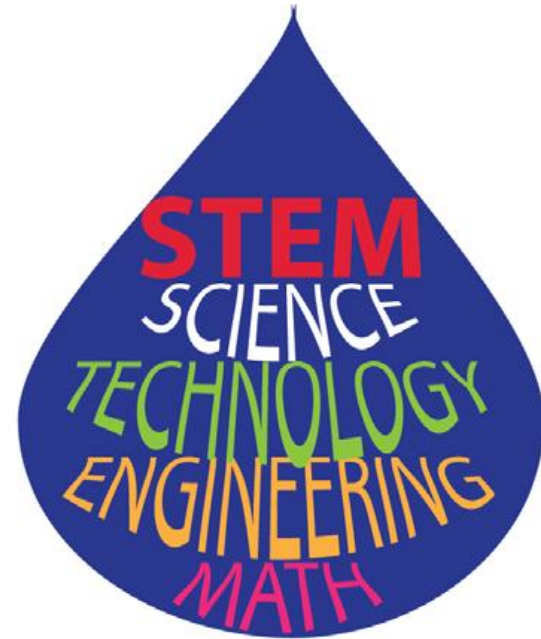


# C P E



## College Prep Elementary



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### **College Prep Elementary**

### **2015 WORLD'S BEST WORKFORCE SUMMARY**

College Prep Elementary  
Michael Raimondi – Executive Director  
355 Randolph Avenue  
Suite 300  
St. Paul, MN 55102  
Phone: 651.605.2360

## **GENERAL INFORMATION**

**School Program.** College Prep Elementary (CPE) is a K-6 charter school located in Saint Paul, Minnesota. CPE provides a specialized focus on college and career readiness. CPE has a small school environment to accomplish their mission of preparing every student to succeed in college and career. CPE utilizes research-based, proven methods to promote English language development and literacy, mathematics proficiency, science mastery, and engagement in the learning process. CPE provides students with a strong educational program within a learning community that builds self-confidence and awareness of diverse cultures and ideas. The school partners with Concordia University Saint Paul, the University of Minnesota, the University of Saint Thomas, and community organizations and families to ensure that students receive ongoing support in college and university preparation. Through extensive academic preparation and community collaboration, CPE gives students the tools to succeed.

CPE's program focuses on meeting local community needs. The school serves a community where families are new to the country, speak a language other than English, are living in poverty, and whose children are behind their peers academically. CPE employ specialized staff and implement multiple strategies as a means of meeting these unmet community needs.

**Mission.** *"We provide a specialized focus on college and career readiness. We have a small school environment to accomplish our mission of preparing every student to succeed in college and career. CPE utilizes research-based, proven methods to promote English language development and literacy, mathematics proficiency, science mastery, and engagement in the learning process. We provide our students with a strong educational program within a learning community that builds self-confidence and awareness of diverse cultures and ideas."*

## **Stakeholder Engagement**

### **Report**

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

<http://www.cpe-k6.org/district.html>

[http://www.cpe-k6.org/wbvf\\_annual\\_report\\_2014\\_15](http://www.cpe-k6.org/wbvf_annual_report_2014_15)

[http://www.cpe-k6.org/documents/College\\_Prep\\_Elementary\\_2014\\_Annual\\_Report\\_10-31-14.pdf](http://www.cpe-k6.org/documents/College_Prep_Elementary_2014_Annual_Report_10-31-14.pdf)

## Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- Provide the date of the school board annual public meeting to review progress in the 2014-2015 school year.  
School board meeting was conducted on June 29<sup>th</sup>, 2015

[http://www.cpe-k6.org/documents/College\\_Prep\\_Elementary\\_2014\\_Annual\\_Report\\_10-31-14.pdf](http://www.cpe-k6.org/documents/College_Prep_Elementary_2014_Annual_Report_10-31-14.pdf)

- Optional: Attach relevant annual public meeting documents (i.e. agenda, minutes) to this submission.

*\*see embedded: Minutes\_CPE\_Board\_June\_29\_2015.pdf –next page:p.5*

**College Prep Elementary  
Board Meeting Minutes (DRAFT)  
June 29, 2015**

A meeting of the Board of Directors of College Prep Elementary (CPE) was held on June 29, 2015 at 10:00 am at College Prep Elementary.

The following members of the Board were present: Ben Stegeman, Maria Riebe, Eyo Ekpo, Nao Thao, and Jane Prince. Also present was Michael Raimondi, Cher Tischner, Mary Yakibchuk, and Laula Vang.

- 1) Mr. Stegeman called the meeting to order at 10:03 a.m.
- 2) Financial Report, Eyo Ekpo and Cher Tischner
  - a. Mr. Ekpo and Ms. Tischner presented a summary of the May financial report with a projected fund balance of \$32,350. The Board acknowledges receipt of the report and will file as printed.
- 3) Approval of minutes from May meeting
  - a. **Motion to approve the minutes from the May 29th meeting with amendments.** Motion: Prince. Second: Thao. Motion carries.
- 4) Office Manager's Report, Laula Vang
  - a. Ms. Vang reported on home visits of all existing CPE families as well as increasing enrollment with new families/students.
- 5) SIP Report, Mary Yakibchuk
  - a. Ms. Yakibchuk reported on school-wide curriculum (PRESS) to focus on more intentional RtI instruction. Professional development will focus on training teachers on PRESS and the accompanying assessments (FAST). Ms. Yakibchuk reported on a renewed focus on the "Practice Profile" to teach and assess vocabulary proficiency and teacher instruction.
- 6) Report from the Executive Director, Michael Raimondi
  - a. Mr. Raimondi reported on server crash and limited access to information. Mr. Raimondi updated the board on the move to 355 Randolph. CPE should be in the new facility on August 20<sup>th</sup>, not July 1<sup>st</sup>. CPE will be sharing 1355 Pierce Butler with incoming tenant beginning July 1<sup>st</sup> until August 20<sup>th</sup>. Mr. Raimondi presented that CPE will be purchasing CDs to help with moving expenses and building cost and labor increases.
  - b. Mr. Raimondi reported that the Guild has received all required documents. Next step is to meet with the Guild to determine what is further required to complete the transfer of authorization.
7. New Business
  - a. Conflict of Interest- Ms. Tischner distributed and board members completed the Conflict of Interest Disclosure forms.
  - b. **Motion to renew our contract with BKDA for fiscal year 2015-16.** Motion: Riebe. Second: Thao. Motion carries.
  - c. **Motion to renew Mr. Raimondi as our Executive Director for fiscal year 2015-16.** Motion: Riebe. Second: Prince. Motion carries.
- 8) Old Business
  - a. Class size guidance: Table until August meeting.
  - b. School uniforms: Table until July meeting.
  - c. Concordia Camp Sub-Committee: Scheduled for Monday, July 6<sup>th</sup> at 10:00 a.m.
- 9) **Motion to adjourn at 11:20 am:** Riebe. Second: Thao.

## District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Describe the makeup and list the District Advisory Committee members for the 2014-2015 school year.

### Board Members

#### 2015, January, CPE School Board

Name	Board Position	Contact Information	Group	Seated
Ben Stegeman	Board Chair	<a href="mailto:ben.stegeman@cpe-k6.org">ben.stegeman@cpe-k6.org</a>	CPE Staff	Dec 2012
Jane Prince	Board Member	<a href="mailto:Jane.prince@gmail.com">Jane.prince@gmail.com</a>	Community	Feb 2012
Nao Thao	Board Member	<a href="mailto:nao.thao@cpe-k6.org">nao.thao@cpe-k6.org</a>	CPE Staff	November 2014
Maria Riebe	Board Member	<a href="mailto:Maria.riebe@cpe-k6.org">Maria.riebe@cpe-k6.org</a>	CPE Staff	Feb 2012
Sandra McNeal	Board Member	<a href="mailto:mcnsa@bethel.edu">mcnsa@bethel.edu</a>	Community	Nov 2012
Madaline Edison	Board Secretary	<a href="mailto:Madaline.edison@gmail.com">Madaline.edison@gmail.com</a>	Community	May 2012
Eyo Epko	Board Treasurer	<a href="mailto:eckoeyo@gmail.com">eckoeyo@gmail.com</a>	Community	November 2014

## COLLEGE PREP ELEMENTARY STUDENTS

**Characteristics of CPE Students.** CPE has traditionally served high percentages of Asian/Pacific Islander students, students qualifying for free or reduced price meals, and Limited English Proficient students. In 2014-2015, the majority of students were of color (97%, of which 80.0% were Asian or Pacific Islander students), qualified for free or reduced price lunch (93%), and students with limited English proficiency (70%); these percentages have been relatively stable for the past 4 school years.

