How did the Diagnostic Analysis Update determine the goal for Saint Joe?

The School Data Analysis was one diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. We used this process as a guide to determine our strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in our focus content areas (Reading and Math). This data collection and analysis process included identification of achievement gaps as well as reflections on possible causes for these gaps. Saint Joe will continually collect, review, analyze and evaluate these objectives and goals.

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim, formative, summative, assessment data as well as ACT ASPIRE Scores.

Our district believes that the use of data can make an enormous difference in school reform. We measure multiple data sources in a variety of ways. *Data Analysis for Continuous School Improvement,* Second Edition by Victoria Bernhardt, Ph.D., serves as our model for getting started with data analysis, important data points, demographics, perceptions, student learning, school process, interactions, analyses, communication, and conclusions of data disaggregation. (Eye on Education, 2004). St Joe has completed multiple comprehensive needs assessments to improvement the achievement of children in relation to our state content standards.

Student Achievement Data

Saint Joe improved in most areas on state standardized assessment data. First, the district data team analyzed STAR and ACT ASPIRE data as it became available. The team identified the following areas of weaknesses in elementary ; measurement, data analysis, inferences, conclusions, connections, and extending ideas. Then, we met with our teachers and started self reflection data analysis.

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When working with the ACT ASPIRE grade levels, we followed the following data analysis protocol provided by ADE.

ADE ACT ASPIRE Livebinder

Skill Proficiency Reports

A. There are only 3 and the one that is most valuable to teachers is probably the Skill Proficiency by Student (Educator report)

B. Pay close attention to the number of orange boxes . The more orange boxes per reporting category, the bigger the problem.

  1. One way to do a quick look is to note the orange boxes for your Exceeding and Ready students. If these students are scoring below ready in certain reporting categories, then you know the close and in need of support students will probably score low in the same reporting categories.

  2. When teachers identify those specific reporting categories that are problem areas…..
  Have them use the Knowledge and Skills Map to gain more insight into what specific skills that are covered.

  a. List of summative reports for educators (see Avocet - Reporting - Summative Reporting)

  b. A copy of Interpretive Guide for ACT Aspire

  c. Show and walk teachers through all of the Aspire LiveBinders

  i. ACT Aspire LiveBinder

  ii. ACT Aspire Test Design LiveBinder

  iii.ACT Aspire Score Reporting LiveBinder

  d. Knowledge and Skills Map - see Aspire LiveBinder > Resources tab (walk them through it, show them how to use it and how it breaks down the reporting categories into more details/skills)

The Saint Joe team identified tremendous growth in almost all areas. However, we also noticed a dramatic decline in 7th grade math and up. Our end of year (16-17) data and ASPIRE data were very close in reliability. The trends from Saint Joe included areas that were designed to assess at a depth of knowledge 3 or constructive thinking.

Weak Areas

English-knowledge of Language

Math-Geometry/Statistics and Probability/Modeling/ Justification and Explanation

Reading-Craft and Structure, Key ideas and Details/Informational

Science-Scientific Investigation

Writing-Development and Support

ASPIRE 16-17 ASPIRE SCORES

ESSA 17-18 ESSA SCORES

Areas for Improvement (Weighted Achievement and SQSI)

SJHS

HS WA 57.78%	26 students In Need of Support for ELA/Math	24 Students CLOSE For ELA/Math	SWD 23.3%-15.0% 2016-2017 2 year comparison
HS SQSI 55.56%	Reading @grade level 40.56	Science Achievement 44.44	ACT Readiness 36.36

SJELEM

ELEM WA 62.24%		26 In Need of Support for ELA/MATH	22 Close for ELA/Math	SWD 16.7%-21.4% 2016-2017 2 year comparison
ELEM SQSI		Reading at Grade Level 41.67%	Science Achievement 46.94%	

Shared Beliefs,Goals, and Initiatives for Vision/Mission 2018-2019

Every child can learn.

