

PEAK
LEARNING SYSTEMS

TEACHING FOR EXCELLENCE™

Evidence of Positive Impact

PEAK Learning Systems

508 Violet Street

Golden, CO 80401

(303) 679-9780

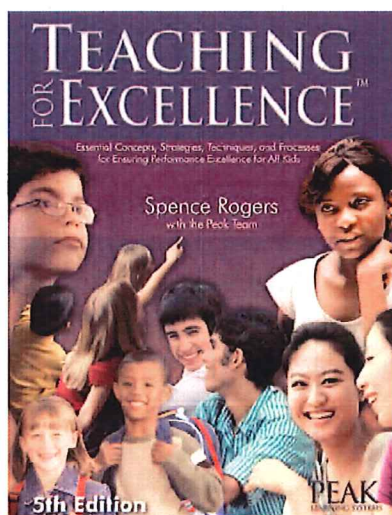
info@PeakLearningSystems.com

www.PeakLearningSystems.com

PEAK Learning Systems, Inc.
508 Violet Street
Golden, CO 80401
Telephone (303) 679-9780
e-mail: Info@PEAKLearningSystems.com
website: www.TeachingforExcellence.com

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PEAK

LEARNING SYSTEMS

Evidence of Positive Impact

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Introduction

Teachers, schools and districts engaging in PEAK *Teaching for Excellence™*, *Advanced Teaching for Excellence™* and *Leading for Excellence™* summer institutes, coaching, workshops and training sessions have measured progress toward goals and impact on students through numerous methods. It is important to gather evidence that is multi-faceted that validates from different perspectives. Included in this document is evidence provided by teachers, schools, and districts showing the positive impacts of their efforts.

Evidence

Each district, school, administrator and teacher collected data and evidence of success using different methods and processes that worked for them. Contained in this document are their submissions to PEAK of their progress, success and implementation using the principles, tools and strategies acquired. (r other selected factor.)

Galena City School District

299 Antoski Road
Galena, AK 99741



About GCSD

Galena, Alaska is located on the north bank of the Yukon River, 45 miles east of Nulato and 270 air miles west of Fairbanks in the great interior of Alaska. The Galena City School District has a rich history of innovation and success along the banks of the Yukon River. The Galena staff, School board, and parents are proud of their school/community partnership. Galena has three schools. Galena City School is primarily for local K–12 students.

The Galena community school, Sidney C. Huntington School, provides quality K-8 education for Galena students. Huntington was a well-known local resident and the author of *Shadows on the Koyukuk*, a popular book on Alaska. Sidney C. Huntington high school shares campuses with the Galena Interior Learning Academy. This arrangement doubles the courses, facilities, instructors, and activities available to local students as well as boarding school students.

The Galena Interior Learning Academy is a state-wide boarding school for grades 9 through 12 and is Alaska's longest operating residential secondary vocational school. It is accredited by the "Northwest Association of Accredited Schools". The Galena Interior Learning Academy also offers post secondary-vocational programs authorized by the Alaska Commission on Postsecondary Education.

The residential school has become an example of success with students from all over the state who left home in search of better educational opportunities. The unique combination of academics and vocational offerings and highly qualified staff gives the students an advantage.

PEAK Involvement

Teachers and administrators have engaged in *Teaching for Excellence™*, *Advanced Teaching for Excellence™*, and *Leading for Excellence™* summer institutes. Teachers and administrators have collected and contributed their data and observations. The following pages highlight their results.

299 Antoski Road
Galena, AK 99741



Galena City School District

From the Superintendent

October 2014

The state of Alaska has moved to a new accountability documentation method (the Alaska School Performance Index). It has replaced the "old" Adequate Yearly Progress. Upshot is that both GILA and the SHS secondary school showed solid growth from 2012-13 to 2013-14 of any district school.

Upshot is... PEAK Learning Systems has played a significant role supporting GCSD's efforts to increase our educational context allowing us to better support student learning, especially for our Native Alaskan students. PEAK's influence on our core academic and career and technical education (CTE) programs resulted in tremendous growth with GCSD's ASPI results from 2012-2013 to 2014.

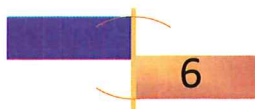
- GILA increased from an ASPI score of 73.60 in 2012-2013 to an ASPI score of 83.70 in 2013-2014
- SHS (JH/HS) increased from 88.08 (2012-2013) to 93.10 (2013-2014)
- Additionally, GCSD displayed strong graduation rates. Please reference the following details from the graduating class of 2014:
- GILA - 4yr cohort (2014) = 65.52% / 5yr cohort (2014) = 91.43%.
- SHS - 4yr cohort (2014) = 100% / 5yr cohort (2013-2014) = 84.21%

Chris Reitan
Superintendent
Galena City Schools

September 2004

PEAK Learning Systems has provided Galena City School District a deliberate, systemic professional development model focused entirely on improving daily classroom instruction and assessment practices that positively impact student achievement and learning. With the support of PEAK Learning Systems, Galena City School has experienced 10%-50% increases on student achievement based on state and national assessments.

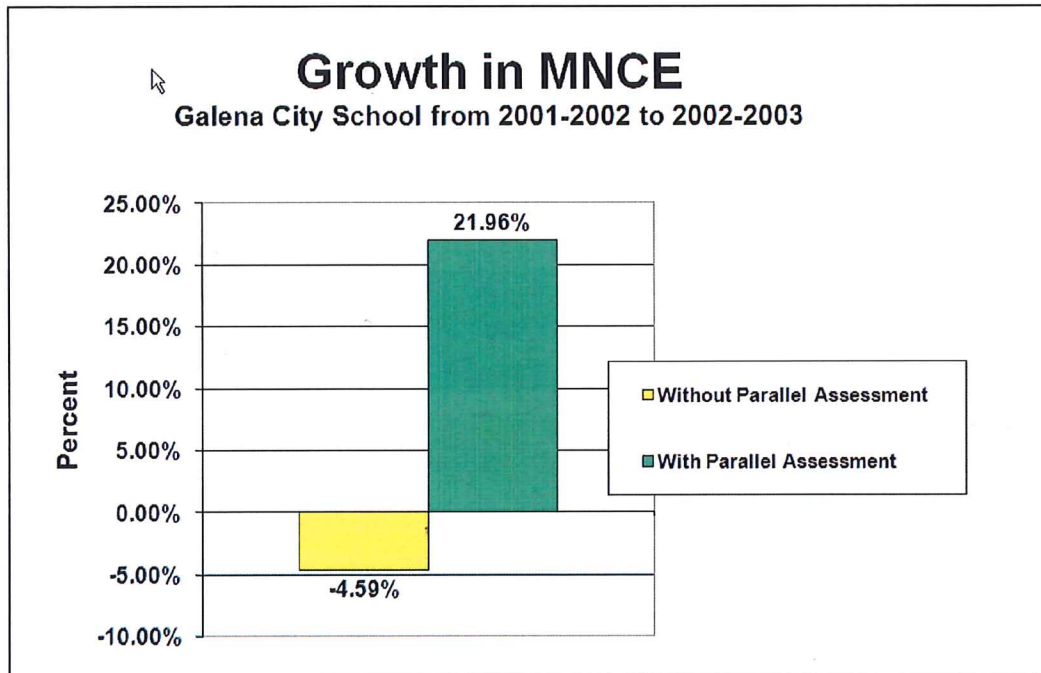
Chris Reitan
Principal
Galena City School, K-12



Galena City School District

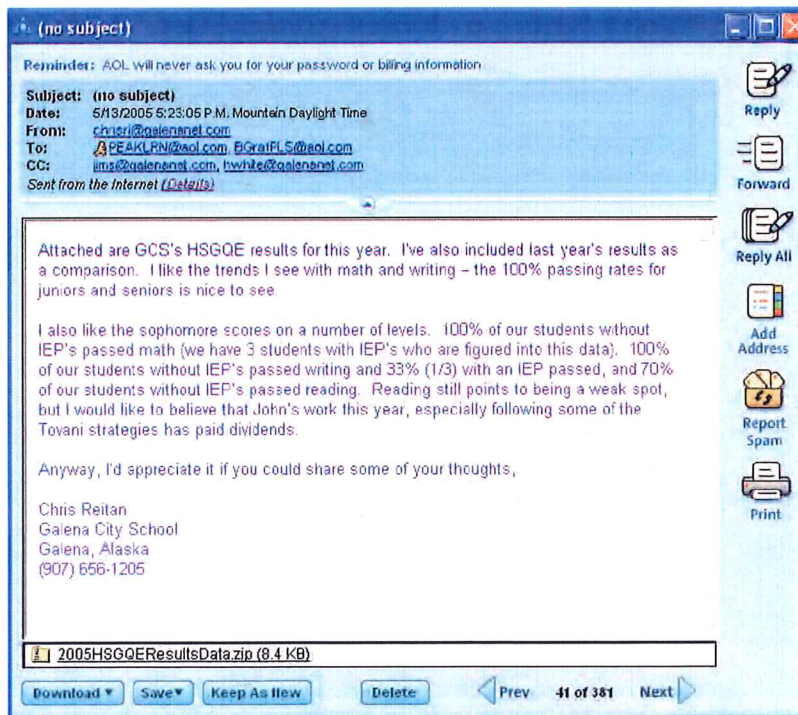
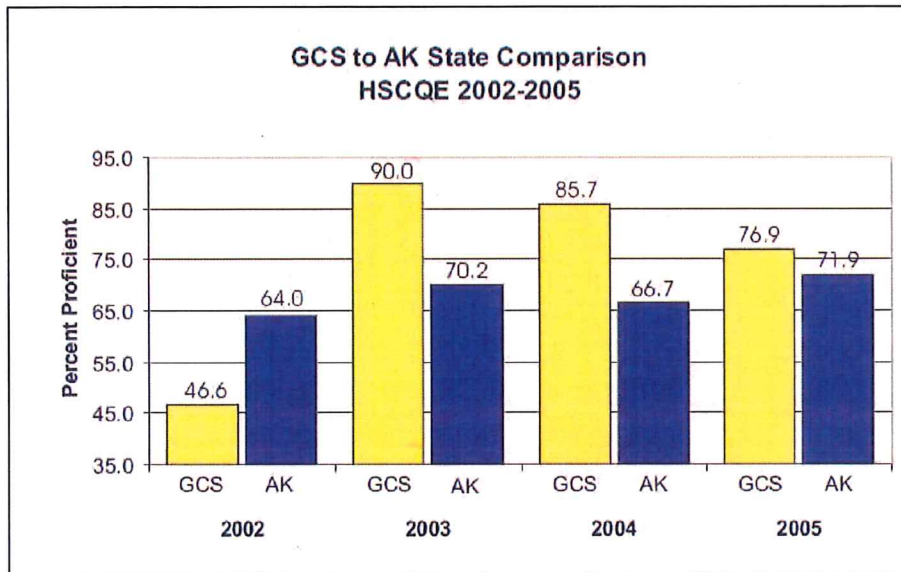
District State Assessment Results

In the Galena City School District, they used Mean Norm Curve Equivalent in their first year of significant implementation of parallel assessments to show significant gains with implementing teachers. This became the compelling data that moved the community to full support, of course combined with the high state rankings.



Galena City School District

Galena Uses State Tests to Show Impact of Closing of Achievement Gaps and Moving the District from Below State Results to Above on the HSCQE



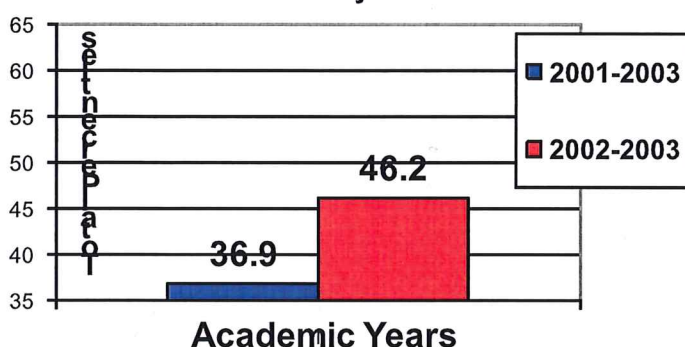
Galena City School District

Knowledge walls, Criteria-for-Credit, Four-Part Directions, Music and Parallel Assessments have made huge differences in my students success. My kids are learning more, working harder, behaving better, and scoring far better than ever before on the state tests. I finally feel like the teacher I always wanted to be. Each of these ideas has proven to be profoundly important.