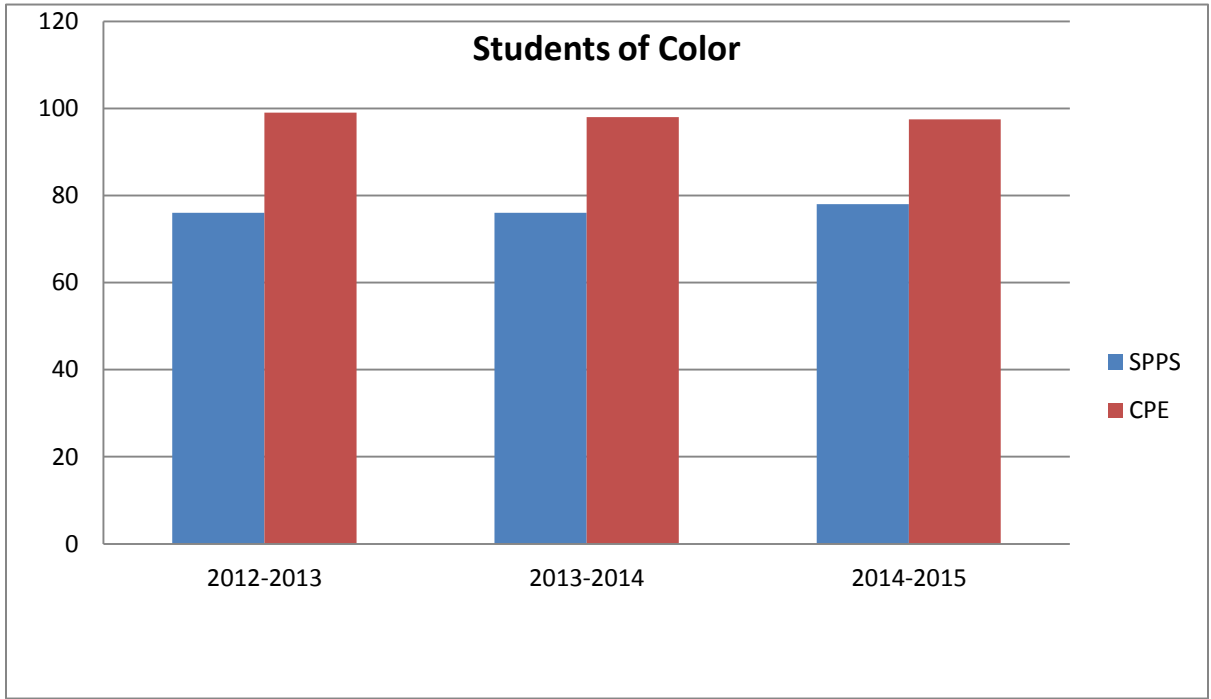
**Table 1 below shows a number of important demographic characteristics of CPE students.**

	12-13	13-14	14-15
October 1 Enrollment	262	295	314
Attendance Rate <sup>1</sup>	96.4	96.6	N/A
Male	131 (50.0%)	152 (51.5%)	165 (52.5%)
Female	131 (50.0%)	143 (48.5%)	149 (47.5%)
Race / Ethnicity			
American Indian	3 (1.1%)	4 (1.4%)	3 (1.0%)
Asian/Pacific Islander	212 (80.9%)	236 (80.0%)	251 (79.9%)
Black/Non-Hispanic	42 (16.0%)	45 (15.3%)	51 (16.2%)
Caucasian	4 (1.5%)	8 (2.7%)	8 (2.5%)
Hispanic	1 (0.4%)	2 (0.7%)	1 (.3%)
Students of Color	258 (98.5%)	287 (97.3%)	306 (97.5%)
Free or Reduced Price Lunch	250 (95.4%)	288 (97.6%)	292 (93.0%)
Limited English Proficient	170 (64.9%)	207 (70.2%)	219 (69.7%)
Special Education Status	34 (13.0%)	35 (11.9%)	38 (12.1%)

CPE is situated within the northwestern boundary of the Saint Paul Public School District (SPPS).

CPE, because of its size and unique location, serves a unique population of students compared to SPPS. Figures 1 through 4 below show the proportion of various types of students enrolled at CPE and SPPS. As can be seen in the figures, CPE has a much higher proportion of students of color, students eligible for free or reduced price lunch, and students with limited English proficiency compared to SPPS. A similar proportion of students qualifying for special education services enroll at CPE and SPPS.

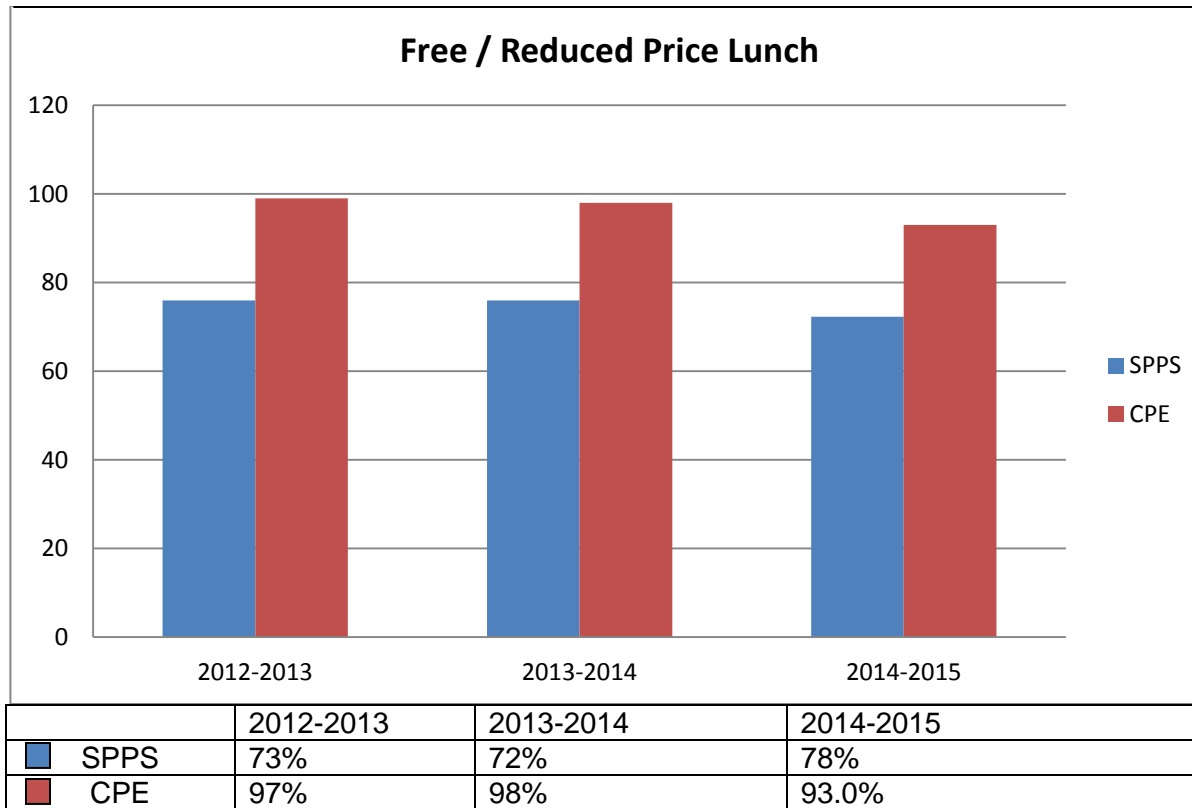
**Figure 1: Proportion of Students of Color Enrolled at SPPS and CPE**



	2012-2013	2013-2014	2014-2015
<span style="color: blue;">■</span> SPPS	76%	76%	78%
<span style="color: red;">■</span> CPE	99%	98%	97.5%

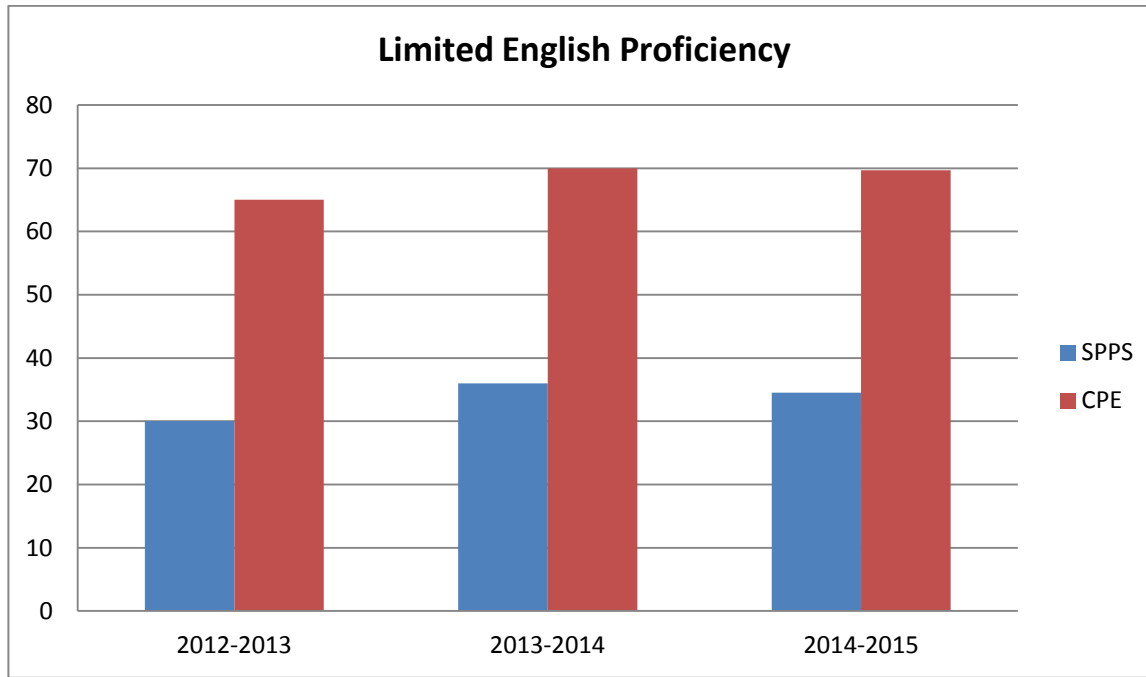
<sup>1</sup>The formula for attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is computed by taking the number of days a student was marked in attendance divided by the number of instructional days reported for that school. ADM is computed by taking the number of days the student was reported as enrolled divided by the number of instructional days reported for that school. Attendance rate for 2015 is not yet available from MDE.

