

## Pinellas County Schools

After 11 years of teaching I finally, and truly, understand why teaching is a profession (the certificate/license we're required to obtain does not make it so), and why we are called practitioners. The reason I've just made that discovery is PEAK Learning Systems. PEAK has changed my teaching practice so that the teaching that is taking place in my room is designed using research on how kids learn best, focused to meet the standards for my state, based on assessment data generated by parallel assessments, and individualized to meet the very different needs of my many different learners, when learning has not yet taken place, without holding anyone back or lowering any standards. In other words, PEAK has given me the tools to "teach on purpose" so that learning is no longer accidental for any of my students, or an option either. I am rejuvenated and enthusiastic about what I am doing and why I am doing it. My high school students, including Advanced Placement Biology students, are excited about learning again and they're asking their other teachers why they are not teaching using PEAK. My students are working much harder than my students in the past because they no longer have the option of failure, but they are actually grateful for the opportunity to work so hard as they see this as increased opportunities to succeed. I don't have any children refusing to do any work at any time, and this is definitely a first in my teaching career. Thank you Spence, Becky and the PEAK team for making such a profound difference in so many lives.

I am using parallel assessments by objectives and all of my students must score an A or B or they receive a NOT YET. Any student who scores a NOT YET on any objective must do corrective work and must reassess on parallel forms until they have mastered the missed objective. My students are no longer able to choose what they will learn by doing well on some topics, failing others and coming out with a passing grade and insufficient learning. As a learning system, PEAK has taught me how to purposely design my teaching so that students are discovering information and forming meaning for themselves using strategies and questioning techniques shown to be how kids learn best. PEAK has transformed my teaching so that it is on purpose and therefore the learning that is taking place is not accidental.

I would also like to say that Knowledge Walls are making a tremendous difference. My kids are actually learning more and remembering it longer.

I guess the best way to say it is my whole approach to assessment has switched to being an integral part of my teaching and the students' learning. I use assessment now to teach – wow, what a difference.

***My students are working much harder than my students in the past because they no longer have the option of failure, but they are actually grateful for the opportunity to work so hard as they see this as increased opportunities to succeed.***

**Rita M. Vasquez**

*National Board Certified Teacher, AYA Science  
AP Biology, Biology 1 Honors  
Boca Ciega High School, Pinellas County Schools, Florida  
September 9, 2004*

*(Note: Rita is now Region 4 Superintendent)*

## Pinellas County Schools

I can't tell you how much PEAK has meant to me these past two years.

Last year was my first encounter with PEAK and the PEAK strategies. I was a little reluctant at first. Boy was I stupid!!! Little did I know how drastically PEAK would change me and my teaching.

Now with PEAK, my students believe that nothing is impossible for them to achieve in my classes. I even had one student tell me when he didn't master all the objectives on the first assessment that he knew he would get another chance to do better. And if he didn't get to the point where he should be after a second reassessment, he would be expected to have yet another opportunity to get there. Then this same kid said to me, "Mrs. Drayton, had you been teaching this way two years ago when I took Spanish, I never would have failed." I felt ashamed that I had deprived him the first time but elated above elation that because of using PEAK STRATEGIES this kid is now achieving. I can congratulate myself on a job well done because it really does work.

I say to anyone, if you believe in kids, try PEAK. You will find that your life will become more enriched and teaching will mean more than you ever thought it could be.

**Mary Drayton**

*High School Spanish, Pinellas County, Florida  
Email, September 10, 2004*

For the first time in my teaching career, I am a professional. I can take a group of students, who learn differently and at different rates, and tell them "I will accept nothing less than an A or B." You know what I get back... "thank you for believing I am worth it". This year I can point to criteria for credit, engaging activities aligned to my objectives, qualifiers, parallel assessments, correctives aligned to the specifics of each unit, incremental development and distributive practice down to the daily level, and of course music. There are lots of other little things in there too, but I am getting closer and closer to "teaching on purpose"!

**Brandt Robinson**

*High School Social Studies  
Dunedin High School, Pinellas County, Florida  
September 8, 2004*

## Pinellas County Schools

I am having excellent results with my ESE and Drop out prevention students thanks to parallel assessments and correctives by objective. Several are earning "A"s on their first unit assessments. The correctives are helping them prepare for reassessment and they are making a serious effort to do this. I am nominating one of my ESE and high risk kids for a Principal's brunch award for academic improvement. He is a former student who is attending and succeeding in mastery of my course. I am very proud.



**Jessica Hoag**

*Pinellas County School District*



**Pinellas County Schools**

*"I've said it before  
and I will say it  
again, PEAK  
changed my life.*

*I am a totally  
different teacher  
today because of  
PEAK.*

*I do believe that  
every child in my  
classroom can  
learn and will  
learn."*

September 25, 2014

Hey Spence,

I have attached my official FCAT results from last year. I truly wish they were better... If I could just take out the outlier! I need to look deeper in my file tomorrow to see if I can find my FCAT results from the year before.

Discipline Referrals: I average maybe 2 a year.

Tardies: I average about 10 a semester.

Student behavior, attitudes, and behavior: I have level one students that like coming to math class and will try and try again even though they have not been very successful in the past. I just had a parent tell me this week that she has seen a big difference in her daughter's confidence when she is working on her math homework this year - it has greatly improved.

I've said it before and I will say it again, PEAK changed my life. I am a totally different teacher today because of PEAK. I do believe that every child in my classroom can learn and will learn.

**Tracie Russo**

Russo 6 <sup>th</sup> grade 2013 - 2014	% of students who made learning gains on FCAT
Intensive Math	76.9%
Intensive Math	80.0%
Intensive Math	90.9%
Regular Math	73.7%
Regular Math	58.8%
Regular Math	76.5%
Teacher Total (according to the state)	69.8%



## Pinellas County Schools

Hi Spence!

The use of parallel assessments by objective has significantly improved students' performance in my French classroom. I used to have grades all across the board, but with the extra time and practice that comes with parallel assessments, almost all my students have earned A's and B's on MORE DIFFICULT tests. Incremental development and distributed practice have helped students learn better and remember longer. This marking period, 94% of my French I students earned A's, 2% earned B's, and 4% earned NY's. (6% of those are currently working on missed objectives). These grades are based on a weighted grading scale: 90% Assessment and 10% everything else. (Homework, notebook, etc.) Before PEAK and parallel assessments, I could not have weighted my tests so much, or a bunch of my kids would have failed! Of those students earning A's this marking period in French, 42% earned C's, D's and F's in their other classes where PEAK strategies are not used. Merci, Spence! A toute a l'heure!

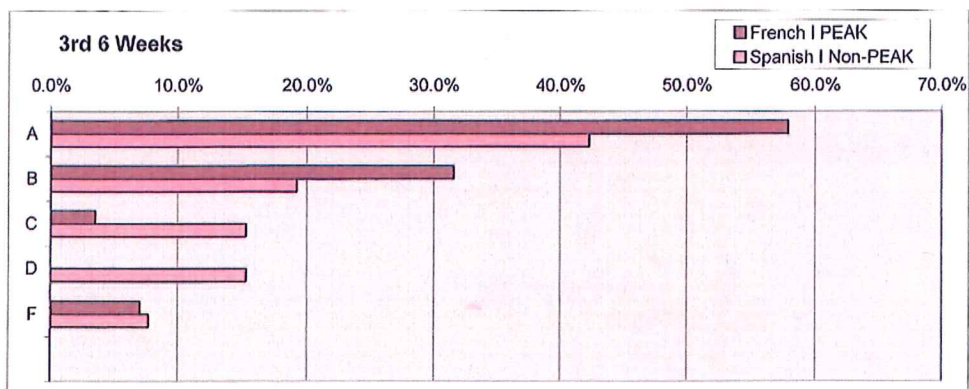
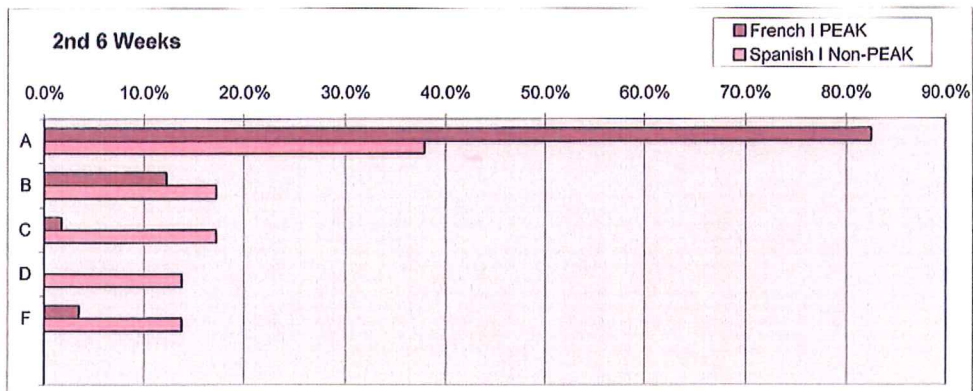
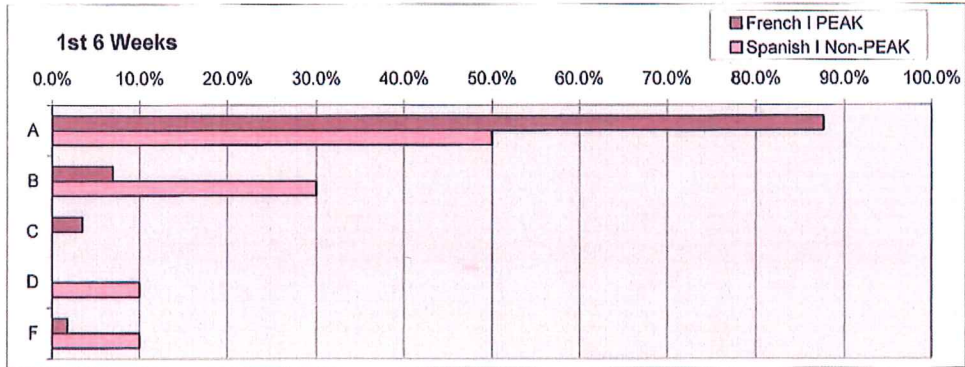
**Annette M. Coller**

*World Languages  
Pinellas Park High School*

# Pinellas County Schools

Annette Coller

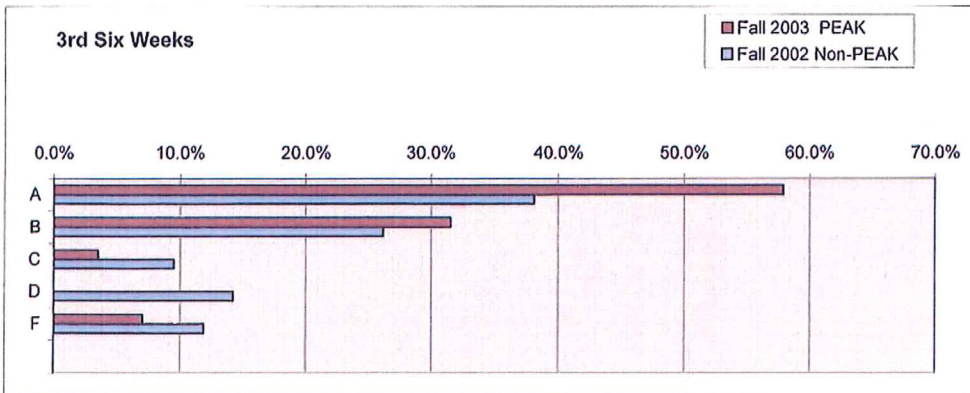
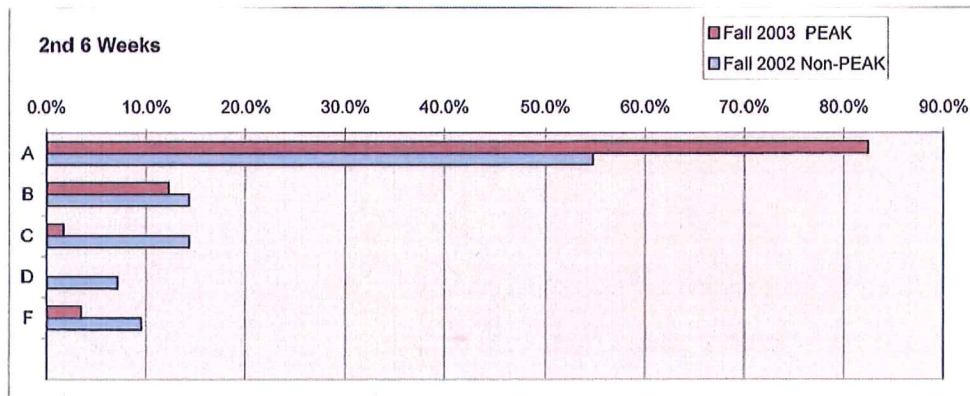
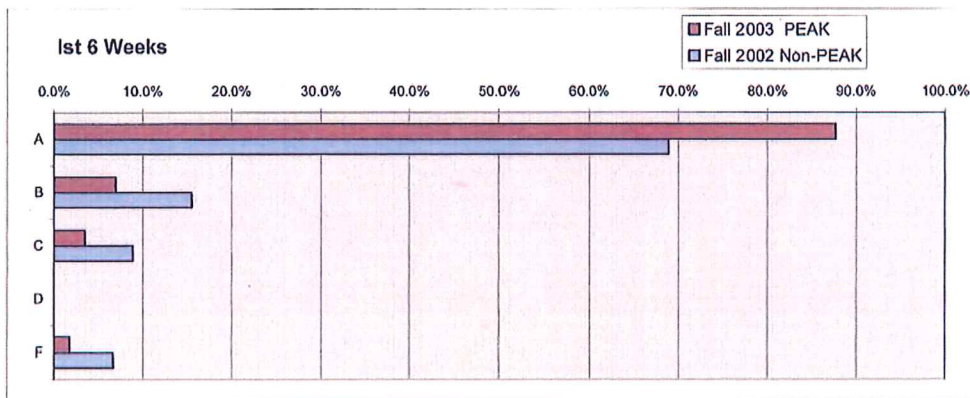
COMPARISON OF GRADES OF FRENCH I STUDENTS (PEAK )  
TO SPANISH I STUDENTS (NON-PEAK)