The vast majority of students (a percentage of 95% or greater) can achieve grade level or above grade level status in both math and literacy (as measured by the prevalent standards: common formative assessments designed through utilization of power standard model, universal screeners/ assessments, summative and formative assessments) and therefore perform competently in every subject area due to their ability to comprehend what they read.

We can achieve success by intertwining our RTI model with our Power Standards model.

Two of our primary goals include: 1) 95% of students at or above grade level in literacy 2) 95% of our students at or above grade level in math

Our school environment should be conducive to the academic, physical, and emotional needs of our students.

Same number of students below readiness for ELA and Math. See aspire scores above. When examining school process data/programs we realized that deep levels of learning were still not occurring. One of the features that we implemented was Planbook. This is an online tool to assist instructors with lesson planning. In addition, administration is able to see the skills that are embedded into instruction and assessed. While examining lesson plans we found that evidence of student mastery was not matching the results of assessments. Also, One of the major conclusions that our team looked for was that we were still confused with what exactly is meant by depth of knowledge. The purpose of DOK is to focus on **complexity** of content standards in order to successfully complete an assessment or task. The outcome (product) is the focus of the depth of understanding. we were still missing instruction at a level that boosts student achievement. Thus, we immediately planned for Professional Development centered around Norman Webb's, Depth of Knowledge scale.

OMSD completed numerous data collection surveys to help us with our comprehensive perception data. The data showed several indicators for strengths, opportunities, and weaknesses. Our staff indicated that they feel that they work in a cohesive and supporting environment between coworkers, building level administration, and district administration. Furthermore, 86% of our teachers felt that Professional Development was directly linked to their Professional Growth Plan and was beneficial to their ongoing learning. Our biggest areas of concerns showed that our staff still needs cross training in in supplemental and intensive Math/ELA interventions and remediation strategies. The data collected from our students was most valuable as we gained insight into certain areas from their perspectives. Strengths from their perceptions included but was not limited to; truly having positive rapport developed with most adults at their campus. However, the majority of students are very disappointed with their lunch choices and portion sizes and felt like this was a distraction for them in the learning environment. At least 60% of students also stated that bullying was still a struggle at their campuses. OMSD immediately began looking into programs and strategies to embed to everyone at K-12. Rachel's program is for K-12 schools - http://rachelschallenge.org/media/programs/k-8_k-12_promo_pack.pdf . We are currently planning for school and community events to start the process of change for our culture.

Our district is beginning to align standards K-12 and strengthening our support process, Professional Learning Communities.

Essential Standards for entire year
- Teams collaborative to identify essential learning standards (no more than ten) for each course of study. (Arkansas Core Standards) "Good to know" vs. "Got to know"
- Standards must prepare students for success at the next study level.
- Teams write standards in kid-friendly terms, determine the level of rigor, identify prior skills and academic vocabulary needed, create and select the common assessment to measure student mastery, and determine when the standard is to be taught.
- Universal Screeners (ex: STAR R/STAR M, DIBELS, grade level assessments from essential standards, etc.)

Common Assessments for 1st Quarter
- Common assessments must measure student mastery of essential standards.
- Teams collaborative on universal screeners
- Teams collectively use the five common assessment guiding questions when reviewing common assessment results. (To be reviewed after universal screening)

4-6 week of school (Identify TIER II/III Students)
TIER II (Core Instruction + Supplemental Remediation)
- Goal is to remediate students so that they will be successful in core instruction without supplemental support
- How will we monitor the progress?

TIER III (Core Instruction+Intensive Support)
- Implemented in classroom by teacher or with another professional in the school
- Evidence and/or researched based
- Increased
  - Frequency
  - Duration
  - Ratio
  - Targeting
  - Training

End of 1st Quarter: Create common assessments for 2nd quarter
- Common assessments must measure student mastery of essential standards.
- Teams collaborative on universal screeners

- Teams collectively use the five common assessment guiding questions when reviewing common assessment results.