Beth Buchanan

*High School Social Studies,
(Beth is now the Principal of the city
school)
September 7, 2004*

**Beth Buchanan - Terra Nova
Grade 10 Social Studies - 25.20% Gain
Galena City School**



I've been wanting to e-mail you and let you know that I have thoroughly enjoyed our educational discussions regarding educational issues at GCS and nationwide. Each time I come away with more questions and thoughts that lead me to think more about what I am doing. You do make a difference.

Before parallel assessments, tests were a hit and miss game with regards to student success and achievement. Students were expected to learn concepts, but were not required to actually master... I wanted all learners to succeed, but felt something was lacking in the model of instruction. Now, with the use of parallel assessments, knowledge walls, criteria-for-credit, distributed practice, and 6 Keys, students are held accountable for their learning and I am more precise in my teaching. It's not a hit and miss anymore. My classroom instruction is aligned with the district's curriculum checklist and my students are required to master concepts through the use of parallel assessment and distributed practice of concepts. The gap between individual students' achievements is narrowing, students with varied learning rates and ability levels are being successful and feel great about their learning. I know I am doing everything I can to help my kids obtain more knowledge and keep that knowledge – my state tests are proving it.

It's moose hunting season, and my family has already gone on one hunting trip. I can't wait to taste that mouthwatering moose meat in my mouth. Am I a true Alaskan or what??? See you in October.

Kate Thurmond

*Fifth Grade, Galena City School, Galena, Alaska
September 7, 2004*

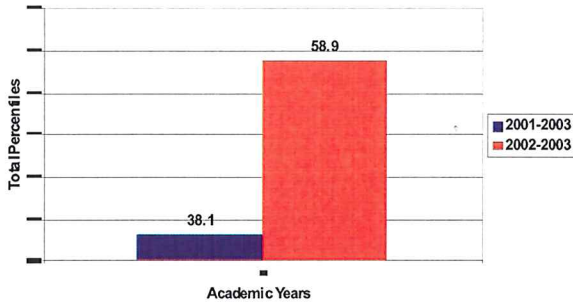
Galena City School District

I have been using PEAK assessment strategies for four years now, and every year I have noticed an increase from the previous year's classes in the form of better grades, improved attendance, less discipline referrals, and an increase on student achievement on standardized test scores. My students have expressed their gratitude for the ability to use parallel assessments and the knowledge wall in their math classes. I do not know if I would still be teaching if I had not been exposed to the PEAK way of teaching.

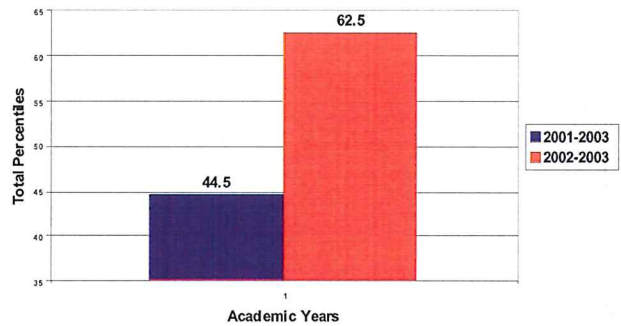
Don Benn

*PERS Math Teacher
Galena, Alaska
September 2004*

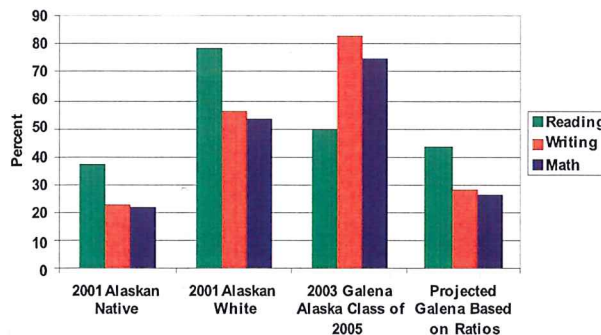
John Perkins - Terra Nova
Grade 10 Language Arts - 54.59% Gain
Galena City School



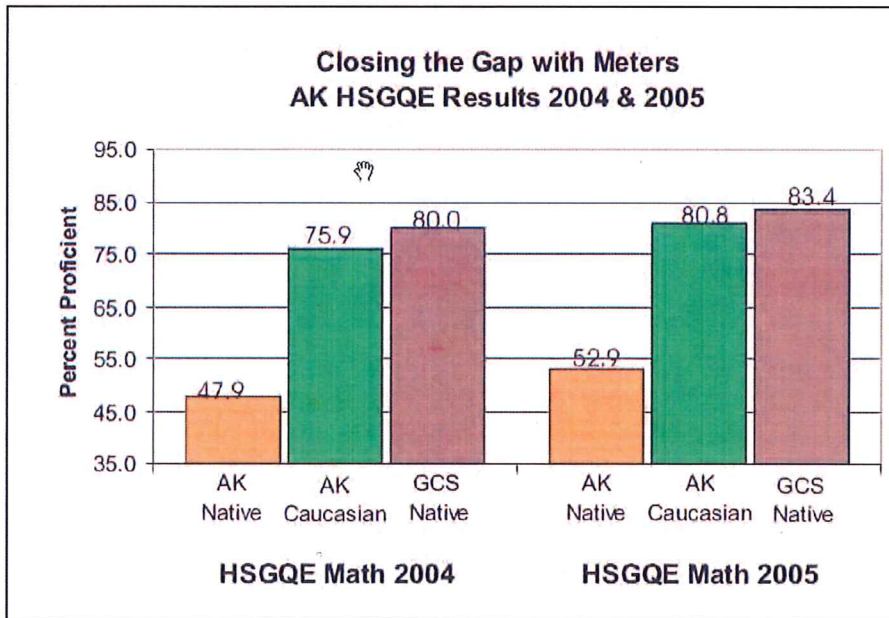
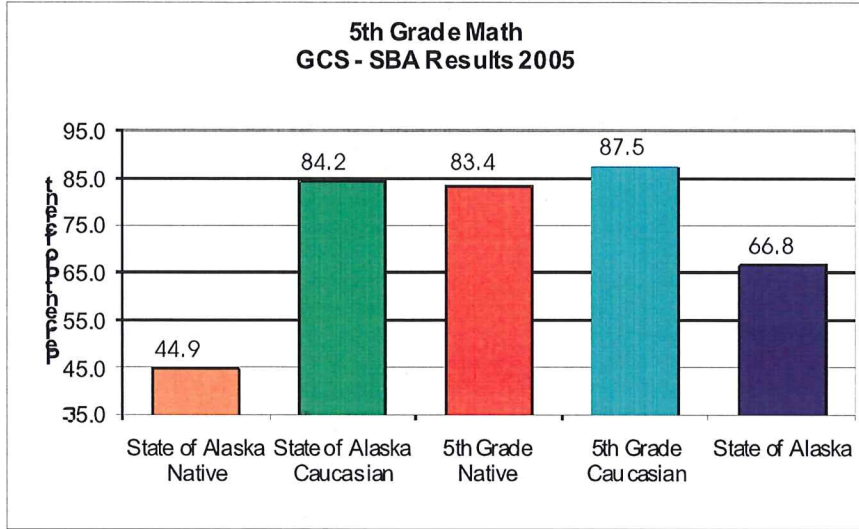
Patrick Tatera - Terra Nova
Grade 10 Math - 40.45% Gain
Galena City School



Percent of Students Passing the Spring HSGQE
Galena is at least 85% Native Alaskan