# Pinellas County Schools

Annette Coller

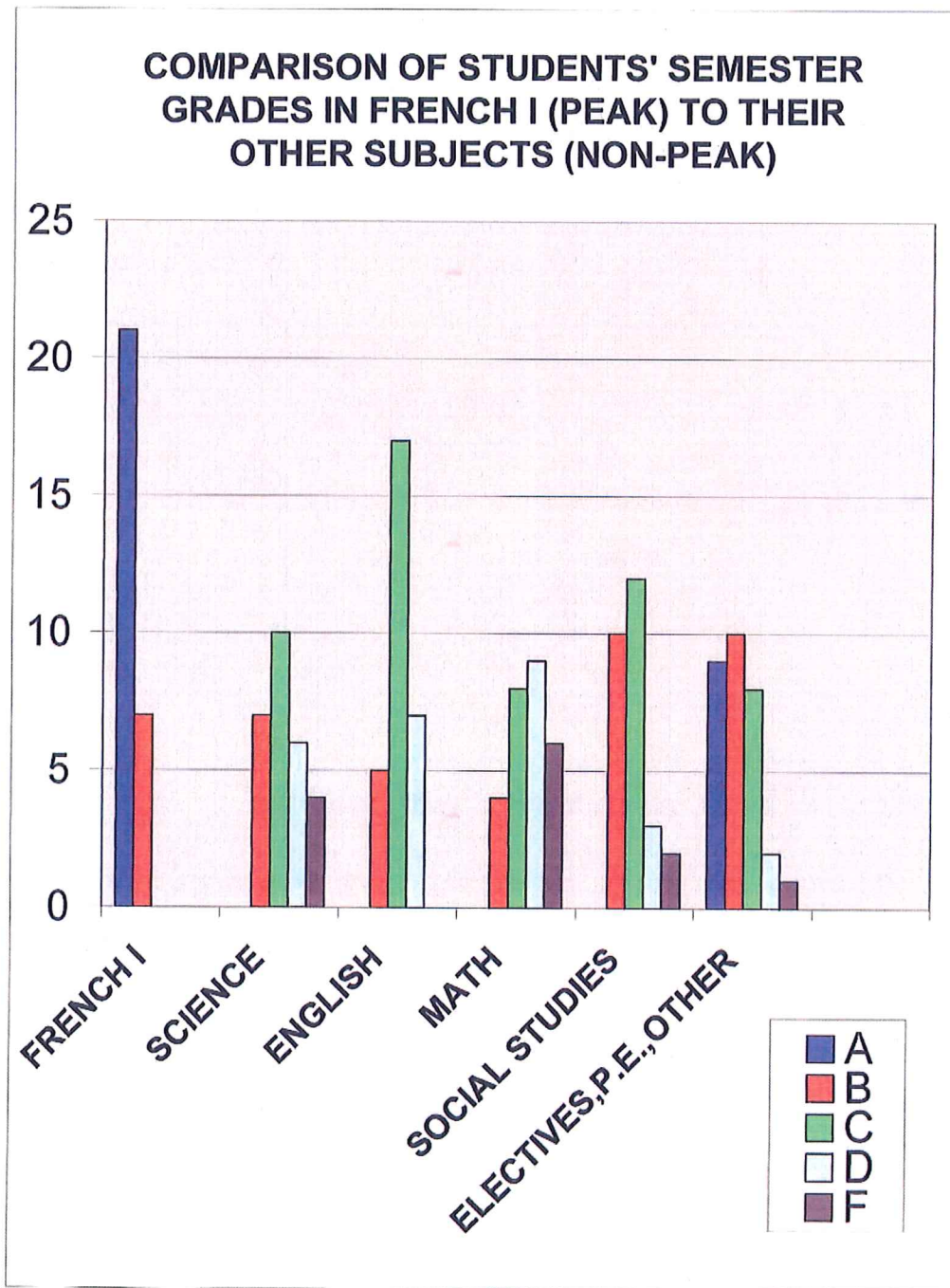
GRADE COMPARISON OF 2003 FRENCH I STUDENTS (PEAK)  
TO 2002 FRENCH I STUDENTS (NON-PEAK)





# Pinellas County Schools

Annette Coller



### About Whitepine Joint SD288

We strive to create an environment where both children and staff thrive and where families feel welcome to participate in their children's education. Our staff and administration are committed to continual professional development through Performance Excellence for All Kids (PEAK) in order that we may continue to provide the best possible educational experience for our students. We trust that by working together, our students will find school to be both enjoyable and meaningful. We welcome the opportunity to work with you and encourage communication between school and home. Please come by and see what great things are happening in your child's school!

### PEAK Involvement

Both the Elementary school and High School in Deary, Idaho began participating in the PEAK summer institutes as a team and continue to this day. The district has embraced the PEAK *Teaching for Excellence™* model and is supported and led by all administrators in all schools.

These schools consistently show gains in student achievement.

502 First Ave,  
Deary, ID 83823



## Whitepine Joint School District 288

Whitepine School District, in Deary, Idaho has the following data from the Idaho ISAT data showing percentages indicating the 2009 year was a great increase in implementation and results year. (2006 data shows when implementation in math began.)

Year	Reading	Language	Math
2003	72	70	73
2004	79	80	75
2005	84	82	75
2006	89	85	83
2007	92	74	86
2008	83	76	86
2009	91	81	92

Deary ID showing the percentage of students passing their state test in Reading, Language, and Math. 2009 was a great year in Deary.



## Whitepine Joint School District 288

Date: Tue, Sep 30, 2014

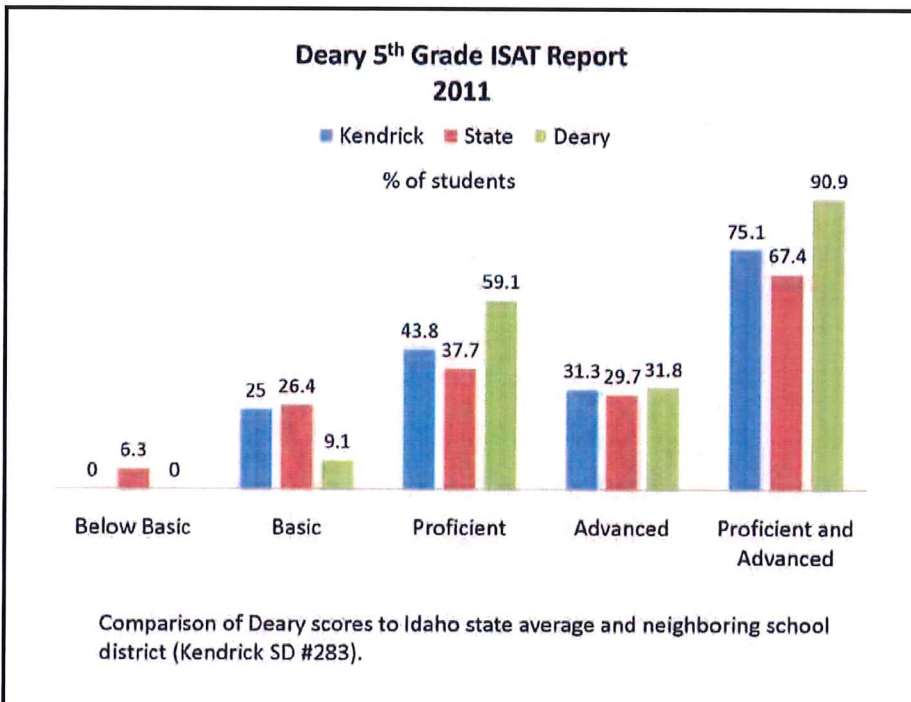
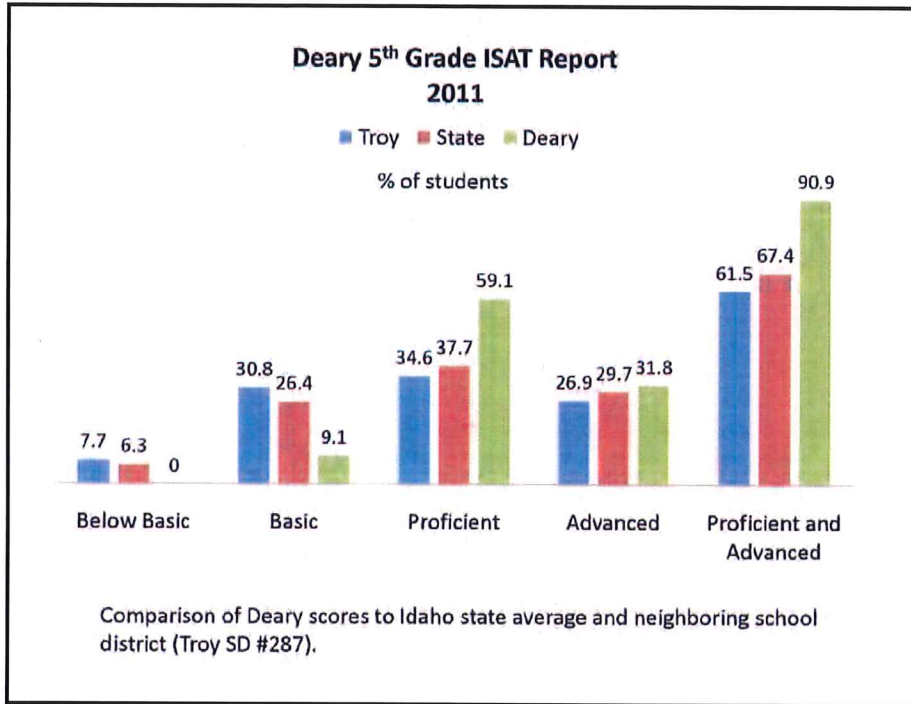
*“...as we implement more effective classroom management and more engaging learning strategies, our high school discipline referrals have gone from 371 referrals for the 2005-2006 school year, to 76 referrals in the 2013-2014 school year*

One of the biggest changes since implementing PEAK strategies and assessments is the depth and rigor of our curriculum. Prior to being involved with PEAK, our school did not offer any Honors level classes. Five years ago, we started to offer Honors level English courses for grades 10, 11, and 12 and had a very positive response from students and parents. In 2013, we broached the idea of teaching dual credit classes through Lewis Clark State College for our seniors, and the English Department chair and head of the Writing Center at LCSC were both so impressed with the curriculum and writing samples from our students, and our methods of instruction and assessment, that we are able to offer six credits instead of three as originally planned. This year we are able to offer six college English credits to our juniors with plans to offer an additional three credits to them when they are seniors, meaning they will leave high school with nine college English credits. Since beginning the program last year, we have had 25 students enroll in our dual credit program with 100% passing with A's and B's.