Progress monitoring review of identified RTI
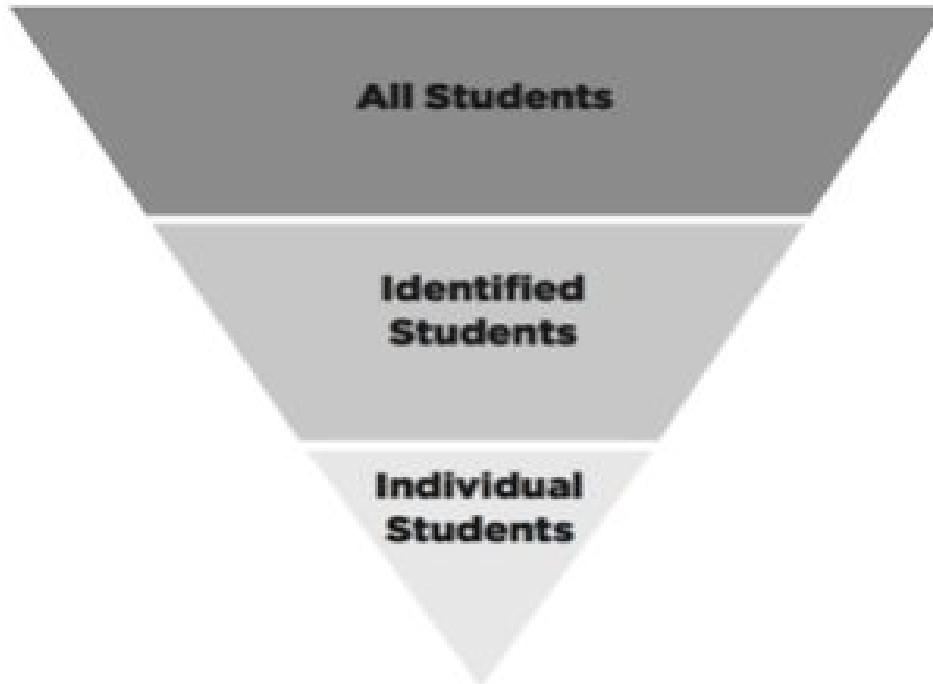
Why Inverted RTI pyramid?

We ALL need to modify the way we think about RTI

- Strong core instruction is the most necessary. THIS IS CORE/TIER I
  - Required as a district to have a guaranteed and viable curricula
  - Most practical way to build a strong core is to identify power standards
    - "Good to know" vs "Got to know"
    - Identify/Collaborate/Plan for instructing and measuring student mastery
- RTI is not a gateway to Special Education Heaven
- Right practices for the wrong reasons
- Protocols at each campus might look different, but what remains the same is: Schools should provide targeted and systematic interventions to *all* students as soon as they demonstrate the need.
- Get lost in protocol and forms
- Finally, some schools refuse to take responsibility for student learning, instead opting to blame kids, parents, lack of funding, or society in general for students' failures.

Identified students/TIER II Students 10-15 %

- TIER II (Core Instruction + Supplemental Remediation)
- Goal is to remediate students so that they will be successful in core instruction without supplemental support

Identified TIER III students/Individual Students 5-10 %
- (Core Instruction + Intense Intervention)
- Implemented in classroom by teacher or with another professional in the school
- Evidence and/or researched based

Why common assessments?

We give common assessments so we can identify specifically which students did not demonstrate mastery of essential standards. Because we give common assessments to measure student mastery of essential standards, assessments should identify students that need additional help and support. Additionally, if an assessment measures more than one essential standard, the test results must provide more than an overall score for each student. They also should specifically delineate which standards each student did not pass.

Essential question: Specifically which students did not demonstrate mastery?
- Identify effective instructional practices: Because our teachers have autonomy in how they teach essential standards, it is vital that common assessment data help validate which practices were effective. This can be done best when common assessment results are displayed in such a way that allows each teacher to compare their students' results to other teachers who teach the same course.

Essential question: Which instructional practices proved to be most effective? Identify patterns in student mistakes:
- Besides using common assessment results to identify best instructional practices, this data should also be used to determine ineffective instructional practices. Patterns emerge that can point to weaknesses or gaps in initial instruction when analyzing the types of mistakes that failing students make.

