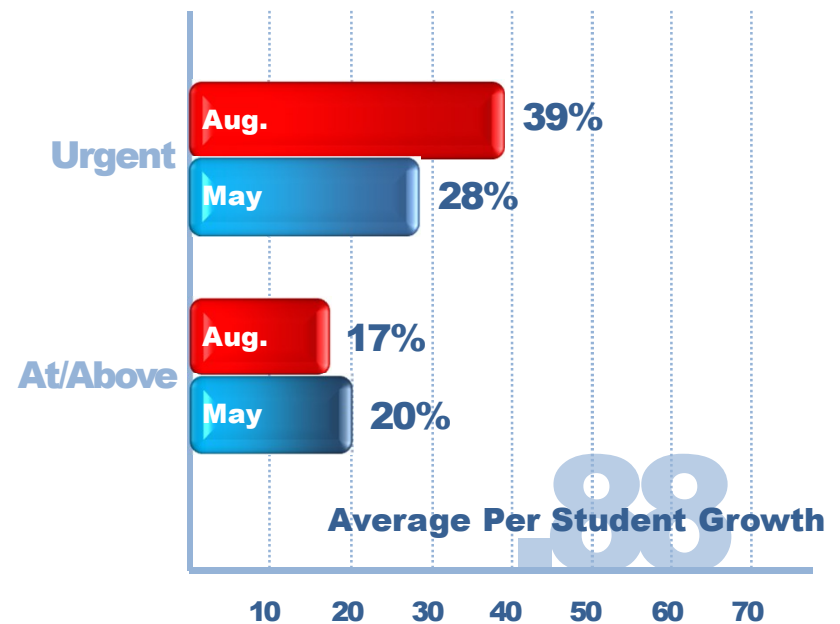


STAR Data: 2013-2014

10th Math



10th Reading



Accelerated Reader (AR)*

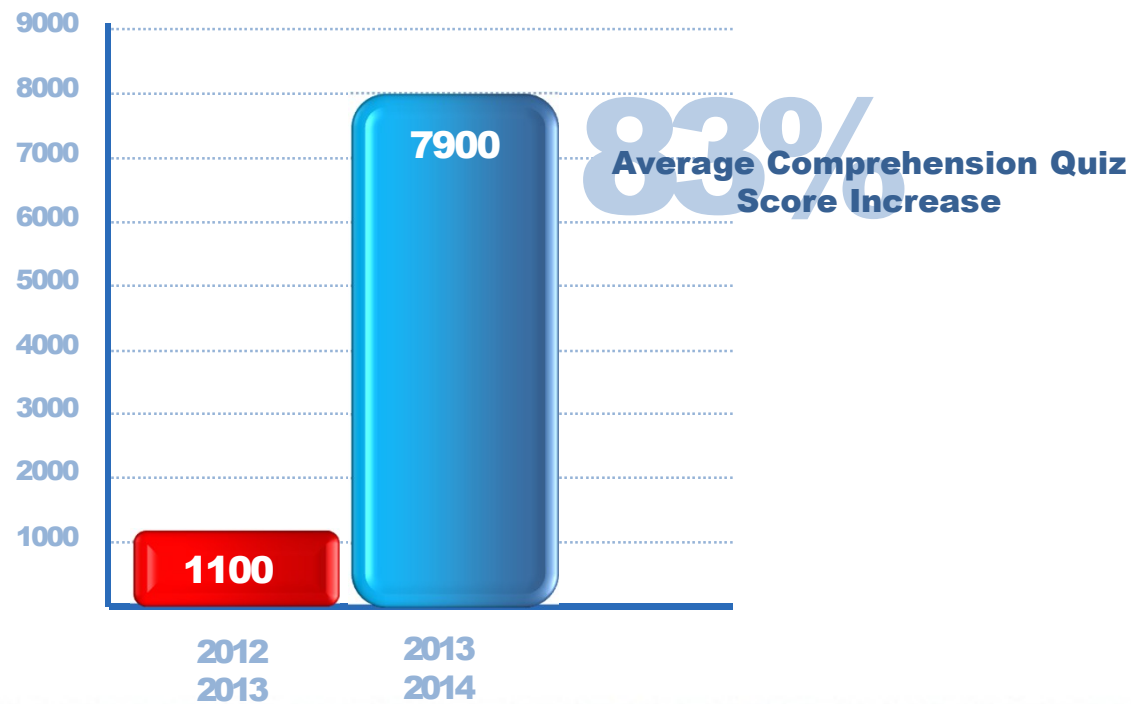
In year three, students are continuing to show growth in participation and comprehension. AR is used in the morning Humanities courses to augment learning by pairing literature with learning objectives.

- **2014-2015: 61% of WGA students averaging 85% on AR quizzes**
- **WGA participation in AR is at 84% exceeding 76% DPS average**



*Accelerated Reader is a software assessment tool that assesses a student's reading level, suggests titles of books at that level, and then assesses whether a student has completed reading the book through a series of quiz questions. AR is a product of Renaissance Learning

Accelerated Reader (AR)



As of 2/03/2015 WGA students have read 3,898 books and are on track to surpass the 7,900 books read in the 2013-2014 school year.