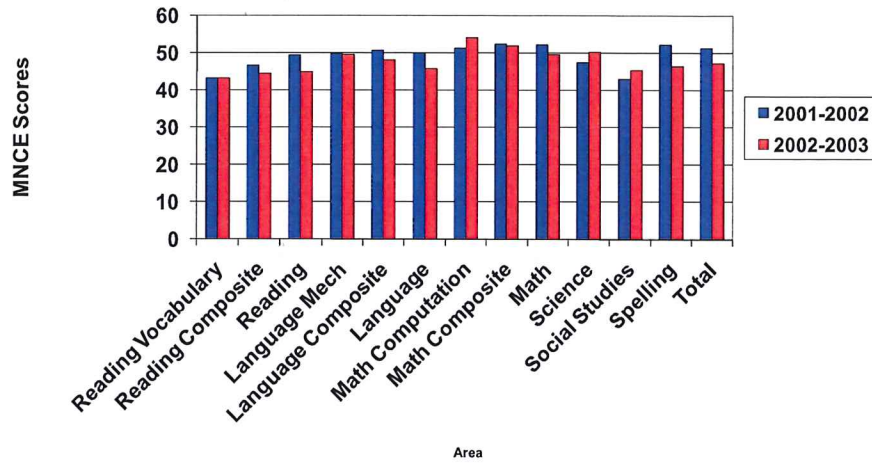


Galena City School District

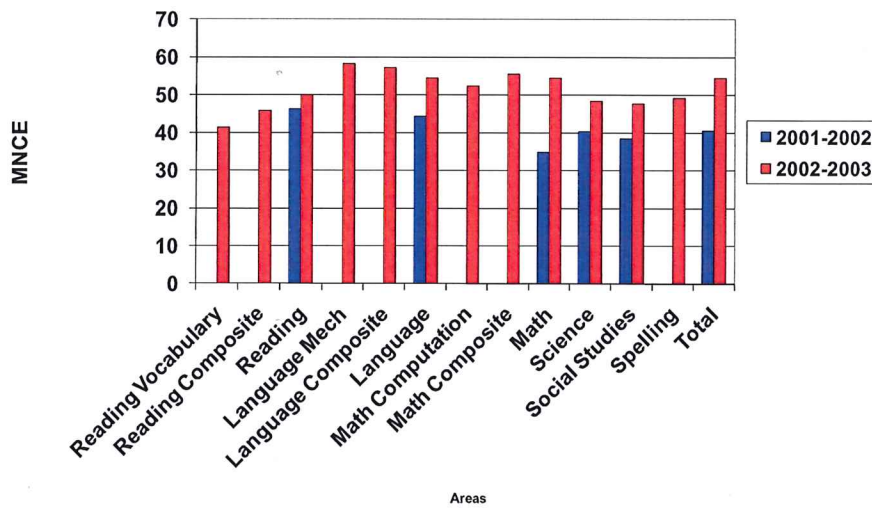


Galena City School District

PERS Grade 9 Terra Nova Comparison

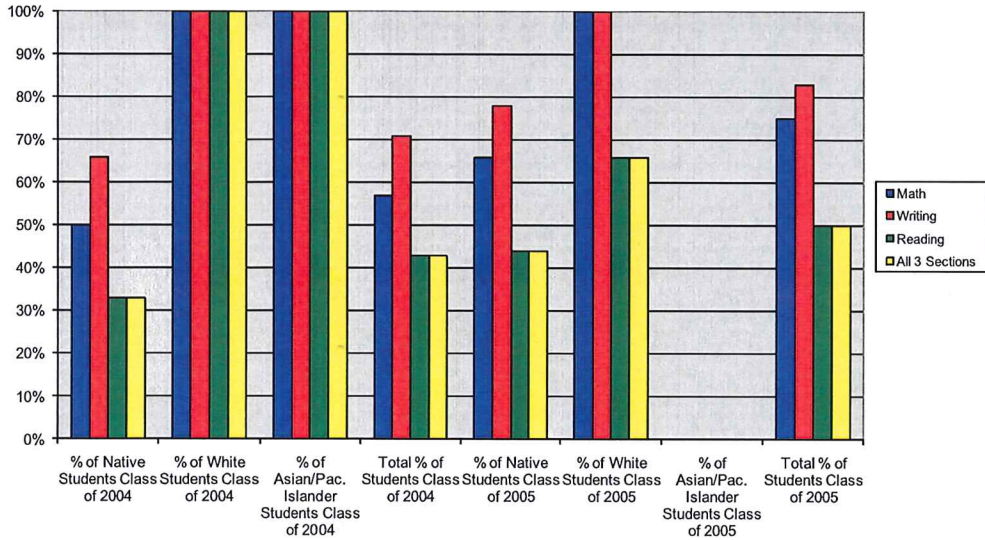


PERS Grade 10 Terra Nova Comparison

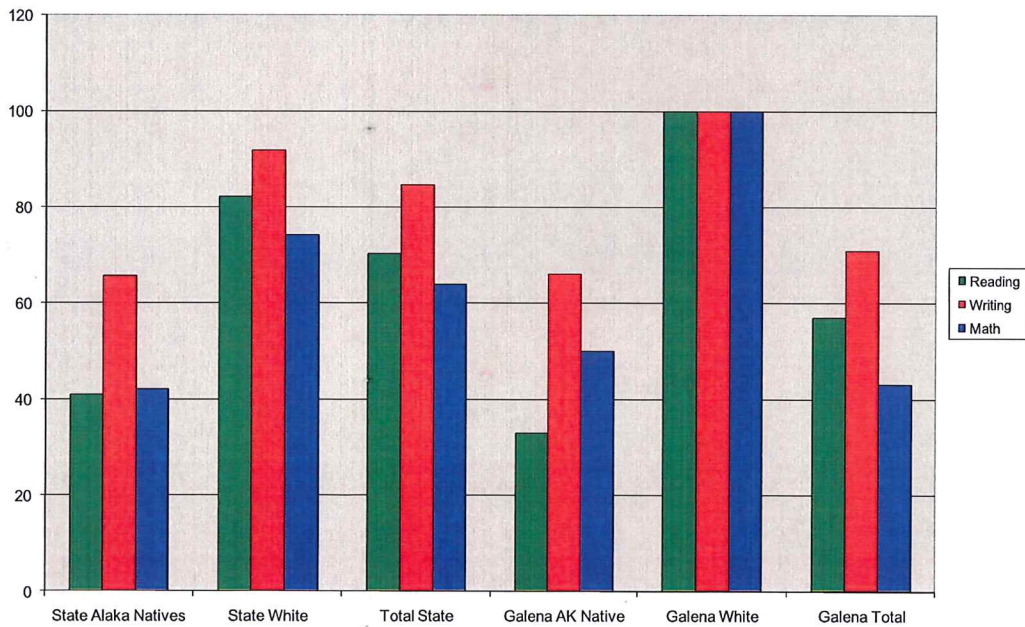


Galena City School District

Galena City School 10th Grade HSGQE Results for 2002 and 2003
 Class of 2004 was tested in 2002 Class of 2005 was tested in 2003



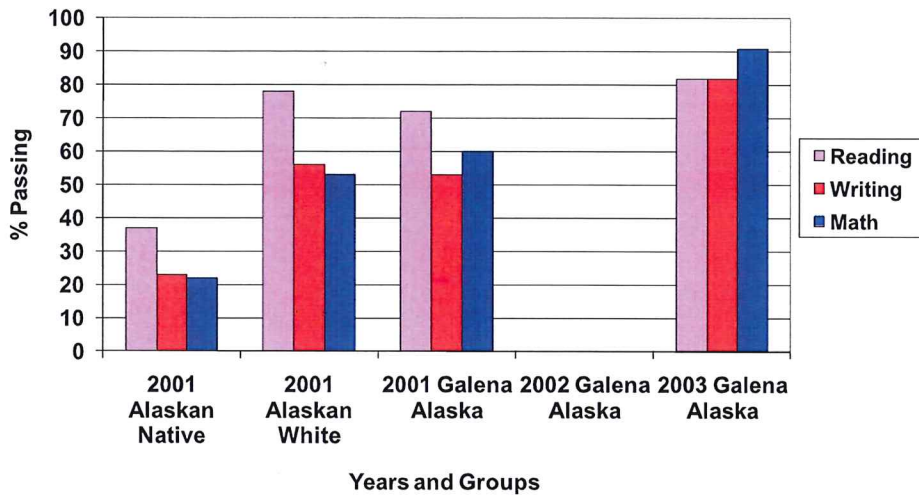
Class of 2004 HSGQE Results from 2002



Galena City School District

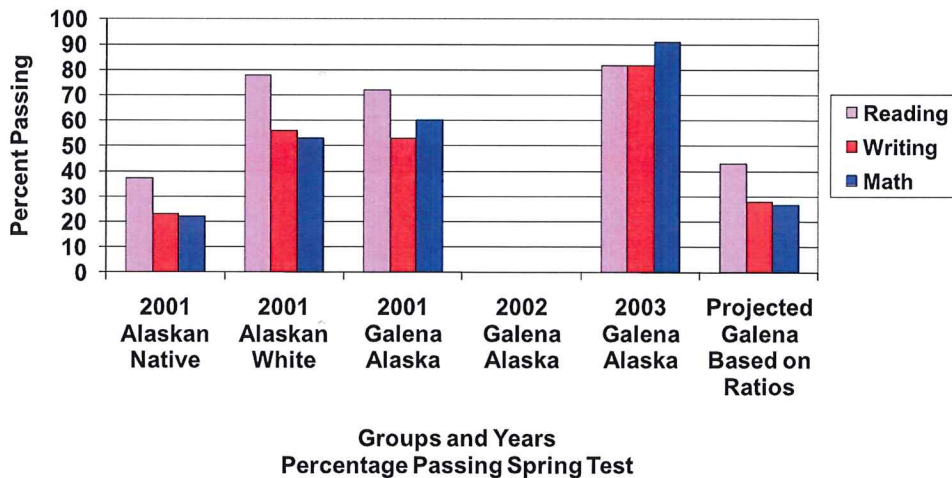
Alaska HSGQE Comparisons

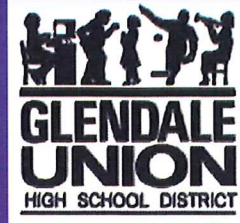
Galena is at Least 85% Native Alaskan



Alaska HSGQE Comparisons

Galena is at least 85% Native Alaskan





About GUHSD

Founded in 1911, Glendale Union High School District (GUHSD) serves the cities of Phoenix and Glendale and encompasses 60 square miles. Comprised of nine high schools, grades 9-12, the urban district enrolls 15,000 students and has approximately 150,000 constituents in the Phoenix metropolitan area. All schools are accredited by the Arizona Department of Education, North Central Association of Schools and Colleges (NCA CASI) and AdvancEd. The Arizona Department of Education has rated GUHSD as an "A" district. All nine of the district's schools are ranked among the best high schools in the nation by U.S. News and World Report and are part of the College Board's 2013 National Advanced Placement District of the Year. With a mission to empower all students for the choices and challenges of the twenty-first century, we look forward to the opportunity to work with you and your family.

7650 North 43rd Ave.
Glendale, AZ 85301

PEAK Involvement

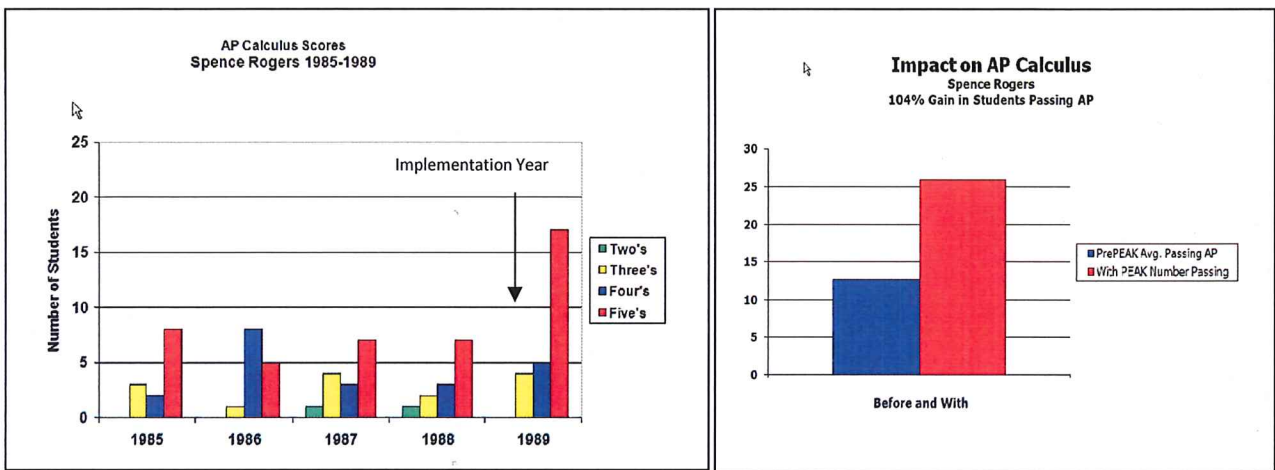
Data from Spence's classes and those of many other GUSHD teachers is included in this document as evidence that these methods worked in their early implementation and continue to work today in increasing student learning, achievement and success in classrooms around the country. Part of the foundation for *Teaching for Excellence™* is based on what Spence, his administrators and colleagues learned, developed and implemented in the district.

Glendale Union High School District

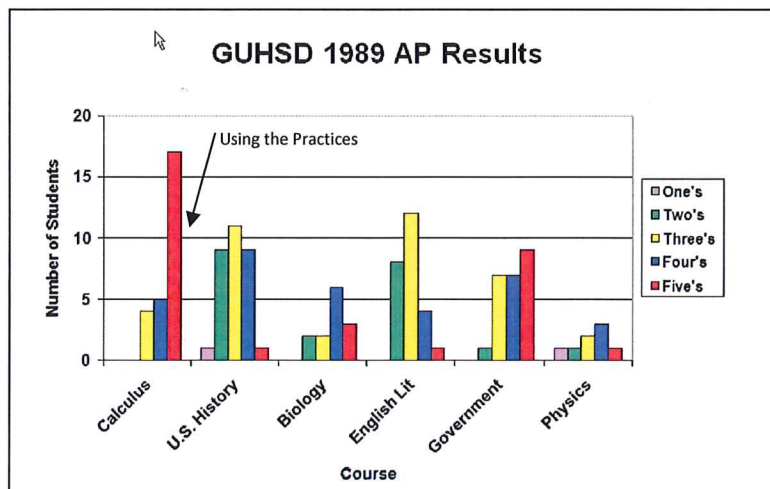
Examples of Data

Advanced Placement Results Showing Longitudinal Growth

In all examples below, it was critical to separate teachers who were implementing the intervention(s) with fidelity (critical attributes in place) from those who were saying they were doing the intervention(s) but were missing critical attributes. The charts below use longitudinal data to show the impact of using the intervention of Parallel Assessment in Spence Rogers' AP Calculus class.



This chart compares AP results across the school to show that the gains in Spence's class were unique to his class and not to the student population. This type of additional analysis lends credence to the above data.