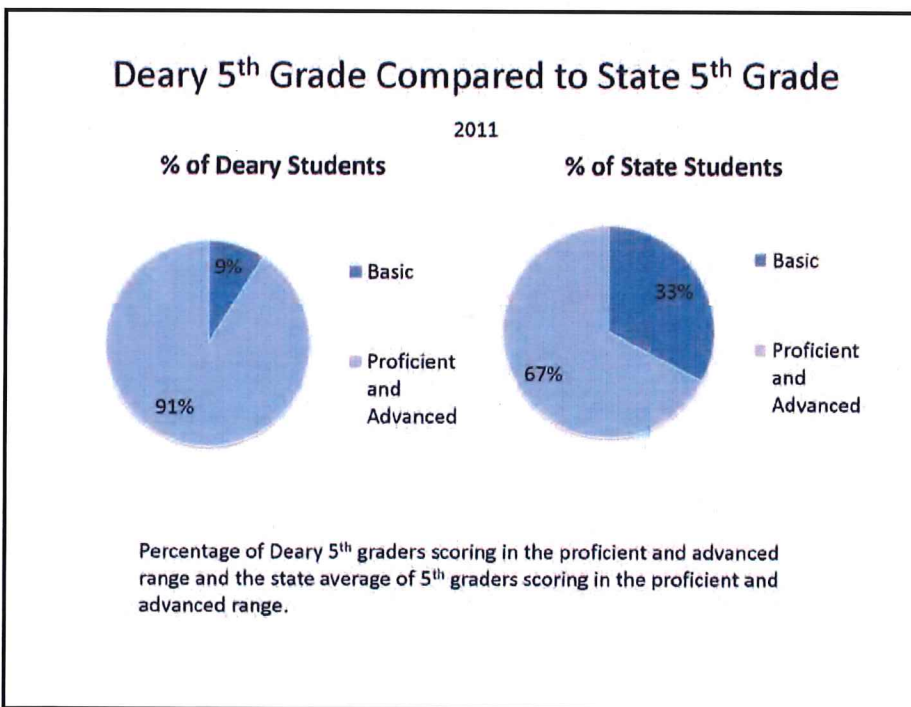
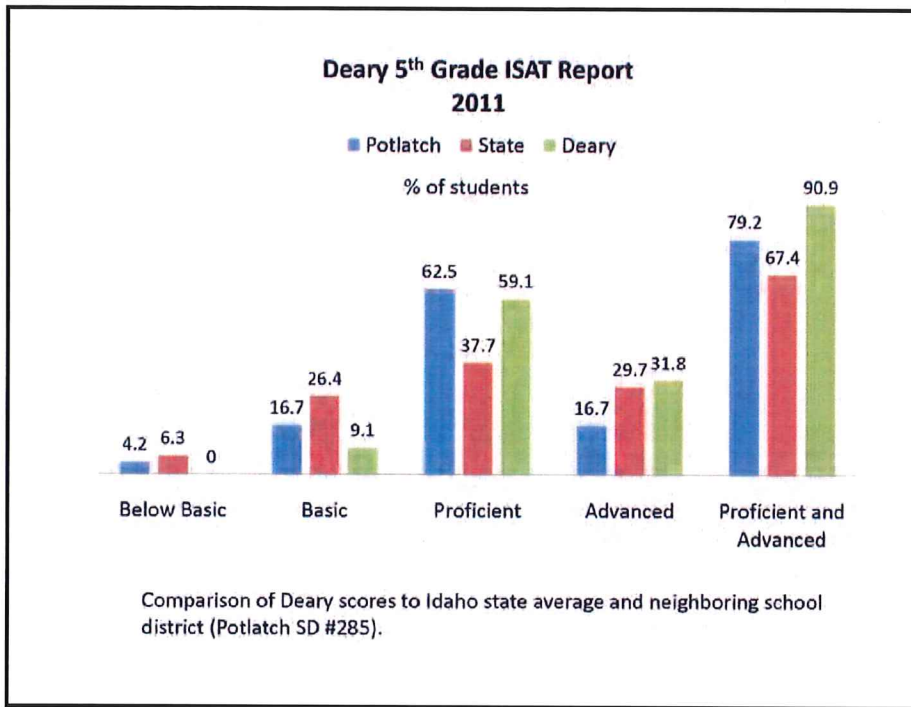
Since our district's first exposure to PEAK in the summer of 2006, our discipline referrals have significantly and steadily decreased. As more and more teachers at the high school become aware of the Six Keys and the importance of building relationships, and as we implement more effective classroom management and more engaging learning strategies, our high school discipline referrals have gone from 371 referrals for the 2005-2006 school year, to 76 referrals in the 2013-2014 school year.

**Chris Wadley**

# Whitepine Joint School District 288



# Whitepine Joint School District 288





# Whitepine Joint School District 288

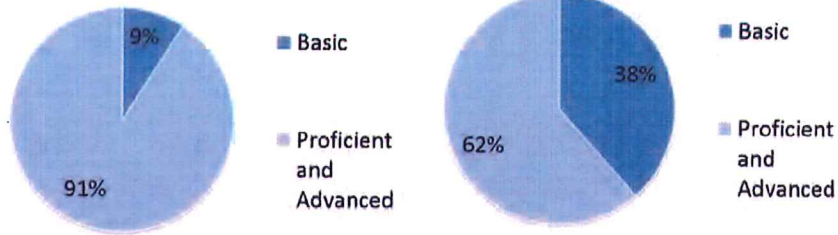
## Deary 5<sup>th</sup> Grade Compared to Troy 5<sup>th</sup> Grade

2011

(Neighbor District)

% of Deary Students

% of Troy Students



Percentage of Deary 5<sup>th</sup> graders scoring in the proficient and advanced range and a neighboring district's percentage of 5<sup>th</sup> graders scoring in the proficient and advanced range.

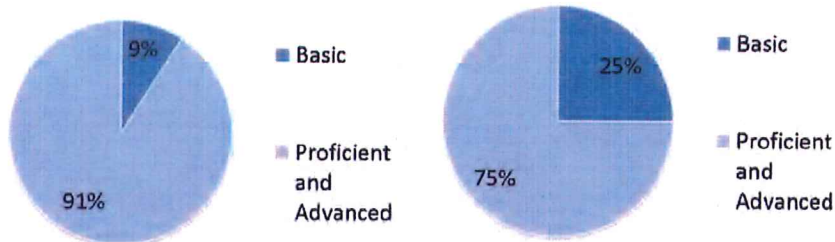
## Deary 5<sup>th</sup> Grade Compared to Kendrick 5<sup>th</sup> Grade

2011

(Neighbor District)

% of Deary Students

% of Kendrick Students



Percentage of Deary 5<sup>th</sup> graders scoring in the proficient and advanced range and a neighboring district's percentage of 5<sup>th</sup> graders scoring in the proficient and advanced range.

# Whitepine Joint School District 288

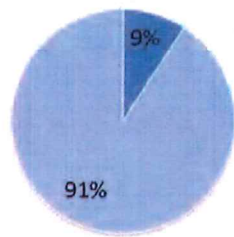
## Deary 5<sup>th</sup> Grade Compared to Potlatch 5<sup>th</sup> Grade

(Neighbor District)

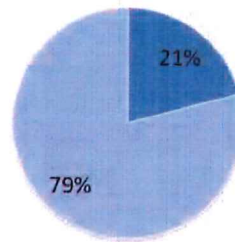
2011

% of Deary Students

% of Potlatch Students



■ Basic  
■ Proficient and Advanced



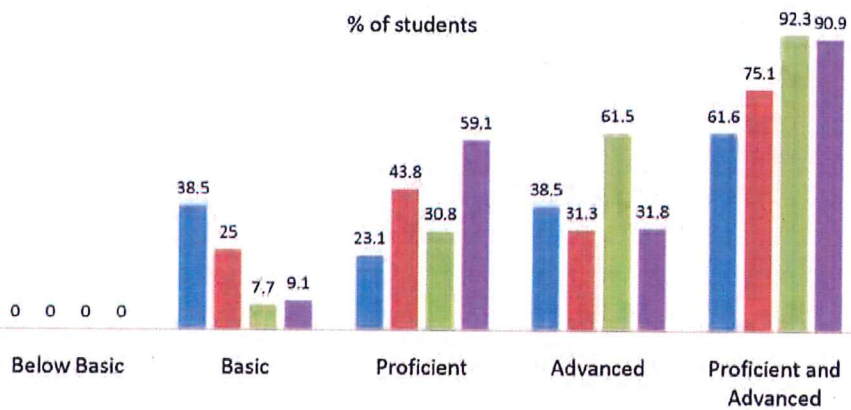
■ Basic  
■ Proficient and Advanced

Percentage of Deary 5<sup>th</sup> graders scoring in the proficient and advanced range and a neighboring district's percentage of 5<sup>th</sup> graders scoring in the proficient and advanced range.

## Deary 5<sup>th</sup> Grade ISAT Report 2008-2011

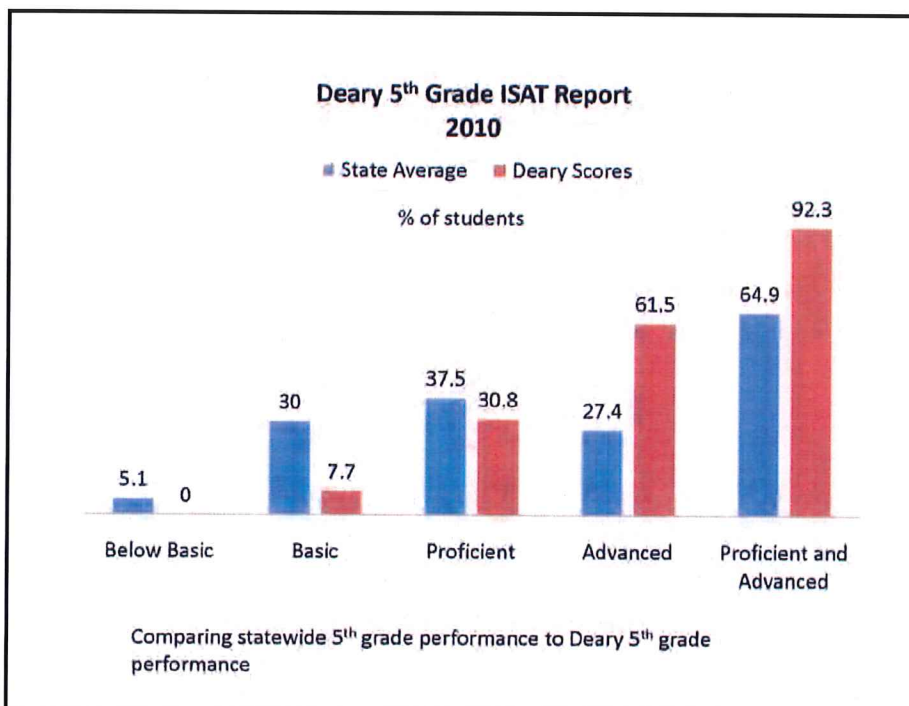
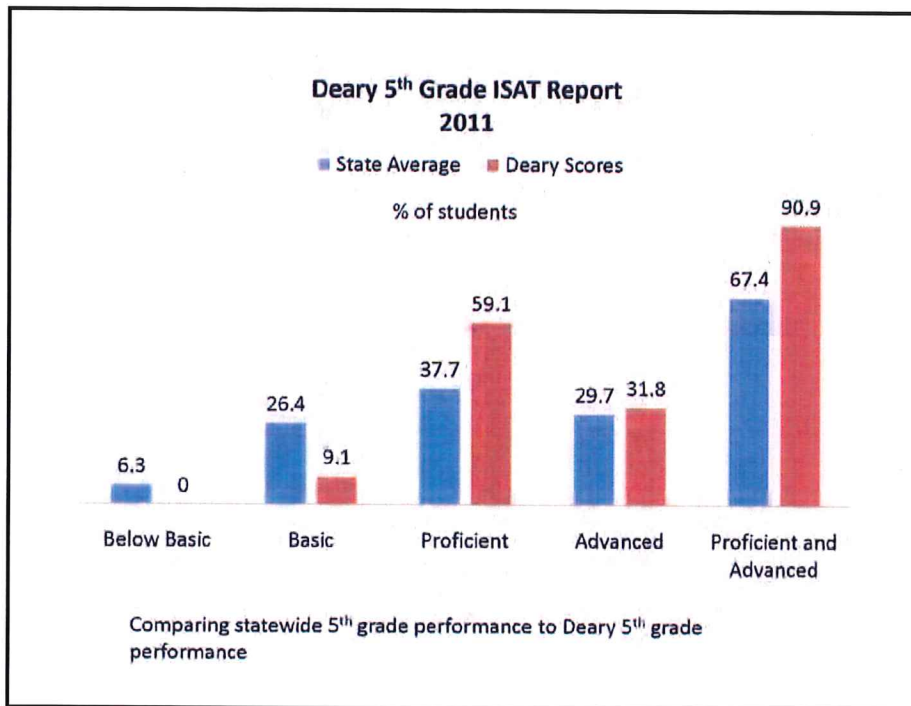
■ 2008 ■ 2009 ■ 2010 ■ 2011