**Figure 2: Proportion of Students Eligible for Free or Reduced Price Lunch at SPPS and CPE**



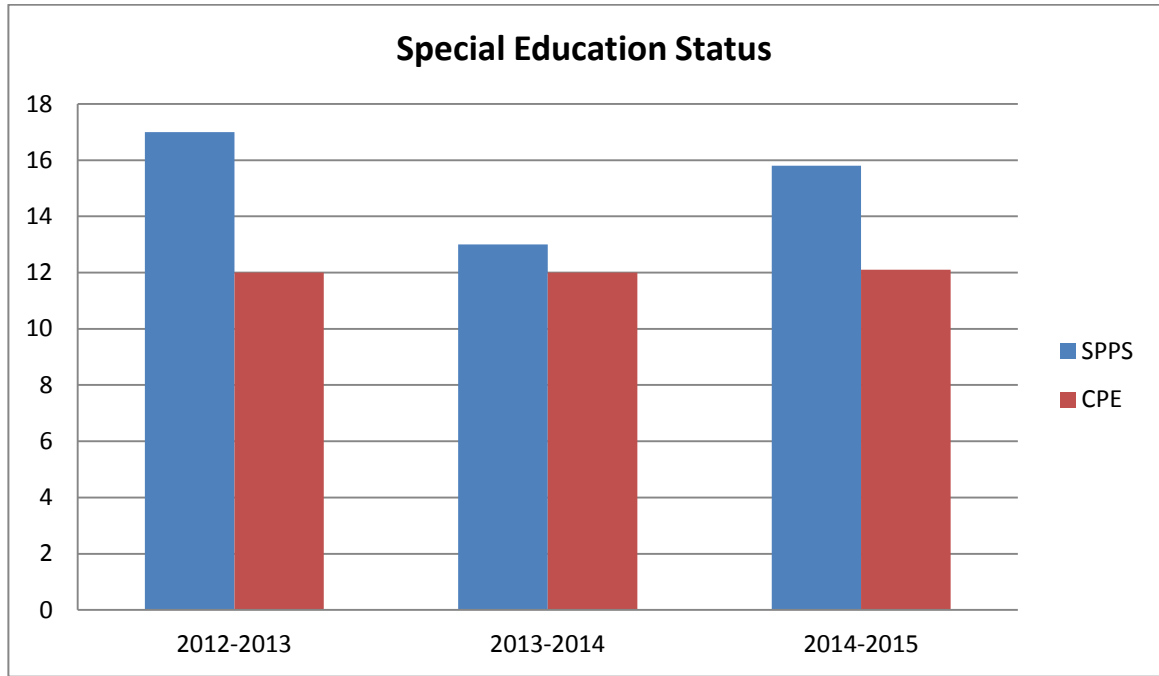


**Figure 3: Proportion of Students with Limited English Proficiency at SPPS and CPE**



	2012-2013	2013-2014	2014-2015
■ SPPS	30%	36%	34.5%
■ CPE	65%	70%	69.7%

**Figure 4: Proportion Special Education Students at SPPS and CPE**



	2012-2013	2013-2014	2014-2015
■ SPPS	17%	13%	15.8%
■ CPE	12%	12%	12.1%

**Student Attrition.** CPE’s enrollment has increased every year since the 2012-13 school year through 2014-15, adding 21 students (an 8.0% increase) in 2013-14, and adding 24 students (an 8.3% increase) in 2014-15. Notable changes in 2013-14 include a decrease in Kindergarten enrollment by 16 students (26%), but an increase in 1<sup>st</sup> grade students by 12 (25%) and 4<sup>th</sup> grade students by 13 (48%).

**Table 2: Student Attrition**

Grade	2012-2013	2013-2014	2014-2015
K	60	44	56
1st	48	60	45
2nd	48	48	50
3rd	40	44	54
4th	27	40	49
5th	25	26	32
6th	21	28	28
<i>Total</i>	269	290	314

## **COLLEGE PREP ELEMENTARY’S PROGRAM**

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### **Innovative and Best Practices**

- The 2014-15 school year represented the third year of implementation of CPE’s Response To Intervention (Rtl) model. Rtl is a multi-tier approach to identifying students’ learning and behavioral needs.
- CPE’s Rtl model is divided into two segments depending on grade level. For grades Kindergarten through 3<sup>rd</sup>, students are taught a standard (all class instruction during Tier I), then assessed on the standard, and students who do not pass the standard are given an extra half-hour of instruction per day on that standard; this is Tier II of the intervention.
- Tier II saturates students with specialists from various areas (ELL, Special Education, Title I) to create a smaller student to teacher ratio, and to intervene and ensure students learn in Tier II what they missed in Tier I. CPE has also identified students in grades K-3 who do not seem to benefit as much from Tier II instruction compared to their peers. These students are severely

lacking in certain foundational skills as identified through phonics screeners or other assessments. As part of the Read Well by 3rd Grade initiative and the desire to ensure these students succeed, these students are given Tier III intervention.

- Tier III is an intensive, skills-based instruction within a small group setting (2 to 4 student to teacher ratio) as a pull-out intervention for 1 hour everyday for 6 to 8 weeks. Tier III includes regular assessments that closely monitor student progress.
- For grades 4-6, CPE offers the Tier I and Tier II interventions, although classroom teachers do have the freedom to determine what kind of Tier II instruction by which their students would benefit the most, whether that is a second pass at the standard or foundational skills practice, offered 30 minutes/day. Tier III (the 60 minutes per day intensive intervention) is reserved for grades K-3 due to limitations in staffing.
- Professional Learning Community (PLC) continues to be a strong component of professional development, problem solving through a team effort, and fidelity to the SIP. CPE follows the Best Practices of the DuFour PLC model.
- CPE continues to offer a variety of services and activities to meet the needs of students, families, and the community.
  - Many students at CPE have some developmental disabilities, and CPE has a high expenditure per child on these students, thereby offering them immediate and complete interventions to prevent future complications. CPE employs a school psychologist, social worker, and homeless liaison.
  - CPE celebrates its diversity with Hmong Language and World Culture classes for all students, and reaches the community through several cultural events for families and the community (e.g. Asian Heritage celebration, New Year's Around the World).
  - In 2014-15, CPE partnered with PCs for People to offer computers to each family that wanted a computer at home.
  - Students are given 10 books to take home and read with families each summer.
  - Students take multiple field trips each year to places they would not be exposed to outside of school (e.g. Minnesota Zoo, Underwater World, Mill City Museum, Leonardo's Basement, Base Camp, & Gibbs Farm).
  - Families benefit from clothing and food donations, and from events at the school and the community as directed by CPE (e.g. education of reading with children, library usage education).
  - CPE also conducts home visits to every family each summer to remain connected to families and students.

## **FUTURE PLANS**

In addition to continuing the innovative and effective best practices described above, CPE has a number of future plans to prioritize student achievement.

- Provide comprehensive professional development relevant to teachers' needs in the areas of assessments for monitoring student progress, use of assessment results, Big 5 implementation, complete implementation of interventions, Guided Reading, Writer's Workshop, use of the DRA, and other areas as necessary.
- CPE has a new building facility, with a brand new state-of-the-art computer lab providing staff and students with the necessary technology to move instruction and assessment. We are currently in the researching and planning phase to purchase additional educational software programs designed to support our new technologies as well as enhance our student's learning experience.
- CPE plans to extend its outreach to parents by partnering with Saint Paul Public Library to provide education to parents on using computers and accessing the internet to assess information on their students' grades.
- CPE plans to connect with the local business community and St. Paul city museums, e.g., The Minnesota Children's Museum, The Science Museum of Minnesota, Minnesota Museum of American Art, and The Minnesota Historical Society, providing students with broader educational and historical perspectives.
- CPE plans to utilize the new community and Mississippi River park for nature walks where inspirational Science and Social Studies/History lessons can be developed that give students a hands-on experience.

## SYSTEMS, STRATEGIES AND SUPPORT CATEGORY

### Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results.]

## STUDENT ACHIEVEMENT AND PROGRESS TOWARDS GOALS

### Academic Outcomes

#### Proficiency by Student Group.

The table below breaks down Minnesota Comprehensive Assessment (MCA) proficiency performance by student group from 2014 to 2015 in reading. The percentage of students proficient at CPE increased in all Student Groups: African American (AA), Asian or Pacific Islander (API)<sup>3</sup>, Free or Reduced Price Lunch (FRL), English Language Learner (ELL), and Special Education (SPED) students.

**Table 3: Reading Proficiency Rates by Year and Student Group**

Year	Reading					
	ALL	AA	API	FRL	ELL	SPED
2015	15.4%	14.3%	15.3%	14.2%	8.8%	10.3%
2014	11.3%	10.0%	11.1%	11.7%	7.9%	0.0%

The table below breaks down MCA proficiency performance by student group from 2012 through 2015 in math. The percentage of students proficient in each category listed in the table increased in every group from 2013 to 2014. From 2014 to 2015 proficiency rates increased in both AA and SPED, however, proficiency rates decreased slightly in API, FRL, and ELL. While some student groups exceeded previous proficiency rates in 2015, SPED students did particularly well doubling their rate since 2012 and are continually showing steady upward growth.

**Table 4: Mathematics Proficiency Rates by Year and Student Group**

Year	Math					
	ALL	AA	API	FRL	ELL	SPED
2015	27.0%	33.3%	25.4%	24.8%	21.9%	13.8%
2014	37.1%	25.0%	32.2%	30.4%	28.4%	12.5%
2013	24.1%	20.0%	23.7%	21.5%	15.0%	10.7%
2012	26.9%	N/A*	29.3%	29.9%	25.6%	7.7%

\* Too few students tested to report

### Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

**MCA SMART Goals.** Through the School Improvement process CPE has developed two (2) MCA related Specific, Measurable, Attainable, Realistic, and Timely (SMART) goals by which to gauge the progress of the changes implemented at CPE:

- 1). **SMART Goal - READING:** The percentage of all students enrolled October 1, 2014, in grades 3-6 at CPE who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 10.1 % in 2014 to 26.4 % in 2015.
- 2). **SMART Goal - MATH:** The percentage of all students enrolled Oct. 1, 2014 in grades 3-6 at CPE who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA will increase from 31.9% in 2014 to 43.1% in 2015.

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<sup>3</sup>Other ethnic categories of Hispanic, White, and American Indian or Alaskan Native had too few students to report.

Table 5 breaks down the three-year trend in changes in proficiency scores at CPE. While CPE did not achieve the goal for reading (showing a slight decrease of -5.8% in proficiency in 2014) CPE exceeded the goal for math showing a +7.6% increase in proficiency in 2014. Then in 2015, CPE increased reading proficiency with +5.3%. Although we didn't reach our math SMART Goal this year, math proficiency only dipped slightly to 27.0% from 31.9% in 2014.