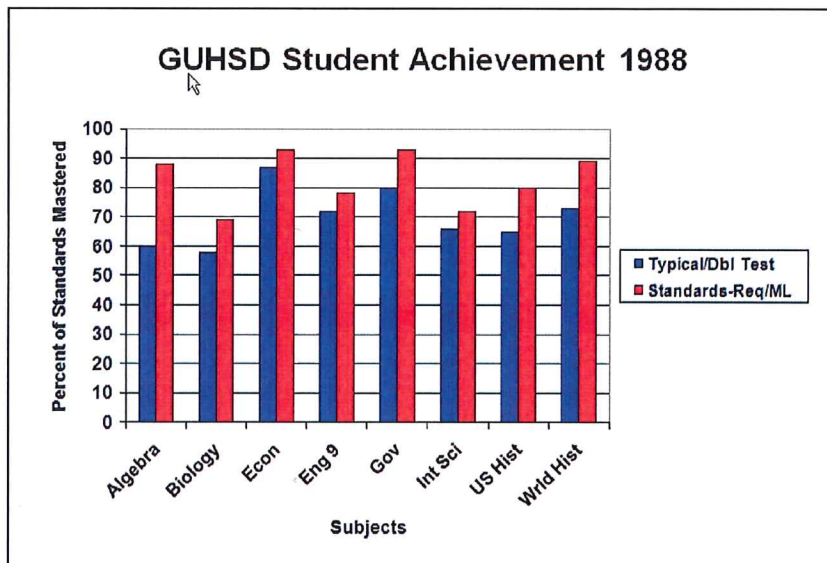


Glendale Union High School District

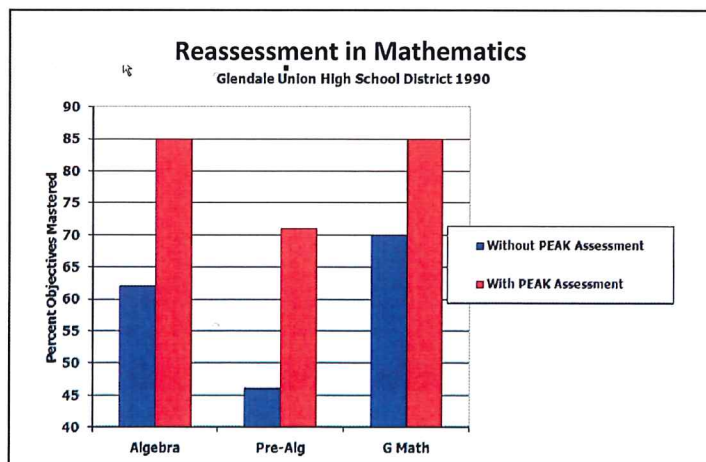
Examples of Data Continued ...

Criterion Reference, End of Course, Cross System and Longitudinal

The following chart shows improved achievement in teachers' classrooms in which re-assessment with corrective loops and re-assessment by objective with corrective loops were being used. The vehicle for this data was a secure, End of Course (EOC), Criterion Referenced Assessment. Achievement of students in classrooms of teachers not using the intervention as measured by percent of objectives mastered on the summative assessment was compared with the percent of objectives mastered in the classrooms in which the intervention was being used with fidelity.



The chart below uses the same secure, EOC assessment system and shows a comparison of percent of objectives mastered with teachers using the intervention with those who are not.

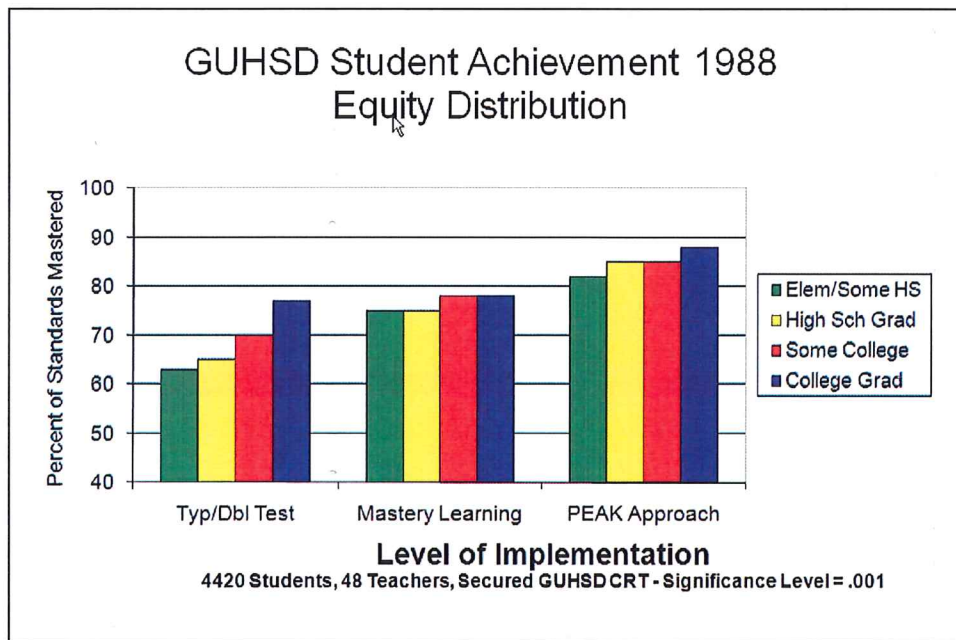


Glendale Union High School District

Examples of Data Continued ...

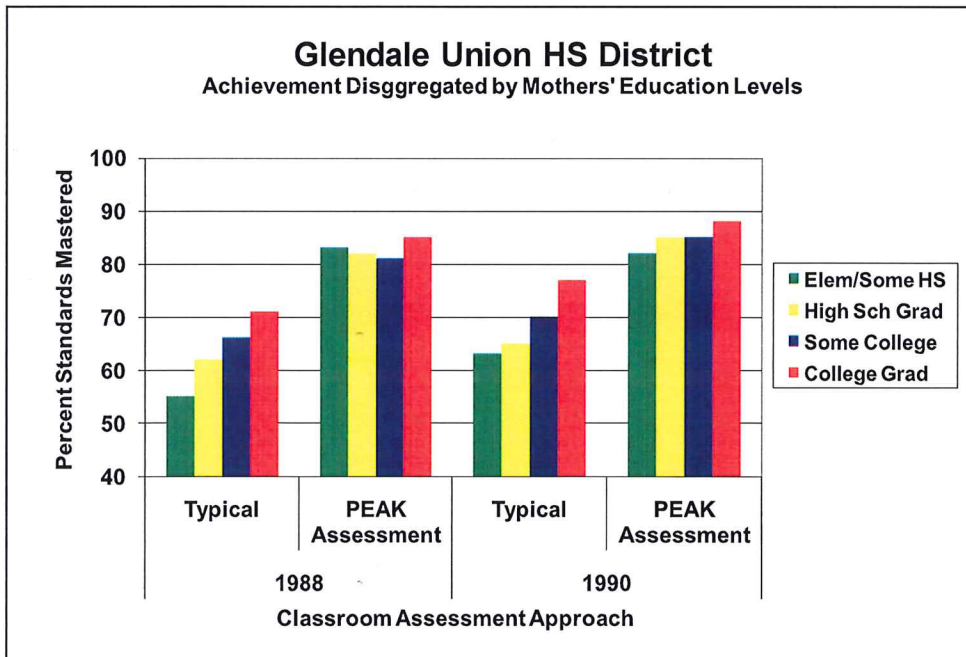
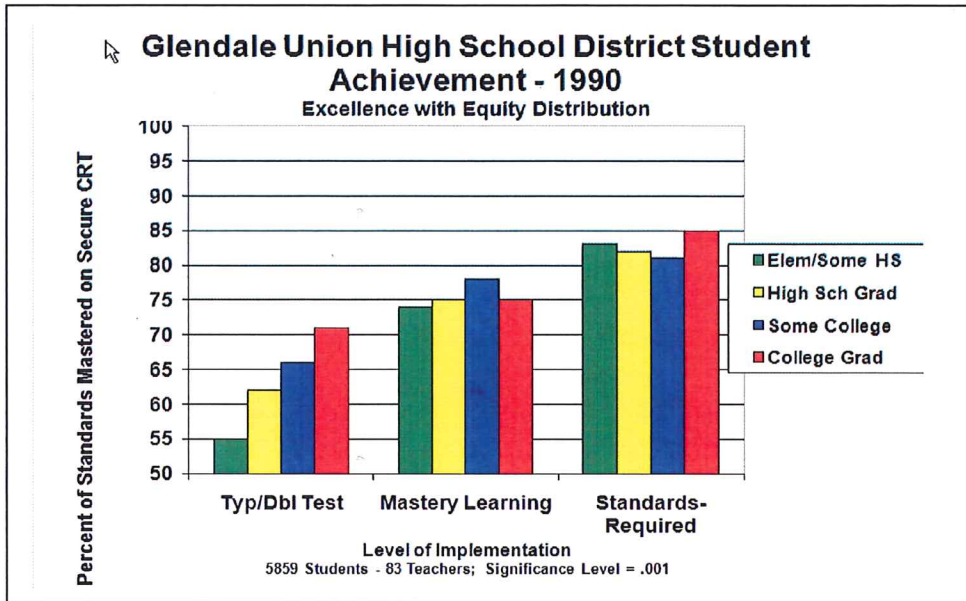
Criterion-Referenced, End of Course, Cross System and Longitudinal, Disaggregated

Data Showing Impact on Achievement Gap – The following charts are exceptionally powerful because they show significant impact (at the .001 level) on increasing and closing the achievement gap. We disaggregated EOC, secure, criterion-referenced assessment data by level of implementation and by family background of the students. Interesting to note: teachers who were working hard implementing less than the critical attributes showed no significant improvement over the teachers who were not using the intervention at all. Without assessing the fidelity of implementation of an intervention, the positive impact is typically lost in the data showing no impact from teachers who are not truly implementing. The chart shows lasting impact with the intervention with a longitudinal comparison of the same data. (PEAK Approach = Standards Required = Parallel Assessment by Objective with an effective teacher.)



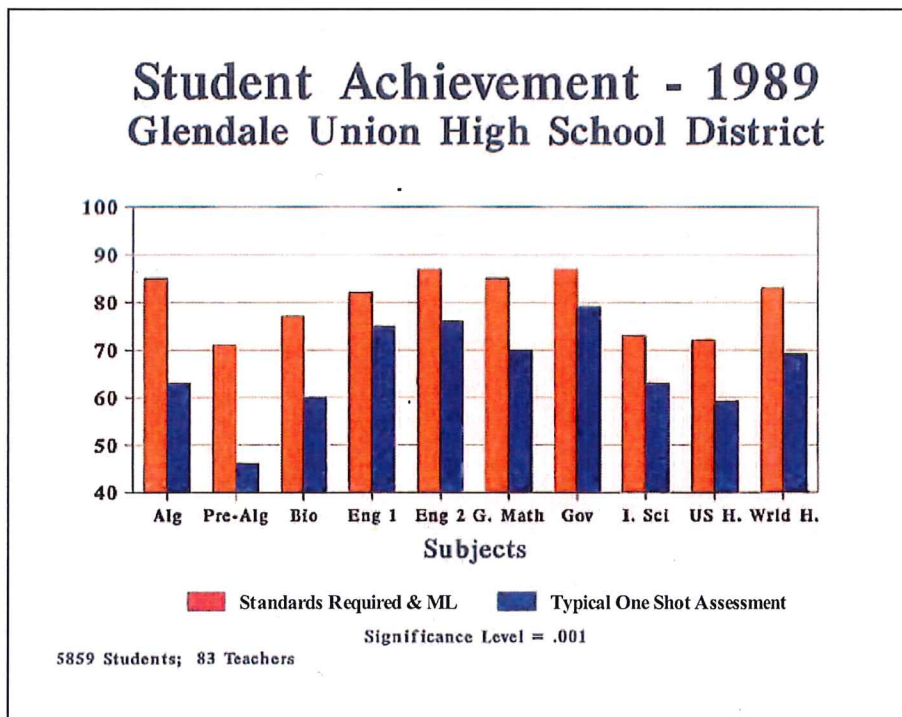
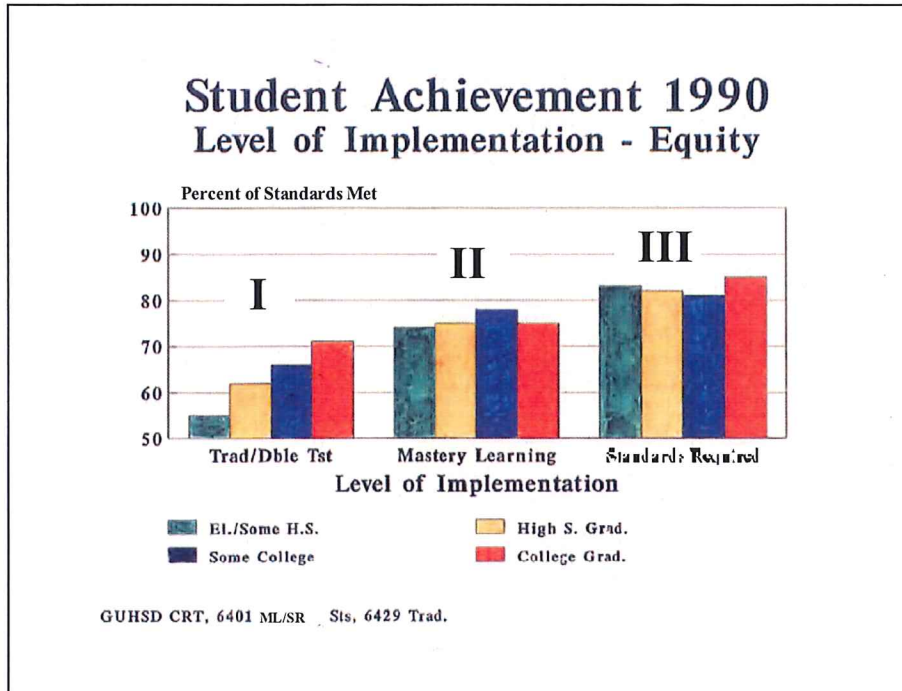
Glendale Union High School District

Examples of Data Continued ...