Essential question: What patterns can we identify from student mistakes?
- Measure assessment accuracy: Through a careful item analysis of the assessment, a team can determine the validity of each test question. Over time, this will build a team's capacity to create better assessments.

Essential question: How can we improve this assessment?
- Plan and target interventions: The ultimate goal of any PLC is to ensure high levels of learning for all students. If a team uses common assessments to identify students in need of additional help, determine effective and ineffective instructional practices, and measure the validity of the assessment, then they should have the information needed to plan and implement targeted interventions to assist the students that need help.

Essential question: What interventions are needed to provide failed students additional time and support?

Our stakeholders, parents, and community are not accustomed to active parent involvement. The majority of parents stated that academics is intimidating to them. Our past involvement events have been fun, but parents still do not know what to do in developing their child's academic career. Currently, our parent involvement will be targeted around actual content area instruction. For example, our Math night will have different stations where parents can learn more information about fractions or geometry. See parent involvement plan for further information.

Demographics concluded that our population consists of low-income families.   However, by examining our ESEA report our TAGG population, these showed an increase growth on standardized assessments.

<mark>What was the lagging indicator identified?</mark>

 To sum this all up, while examining our data down to subgroups we noticed that our boys were outscoring our girls.   Secondly, our teacher and student attendance rate is at an all time high. Next, our 6-8th grades have a very high disciplinary referral rate. Last but not least, our general education population did not show high levels of growth or attain the academic levels of achievement. Plans to improve these areas include but are not limited to; ongoing support in Differentiated Instruction, DOK, supplemental, and intensive intervention instruction practices.

Teacher Attendance-We need them to miss so much. We are going to try a Friday Focus where we highlight a teacher with good attendance.
- Will SUB teacher attendance reports (personal/sick, PD/school business)

Student Attendance-Offer free incentives (hat day, attendance improvement plans, keep your cell phone for a day pass, lunch with whatever staff member the student wants etc.)
- Data to measure-Bi weekly attendance reports by day, ½ day, hour

Core Instruction-PLC/DI/DOK/RTI Math/Reading

- Data to measure-ASPIRE INTERIM/formative assessments/universal assessments/lesson planning/student work on identified power standards

Sample PLC Agenda

Goal: Improve TIER I Core Instruction by differentiation, planning and implementing Depth of Knowledge thinking skills/student learning activities, using data (formative, universal, informal etc.) to drive instruction, and to effectively utilize our PLC's as an tool for Professional Growth and accountability in core instruction strategies and a student centered learning environments.

How will we get there?
1. Secondary high school Math curriculum- looking at 8 grade and above curricula and resources
2. Lesson Planning (Core teachers)
    a. Does the intent of the standard match the assessment?
        i. Use at least 2 DOK verbs/essential question stems from various levels (print off visuals/graphic organizers/questions stems)
    b. Implement DOK in student learning
    c. What is learning objective?
        i. How will we know when students have mastered this skill?
        ii. What will we do when students haven't mastered skill?
        iii. What will you do for those who demonstrated mastery of learning objective?
3. PLC/Data Teams
    a. Effective data analysis
    b. Focus Instructional Strategy
        i. Comprehensive Literacy
            1. Self Monitoring for reading comprehension
    c. Integrated core content
        i. Support in content areas (Science and SS)
4. Embedded PD resource
    a. Wise Ways/EdReflect/IDEAS
5. RTI
    a. TIER II strategy
    b. TIER III intervention
6. Content Focus
    a. Writing
        i. In every content area daily
        ii. Writing variety of purposes

           iii.   Implementation and use of consistent rubrics aligned with Aspire
           iv.   Vertical alignment for generation, topic development, and organization

   b. Reading
           i.   Weekly ORF scores
           ii.   Reading to learn/cross curricular
           iii.   Cloze strategies
           iv.   Fluency/comprehension/vocabulary-DOK activities
           v.   Increase informational reading
           vi.   Student engagement

7. Using all available resources to implement balanced literacy