**Table 5: CPE Reading Proficiency Rates of Change from 2013 to 2015**

Year	2013	2014	Difference (2013-14)	2015	Difference (2014-15)
Reading	15.9%	10.1%	- 5.8%	15.4%	+5.3%
Math	24.3%	31.9%	+7.6%	27.0%	-4.9%

**ACCESS SMART Goals.** One goal developed through the School Improvement Plan process emphasizes improvements on academic English language proficiency as measured by the Assessing Comprehension and Communication in English State-to-State (ACCESS) testing:

- 1). The percentage of non-English Language Learners enrolled October 1 in Grades 3 -6 at College Prep Elementary who are proficient on the Reading MCA (all accountability tests) will increase from 15.04 % in 2014 to 29.4% in 2015. The percentage of English Language Learners enrolled October 1 in Grades 3 -6 at College Prep Elementary who are proficient on the Reading MCA (all accountability tests) will increase from 8.0 % in 2014 to 25.0% in 2015.

Table 6 shows ACCESS English Language Proficiency attainment and the percent of students making progress towards English Language Proficiency. Over two-thirds (70.2%) of CPE students are ELL, and the percent of students attaining English language proficiency has increased steadily from 2012 to 2015 from 4.4% in 2012 to 7.9% in 2013 for an increase of +3.5%, and to 9.5% in 2014 for an increase of +1.6%, falling short of the goal. However, in 2015 CPE makes a (+1%) gain towards increasing English Language Proficiency. Although not all students might attain English proficiency in one school year, nearly half of all students (49.6%) made progress in 2012 and 60.3% made progress in 2013 for an increase of +10.7%. Through years 2012-2015 both our proficiency and progress percentage rates have been steadily increasing.

**Table 6: CPE English Language Proficiency and Progress from 2012 to 2015**

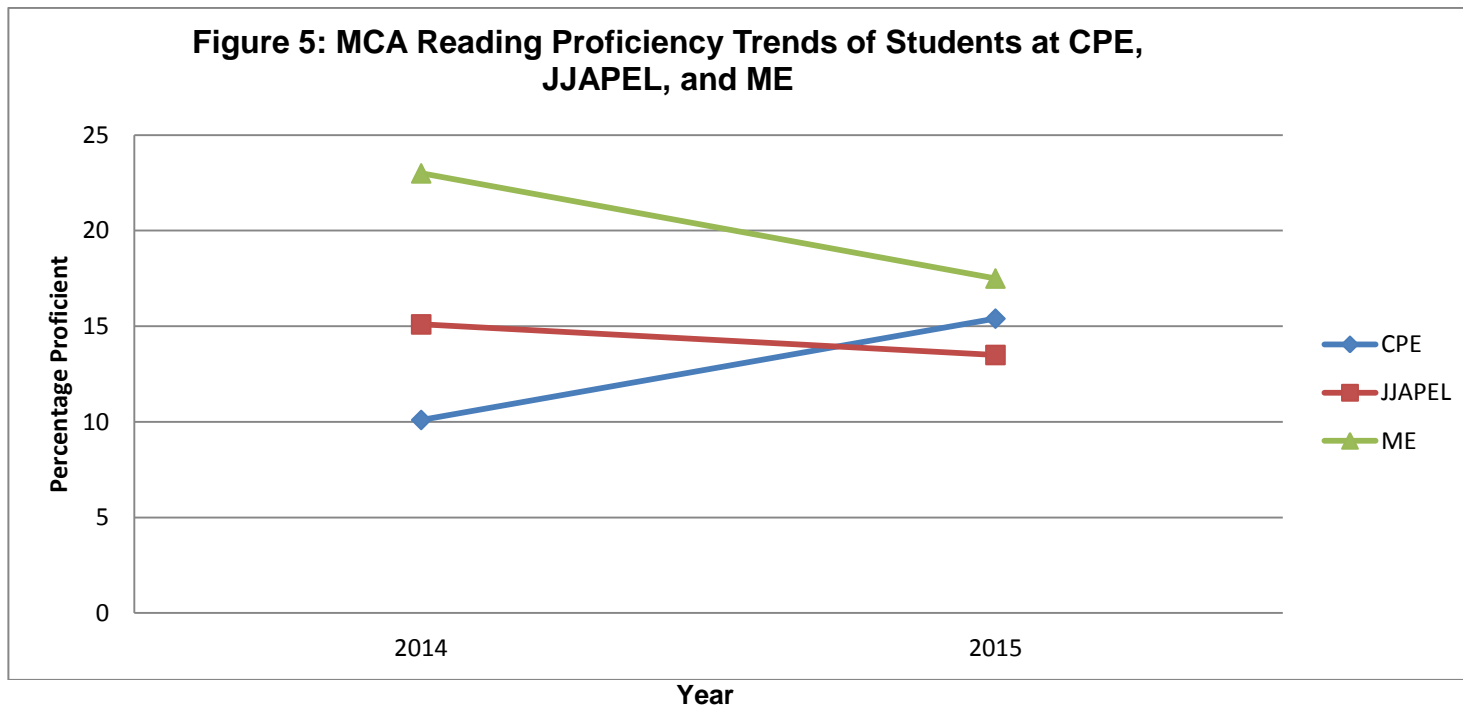
ACCESS	2012	2013	2014	2015
Proficiency	4.4%	7.9%	9.5%	10.5%
Progress	49.6%	60.3%	65.5%	N/A*

\* Not yet available from MDE.



**MCA Proficiency Comparison Schools.** CPE serves a rather unique population of students, large percentages of which are ELL, Hmong and Karen (new to the country) students. For comparison purposes there are two other schools with similar grade levels and student populations served that also have similar historical MCA achievement levels by which we can compare progress over time: John A. Johnson Achievement Plus Elementary (JJAPEL) and Maxfield Elementary (ME).

Since new standards were implemented in 2013 for reading, there are only two years of trends by which to compare schools. In 2015, CPE had a proficiency proportion above that of (JJAPEL) and only slightly below (ME) in 2015, however, CPE showed proficiency growth between school year 2014 -2015, whereas, Maxfield Elementary's proficiency levels declined.



For math, from 2013 to 2015, CPE has had and maintained a higher proportion of students scoring proficient compared to JJAPEL and ME and has gained in proficiency at a rate greater than both comparison schools (see Figure 6 and Table 10 below).

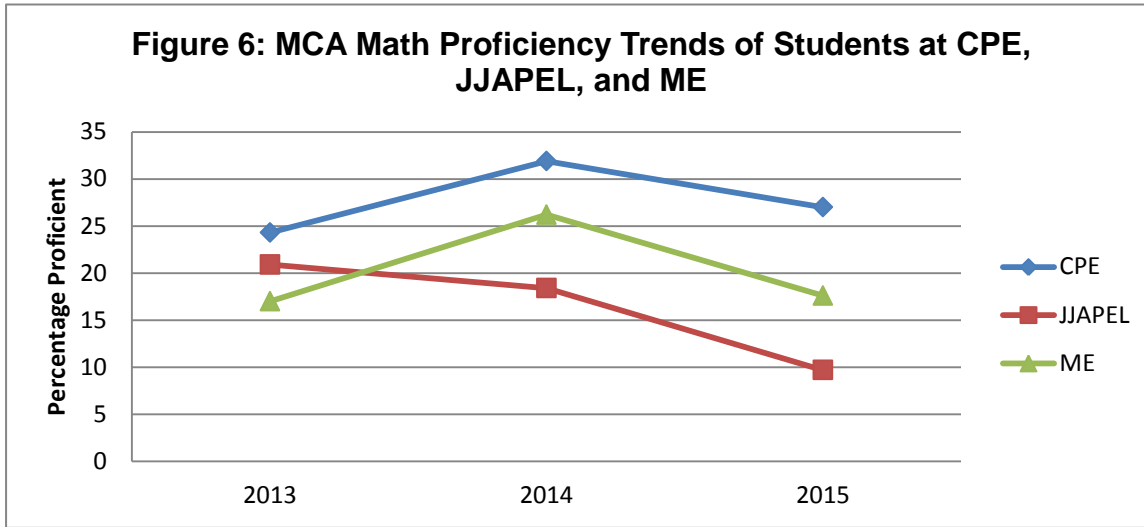


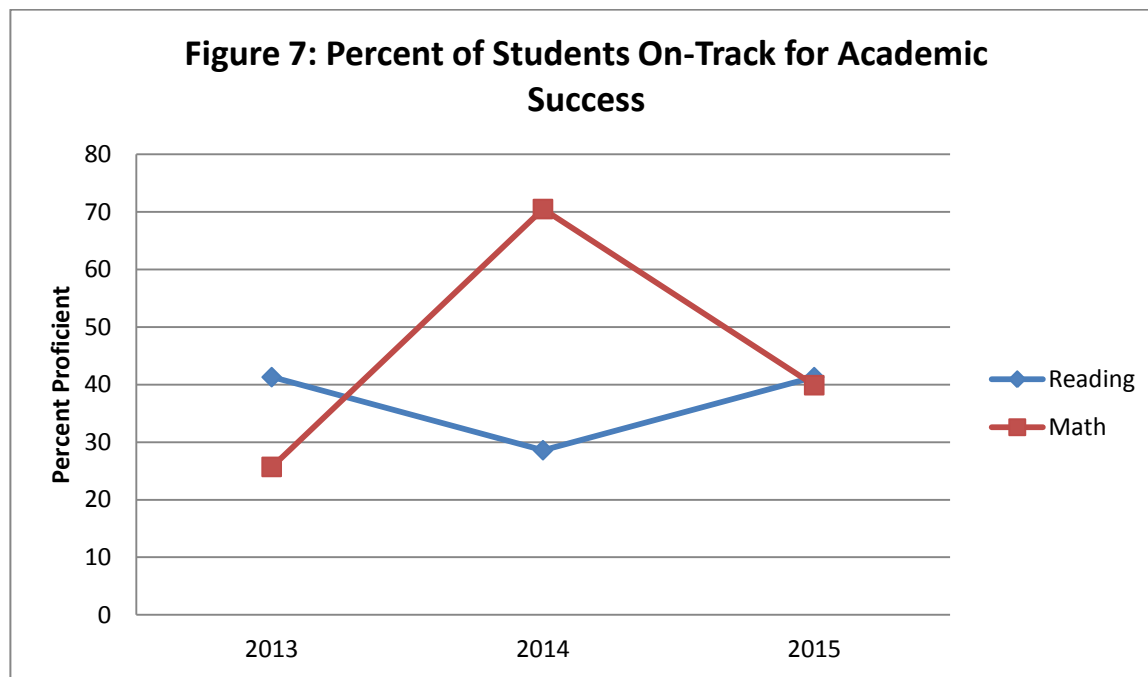
Table 7 below summarizes proficiency changes from 2013 through 2015 in reading and math for CPE and comparison schools. CPE reading proficiency levels have increased from 2014 to 2015 (+5.3 ) with positive percentage growth, in comparison to the other two schools which have declined. This is also important since CPE has a higher EL population than our comparison schools. In the three years available for a trend analysis, CPE math proficiency levels increased by +7.6% from 2013 to 2014. Even though CPE (Figure 6) shows a slight dip in 2015, CPE maintains momentum and our math percentages still exceed the proficiency levels by both comparison schools.