Glendale Union High School District

Examples of Data Continued ...





About Garfield Re-2

The Garfield School District No. Re-2 is an exciting place to be. Student achievement is improving and teachers and staff are actively engaged in providing instruction to nearly 4,700 students everyday. Garfield Re-2 is focused on helping every child become a better reader, writer and mathematician and preparing them for their post-secondary careers, whether that be college, technical training or the workforce.

Garfield Re-2 is exciting because of their focus. The board has taken the lead, and has defined what is important to them. The Garfield Re-2 School Board has adopted five goals to achieve by 2015:

1. Achieve high growth and high achievement as measured by the Colorado Growth Model;
2. Increase participation in groups, athletics, clubs, and the arts as measured by increased participation in high schools;
3. Have a 90% teacher retention rate;
4. Increase community participation annually as measured by attendance of event held at each school;
5. Achieve 90% overall positive employee satisfaction rating with 70% indicating the highest level of employee satisfaction.

Garfield Re-2 is a district of high expectations, high standards, and in persistent pursuit of quality from staff and students.

PEAK Involvement

Schools have sent teachers and administrators to *Vail Teaching for Excellence™*, *Advanced Teaching for Excellence™* and *Leading for Excellence™* institutes for over nine years and engage in continuous improvement through onsite coaching and workshops.

839 Whiteriver Avenue
Rifle, CO 81650



Garfield Re-2

October 17, 2014

Dear Spence - this is what I've got not sure if it is what you are looking for - let me know !

The first attached document shows the school performance framework total points earned (report card from the state). The top graph is for the elementary schools in the district– Graham Mesa Elementary (GME) - 3rd one in :)

The second attached document breaks down the data into categories for the School Performance Framework.

The 3rd attached document shows the historic view of GME in reading, writing, math as it relates to achievement and growth. We are knocking on the door of the high achievement quadrant- just haven't crossed the threshold. The following data is our historical TCAP achievement : I moved to GME in 2012.

Heather Grumley

Graham Mesa principal

"You must develop a feeling that there's no way you're going to lose!"

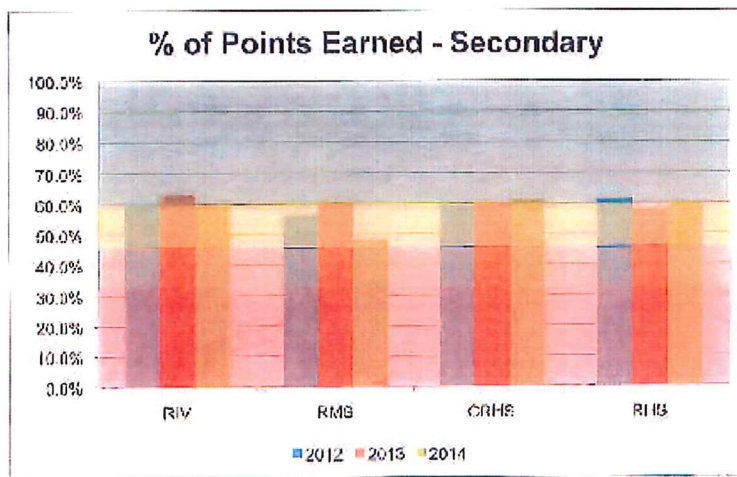
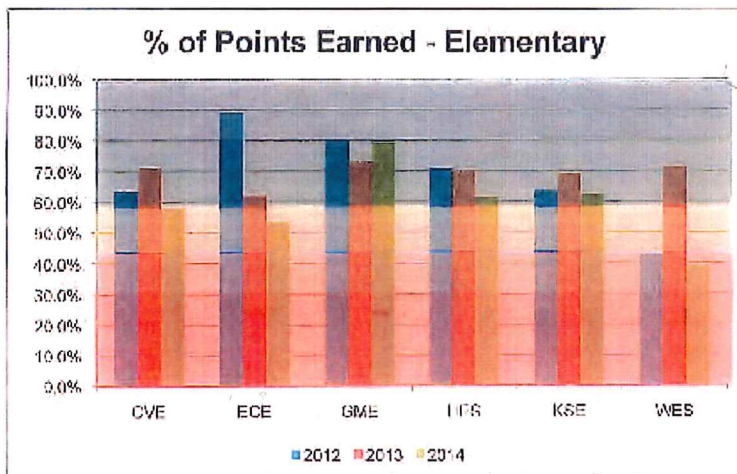
"Our kids are worth whatever it takes!" ~ Spence Rogers

Garfield Re-2

Heather Grumley, Graham Mesa Elementary (continued)

Top graph is the school performance framework total points earned (report card from the state). The top graph is for the elementary schools in the district– Graham Mesa Elementary (GME) - 3rd one in :)

Performance Frameworks – 1 Year Report History



Garfield Re-2

Heather Grumley, Graham Mesa Elementary (continued)

School Performance Framework 2014 - PRELIMINARY DRAFT FOR DISTRICT REVIEW Level: E
 School: GRAHAM MESA ELEMENTARY SCHOOL - 3281 District: GARFIELD RE-2 - 1195 (1 Year)

Performance	Performance Indicators	Rating	% of Points Earned out of Points Eligible ¹	
<p>This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.</p> <p>Plan Assignment Framework Points Earned</p> <p>Performance: at or above 59%</p> <p>Improvement: at or above 47% - below 59%</p> <p>Priority Improvement: at or above 37% - below 47%</p> <p>Turnaround: below 37%</p> <p>Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.</p>	Academic Achievement	Meets	50.0% (12.5 out of 25 points)	<div style="width: 50%;"></div>
	Academic Growth	Exceeds	89.3% (44.7 out of 50 points)	<div style="width: 89.3%;"></div>
	Academic Growth Gaps	Exceeds	88.9% (22.2 out of 25 points)	<div style="width: 88.9%;"></div>
	Test Participation ²	Meets 95% Participation Ass.		
	TOTAL		79.4% (79.4 out of 100 points)	<div style="width: 79.4%;"></div>

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

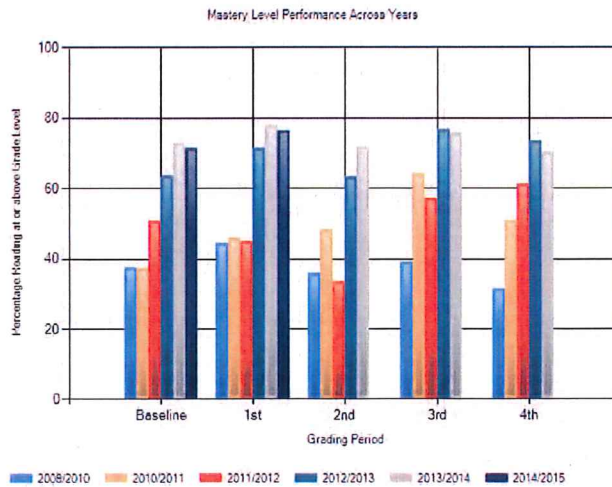
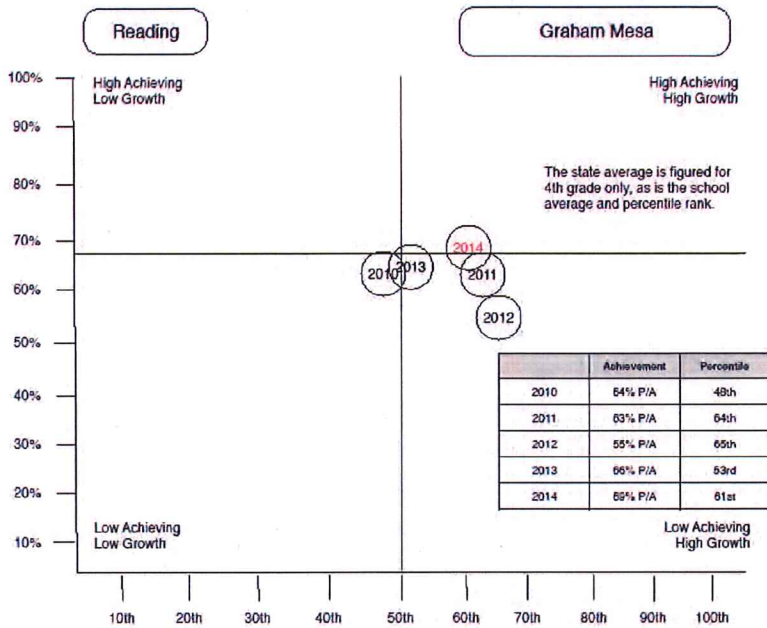
³Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Content Area	% of Students Tested				Participation Rating			Students Tested				Total Students				
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.3%	-	-	99.3%	Meets	-	-	Meets	137	-	-	137	138	-	-	138
Mathematics	99.3%	-	-	99.3%	Meets	-	-	Meets	137	-	-	137	138	-	-	138
Writing	100.0%	-	-	100.0%	Meets	-	-	Meets	138	-	-	138	138	-	-	138
Science	0.0%	-	-	-	-	-	-	-	0	-	-	0	0	-	-	0
Social Studies	100.0%	-	-	100.0%	Meets	-	-	Meets	65	-	-	65	65	-	-	65
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Garfield RE2

Heather Grumley, Graham Mesa Elementary (continued)

Top chart is the historic view of GME in reading, writing, math as it relates to achievement and growth. We are knocking on the door of the high achievement quadrant- just haven't crossed the threshold. The bottom data chart is our historical TCAP achievement : I moved to GME in 2012.



Garfield Re-2 School District

Rifle Middle School

Admin Support Team: Shelley Gardineer • Jenny Nipper • J. Kevin Marlatt

753 Railroad Ave.
Rifle, Colorado 81650

Voice (970) 665-7900
Fax (970) 665-7930

September 24, 2014

Dear Spence and PEAK Team,

I am writing to share with you the ways that the training and coaching we have received from your organization has impacted our school and instruction over the past several years.

There are multiple indicators I consider when gauging the impact PEAK has made in our school and the district.

Our district uses a tool for classroom benchmarking and does a benchmark with an observation team three times a year. Our benchmarking looks for effectiveness in cooperative structures, engagement, teacher/student interactions, pacing and differentiation. RMS consistently scores above other schools on these measures and it is the implementation of a PEAK approach to instruction and a myriad of strategies that align with it that are identified in the observations that achieve for our school high 80% ratings in the above categories.

Nine years ago Rifle Middle School was first in our district to have our staff attend PEAK workshops. Since that time many of our sister schools in the district have seen our benchmarking scores have sent many on their staffs to PEAK workshops and had personal coaching and consulting with the PEAK team to enhance their own benchmarking and effectiveness with kids.

At this point nearly all our schools rate highly on the benchmarking tool save for two schools who have not invested in training by PEAK. These schools consistently score below 40% in effectiveness.