Cultural/Behavioral Data

A school-wide set of classroom & hallway behavior expectations are discussed with students and posted in the school. WGA teaches and enforces the PLACE values: Persistence, Leadership, Academic Achievement, Connectedness and Engagement.

Year	Enrollment	Suspensions	Expulsions	Law Enforcement Referrals
2011-2012	400	128/32%	1	50/13%
2012-2013	350	71/20%	0	19/5%
2013-2014	420	94/22%	3	30/7%
2014-2015	700	29/4%	0	11/2%

Student Progress Over Time: TCAP Growth

2013

2014

Earned Points	Possible Points	% of Earned Points	Stoplight	Earned Points	Possible Points	% of Earned Points	Stoplight
38	69	55.10%	Meets	28	77	36.4%	Approaching

Demonstrates growth on TCAP as the only measure. WGA did well in 12 of 17 categories, with 4 greens and the rest yellows. We met the standard in median growth percentile in reading. Approaching in math and writing. The majority of these students we have had for multiple years.

Post-Secondary Readiness TCAP Status

Post-Secondary Readiness Status	Earned Points	Possible Points	% of Earned Points	Stoplight
	6	7	85.7%	Exceeds

This category is based upon 3 areas:

1. The on track to graduation rate was at least 75% but less than 90%.
2. The percentage of students enrolled in college ready or advanced PSEO or AA/ACP courses was at least 80% (9th & 10th graders).
3. The percentage of the post-secondary readiness courses with a passing grade was at least 75%.

**Anticipated graduation rate of 75-90%. Previous graduation rate at West High School 46%.
Current district average graduation rate 61%.**

Concurrent Enrollment

YEAR	# STUDENTS	Completion Rate
Fall 2013	49	89%
Spring 2014	134	86%
Fall 2014	244	91%
Spring 2015	213	

Classes offered: AAA 109, BTE 100, 102 & 120, COM 115, CHS 1100, Ethnic Studies, PSY 101, THE111, Chicano Studies, Chicano Lit., Chicano Education, Sociology and CIS117.

At WGA, 68% of the student body has already completed one or more college courses!

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Year 3 Attendance Snapshot Winter 2014

High School: 89%

- Up 2.9% from last year
- Goal is no less than 90%

Middle School: 95%

- Up 4.5% from last year
- Goal no less than 93%

Parent Engagement/Volunteering at West Generation Academy

- WGA Parents have contributed more than 1,300 hours of volunteer time.
- More than 20,000 hours of volunteer time has been donated at WGA by individuals and businesses in the community helping to give students real world experiences.
- AmeriCorps teams supporting education efforts at WGA since 2012.
- Weekly principal/parent coffees are held in both Spanish and English with attendance averaging 30 parents per week.

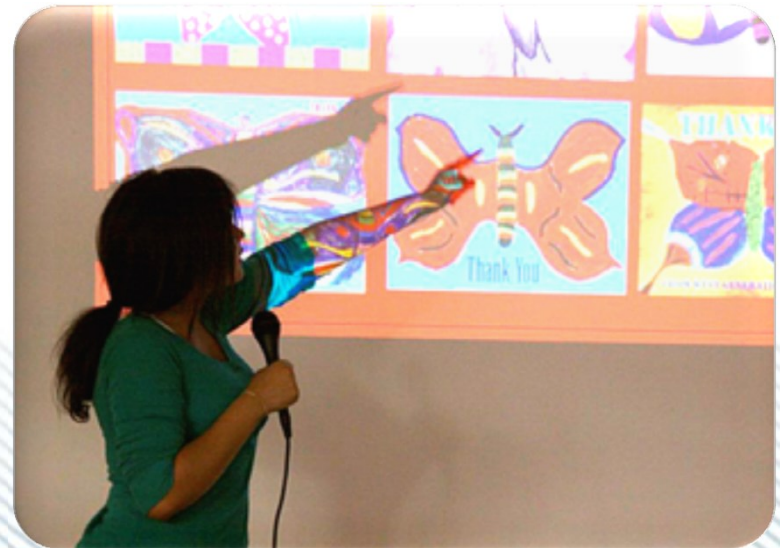


Student Surveys December 2013 & 2014

Student Achievement

A third party administered survey showed:

- 2013: 70% of students said “I am a hard worker.” 2014: 77% Up 7%
- 2013: 63% said “I finish whatever I begin.” 2014: 70% Up 7%
- 2013: 30% of high school students have taken a concurrent enrollment. 2015: 68% of students have taken one or more college courses.
- 2013: West Generation Academy third in Denver Public Schools for student engagement – after-school activities, sports, clubs.