% of students



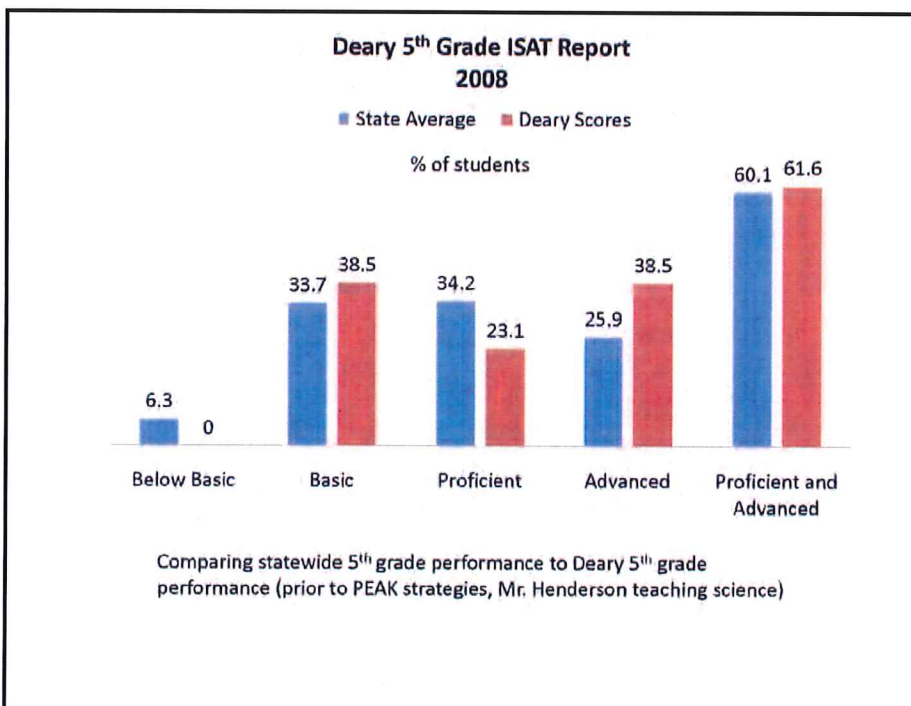
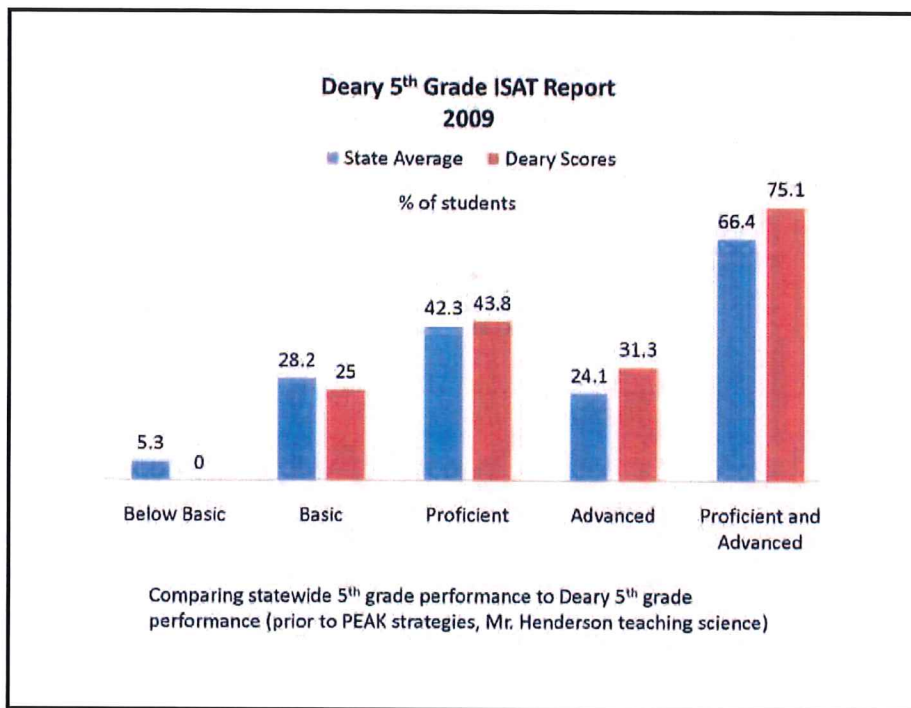
Comparison of Deary scores for the previous four years. 2010 is the first year that PEAK strategies were implemented in fifth grade science.

# Whitepine Joint School District 288

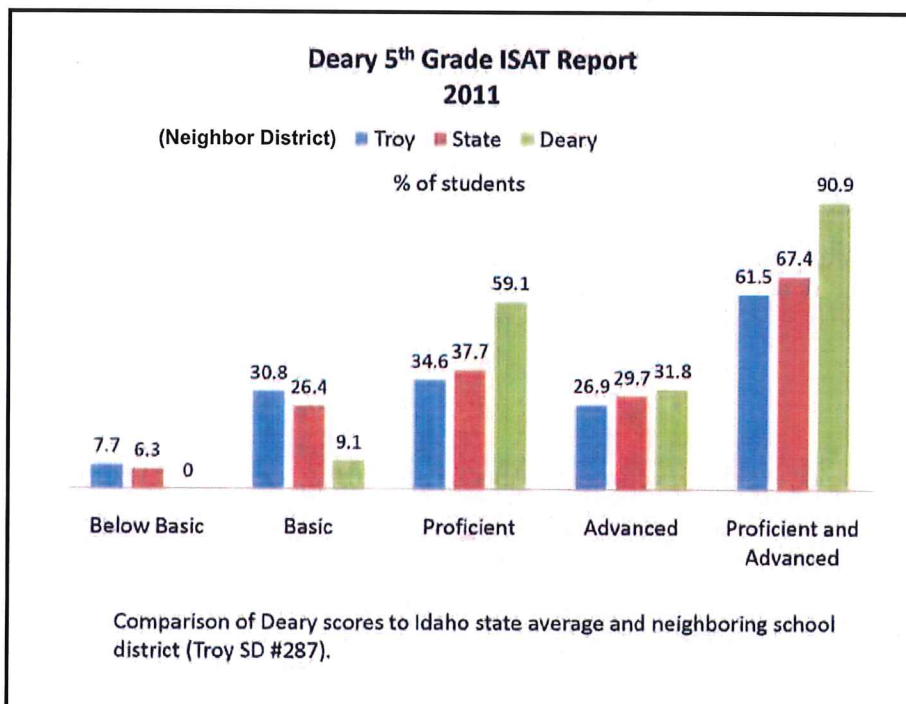
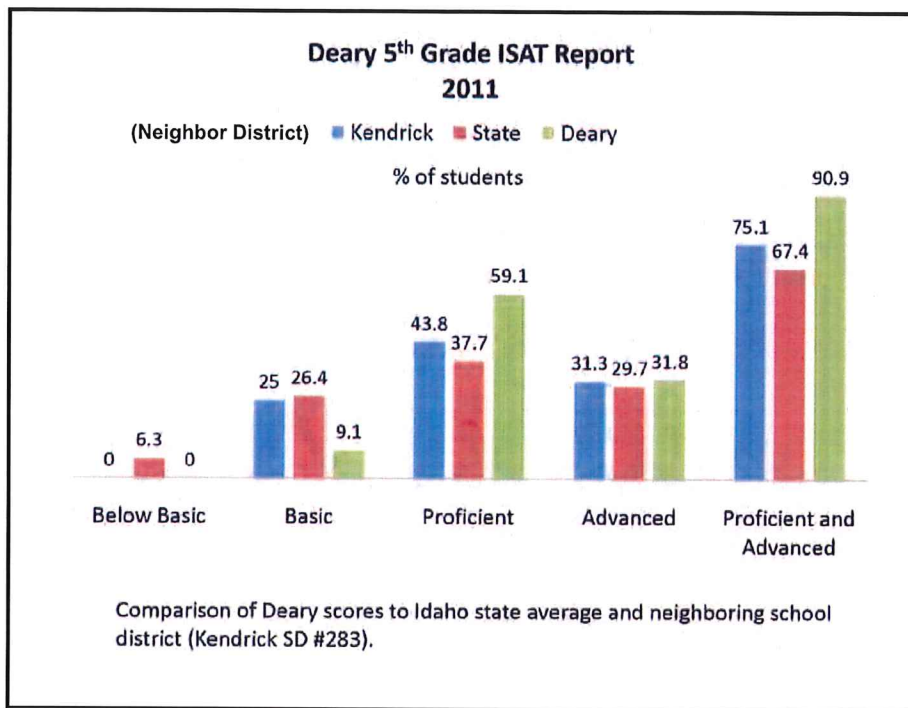




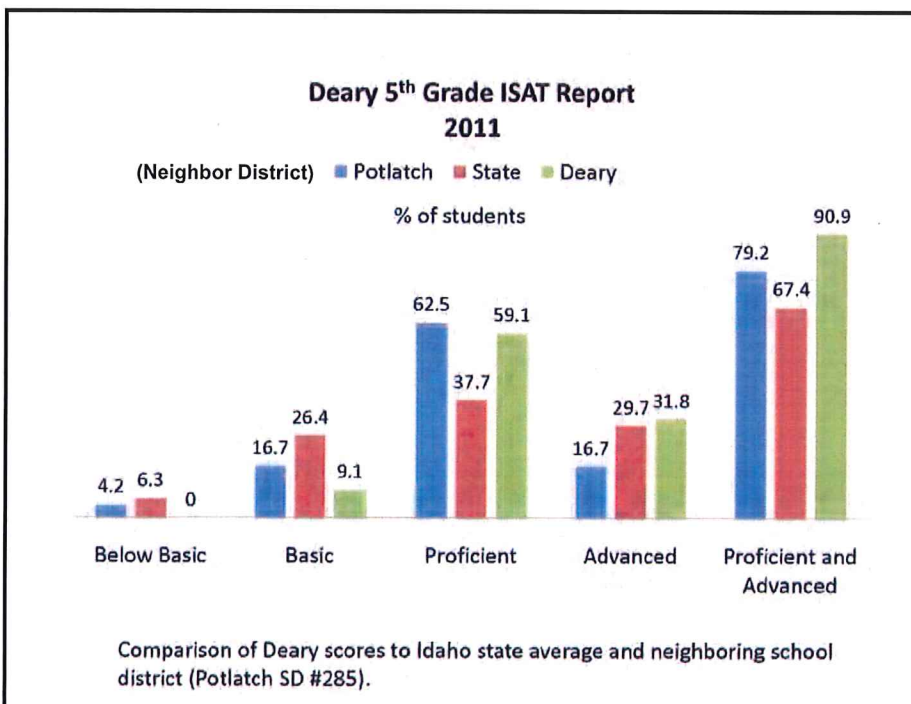
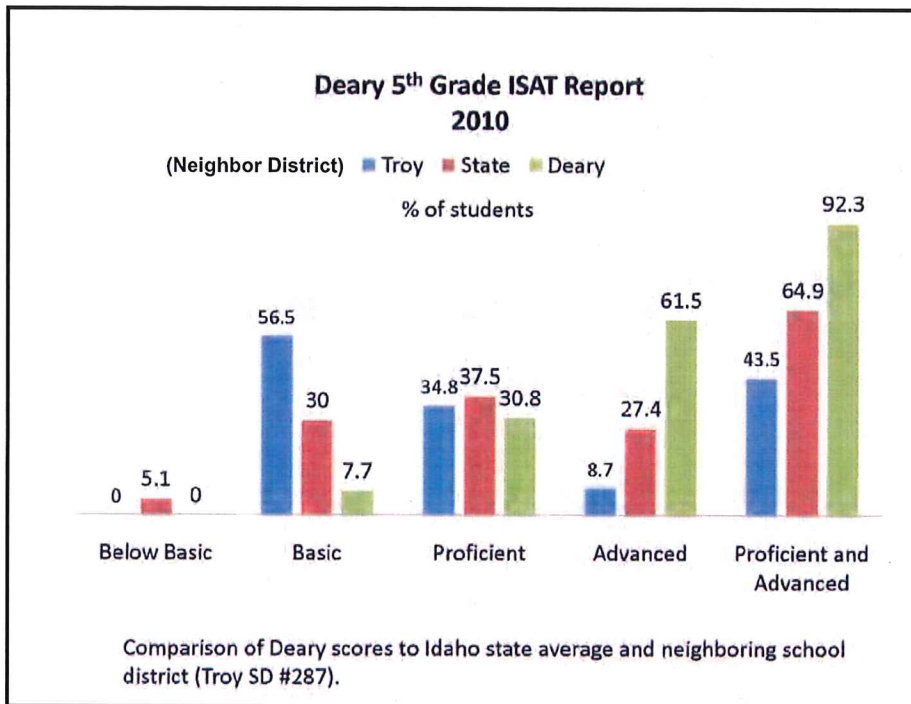
# Whitepine Joint School District 288