Our district recognizes and awards a Teacher of the Year to the most outstanding teacher in each school based on observations of peers in each building. There has never been a winner of this award at Rifle Middle School who was not PEAK trained. Colleagues recognize the impact on the effectiveness

Garfield RE2

At RMS we give a student perception survey to kids to take on their teachers every quarter. This survey assesses the presence of effective instruction as experienced by the students themselves. After more than 800 student surveys on each teacher, there is a 45-point difference between teachers who implement PEAK and those who do not. Kids see and know the difference in the quality of instruction and learning between a teacher who consistently and effectively implements PEAK and those who do not. And state assessments line up perfectly with these student ratings. High ratings on the student perception surveys which are given by kids to their teachers where PEAK strategies are effectively done also have the highest achievement and growth scores in the school on our state assessment. PEAK trained and practicing teacher = high student perception ratings = highest growth and achievement on state tests.

PEAK has provided a language for instruction at RMS and now throughout the majority of our district. District personnel, teachers, colleagues and kids all see the difference effective implementation of PEAK makes. District benchmarking, student perception data and state assessments scores support the effective impact PEAK has made on our school and staff.

Kevin Marlatt Ed.S. – PMP



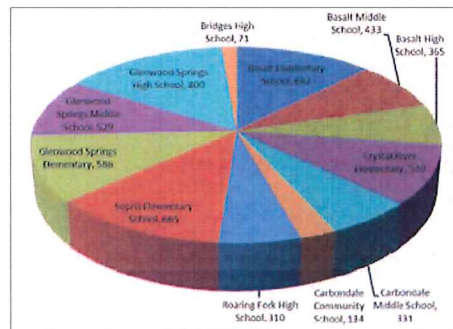
*Principal
Rifle Middle School*

About RFSD

Roaring Fork School District RE-1 (RFSD) is located in the Roaring Fork Valley amidst the majestic Elk Mountain Range, the waters of the Roaring Fork, Crystal and Colorado rivers, and commanding presence of Mount Sopris. The district is comprised of 12 schools serving the communities of Glenwood Springs, Basalt and Carbondale within the counties of Garfield, Eagle and Pitkin in the state of Colorado with four elementary schools, three middle schools, four high schools and one charter school located in Carbondale. For the 2012-2013 school year, the total district student population was 5,436 including preschool. The district office is located in Glenwood Springs, Colorado.

Roaring Fork School District serves about 5,200 students in the Roaring Fork Valley including the communities of Glenwood Springs, Carbondale, and Basalt as well as unincorporated areas of Garfield, Eagle, and Pitkin Counties. The District owns 271 acres of land, and provides services in buildings on twelve school campuses and three support sites totaling 1,029,000 square feet.

1405 Grand Avenue
Glenwood Springs, CO
81601



PEAK Involvement

PEAK conducted local workshops in the Roaring Fork School District and teachers and administrators have participated in the Vail *Teaching for Excellence™*, *Advanced Teaching for Excellence™* and *Leading for Excellence™* institutes for many years.

Roaring Fork School District

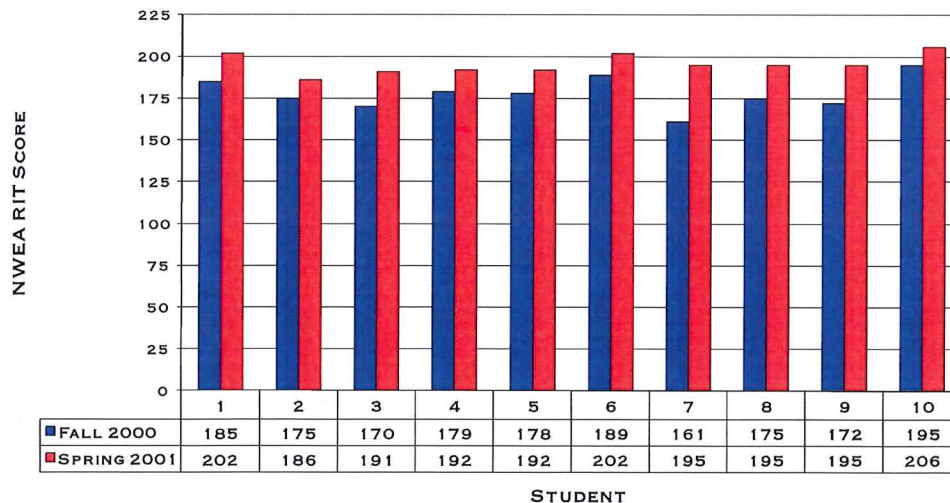
Laurie Strong

What PEAK teaches about Performance Excellence for All Kids unquestionably makes a difference. As a Literacy Specialist/Title I teacher for the past 27 years, the strategies and techniques I have learned attending PEAK Institutes for the past 5 years has changed my teaching. My at-risk students who were used to failing no longer have that option with my implementation of parallel assessments and corrective loops. They know that I will do “whatever it takes” to get them to proficiency. My students have exceeded by at least 62% our district’s expected gains on the NWEA the last four years. I encourage all districts and teachers to implement these strategies and techniques if they want to make a difference for kids.

Laurie Strong

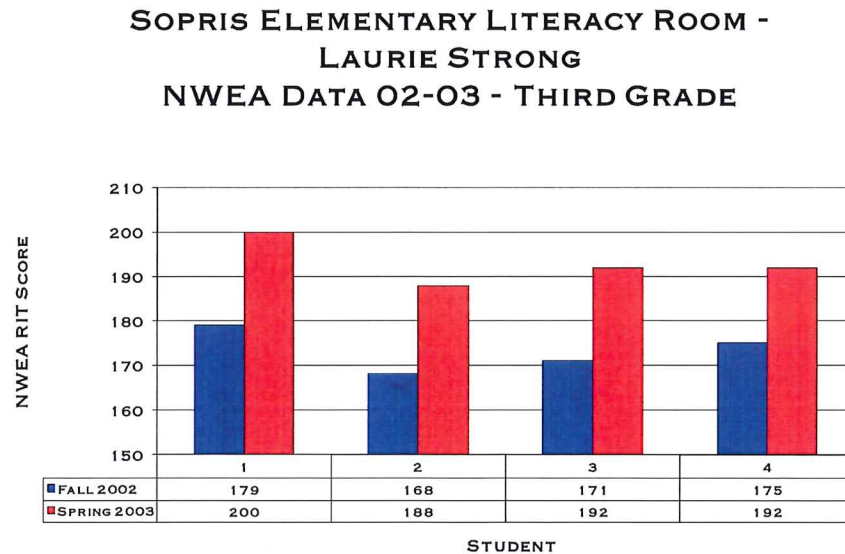
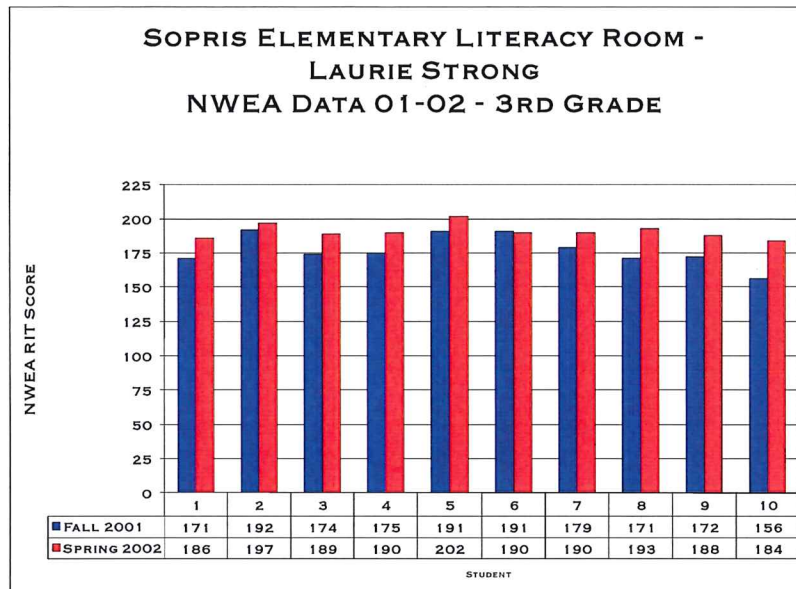
*Elementary Literacy Specialist
Sopris Elementary School, Roaring Fork, Colorado*

SOPRIS ELEMENTARY LITERACY ROOM - LAURIE STRONG NWEA DATA 00-01 - 3RD GRADE



Roaring Fork School District

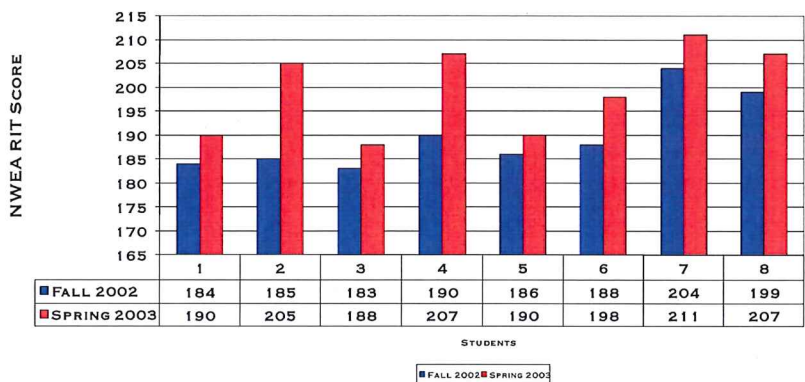
Laurie Strong



Roaring Fork School District

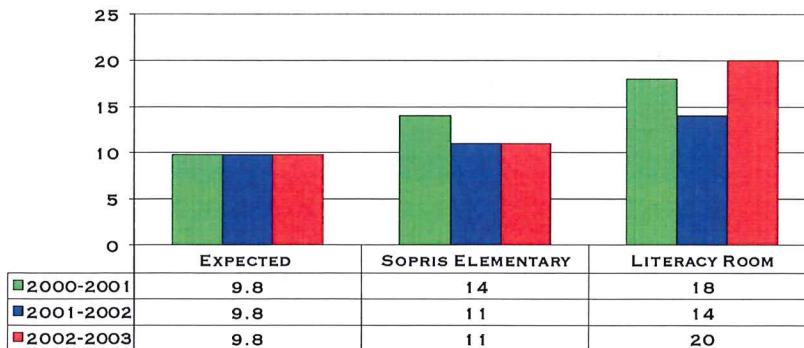
Laurie Strong

SOPRIS ELEMENTARY LITERACY ROOM - LAURIE STRONG NWEA DATA 02-03 - 4TH GRADE



LAURIE STRONG'S LITERACY ROOM

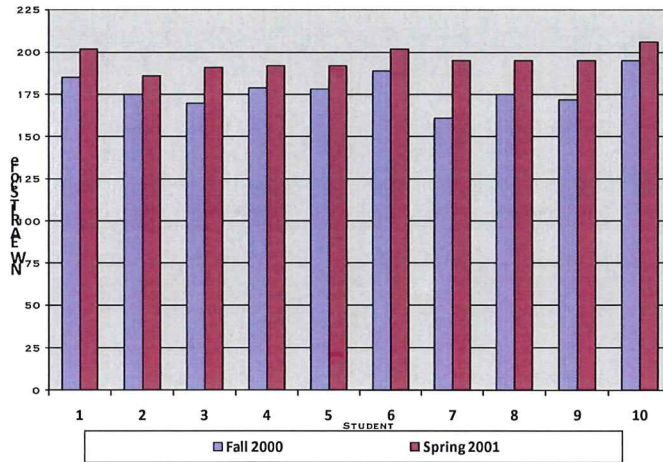
ROARING FORK, COLORADO - GROWTH WITH NWEA
(NORTHWEST EVALUATION ASSOCIATION)
104% MORE GROWTH
THAN EXPECTED BY NWEA