Student Surveys December 2013 & 2014

Student Achievement

A third party administered survey showed:

- 2013: 62% of students planned to complete college/university or graduate/professional school. 2014: 73% Up 11%. 80% of WGA students will be first generation post - secondary participants.
- 2013: 91% of students agreed or strongly agreed that what they learn in school is necessary for success in their future. 2014: 93% Up 2%.
- 2013 & 2014: 93 & 94% said hard work in school matters for success in the workforce.
- 2013 & 2014: 86 & 88% said “I try to do well on my school work even when it is not interesting to me.”

Teacher Surveys

Teacher Effectiveness

The model builds in 20 days of professional development and up to 150 minutes of daily planning and teacher collaboration time. The 2013 survey asks teachers to respond specifically to the training and coaching they have received in blended learning/technology enhanced instruction which posed a significant change in practice for teachers.



Teacher Survey 2013

Teacher Effectiveness

100% of teachers indicated they have become more effective in incorporating technology into their instructional practices

Summarized responses:

- Blended learning allows “students to receive differentiated instruction in small groups, targeted skills work on the computer and substantial amounts of independent practice/collaborative work with Power Skills being taught throughout our units”.
- “Rotational blended learning creates an environment for students that focuses on different work stations. Students can learn major concepts through the use of varied instructional practices such as computer programs, worksheets, small groups, skits, webquests, etc.”
- Blended learning is about “differentiation, high student engagement and diversity of teaching methods.”

2014 -15 Teacher Satisfaction Survey

Our school fosters student engagement in academic learning.		
	Strongly Agree	33%
	Agree	58%
	Strongly Agree + Agree	90%
	Disagree	8%
	Strongly Disagree	2%
	Strongly Disagree + Disagree	10%

As a staff, we effectively collaborate with one another.	Strongly Agree	32%
	Agree	55%
	Strongly Agree + Agree	87%
	Disagree	10%
	Strongly Disagree	4%
	Strongly Disagree + Disagree	14%

Teacher Surveys Results

Fall, 2014 WGA Teacher survey results:

- 85% of WGA teachers say the school is headed in the right direction
- 86% of WGA teachers like working at WGA
- 76% of WGA teachers believe the school is moving students toward meeting district academic goals
- 79% of WGA teachers believe that the Principal fosters constructive dialogue
- 82% of WGA teachers believe that the school fosters student engagement in academic learning
- 83% of WGA teachers say our school effectively engages parents/guardians
- 87% of WGA teachers believe that as a staff we effectively collaborate with each other.

Teacher Retention at WGA

After an initial year of start-up as in Innovation School in DPS, WGA had over a 90% Teacher Retention rate following the 2nd year of implementation. This compares to an overall Retention rate in DPS of 80% per year.

Model specific positive factors that contributed to this high teacher retention rate:

1. Strong building leadership
2. Positive school culture, high expectations for academic rigor and positive behavior
3. Strong and active parent/guardian engagement
4. Daily teacher collaboration time to support high quality learning and teaching
5. Regular instructional coaching through an engaged administrative leadership team, differentiated roles teachers and lead teachers (nearly 500 individual supports in first half of year)
6. Culture of Advocacy where every teacher connects daily with a small group of students

6th Grade Scholastic Math Inventory May 2014 –

Student Achievement

More time in Math Courses, academic skillware & Denver Math Fellows

Denver Math Fellows Program is a district-wide math tutoring initiative in Denver Public Schools. During the 2013-2014 school year, WGA 6th graders had Math Fellows who worked with them for 45 minutes a day in small groups during their Math Foundation's Course (90 minutes) and as needed in afternoon Studios. The new school schedule provided the time and schedule flexibility to integrate tutoring and still keep students moving forward in their learning at grade level. The results of have been staggering:

- **67% of students started the year Unsatisfactory, this number was cut to 27% by the end of the year,**
- **18% of students started the year Proficient, this number increased to 45% by the end of the year.**

During the 2014-2015 school year, 6th and 8th graders at WGA will be paired with Math Fellows.

Advocacy – Developing Personal Competencies for Success*

Student Achievement

Building Relationships with Trusted Adults

- 83% say their Advocate teacher is available and easy to talk to
- 82% know their Advocacy teacher care about them
- Students say Advocacy is a place where “You can have someone to turn to.”, “My Advocacy teacher influences us to do out best.”

Developing Supportive Peer Relationships

- 65% feel they have gotten to know a group of students who care about them
- 73% have classmates they can trust in their Advocacy class
- Students say Advocacy is “To talk to people that understand what you are going through.”, “To get to know each other and talk about our problems.”, “To build a circle of trust”

*2013-2014 data

Advocacy – Developing Personal Competencies for Success*

Student Achievement

Supporting Academic Progress & Social-Emotional Growth

- 77% say Advocacy helps them reflect on their academic progress and set goals
- 79% say using the academic data tracker helps them keep aware of their grades and attendance
- 76% feel that they learn skills that will help them succeed in school, work, and life

*2013-2014 data



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Have Questions?

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*Vision without action is merely a dream,
Action without vision just passes the time,
Vision with action can change the world...* **Joel Barker**