**Table 7: Change in Proficiency Scores from 2013 to 2015 for CPE, JJAPEL, and ME**

Year	Reading			Mathematics		
	CPE	JJAPEL	ME	CPE	JJAPEL	ME
2013	15.9%	23.0%	16.7%	24.3%	20.9%	17.6%
2014	10.1%	15.1%	23.0%	31.9%	18.4%	26.2%
2015	15.4%	13.3	17.5%	27%	9.7%	17.6%
<i>Change</i>	+5.3%	-1.8%	-5.5%	-4.9%	-8.7%	-8.6%

**Academic Growth.** MDE has defined students to be “on track” on for success if: 1) a student is proficient on the MCA in one year and makes medium or high growth in the next year of testing, or 2) a student is not proficient on the MCA in one year and makes high growth in the next year of testing.

At CPE: For reading, percentages of students on track showed a slight decrease from 2013 (41.3%) to 2014 (28.6%), but increased in 2015 to 41.3%. However, the percentage of students on track exceeded the percent of students proficient in reading for each school year. For math, the percent of students on track increased to nearly three-quarters of students in 2013 (25.7%) to 70.5% of students in 2014 (nearly triple); in 2015, the on track percent decreased to 40%. However, gains have been made and the percent of students on track exceeded proficiency levels in all three years.



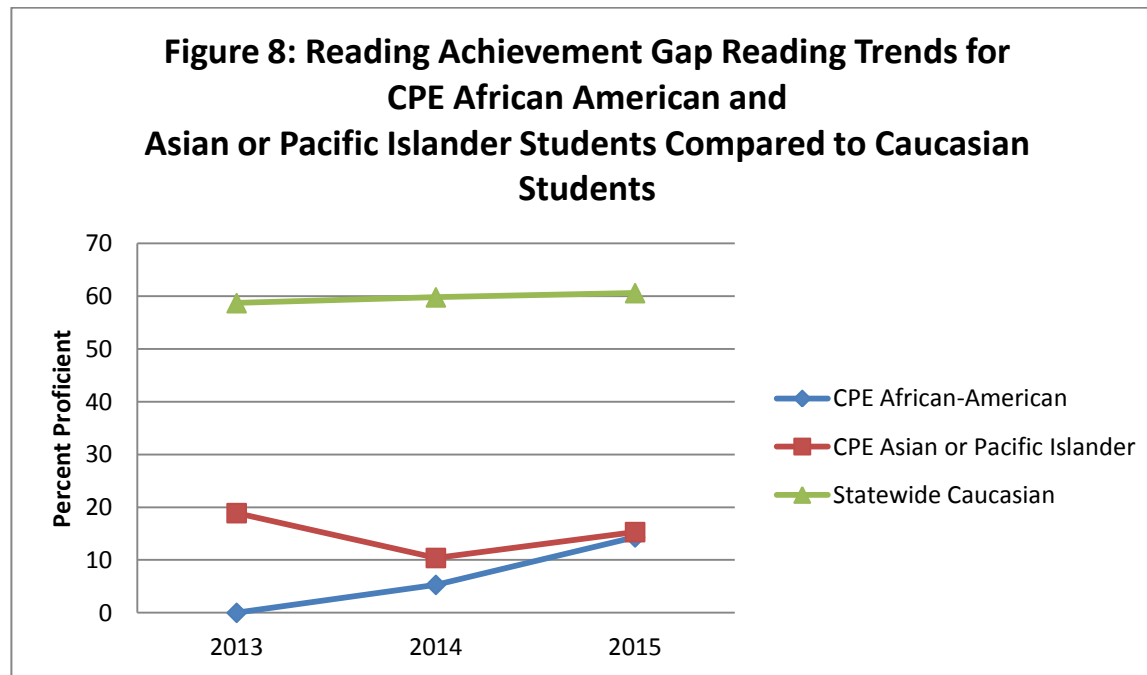
**Table 8: Percent of Students On-Track for Academic Success**

	2013	2014	2015
Reading	41.3%	28.6%	41.3
Math	25.7%	70.5%	39.9%

## ACHIEVEMENT GAP REDUCTION

Figure 8 and Table 9 below display proficiency trends for CPE's African American (AA) and Asian or Pacific Islander (API) student populations<sup>4</sup> and statewide Caucasian proficiency rates in reading. CPE's AA and API student group proficiency rates were below that of statewide Caucasian students in 2013 and 2015, and while CPE's API students decreased slightly in reading proficiency levels between 2013 and 2014 (-9.6%), CPE's AA students increased proficiency rates by +10.0%, a rate 8.5% greater than statewide Caucasian students.

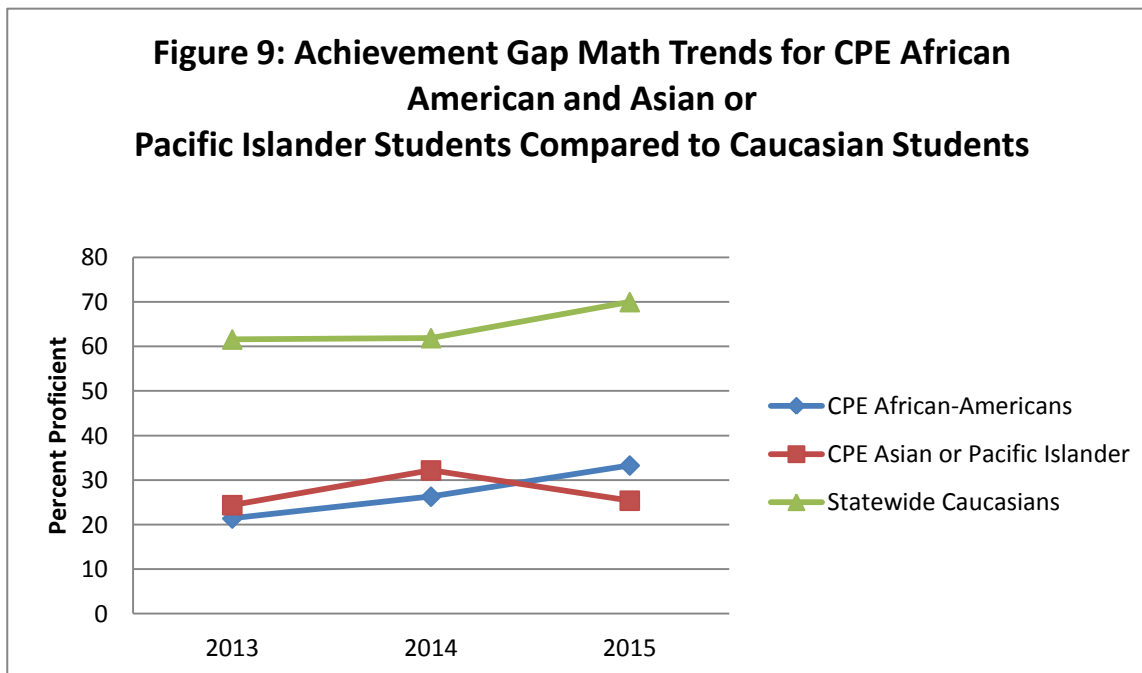
<sup>4</sup>Other ethnic categories of Hispanic and American Indian or Alaskan Native had too few students to report.



**Table 9: Reading Achievement Gap Reading Trends for CPE African American and Asian or Pacific Islander Students Compared to Statewide Caucasian Students**

Group	2013	2014	2015	Change 2014 to 2015
CPE African American	0.0%	5.3%	14.3%	+9.0%
CPE Asian or Pacific Islander	18.9%	10.4%	15.3%	+4.9%
Statewide Caucasian	58.7%	59.8%	60.6%	+0.8%

Figure 9 and Table 10 below display proficiency trends for CPE's African American (AA) and Asian or Pacific Islander (API) student populations and statewide Caucasian proficiency rates in math. While proficiency rates for Caucasian students has remained stable from 2013 to 2015, both AA and API students showed positive changes between 2013 and 2014, +4.9% for AA students and +7.8% for API students. And from 2014 to 2015 AA students increased by +7.0%, although API did have a slight decline, it wasn't substantial. In addition, Statewide Caucasians even decreased from 2014 to 2015. The data shows that CPE is reducing the ethnic achievement gap in mathematics.



**Table 10: Math Achievement Gap Math Trends for CPE African American and Asian or Pacific Islander Students Compared to Caucasian Students**

Group	2013	2014	Change 2013 to 2014	2015	Change 2014 to 2015
CPE African American	21.4%%	26.3%	+4.9%	33.3%	+7.0%
CPE Asian or Pacific Islander	24.4%	32.2%	+7.8%	25.4%	-6.8%
Statewide Caucasian	61.6%	61.9%	+.3%	61.6%	-.3%

\* Too few students tested to report.

### Multiple Measurements Rating

The Multiple Measurement Rating (MMR) considers the proficiency, growth, achievement gap reduction, and graduation rates<sup>5</sup>. Points are assigned to each of the four domains based on a school's rank compared to other Minnesota schools, and the total MMR is the percentage of possible points the school earned. CPE's MMR rating has increased since the 2012 school year. Overall, CPE has scored more points in each of the three MMR categories in 2014 compared to 2012 and 2013, and this has improved CPE's total percent of points earned to 31.8% for a change of +26.5% percentage points. MMR remained stable in 2015, in spite of a dip in growth & achievement gap reduction. CPE is working with MDE to implement interventions to improve academic outcomes.