# Whitepine Joint School District 288

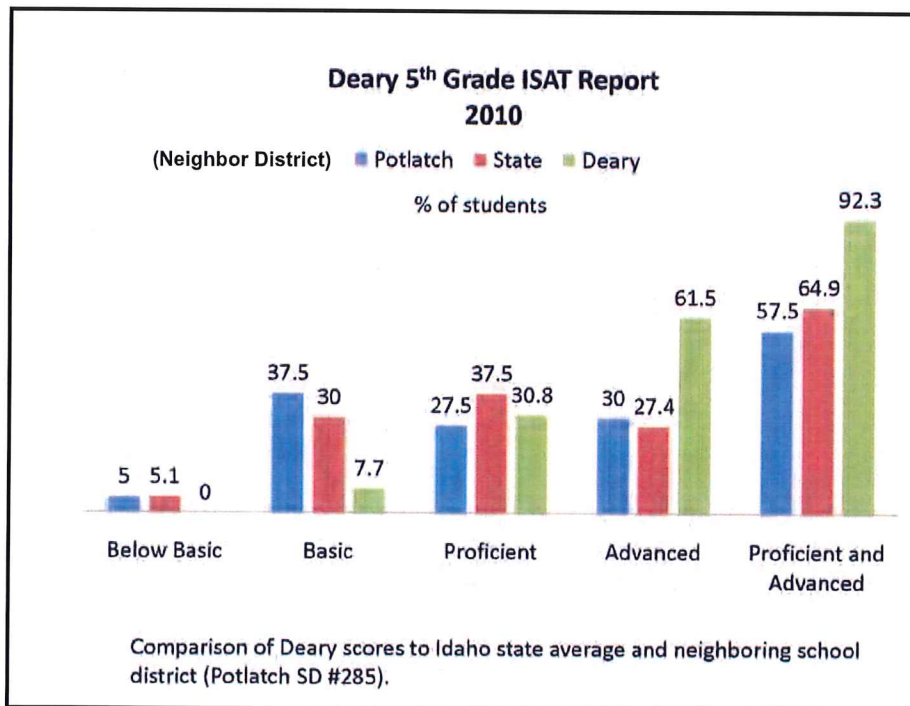
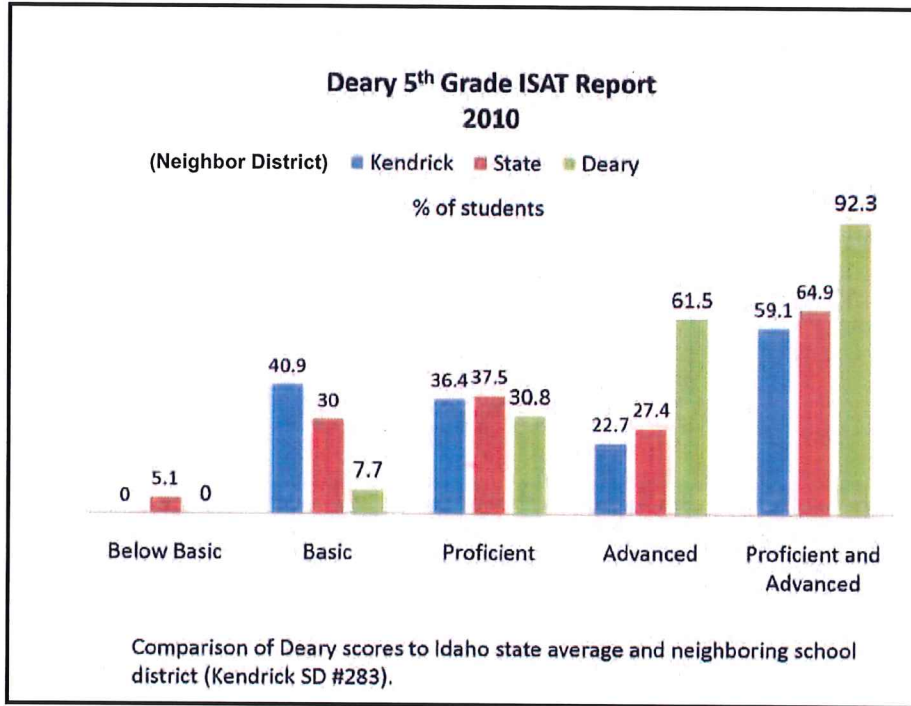


# Whitepine Joint School District 288

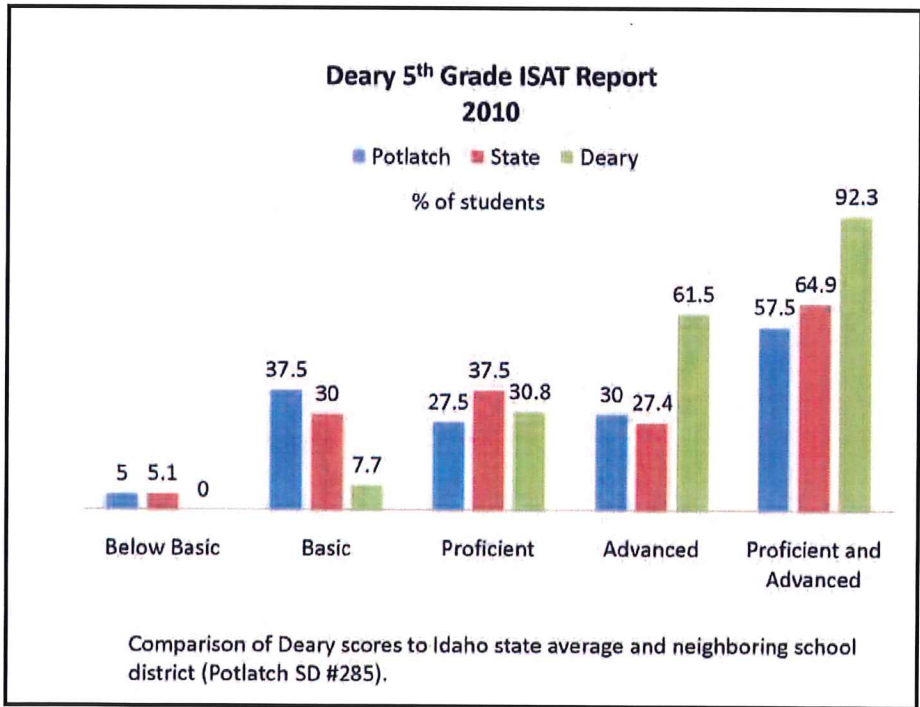
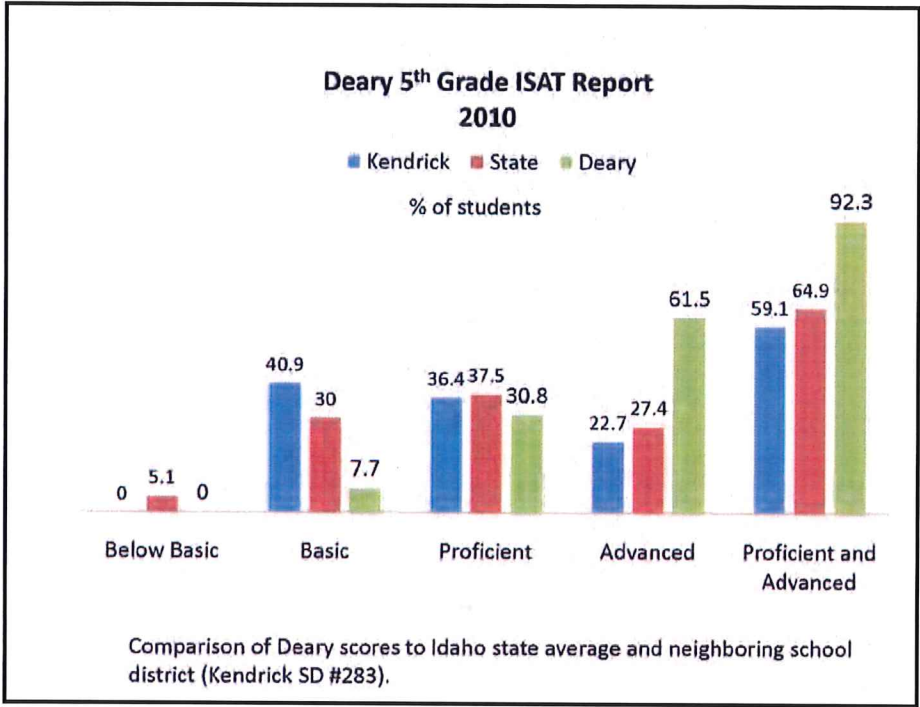




# Whitepine Joint School District 288



# Whitepine Joint School District 288



# Whitepine Joint School District 288

## Sources

- Idaho State Department of Education:
    - <http://www.sde.idaho.gov/site/assessment/ISAT/results.htm>
  - 2011
    - <http://www.sde.idaho.gov/site/assessment/ISAT/docs/results/2011/2011%20ISAT%20State%20Report.pdf>
    - <http://www.sde.idaho.gov/site/assessment/ISAT/docs/results/2011/2011%20ISAT%20School%20Report.pdf>
  - 2010
    - <http://www.sde.idaho.gov/site/assessment/ISAT/docs/results/ISAT%202010%20State%20results%203%206%20and%2010%20DRC.pdf>
    - <http://www.sde.idaho.gov/site/assessment/ISAT/docs/results/2010%20ISAT%20School%20Reports.pdf>
  - 2009
    - [http://www.sde.idaho.gov/site/assessment/ISAT/docs/results/2009/state\\_Scores\\_and\\_Demographics\\_sp09.pdf](http://www.sde.idaho.gov/site/assessment/ISAT/docs/results/2009/state_Scores_and_Demographics_sp09.pdf)
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  - 2008
    - <http://www.sde.idaho.gov/site/assessment/ISAT/docs/results/2008/ISAT-SPO8State.pdf>
    - <http://www.sde.idaho.gov/site/assessment/ISAT/docs/results/2008/ISAT-SPO8School.pdf>
- Schools are sorted by grade, district number, and school. (5<sup>th</sup>, #288, Deary)





## About RPS

The Reeths-Puffer School District is a public school district located in Muskegon, Michigan. The Reeths-Puffer School District is the second largest school district in Muskegon County with 3,805 students.[1] Reeths-Puffer currently has 4 elementary schools, 1 intermediate school, 1 middle school, and 1 high school.

Rocket City is Reeths-Puffer Schools. Our border stretches over five different townships, but our mission focuses on only one goal: success. Success for our students in the classroom, in college, and in life. Success for our families who roll up their sleeves and care for a school system second to none. Success for an unrivaled faculty fueled by innovation and compassion, and educated by over 250 college degrees

Reeths-Puffer is a Class A school district located in northern Muskegon County on the shores of Lake Michigan. Rocket City covers an area of 70 square miles with a population that is socially and economically diverse. The Reeths-Puffer facilities offer state of the art technology and comprehensive and challenging curriculum. The community has shown strong support for the school system through its volunteer efforts, attendance at school events and through passage of several bond elections.

991 W. Giles Road  
Muskegon, MI 49445

## PEAK Involvement

Reeths-Puffer teachers and administrators engaged in the PEAK summer institute in Colorado in 1999, and then continued to send teams in addition to hosting their own summer institutes. Individuals consistently using PEAK tools and strategies demonstrated gains in student achievement and learning. Their data is included on the following pages.

# Reeths-Puffer Schools



Stephen Cousins  
Superintendent  
[cousins@reeths-puffer.org](mailto:cousins@reeths-puffer.org)

Board of Education

Douglas Brown  
President

Kim Kelly  
Vice President

Bob DeMuro  
Secretary

Bob Nolan  
Treasurer

Don Vander Laan  
Trustee

Mary Schaab  
Trustee

Tim Smith  
Trustee

## REETHS-PUFFER SCHOOLS

991 W. Giles Road  
Muskegon, MI 49445  
Phone: (231) 719-3101  
Facsimile: (231) 744-9497

December 9, 2004

To Whom It May Concern:

I am happy to write a letter of recommendation for PEAK Learning Systems and Mr. Spence Rogers. Reeths-Puffer Schools has been engaged in a collaborative relationship with Mr. Rogers and PEAK Learning Systems since July of 2000. During that time, I have found Mr. Rogers and his organization to be extremely effective in helping Reeths-Puffer develop substantive, rigorous and successful professional development activities for our professional staff.

In July of 2000, Reeths-Puffer sent a small group to Colorado to participate in the *Effective Teaching Institute*. From that small group, our investment has grown in the following ways:

PEAK Training is embedded in our District Strategic Plan.

100 percent of the administrative team has completed multiple training institutes. Each year, administrators and teachers engage in the Advanced Academies and Coaching Programs.

60 percent of the certified staff have voluntarily completed at least one week of training, on their own time.

Reeths-Puffer hosts the following regional institutes: *Effective Teaching Institute*, *Effective Assessment Institute*, *PEAK Unit Writing Workshop* and *Advanced Assessment Academy*.

Mr. Rogers is an effective and emotionally inspiring teacher and presenter. He has demonstrated a deep commitment to the success of the staff and students at Reeths-Puffer. The associates at PEAK Learning Systems are professional and eager to meet the needs of our organization. They have always kept their focus on what is best for our students and the learning process. This commitment to excellence has been exhibited in every interaction, even to the smallest of details.

Reeths-Puffer's measuring stick for successful professional development is whether it can lead directly to higher student achievement as a result of changed behavior on the part of teachers and administrators. Our work with Mr. Rogers and PEAK Learning Systems has been the most successful professional development I have experienced in my 22 years as an educator.

Please feel free to contact me to discuss this recommendation further.

Sincerely,

Mr. Stephen E. Cousins  
Superintendent of Schools

# Reeths-Puffer Schools

September 25, 2014 .

Spence,

I am sending a series of emails with the data I could find in old files. Where you see charts that indicate All Staff, PEAK, PEAK 2, PEAK 3, this refers to labels given people when I did the interviews with 110 teachers picked at random. If they went to a PEAK training but did not have any evidence of implantation on the rubric they were listed as 'PEAK'. The other numbers after the PEAK label indicate where they are on the implementation rubric.