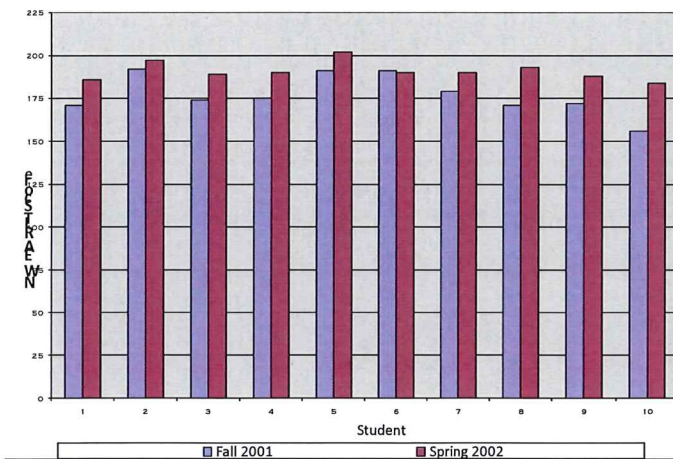
Roaring Fork School District

Laurie Strong

Sopris Elementary Literacy Room NWEA Data 2000-2001 - Third Grade



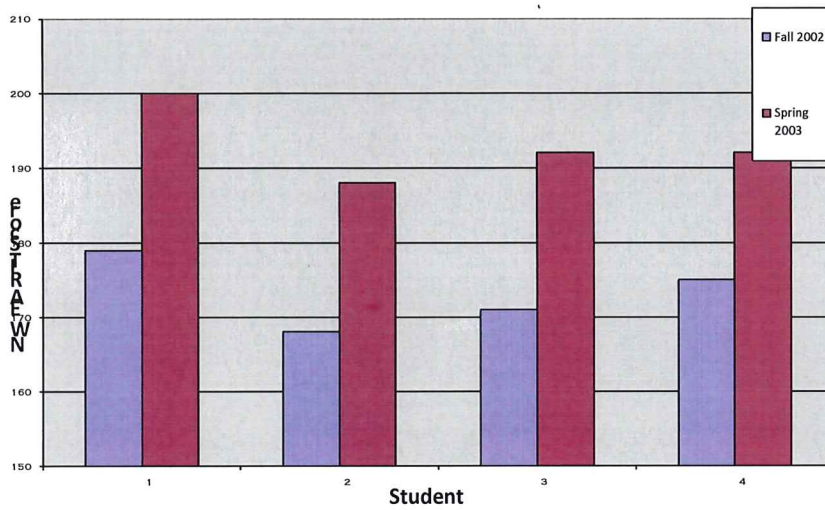
Sopris Elementary Literacy Room NWEA Data 2001-2002 - Third Grade



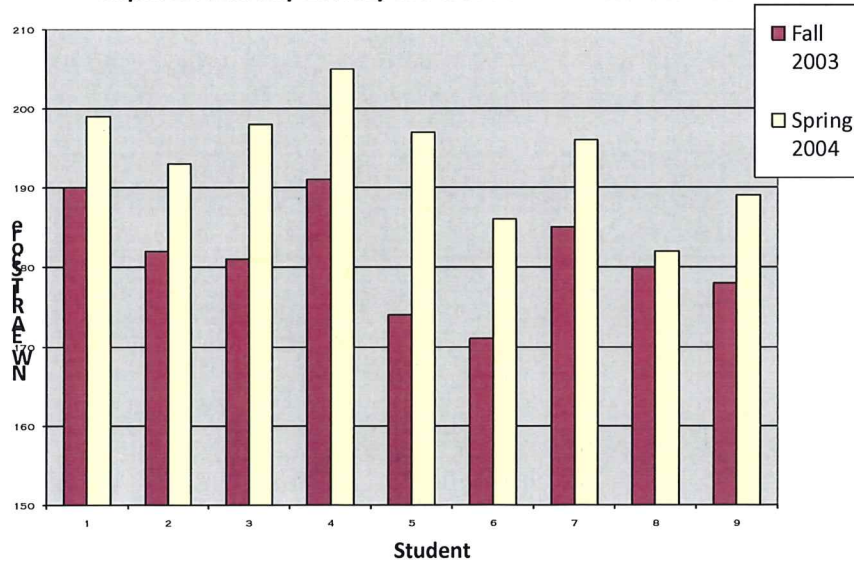
Roaring Fork School District

Laurie Strong

Sopris Elementary Literacy Room NWEA Data 2002-2003 - Third Grade



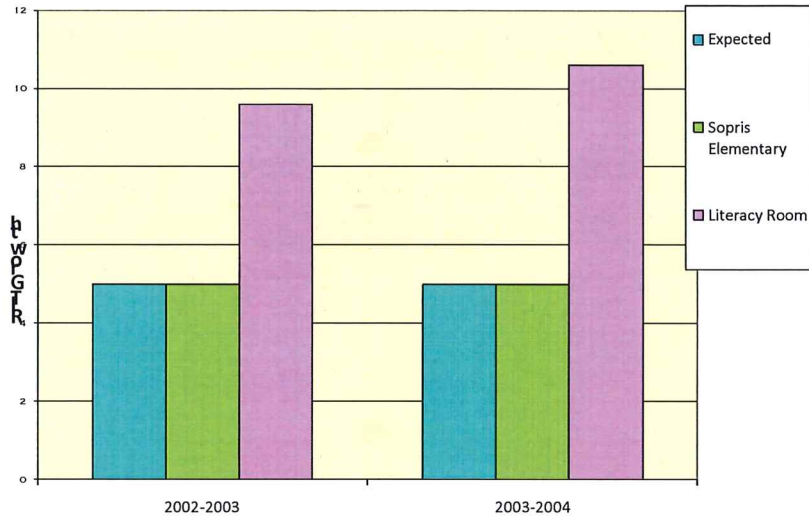
Sopris Elementary Literacy 3rd Grade NWEA Data 2003-2004



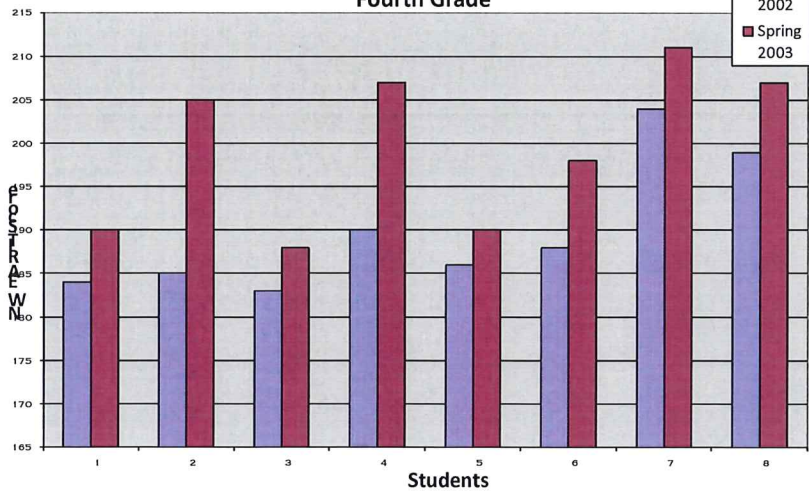
Roaring Fork School District

Laurie Strong

Third Grade Literacy NWEA



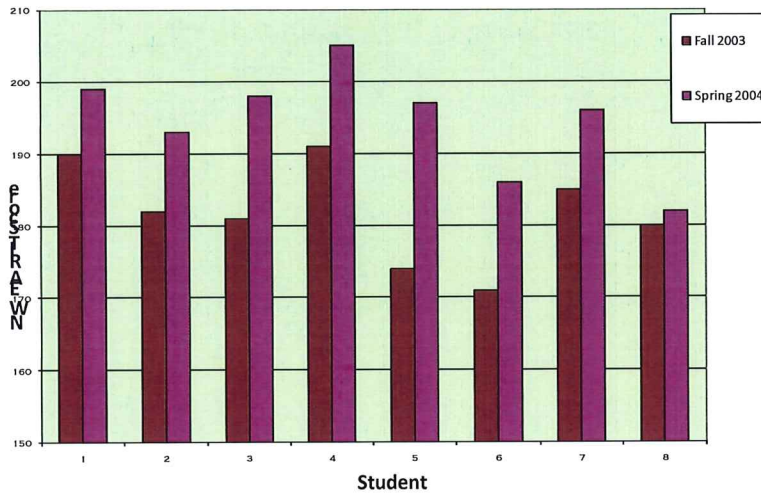
Sopris Elementary Literacy Room NWEA Data 2002-2003 - Fourth Grade



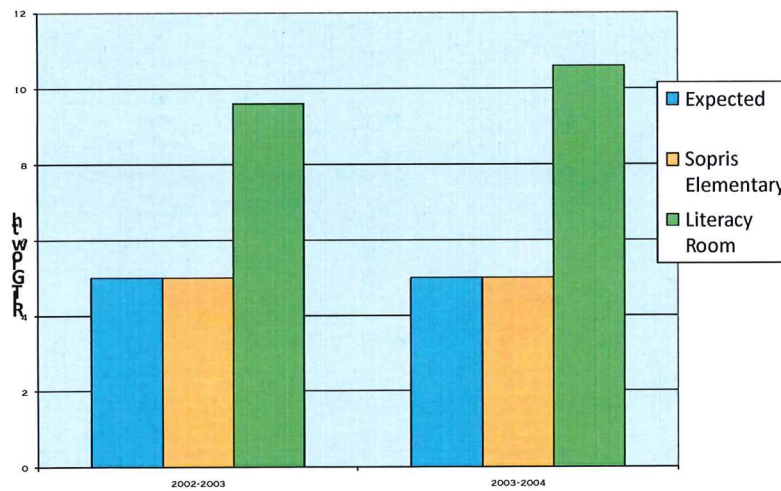
Roaring Fork School District

Laurie Strong

Sopris Elementary Literacy 4th Grade NWEA 2003-2004



Fourth Grade Literacy NWEA



Roaring Fork School District

"I have been using techniques learned from Spence for the first two weeks of school and the turn around is simply unbelievable."

The PEAK Effective Assessment Institute made standards make sense to me! I learned do-able strategies to use in my classroom like launch buttons, parallel assessments, and 28/3, and I am seeing an increase in student motivation and understanding. My students are participating more in class and staying on task better. I feel like I am a better teacher.

Mary Heisel

*Social Studies
Glenwood Springs High School*

I attended two Spence Rogers' institutes this past summer in Vail, Colorado, and they have transformed my teaching. The first three years of my teaching career, I struggled to help my students achieve the goals that I set for them. (emphasis on "I"!) I really wondered whether or not I should be teaching at all. Barely 10% of my students performed at a proficient level, and, to be honest, the goals were compromised severely. I was lowering my standards every year.

I have been using techniques learned from Spence for the first two weeks of school and the turn around is simply unbelievable. My students and I have set goals for the year, and after just two weeks I'm confident that 100% of my students will be performing at an advanced level within a matter of weeks. We'll have to set more goals! And to boot, the goals we are mastering right now are much higher than the goals set for all of last year! Thank you Spence!!!

Mark M. Gray

Music Teacher, Roaring Fork School District

About PCS

Located on Florida's beautiful Gulf Coast, PCS is the seventh largest district in the state and the largest employer in Pinellas County. With 150 schools including magnets, career academies, adult education centers and a their own virtual school program, PCS offers families a wealth of educational options suited to students' interests, talents and abilities.

One of our many strengths is the diversity of our nearly 116,305 prekindergarten through adult education students and the more than 60 choice programs that serve them. Our mission is to educate and prepare each student for college, career and life and our vision—100 percent student success.

As part of our mission, we are working diligently to increase student achievement in alignment with our district's overall strategic plan. In 2013, all of our high schools earned an A or B grade from the Florida Department of Education. Fifty-six percent of high schools in Pinellas are A schools, scoring higher than the state average. In addition to FCAT scores, the state's high school grading system considers factors such as graduation rates, participation and performance in advanced coursework, and college and career readiness.