**Table 11: Multiple Measurements Rating**

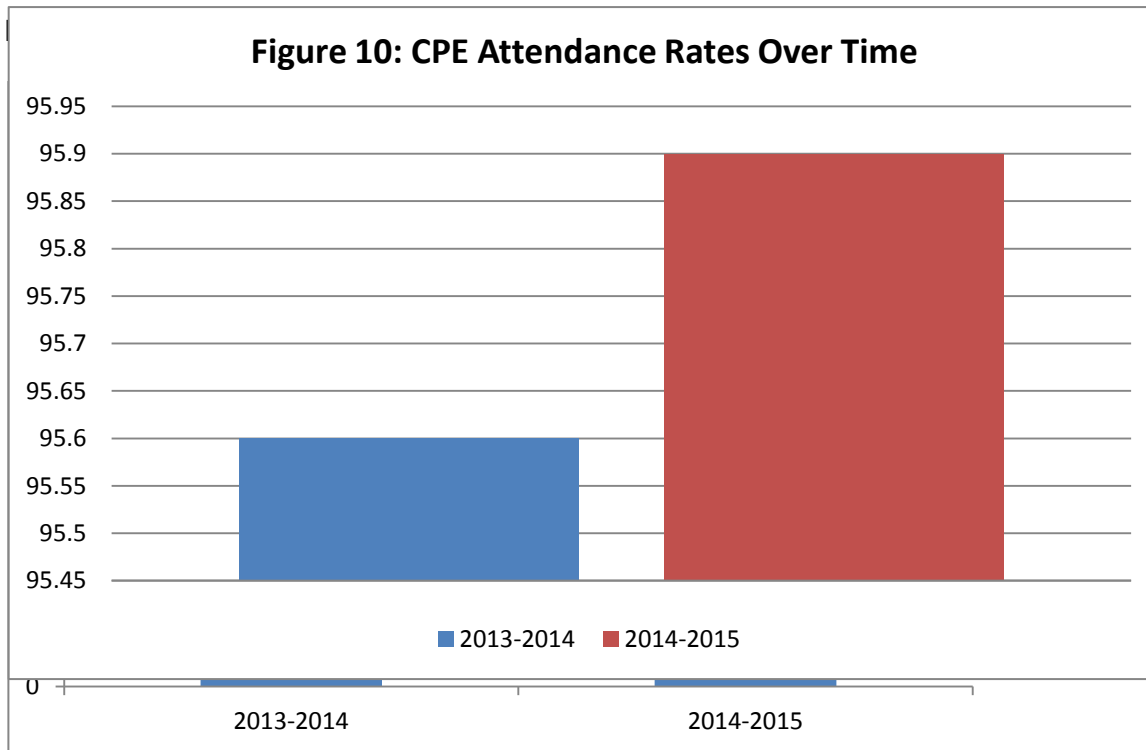
	Proficiency	Growth	Achievement Gap Reduction	MMR
2012	0.9	4.6	9.0	19.3%
2013	0.5	1.3	2.1	5.3%
2014	2.6	21.5	23.7	31.8%
2015	0.0	12.0	12.0	31.0%

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<sup>5</sup> Graduation rates only apply for schools that have a 12<sup>th</sup> grade.

## NON-ACADEMIC OUTCOMES

**Attendance.** CPE has maintained a high attendance rate historically. Figure 10 below summarizes attendance rates from the 2013-2014 school year to the 2014-2015 school year. CPE employs specific strategies to keep attendance rates high by creating a welcoming environment for students and families and surrounding students with a range of knowledgeable and skilled staff to manage any behavioral disruptions.



## **DISTRICT**

In order to support the district and meet our goals we've implemented a School Improvement Plan (SIP). The plan along with best practices which integrate high-quality instruction in a collaborative culture/environment are yielding positive results

CPE's Leadership Team has been implementing the school's School Improvement Plan (SIP) and Focus School Plan since 2012, and the combined effort of staff's dedication to the plan and improving the educational outcomes of CPE students has shown a great deal of success.

The SIP Leadership Team is high functioning. The team's decision making process utilizes student achievement data consistently in addressing the needs of students, staff, and families of CPE. CPE continues to refine the proactive communication between the Leadership Team, staff, parents, and other stakeholders.

**Below are some highlights of the ways, in addition to the SIP, in which CPE has changed to further impact student lives.**

CPE has prioritized aligning classroom lessons to Minnesota standards through bimonthly Professional Learning Communities (PLC) that include all teaching staff; staff share lessons, ideas, student work, and challenges and solutions in aligning instruction to standards.

The PLC has also created a plan for classroom lessons that spans the entire school year and covers all of the Minnesota math standards.

The Action Team provided a highly effective connection from CPE to families and the community. In 2013-14, the action team continued its work of improving reading and math outcomes, improving the welcoming environment of the school, promoting community involvement, connecting with parents (including those absent from an event at CPE), and conducting summer visitation of CPE families. And this was continued during the 2014-2015 year.

CPE has a large ELL population and students new to the country which continues to grow at CPE. Given CPE's reputation in providing high quality education to ELL students and students new to the country, families continue to recommend the school to other families.

At CPE we also have an Academic Learning Improvement Team (A-LIT). This A-LIT team has identified the relationship between curriculum materials and bench marks, discussed generic instructional strategies, and have begun to engage teachers in the instructional change process. We will use the PDSA cycle to facilitate an ongoing process for alignment of assessments, instruction, and curriculum, to select instructional strategies or practices that are evidence based and provide opportunities for PD that include content and pedagogical skills. We will continue developing a system for monitoring the implementation of instructional strategies and share features of the successful evidence based strategies to maximize their impact. The A-LIT team currently uses data to guide instructional practices selected by the team. We



collect summative data. We use different types of data, and we use multiple systems for collecting longitudinal student data to identify achievement gaps. We will use the PDSA cycle to gather and analyze implementation and achievement data to assess impact of instructional strategies and to assess student needs. We will also use the PDSA cycle to analyze student academic performance data and reflect on the aggregated performance data to verify school achievement gaps and to hypothesize root causes. We will expect teachers to provide students with disaggregated data that focuses on benchmark success criteria. The A-Lit team will be developing a Practice Profile to address our PDSA Instructional Practice.

In addition, CPE needs are based on our AYP and our MMR data. To target and meet these needs our School Improvement Plan (SIP) comes into effect. This plan ensures that as a school community we record, monitor and track our continuous improvement. To assist in this process our Action Team has designed a Record of Continuous Improvement template which develops a record for each separate usable intervention being implemented. \*NOTE: A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. ***Attached to this framework are SMART Goals followed up with an ACTION Plan.***

**SMART Goal - MATH:** The percentage of all students enrolled Oct. 1, 2014 in grades 3-6 at CPE who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA will increase from 31.9% in 2014 to 43.1% in 2015.

**The percentage of non-English Language Learners enrolled October 1 in Grades 3 -6 at College Prep Elementary who are proficient on the Math MCA (all accountability tests) will increase from 38.73 % in 2014 to 47.72 % in 2015.**

**The percentage of English Language Learners enrolled October 1 in Grades 3 -6 at College Prep Elementary who are proficient on the Math MCA (all accountability tests) will increase from 29.0 % in 2014 to 41.2 % in 2015.**

## **EXPLORATION**

This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).

**Table 1: ACTION Plan – MATH**



<b>ACTION STEPS</b> What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	<b>TEAM LEAD/ RESOURCES</b> Who will lead this action step?  What resources are needed?	<b>DATA</b> What did you learn from the data you reviewed?	<b>BY DATE</b>	<b>NEXT STEPS</b> What will you do next to advance the exploration process?
1. Explore Practice Profile data	ALIT Practice Profile	Discovered that returning staff needed re-fresher on Practice profile components, new staff needed training.	By Sept. 30, 2014	Refresher and training for new staff to be completed fall 2014.
2. Determine next steps of Practice Profile	ALIT Practice Profile	Enter what you learned from the data reviewed here	By Sept. 30, 2014	Data explored, next steps determined
3. Leadership will meet to discuss the math plan at the next meeting	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Dec. 2014	Determine next steps
ALIT looking at exploring MTSS for math.	ALIT/Title 1 lead/RTI Lead/ Academic Lead	Math MCA111, proficiency ranking by grade level	June 2015	Determine if CPE has the capacity to implement MTSS in math
Academic Lead is performing formal observations on all Non	Academic Lead	Trends in instruction and teacher skill deficits are emerging.	June 2015	Schoolwide Professional Development plan and coaching to address identified schoolwide needs.

Sped Instructional staff with intensive coaching as needed.		Perception Data, Teacher Evaluation Data, Academic Achievement Data Practice Profile Data		
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**SMART Goal – READING** The percentage of all students enrolled October 1, 2014, in grades 3-6 at CPE who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA will increase from 10.1 % in 2014 to 26.4 % in 2015. The percentage of non-English Language Learners enrolled October 1 in Grades 3 -6 at College Prep Elementary who are proficient on the Reading MCA (all accountability tests) will increase from 15.04 % in 2014 to 29.4% in 2015. The percentage of English Language Learners enrolled October 1 in Grades 3 -6 at College Prep Elementary who are proficient on the Reading MCA (all accountability tests) will increase from 8.0 % in 2014 to 25.0% in 2015.

**EXPLORATION**

This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).