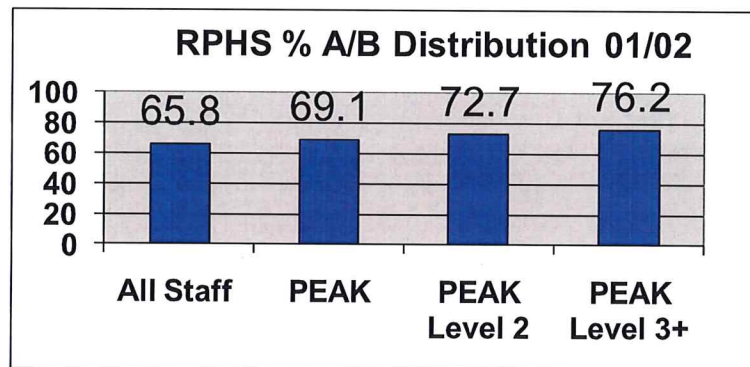
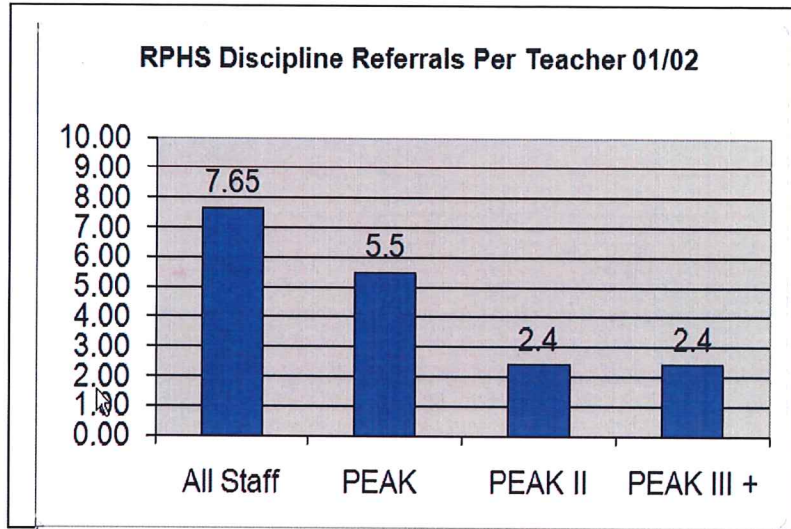
I think the rest of the data is self explanatory. Once we got enough people involved in certain areas we were looking for impact trends. Some of the data is listed specific to the teachers who gave it to me.

**Steve Cousins**

*Former Superintendent  
Reeths-Puffer Schools and  
Traverse City Area Public  
Schools*

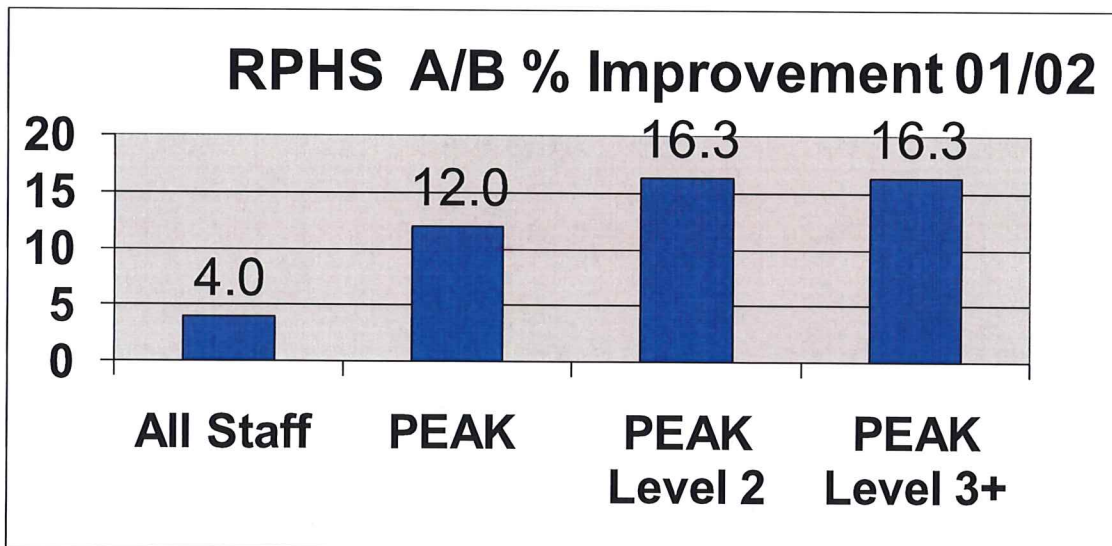
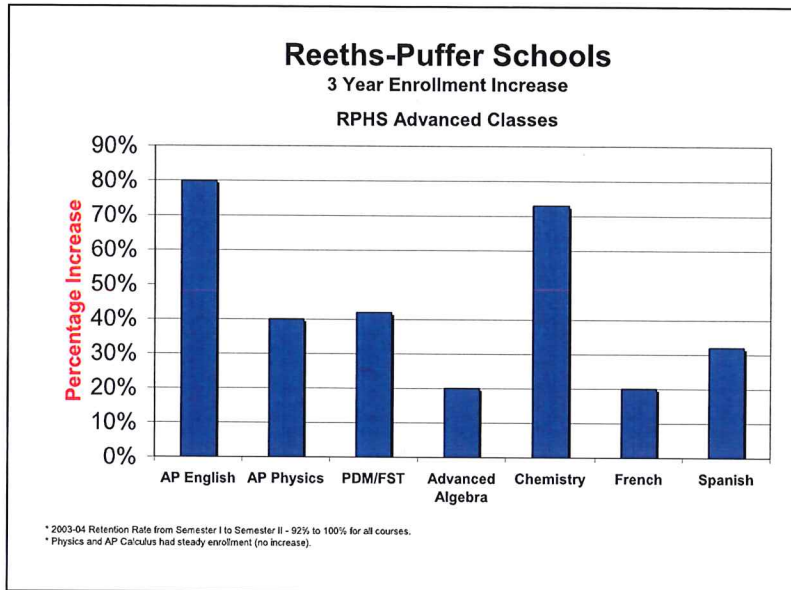
## District Indicators

Reeths-Puffer School District has tracked the impact of participation in PEAK Institutes on discipline referrals as shown below.

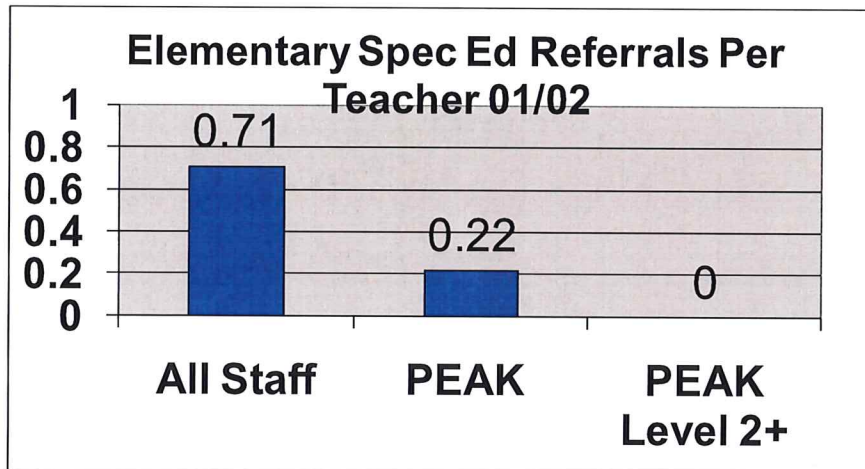
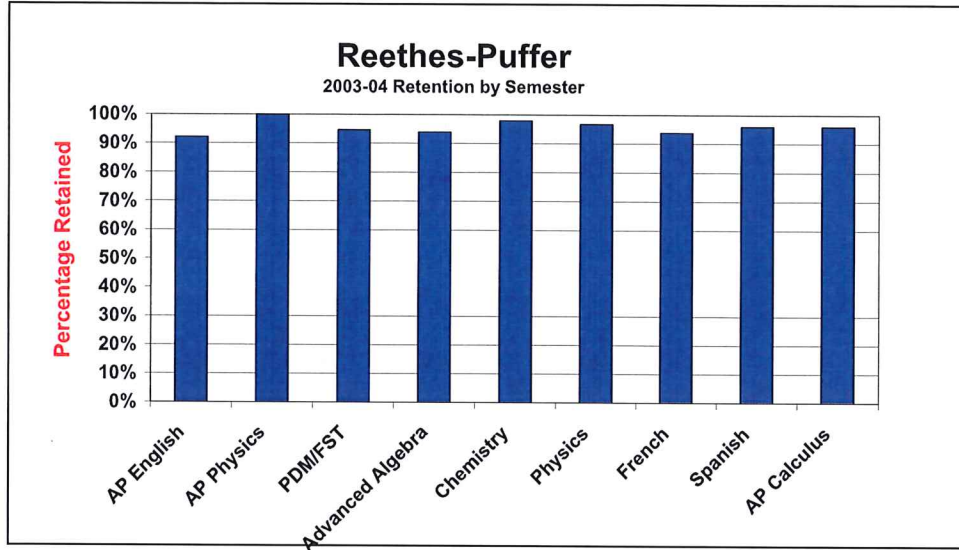




Reeths-Puffer has also tracked the impact on enrollment in challenging subjects and attrition rates.

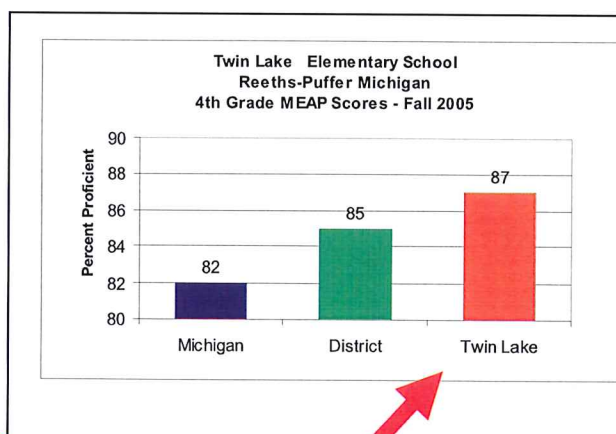
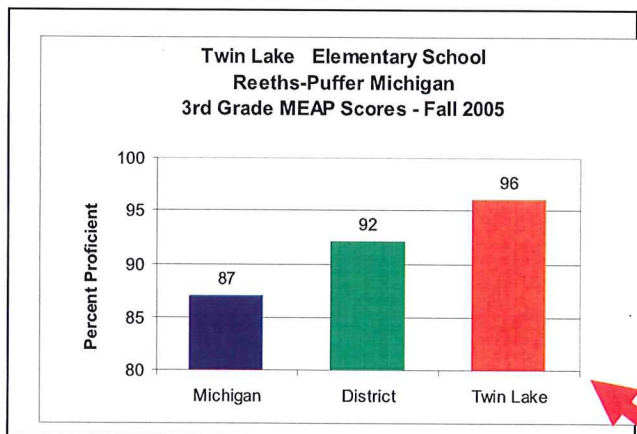
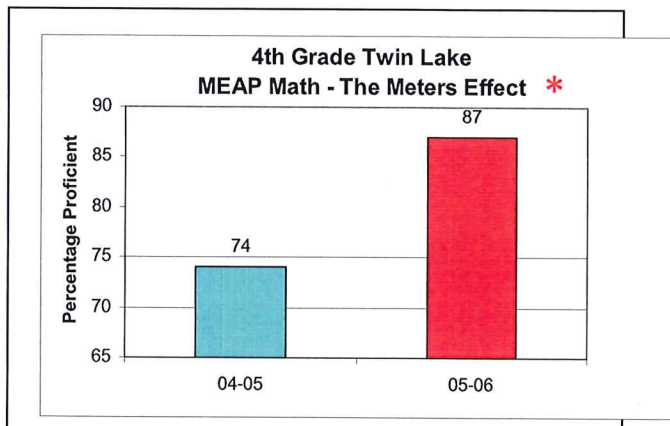
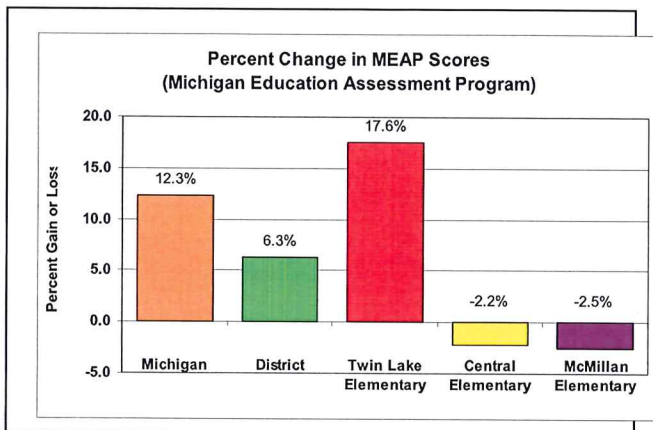


# Reeths-Puffer Schools



# Reeths-Puffer Schools

Reeths-Puffer has also tracked the impact on their non-criterion referenced state assessments for the school(s)/grade levels with high implementation.



High  
implementing  
school

\* The "Meters" were a math resource developed by PEAK Learning Systems and implemented at Twin Lake Elementary School.