301 FOURTH ST. SW,
LARGO, FL 33770

PEAK Involvement

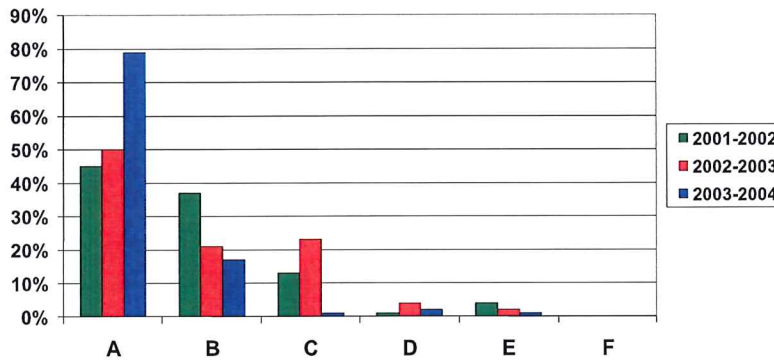
PSC teachers and administrators participated in the PEAK summer institutes in Colorado in 1999 and continued to send teams in addition to hosting summer institutes locally. Individuals consistently using PEAK tools and strategies demonstrated gains in student achievement and learning. When a new superintendent was hired, the direction of the school district shifted and focused on other initiatives. Their data is included on the following pages.

Pinellas County Schools

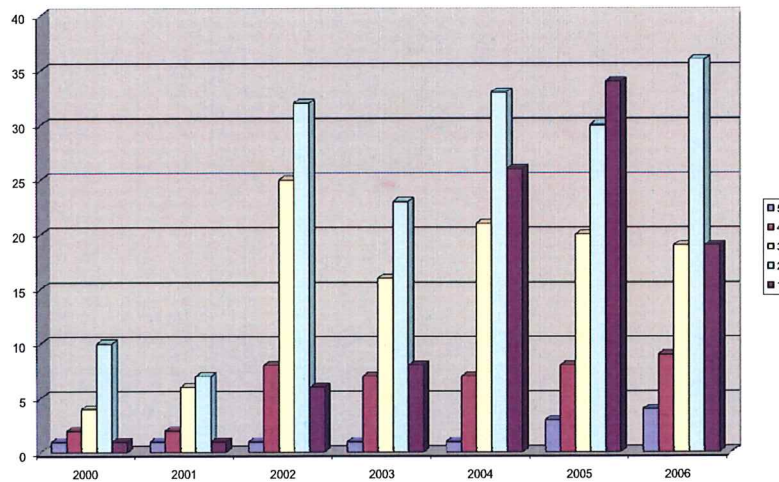
Chane Beam

Below is an example of a longitudinal study of grades by a high level implementing teacher, Chane Beam. Below that is a “balancing study” showing longitudinally the impact on AP scores of his implementation of parallel assessments.

AP U.S. History Grade Distribution
Chane Beam, St. Pete H.S.
 One of Newsweek's Top 100 High Schools for 2003
Before and After



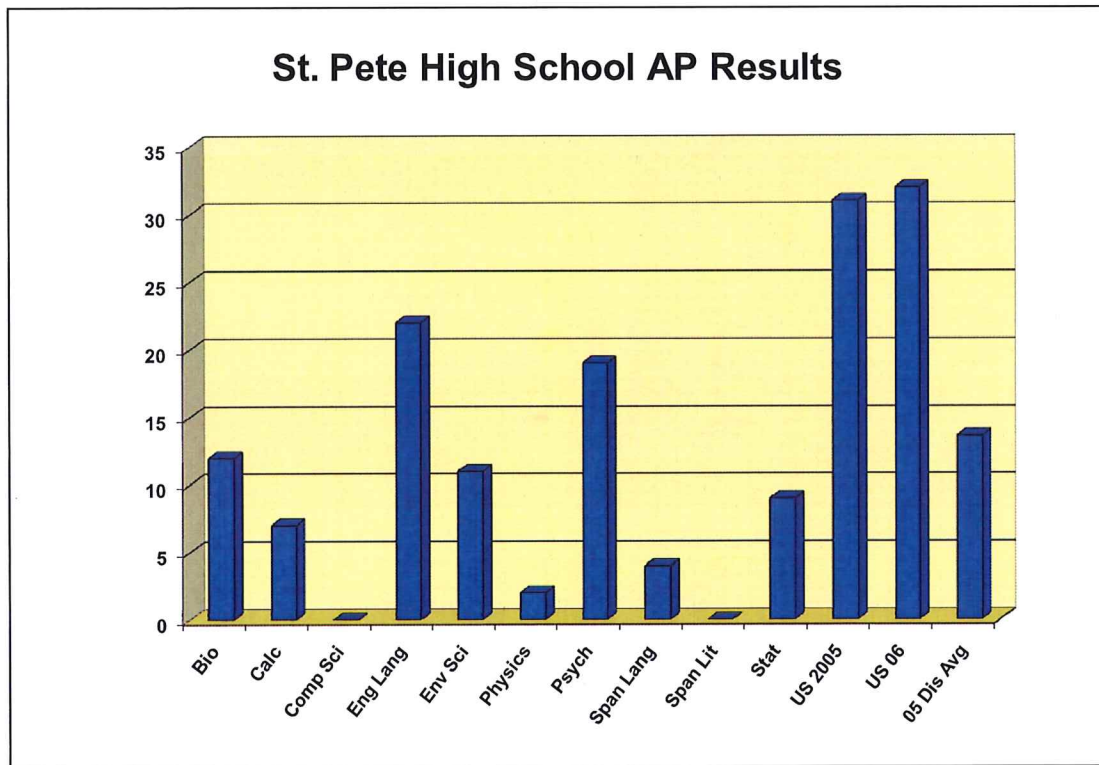
Chane Beam -- AP US History



Pinellas County Schools

Chane Beam

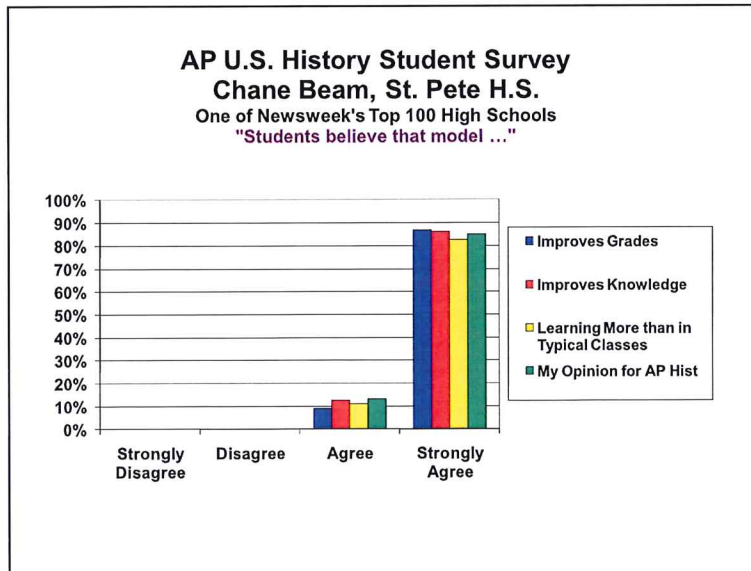
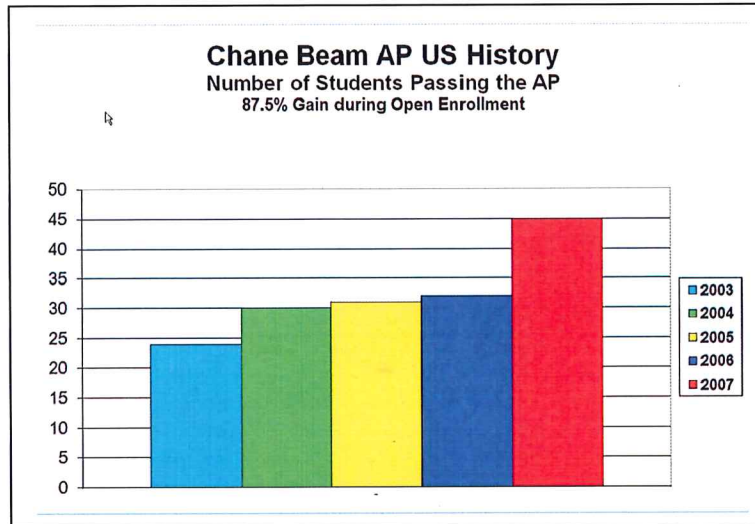
Below is another study that strongly validates the above results from Mr. Beam. This study shows that his students were significantly scoring better than others in his school and across the district. As further evidence within his district, his school is in the lower third socio-economically. The data is further validated by the student "opinion" survey on the right below.



Pinellas County Schools

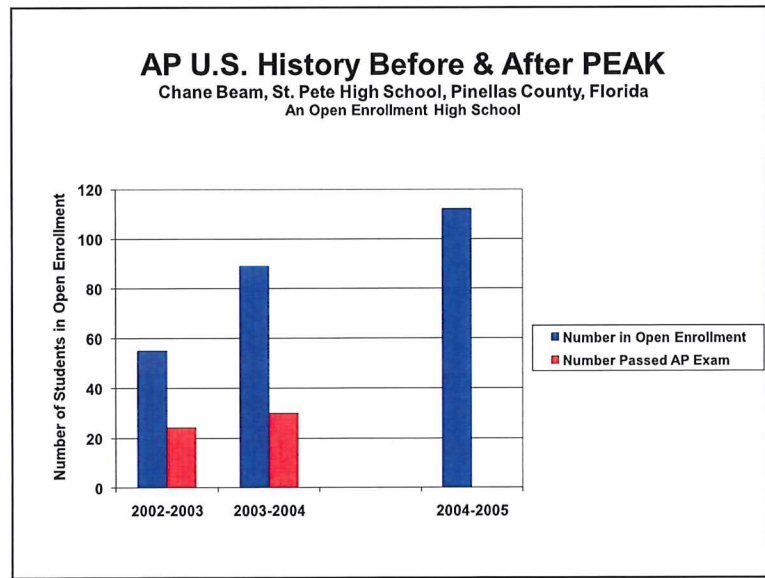
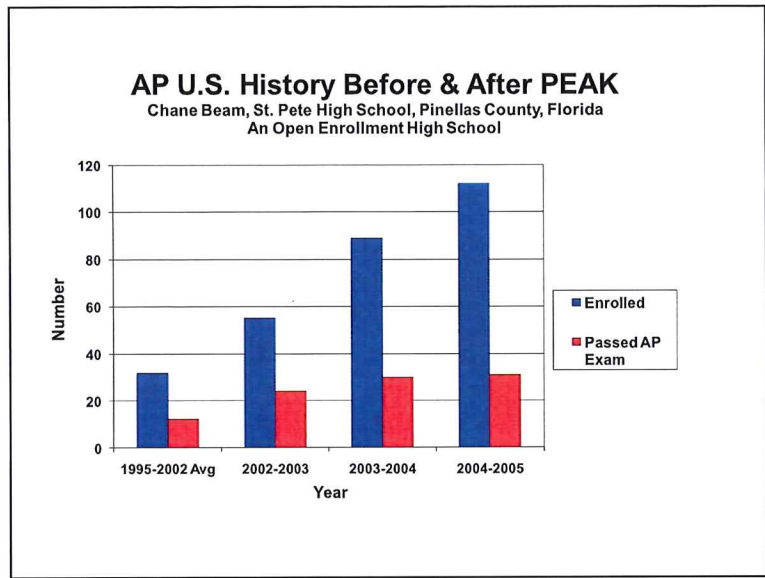
Chane Beam

Further study from Mr. Beam's AP results showing the impact in 2007 with implementation of regular processing loops throughout his instruction.



Pinellas County Schools

Chane Beam



Pinellas County Schools

Cory Snover is a young Social Studies teacher in Pinellas County, Florida. 2007-2008 was his first year teaching Advanced Placement Human Geography. Using PEAK strategies, Cory's AP scores surpassed those of every other school in his district. Specifically, the district passing average was 22.1%; Cory's was 48.3%, more than double the district average and the highest in the district. Of all of the 5's recorded in the district, Cory's students were responsible for 33% of them, while only representing 8% of the total number of students taking the test.