**Table 2: ACTION Plan – READING**

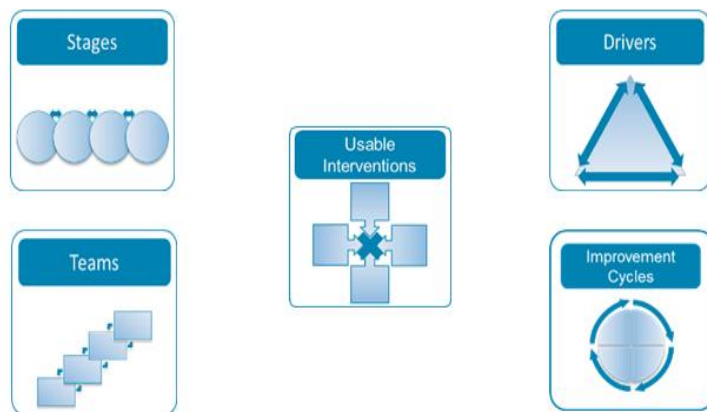
<b>ACTION STEPS</b>	<b>TEAM LEAD/ RESOURCES</b>	<b>DATA</b>	<b>BY DATE</b>	<b>NEXT STEPS</b>
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	Who will lead this action step?  What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?
Explore Practice Profile data	ALIT	Discovered that returning	By Sept.	Refresher and training for new staff to be

<b>ACTION STEPS</b> What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	<b>TEAM LEAD/ RESOURCES</b> Who will lead this action step? What resources are needed?	<b>DATA</b> What did you learn from the data you reviewed?	<b>BY DATE</b>	<b>NEXT STEPS</b> What will you do next to advance the exploration process?
		staff needed re-fresherer on Practice profile components, new staff needed training.	30, 2014	completed fall 2014.
Determine next steps of Practice Profile	ALIT	Practice Profile data	By Sept. 30, 2014	Leadership team will identify how to manage fidelity checks.
3. Plan training for new staff on Practice profile	Academic Lead/ELD Lead	Practice Profile	By Sept. 30 2014	Train staff on Practice Profile implementation
4. Leadership team discusses how best to perform fidelity checks on Practice Profile	ALIT	Practice profile	Dec. 15, 2014	Alit will have a plan for fidelity checks
5. ALIT Team members to do fidelity checks on Component 1 of Academic Vocabulary Practice Profile.	ALIT	Enter what you learned from the data reviewed here	Jan. 31,2015	Enter next steps here
4. Need to look at Multi – tiered System of support process	ALIT/Academic Lead/RTI Coordinator	Students were not getting needs met in Tier 1 Instruction.	Sept. 2014	Determine system for Tier 2 and Tier 3 Instruction
Academic Lead is performing formal observations on all Non Sped Instructional staff with intensive coaching as needed.	Academic Lead	Trends in instruction and teacher skill deficits are emerging. Perception Data, Teacher Evaluation Data, Academic Achievement Data Practice Profile Data	June 2015	Schoolwide Professional Development plan and coaching to address identified schoolwide needs.

## FACILITATING SUPPORT FOR SUSTAINABLE CHANGE IN MINNESOTA SCHOOLS

### Using Implementation Science

The Active Implementation Frameworks based on Implementation Science were developed by the National Implementation Research Network (NIRN) to support system and practice change. This Record of Continuous Improvement uses those frameworks and Implementation Science to help schools establish a facilitated network of support for sustainable change. The change effort is led by a Leadership Implementation Team that understands and uses the five Integrated Active Implementation Frameworks effectively. A brief overview of these frameworks follows. An in-depth review of the frameworks, and supportive implementation tools, is located on the [Active Implementation Hub \(http://implementation.fpg.unc.edu/\)](http://implementation.fpg.unc.edu/).



Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Teams need to be purposefully linked to one another due to the nature of their work. They need to be linked to other teams at the instructional level (PLC's), district, regional, and state (Minnesota Department of Education) level. Implementation teams share the responsibility for improvement with administration and work with staff and community stakeholders to ensure all students receive high-quality instruction in an equitable learning environment.

Implementation Teams review multiple sources of data (including student data) and then select a usable intervention during the exploration stage that a) will address the needs identified by reviewing the data and b) is most likely to create an increase in student performance over time. By definition, a usable intervention is one that is teachable, learnable, doable, and readily assessed. Once the intervention is selected,

teams develop staged action steps that provide structural supports necessary for successful implementation. **A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework.** The stages include:

Exploration: Teams are formed and the usable intervention is selected.

Installation: Supports such as guiding documents and initial training are provided and coaching routines and supports are articulated.

Initial implementation: Teachers begin using the practice, receive coaching, and work towards fidelity of implementation guided by fidelity data (e.g. are we doing what we said we would do).

Full implementation: Over 50% of the teachers are implementing the usable intervention(s) as intended.

Teams track the progress of strategic implementation using both short-term and longer-term Plan, Do, Study, Act cycles (PDSA) to provide feedback to the leadership implementation team, building administrators, and teachers. Information from PDSA cycles provides ongoing snapshots of how the system is progressing towards fidelity of implementation and improved student outcomes. As implementation progresses through the stages, the focus of the PDSA changes. During exploration and installation the PDSA cycle is used to evaluate adult effort in selecting the intervention and preparing for implementation. During initial implementation the focus shifts to ensuring fidelity of the instructional or intervention processes. While student outcomes are measured all along the way, it is most reasonable to expect that upon full implementation the focus includes not only fidelity data but also measures of formative and summative student performance (that should increase with increased fidelity). This stage-based process may span several years. The PDSA cycle also is used to provide a longer term evaluation of the overall impact of the usable intervention on student success. This cycle informs decisions about continued use of the intervention, necessary improvements (e.g., more training or coaching), or whether the process should begin again to find an intervention that will provide a greater impact on student outcomes.

Leadership implementation teams address barriers and facilitate effective change through the use of the implementation drivers. Teams use the drivers to guide every conversation they have about enhancing effective implementation and resolving barriers to implementation. The competency drivers include selection, training, coaching, and performance assessment (fidelity of instruction). The organizational drivers include data management and use for decision making, facilitative administration, and systems intervention. The leadership driver makes use of both adaptive and technical strategies for problem solving.

Schools using the active implementation frameworks must recognize that no one framework is more important than the others. Focusing on one framework, or ignoring even one, diminishes the effectiveness of the continuous improvement process. By striving to understand the connections among all five frameworks, schools can expand their capacity to manage the complex variables of school change. This Record of Continuous Improvement is intended to support your ability to effectively manage change and create improved student outcomes.

## **REDUCING THE ACHIEVEMENT GAP with other approaches**

CPE uses **FAST, PRESS & ADSIS** approaches and methods in reducing the achievement gap. .

- **FAST** (Formative Assessment System for Teachers) provides skills specific as well as a general outcome. FAST is a suite of assessment progress monitoring tools designed to help educators screen, monitor progress, and analyze reading skills of students. It's a learning assessment, training & progress monitoring tool. It's used in conjunction with Universal Screening in an MTSS model.
- **PRESS** (Path to Reading Excellence in School Sites) provides curriculum & progress monitoring for reading intervention. PRESS is a comprehensive approach to early literacy developed by the Minnesota Center for Reading Research (MCRR) in partnership with Minneapolis Schools, Minnesota Reading Corps, and the Target Corporation. Driven by research-based approaches to literacy, PRESS incorporates quality core instruction, data-driven instructional decisions and interventions, and meaningful professional development to support systemic change.
- **ADSI** (Alternative Delivery of Specialized Instructional Services) provides support to the staff. The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. RIGOROUS COURSES and ENRICHMENT EXPERIENCES.

At CPE our staff and faculty use rigorous courses to improve student performance and support their learning and growth. These include Hmong Language & World Culture, Visual Art, Physical Education, and Intro to Robotics and Programming.

- **Hmong Language & World Culture course** introduces our students at a young age to the structure of a foreign language and by winter/spring semester the content begins to point towards Asian. Karen, African and Spanish cultures, customs and traditions. By learning a second language students learn respect for diversity. Learning a second language has its cognitive benefits too. Research studies have shown that not only do student's linguistic abilities improve, but so do their cognitive and creative abilities. Children learn from different perspectives, thereby able to use a variety of strategies to solve problems; these can carry over into other mainstream classes. Mainstream classes are unable to provide this second language part.

- **Physical Education course** teaches students about leadership, teamwork, and sportsmanship. Students develop positive social skills. They learn the value of following rules the importance of cooperating with peers. Students learn about the human body such as how their bodies move and how to perform a variety of physical activities. They develop proper mechanic and develop hand-eye coordination. Students also learn the health-related benefits of regular physical activity. PE is a lifelong learning experience which our students will carry with them into the future.
  - **Visual Art enrichment course** investigates and explores ideas and concepts surrounding art & design. Students learn about the elements and principles of design. Students understand how to apply these principles in creating 2D images and constructing 3D models.
- \*NOTE: The above 3 courses are built into the daily schedule.
- **Robotics & Programming course** introduces students to coding, programming and robotics. Using the *Ozobot-robot*, students become engaged through its interactivity and as a result it becomes a powerful learning tool. It accompanies our STEM program by relating to math, science and technology. Students become empowered by developing their own games, races, futuristic landscapes and custom maps. [This course is offered during our 4-week ESY (Extended School Year) program.]

## **ENRICHMENT EXPERIENCES**

Our school is partnered with University of St. Thomas and Concordia College to provide our young students which that college readiness component that's so vital in today's educational systems. Our students visit these campuses where they are exposed to some familiarities of college life.

- U of St. Thomas has partnered with students for an in service learning program. Twice a week during each semester CPE students either go to St. Thomas or their mentors visit our building to work with our students regarding academic studies.
- Our authorizer, Concordia College, has their liaison regularly attend our board meetings to ensure leadership decisions are aligned with college/authorizer's goals.
- Visual Art teacher takes students to Leonardo's Basement in St. Paul where students tap into their imagination & creativity by getting to tinker around and play with a variety of materials in this real life art studio-workshop. Here students are encouraged to explore and express themselves, use experimentation, employ problem-solving skills, and above all bring curiosity.



## TEACHERS AND PRINCIPALS

To review and evaluate the effectiveness of instruction and curriculum, CPE uses the ALIT (Academic Learning Improvement Team) in conjunction with the SIP (School Improvement Plan) team collectively assess how instruction and curriculum are being administered, practiced and delivered in the classroom.

### INSTRUCTION

- Academic Vocabulary immersed in instruction and lesson planning.
- PLC meetings weekly (collaborative discussions)
- Improve instruction through incorporation of intentional writing assignments which are aligned with curriculum.
- Weekly PDs
- Intentional writing to support the learning across multiple subjects.
- Individual coaches. Teacher has to identify 3 professional goals.