## Reeths-Puffer Schools

Since 2001-2002, the enrollment in upper level high school mathematics classes has continued to increase at Reeths-Puffer High School. The upper level math classes at the high school include Functions, Statistics, and Trigonometry (F.S.T.), Pre-Calculus and Discrete Math (P.D.M.), and Advanced Placement Calculus (A.P. Calc.). The enrollment in these three classes has increased by 26% over the past three years. The graph below reflects the enrollment increases.

Members of the math department attribute this increase in enrollment to varied teaching and assessment strategies used in these classes and in several of the other math classes offered at the high school. The new teaching and assessment strategies being implemented have been learned by several of the math department members at the PEAK training institutes offered during the summer.

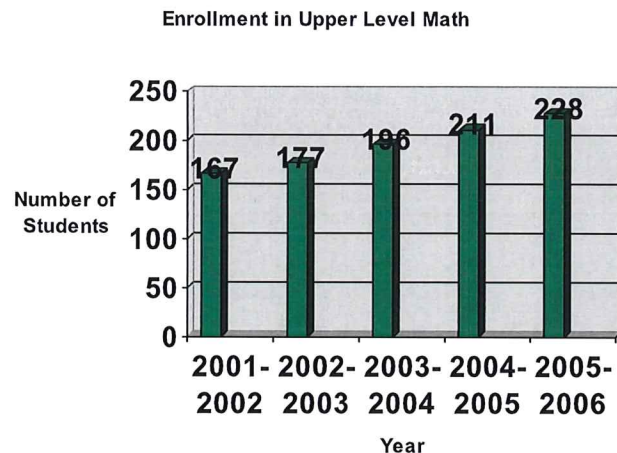


Chart has been updated through the 2005-2006 school year after this 2004 note from Julie Milder.

PEAK stands for Performance Excellence for All Kids. The PEAK *Teaching for Excellence Model*<sup>™</sup> is an effective integration of research supported instructional and assessment strategies that have consistently made positive differences in leaving no child behind. Teachers implementing the PEAK model use proven, effective instructional practices and assessment design to ensure that all students learn the curriculum of the course at a mastery level.

Some of the instructional approaches being implemented include building relationships within the classroom, criteria-for-credit, knowledge walls, daily review of essential course content, activities that actively involve students with their content, and varied instructional techniques. Newly implemented assessment strategies include practice tests, testing by objective, retesting missed objectives with parallel assessments, help offered to students outside of classroom time, and requiring that students master all objectives for a course. The teachers implementing these research supported practices strongly believe that they build and maintain an effective learning environment, increase student motivation, learning, and achievement, and ensure all students succeed with and retain course content at a high level.

**Julie Milder**

*High School Mathematics*

*Reeths-Puffer High School, Muskegon, Michigan*

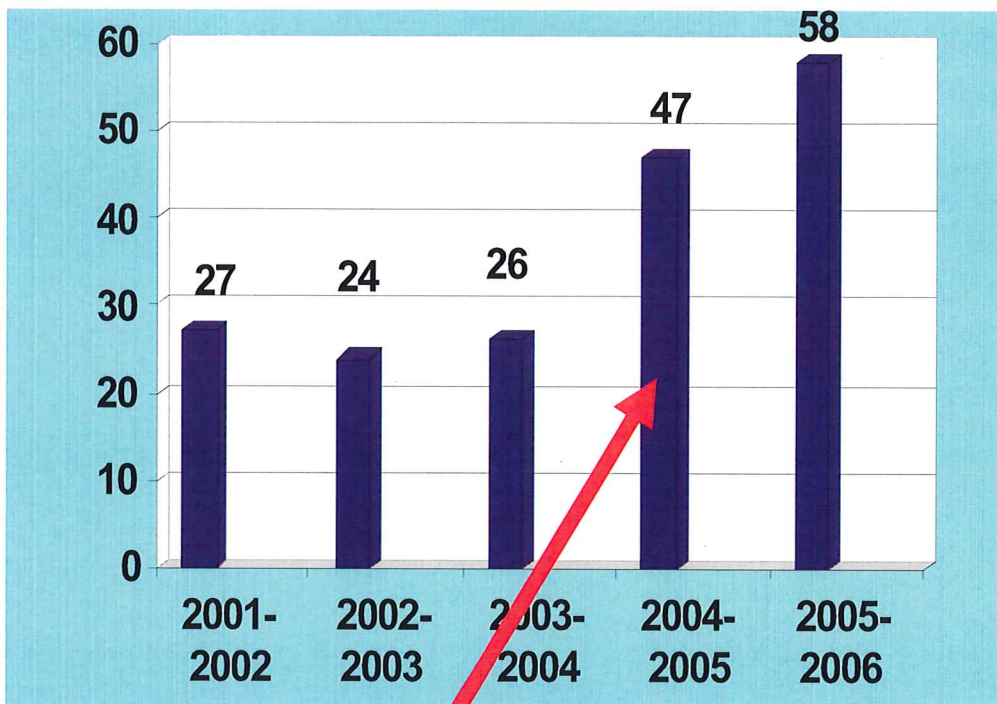
*September 2004*

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Reeths-Puffer Schools

# Advanced Placement Calculus

Julie Milder – Reeths-Puffer High School  
Enrollment



PEAK implementation



# Reeths-Puffer Schools

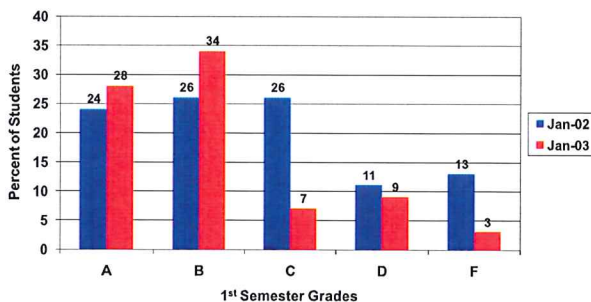
*"I have had my chemistry numbers grow, and my failure rate shrink. I have proven to myself that all kids can learn chemistry..."*

I have been teaching high school chemistry for 15 years. For most of those years, I concentrated on becoming a better teacher by furthering my education in chemistry. I figured if I knew more subject matter, kids would learn more from me. Well, about three years ago, I attended the first week of PEAK, and it literally changed my life. I learned so much about the art of teaching kids, all kids, no matter what their backgrounds and abilities. I was so moved that I immediately attended the Week 2 Institute on Effective Assessment, eager to learn more. I can honestly say that this week changed me forever. By starting small, but thinking big, I have made differences in the way I teach, the way I assess, and the way I motivate kids to want to learn. I have had my chemistry numbers grow, and my failure rate shrink. I have proven to myself that all kids can learn chemistry, just in different ways and at different rates. I have Spence and Becky to thank for my transformation. They have helped me move from a good teacher to a great teacher!

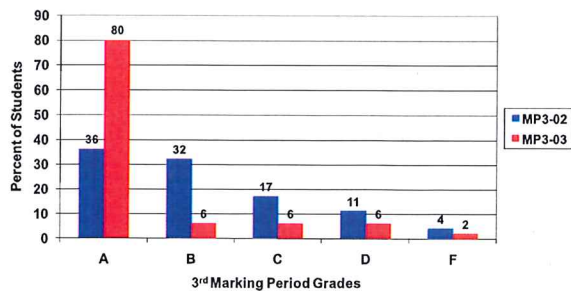
**Linda Hanson**

*Teacher, High School Chemistry  
Reeths-Puffer High School, Muskegon, Michigan  
September 2004*

H.S. Chemistry 1<sup>st</sup> Semester Grades Before & After  
Linda Hanson, Reeths-Puffer H.S., MI  
2001/2002 - 2002/2003



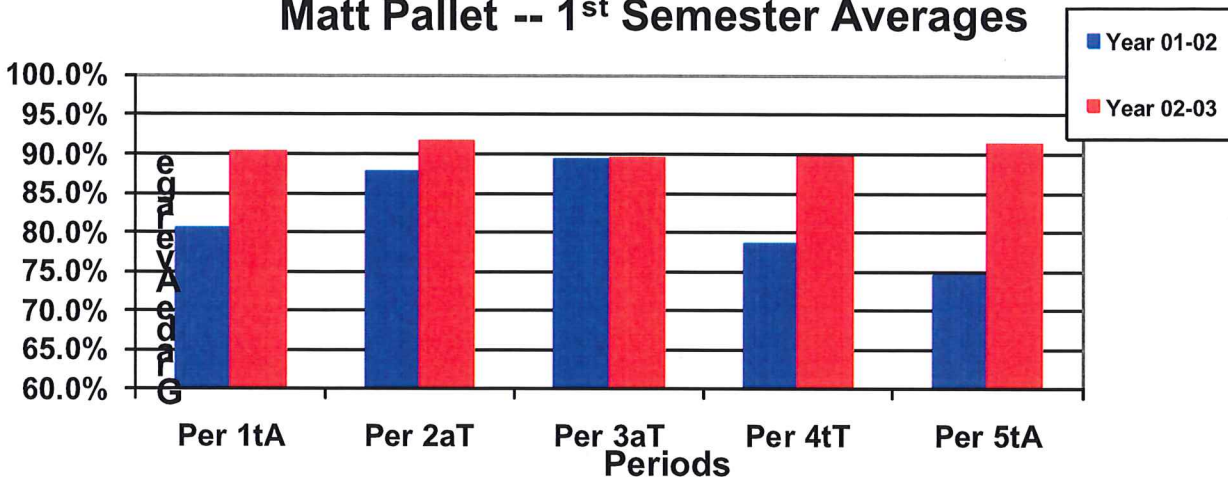
H.S. Chemistry 3<sup>rd</sup> Marking Period - Before & After  
Linda Hanson - Reeths-Puffer High School, Michigan  
Comparison of 2001/2002 with 2002/2003





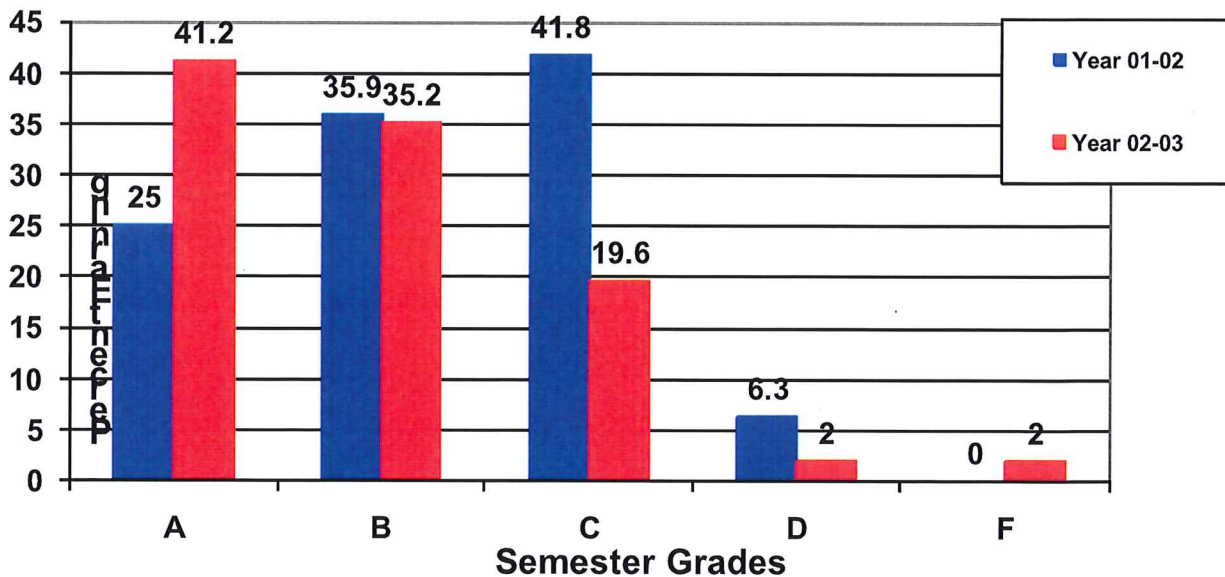
Reeths-Puffer Schools

8<sup>th</sup> Grade Science - Before & After  
Matt Pallet -- 1<sup>st</sup> Semester Averages



Variables: Assessment Weight Increased to 85% &  
There are 2 periods each year in which most students are also...

Functions, Statistics, & Trig 1<sup>st</sup> Semester Grades  
Julie Milder Before & After  
Spring 2003, Reeths-Puffer H.S.



# Reeths-Puffer Schools

September 25, 2014

Spence,

In kindergarten, I think the biggest impact on my student's learning comes from the PEAK model of behavior/classroom management and motivation techniques. Using a launch button, one-step directions, mirrored directions, "I need your help." and "Take a deep breath." (before giving directions) significantly impacts the learning environment in my classroom. Since using these techniques, I notice that my students are instantly quiet, attentive and ready to engage in learning throughout the day.

By using Squeeze and Release and planning for movement activities, my students are more attentive when I'm instructing and giving directions. By using Processing Loops, my students are more directly involved in their own learning and stay more actively engaged in my lessons.

I have the least amount of behavior/discipline referrals and my students have less negative interactions with our principal. My students and their parents know my classroom expectations. They also know that they are educationally, emotionally and physically safe in my classroom.