### CURRICULUM

- PRESS (Path to Reading Excellence in School Sites) provides curriculum & progress monitoring for reading intervention. PRESS is a comprehensive approach to early literacy developed by the Minnesota Center for Reading Research (MCRR) in partnership with Minneapolis Schools, Minnesota Reading Corps, and the Target Corporation. Driven by research-based approaches to literacy, PRESS incorporates quality core instruction, data-driven instructional decisions and interventions, and meaningful professional development to support systemic change.
- Provide PDs to staff so as to critique their own curriculum & lesson planning as they relate to the standards..
- Grade level team work. Teams collaborate to identify and address deficits in curriculum & lesson planning.
- Look at standards and supplemental lesson plans.
- Teachers create scope & sequence of literature & info. text. And instruction that included and thoroughly covered all standards.
- Another goal within this team – explore backwards planning for each unit to ensure alignment of standards, assessment & instruction that was delivered.

**CPE supervision/evaluation system used to rate teacher effectiveness.** At CPE Administrators use a system of informal and formal observations supported with the State Teacher Model & The Danielson Framework for teaching w/4 Domains.

- New Teachers formally observed 3 times/year
- Returning Teachers once a year
- Intensive coaching w/repeated evaluation

**CPE evaluation process for rating Executive Director/Principal. This is conducted by the School Board. The Board Chairman has created a formal survey that is handed to each board member for their constructive evaluation.**

**How the evaluation process works:**

1. Two direct reports (Office Manager and Education Lead) and the school board chairman evaluate the performance of the Executive Director
2. The school board chairman compiles the results and determines the average score in each category
3. The school board chairman types up an official evaluation report and shares it with the Executive Director (in the company of HR)
4. The school board chairman shares a brief summary of the evaluation to the school board during closed session
5. The school board chairman will place a copy of the evaluation in the Executive Director's personnel file

**\*NOTE: Sample Survey/Questionnaire pgs. 36-45**



## SCHOOL DIRECTOR PERFORMANCE EVALUATION FORM

Employee: Michael Raimondi, Executive Director

Date Completed:

### **PERFORMANCE DEFINITIONS**

**OUTSTANDING** - Performance at this level is clearly unique and far in excess of established expectations. The employee consistently exceeds expectations in the outcomes achieved in work quality, quantity and timeliness. The employee exhibits leadership among peers in all dimensions of the field of work performed.

**SIGNIFICANTLY EXCEEDS EXPECTATIONS** - Performance at this level often exceeds established expectations and standards for work quality, quantity and timeliness. The employee exhibits mastery of most dimensions of the field of work performed.

**FULLY CAPABLE** - Performance at this level is satisfactory on the established expectations and standards for work quality, quantity and timeliness. The employee competently achieves the requirements of the position.

**NEEDS IMPROVEMENT** - Performance at this level is minimally capable and below the level expected employee. Improvement is required in significant dimensions of the job in order to meet the expectations and standards for work quality, quantity and timeliness. The employee performing at this level may be denied merit increases until fully capable performance is demonstrated.

**UNSATISFACTORY** - Performance at this level is unacceptable. The employee often fails to achieve basic requirements of the position and has exhibited little or no improvement in job performance. The employee performing at this level should not be continued in this position; or where extenuating circumstances exist, should be retained only upon significant improvements within a fixed period of time to be defined by the Employer.

## **PERFORMANCE FACTORS**

### **1. ADMINISTRATION**

1a. **PLANNING:** Develops short and long range plans and goals to meet department objectives consistent with established priorities; sets appropriate priorities of needs and resulting services to be provided; anticipates and prepares for future requirements and devises contingencies; devises realistic plans

1b. **BUDGETING AND ECONOMIC MANAGEMENT:** Prepares an appropriate budget and subsequently adheres to it; utilizes finances, budgets, facilities, equipment, materials and products to minimize costs; actively practices cost containment.

1c. **ORGANIZATION OF WORK:** Structures work in order to avoid crisis, promotes productivity, attains cost effectiveness, and delivers work on time. Involved in this process are the tasks of allocating work, delineating responsibilities, scheduling activities, and adequately preparing for meetings and presentations.

1d. **COMPLIANCE:** Complies with established policies, procedures and directives; conducts department functions in accordance with applicable laws, statutes, and regulations.

1e. **PROBLEM SOLVING AND DECISION-MAKING:** Identifies problem and acts to rectify them by employing analytical thinking and sound judgment.

1f. **EVALUATION AND CONTROL:** Practices regular and systematic review of department operations to evaluate progress towards established goals; evaluates strategies employed in seeking those goals; implements remedial measures when necessary.

1g. **RISK (LIABILITY) MANAGEMENT:** Ensures that liability risk exposures are identified and treated when proposing new programs and services; evaluates and monitors established programs and services to identify areas which need revision due to changes in operation, legislation, policies and procedures; implements changes where needed to

facilitate favorable loss experience; manages employee safety program, including appropriate training and corrective action when necessary.

## **2. INTERPERSONAL**

2a. ORAL COMMUNICATION: Effectively communicates orally with individuals and groups, including public presentations; presents ideas in an organized, clear and concise manner, employs tact and discretion; listens well; offers appropriate feedback.

2b. WRITTEN COMMUNICATION: Prepares organized, clear, concise, accurate and informative letters, memos, reports and other documents which effectively fulfill content and timeliness requirements.

2c. COORDINATION/COLLABORATION: Works well with others at various levels; keeps information flowing to the appropriate parties vertically (down as well as up) and horizontally; facilitates communication and problems solving among parties when necessary.

2d. SUPERVISORY CONTROL: Effectively hires, assigns, directs, controls, evaluates performance, counsels and disciplines all other functions necessary or incidental to supervision; practices compliance with employment law guidelines and mandates.

2e. LEADERSHIP: Promotes cooperation and team work among employees; establishes high standards of conduct and job performance for subordinates; maintains open communication channels; delegates work; leads by example.

2f. STAFF APPRAISAL AND DEVELOPMENT: Provides good record of subordinate performance; reviews appraisal information with subordinates; aides subordinates in improving performance on current job; helps subordinates in setting up and implementing development plans and objectives; cross-trains employees; encourages subordinates to participate in training.

### **3. INDIVIDUAL**

3a. **EFFORT AND INITIATIVE:** Requires little work direction; exhibits persistence and initiative; puts forth a consistent, energetic effort; assumes full and complete responsibility for accomplishment of department functions.

3b. **PROFESSIONAL/TECHNICAL COMPETENCE:** Realistic knowledge and competence of the field and applies up-to-date technical/professional principles, practices, and standards appropriate to the functions of the department; acts as a resource person upon whom others can draw; professional demeanor maintained on a consistent basis.

3c. **INNOVATION:** Displays original and novel thought in creative efforts to improve on the status quo.

3d. **OBJECTIVITY:** Assesses issues, problems and decision situations based on the merits of the case presented; personal loyalties, biases, etc., does not influence department decisions; personnel decisions made on the basis of equal opportunity and objective job-related criteria.

3e. **CREDIBILITY:** Through successful performance, instills the feeling of trust and dependability.

3f. **FLEXIBILITY:** Adapts well to change, both internally and externally.

### **4. LEADERSHIP**

4a. **COACHING:** Communicates a positive attitude; serves as a catalyst for action and encourages employees to try new things and to take calculated risks; provides honest feedback; minimizes tension and defensiveness; creates an environment for success; teaches and guides employees rather than controls.

4b. **EMPOWERING:** Creates an awareness in others of their powers and self worth; involves others and shares powers in planning and decision-making; fosters leadership in others; challenges others to assume leadership roles and provides support by allowing them to risk, fail and learn; creates an environment in which others feel ownership for results and feel comfortable to take action to achieve desired results.

4c. **MODELING:** Believes in public service; treats all with respect and dignity and creates an atmosphere of mutual respect and trust. Serves as a catalyst for action and is a team player, believes in oneself and looks at problem as opportunities; uses powers in a positive way; keeps one's work: accepts responsibility for mistakes; insists on excellence (not perfection); communicates and reinforces by what they do - not what they say; adapts to changes as conditions and situations warrant.

4d. **TEAM BUILDING:** Builds group cohesiveness and pride; encourages cooperation; fosters and practices good communication, recognizes and rewards individuals and team accomplishments and contributions; shares success and rewards; manages conflict, which is inevitable.

4e. **VISIONING:** Establishes and articulates a vision of what could be; looks to and plans for the future; accepts new challenges, keeps an open mind.

4f. **SELF-DEVELOPMENT:** Is not static; prepares for the future; has the courage to identify and address shortcomings; is committed to self-improvement manages personal stress in positive ways.

**Rank the executive director on the performance factors using the performance definitions (5=outstanding, 4=significantly exceeds expectations, 3=fully capable, 2=needs improvement, 1=unsatisfactory)**

**1. ADMINISTRATION**

<b>Performance Factor</b>	<b>Performance (From 5 to 1)</b>	<b>Comments</b>
Planning		
Budgeting and Economic Management		
Organization of Work		
Compliance		
Problem Solving and Decision Making		
Evaluation and Control		



Risk (Liability) Management		
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**2. INTERPERSONAL**

<b>Performance Factor</b>	<b>Performance (From 5 to 1)</b>	<b>Comments</b>
Oral Communication		
Written Communication		
Coordination/Collaboration		
Supervisory Control		
Leadership		
Staff Appraisal and Development		

### 3. INDIVIDUAL

<b>Performance Factor</b>	<b>Performance (From 5 to 1)</b>	<b>Comments</b>
Effort and Initiative		
Professional and Technical Competence		
Innovation		
Objectivity		
Credibility		
Flexibility		

#### 4. LEADERSHIP

Performance Factor	Performance (From 5 to 1)	Comments
Coaching		
Empowering		
Modeling		
Team Building		
Visioning		
Self-development		

**What were the director's performance highlights in the past year?**

**What could have been most improved regarding the director's performance in the past year?**

**What should be the director's performance goals for the next year?**

**OVERALL EVALUATION Range:**

**Executive Director Signature \_\_\_\_\_ Date \_\_\_\_\_**

**Board Official's Signature \_\_\_\_\_ Date \_\_\_\_\_**

**Human Resources Signature \_\_\_\_\_ Date \_\_\_\_\_**