I deliberately plan my distributive practice so my students not only master our standards but they retain the knowledge for future learning. Before learning the power behind DP through my PEAK training, I wasn't as purposeful with my planning and my students weren't always as successful as they are now. Last school year, when our school spent Title 1 money on a Math Interventionist, only one of my students qualified for her services. Only four of my students qualified for Title 1 Reading services and one of them eventually qualified for Special Education.

My students learn more and retain more than ever before and I give Spence Rodgers and his team credit for opening my mind to the power of PEAK.

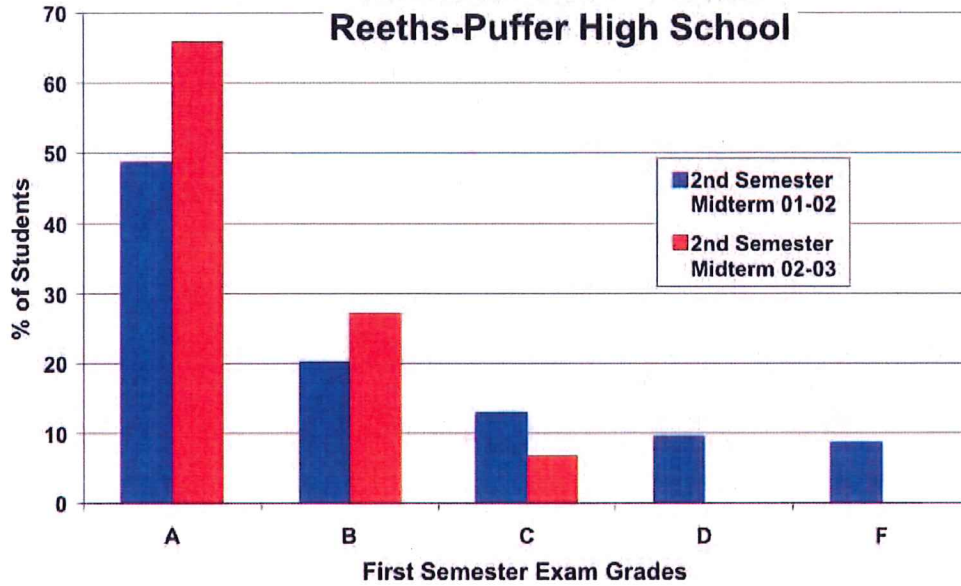
Let me know if this works or you need something else,

**Julie Reid**

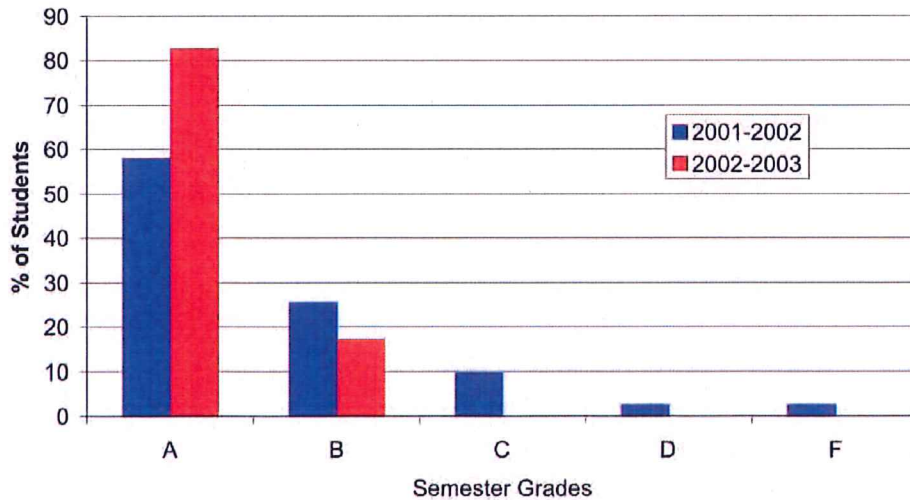
*Kindergarten Teacher  
Reeths-Puffer Schools*

# Reeths-Puffer Schools

**Michelle Burley - Spanish I  
Semester Exam Grades  
Reeths-Puffer High School**



**Michelle Burley 1st Semester Grades  
Spanish I - Reeths-Puffer High School**





## About Charlotte Mecklenburg Schools (CMS)

Charlotte-Mecklenburg Schools (CMS) is located in the Charlotte, North Carolina region and is the second-largest school district in North Carolina and the eighteenth-largest in the nation. CMS provides academic instruction, rigor and support each school day to more than 144,000 students in kindergarten through 12th grade in 164 schools throughout the cities and towns of Mecklenburg County.

## PEAK Involvement

Teachers and staff have engaged in local *Teaching for Excellence™* summer institutes, and engaged in *Vail Teaching for Excellence™*, *Advanced Teaching for Excellence™* summer institutes and *Leading for Excellence™* summer institutes from 2001 through present. Staff has participated in on-going local coaching, training and mentoring throughout this time.

No formal data collection process was instituted within CMS. Teachers collected and contributed their own data and observations. The following pages highlight results from the administration and teachers.

701 E. Martin Luther  
King, Jr. Blvd.  
Charlotte, NC 28202



## Charlotte Mecklenberg Schools

### Ayindé Rudolph, Principal Westminster Community Charter School

***“The result – she became the highest performing teacher for grade 9 English in the county. Her growth scores were off the charts, and her students were understanding the content. In fact the students would want to work after school to demonstrate mastery.”***

Professional development comes in all shapes and sizes. In some cases PD is great way to get people motivated, in others case it is just another initiative that is being forced down someone’s throats, and in the rare cases professional development is delivered in such a way that it changes the fortunes of not only teachers but the learning that students encounter. PEAK Learning Systems is that type of professional development system.

I think that it is fitting to simply describe the impact that it had at the first school that I led as a principal. More specifically, to talk about the impact on a specific teacher. Mrs. Wirth was a new teacher, who moved to North Carolina from upstate NY. Her certification only allowed her to teach up to the 9th grade, and like most new teachers she was not fully prepared to understand the scope of the work. To say the least she struggled during her first year. So much so that I felt that she would not return after Christmas break. But right before she left, she encountered the staff from PEAK Learning Systems. Spence and his team introduced her strategies to help her students, techniques to administer assessments effectively but more importantly she learned how to deal with at risk students. The result – she became the highest performing teacher for grade 9 English in the county. Her growth scores were off the charts, and her students were understanding the content. In fact the students would want to work after school to demonstrate mastery. This would have not occurred if the school did not intervene with this professional development experience.

But here are the real statistics. During the 4 years that I was principal of METS:

- Had the second highest SAT scores in the county, beat district, state and national averages
- Went from 53 percent on grade level to 80 (3 years). The school would move to 90 (two years after I left).
- 96 percent graduation rate
- Highest growth scores (as calculated by the ABC program in North Carolina)
- 100 percent pass rate on the 10th grade writing examination.

## Charlotte Mecklenberg Schools

Hello Spence. When I was teaching, PEAK changed my life! After attending my first conference, I changed the way I implemented positive reinforcement strategies, structures for classroom management, facilitation of student lessons, and designed objective mastery assessments. The combination of those factors led me to see over a 30% increase in student achievement! Now as an assistant principal, I am assisting my teachers in designing objective mastery assessments and implementing a retesting cycle. My 6<sup>th</sup> grade math teachers noted that their first assessment was 50% more rigorous than the previous year but they noticed 50% more students achieve 85% or higher. We implemented this system with our 8<sup>th</sup> grade math teachers last school year and they exceeded expected growth! PEAK works.

***“The combination of those factors led me to see over a 30% increase in student achievement!”***

**Deidra M Nava**



# Charlotte Mecklenberg Schools

Hello Spence,

Here are some of my results:

86% Level 3s and Level 4s **before** the retake. 51 out of 59 Level 3s and Level 4s. 88% Level 3s and Level 4s **after** the retake. 52 out of 59 Level 3s and Level 4s. 8 of the 59 students earned a Level 2, and of those 8, **ALL** met the graduation requirement after 2 had taken the retest. Of those 2 students who had taken the retake, 1 earned a Level 3 on the second time. From this data, 37 students earned a level 3. This number was increased by 1, bringing the total to 38 when that 1 student earned a Level 3 from the retest. 14 students earned a level 4. Although they did not pass the EOC with 100% Level 3s and Level 4s, these kids did show high growth, and ***I think that this is the MOST important thing, growth. After saying all of this, there were 100% of my students who passed (met the graduation requirements) and 86% - 88% of my students who passed with a level 3 or better.*** I hope all of this makes sense.

**Richard Shepard**

*Mathematics*

*Success Story, 2009, West Mecklenburg High School*



Charlotte-Mecklenburg

School Year	School ID	School Name	Teacher Code	Teacher Name	Percent Proficient Alg. I	Teacher's Growth Average Percentage
20072008	579	West Mecklenburg High	44261	Shepard, Richard	64.7%	0.1570
20082009	579	West Mecklenburg High	56351	Shepard, Richard	86.4%	0.3349
20092010	579	West Mecklenburg High	97469	Shepard, Richard	88.2%	0.0907
20102011	579	West Mecklenburg High	129520	Shepard, Richard	84.2%	-0.0395

# Charlotte Mecklenberg Schools

Richard Shepard 2010-2011



EOC Results: UNOFFICIAL Cumulative - Regular & Retest | Results - 2010-2011

Cumulative - All Classes																			
Achievement Level and ABC Growth Distribution - Percent at Each Achievement Level and % Making Growth																			
Enrollment/% Tested				Level I		Level II		Level III		Level IV		Level III/IV		Growth*					
#	#	#	%	N	%	N	%	N	%	N	%	#	%	#	#	%	Avg.	H.G.	
Enrolled	Tested	Exempt	Tested	N	%	N	%	N	%	N	%	#	%	Eligible	Met	Met		Ratio	
99	96	0	97.0	0	0.0	15	15.6	58	60.4	23	24.0	81	84.4	68	35	55.9	0.0116	1.1	

Algebra I-B: Semester - 2   Course Code - 20222   Period- 03   Section- 19																			
Achievement Level and ABC Growth Distribution - Percent at Each Achievement Level and % Making Growth																			
Enrollment/% Tested				Level I		Level II		Level III		Level IV		Level III/IV		Growth*					
#	#	#	%	N	%	N	%	N	%	N	%	#	%	#	#	%	Avg.	H.G.	
Enrolled	Tested	Exempt	Tested	N	%	N	%	N	%	N	%	#	%	Eligible	Met	Met		Ratio	
24	24	0	100.0	0	0.0	2	8.3	17	70.8	5	20.8	22	91.7	18	13	72.2	0.1598	2.6	

Algebra I-B: Semester - 2   Course Code - 20222   Period- 02   Section- 20																			
Achievement Level and ABC Growth Distribution - Percent at Each Achievement Level and % Making Growth																			
Enrollment/% Tested				Level I		Level II		Level III		Level IV		Level III/IV		Growth*					
#	#	#	%	N	%	N	%	N	%	N	%	#	%	#	#	%	Avg.	H.G.	
Enrolled	Tested	Exempt	Tested	N	%	N	%	N	%	N	%	#	%	Eligible	Met	Met		Ratio	
28	26	0	92.9	0	0.0	9	34.6	15	57.7	2	7.7	17	65.4	18	9	55.6	0.0184	1.0	

\* ABC's Growth Calculations: To meet requirements, a student must have taken the original administration of the test, have the necessary predictor tests on record so that predicted growth can be calculated, and be enrolled at the school for



# Charlotte Mecklenberg Schools

## Richard Shepard first semester 2011-2012



EOC Results: UNOFFICIAL Cumulative - Regular & Retest | Results - 2011-2012

Cumulative - All Classes																		
Achievement Level and ABC Growth Distribution - Percent at Each Achievement Level and % Making Growth																		
Enrollment/% Tested				Level I		Level II		Level III		Level IV		Level III/IV		Growth*				
#	#	#	%	N	%	N	%	N	%	N	%	#	%	#	#	%	Avg.	H.G. Ratio
Enrolled	Tested	Exempt	Tested											Eligible	Met	Met		
31	31	0	100.0	0	0.0	1	3.2	21	67.7	9	29.0	30	96.8	27	7	29.6	-0.3433	0.4

Algebra I, Semester - 1   Course Code - 20232   Period - 02   Section - 41																		
Achievement Level and ABC Growth Distribution - Percent at Each Achievement Level and % Making Growth																		
Enrollment/% Tested				Level I		Level II		Level III		Level IV		Level III/IV		Growth*				
#	#	#	%	N	%	N	%	N	%	N	%	#	%	#	#	%	Avg.	H.G. Ratio
Enrolled	Tested	Exempt	Tested											Eligible	Met	Met		
31	31	0	100.0	0	0.0	1	3.2	21	67.7	9	29.0	30	96.8	27	7	29.6	-0.3433	0.4

\* ABC's Growth Calculations: To meet requirements, a student must have taken the original administration of the test, have the necessary predictor tests on record so that predicted growth can be calculated, and be enrolled at the school for



# Charlotte Mecklenberg Schools

## CMS West Charlotte High School

A+ Initiative -- Geoff Hansell, U.S. History  
Percent of Students at Grade Level  
Spring 2005

