Data is Not Just Another Four-Letter Word!

KANSAS STATE DEPARTMENT OF EDUCATION ANNUAL CONFERENCE

"EXTREME MAKEOVER"

11-2-2011

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Liberal USD 480

Demographics

Community

District

Change

Where we were

Where we are

Where we want to be

Liberal USD 480

Demographics

Community

District

Change

Where we were

Where we are

Where we want to be

- Who we are …
  - Community of 20,525
    - Latino -- 58.7%
    - Caucasian 25.4%
    - Other – 15.9%
    - Seward County is 1 of 4 counties that has a "minority' majority population
    - Based on 2000 and 2010 U.S. Census data
  - USD 480

	2010	1992
Latino –	73%	27%
Caucasian--	23%	60%
Other--	4%	13%

Liberal USD 480

Change

Where we were

Where we are

Where we want to be

- Why was change necessary?
  - Poor performance in some schools
  - Lack of student growth in other schools
  - Not acceptable data!

  - Where we were to where we are:
  - District All Students on KS Assessments (Proficient and above)

	2008	2011
Reading –	65.9%	81.5%
Math –	61.5%	76.9%
ELL Reading--	56.1	74.5
ELL Math--	56.7	72.7

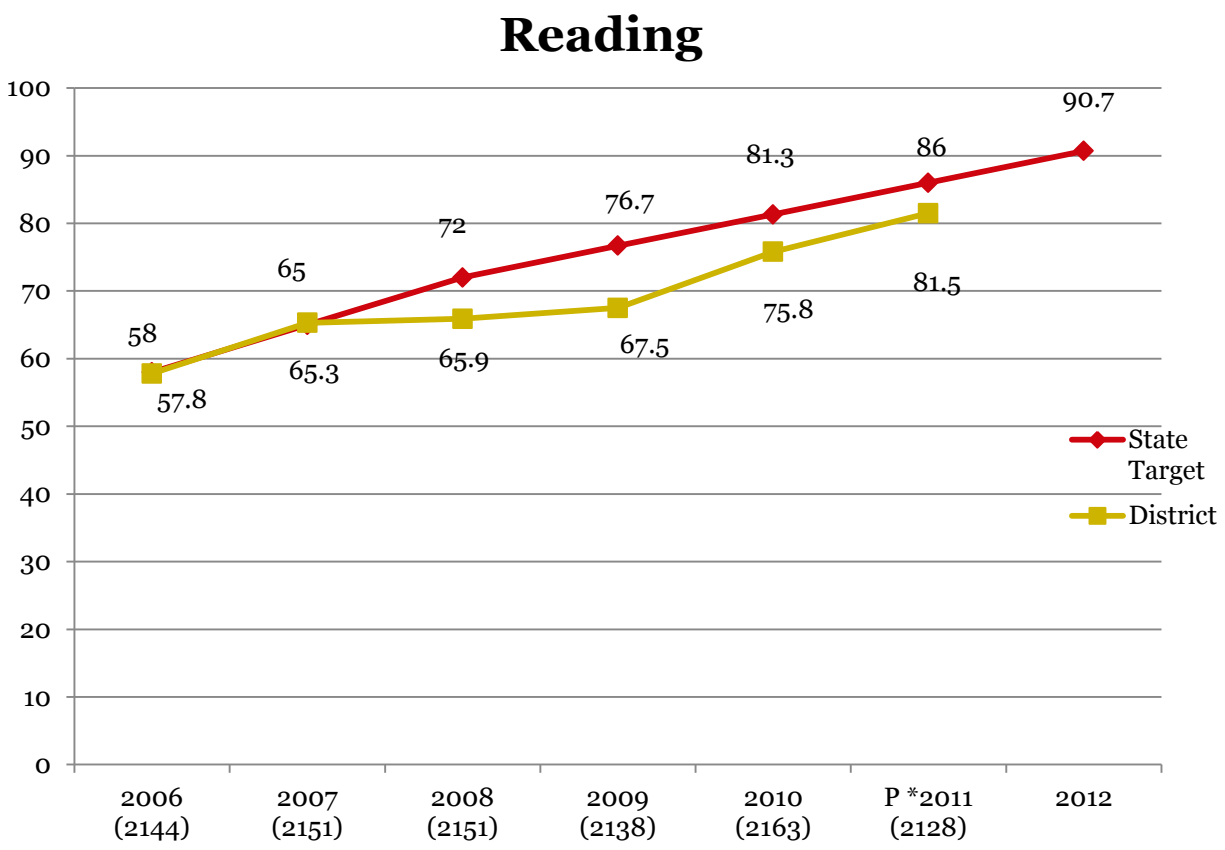
  - What is next? – 10% growth again next year is our district goal!

Current Reality

Trend Data from Kansas State Assessmens

Cause for Celebration!

USD 480 All Students



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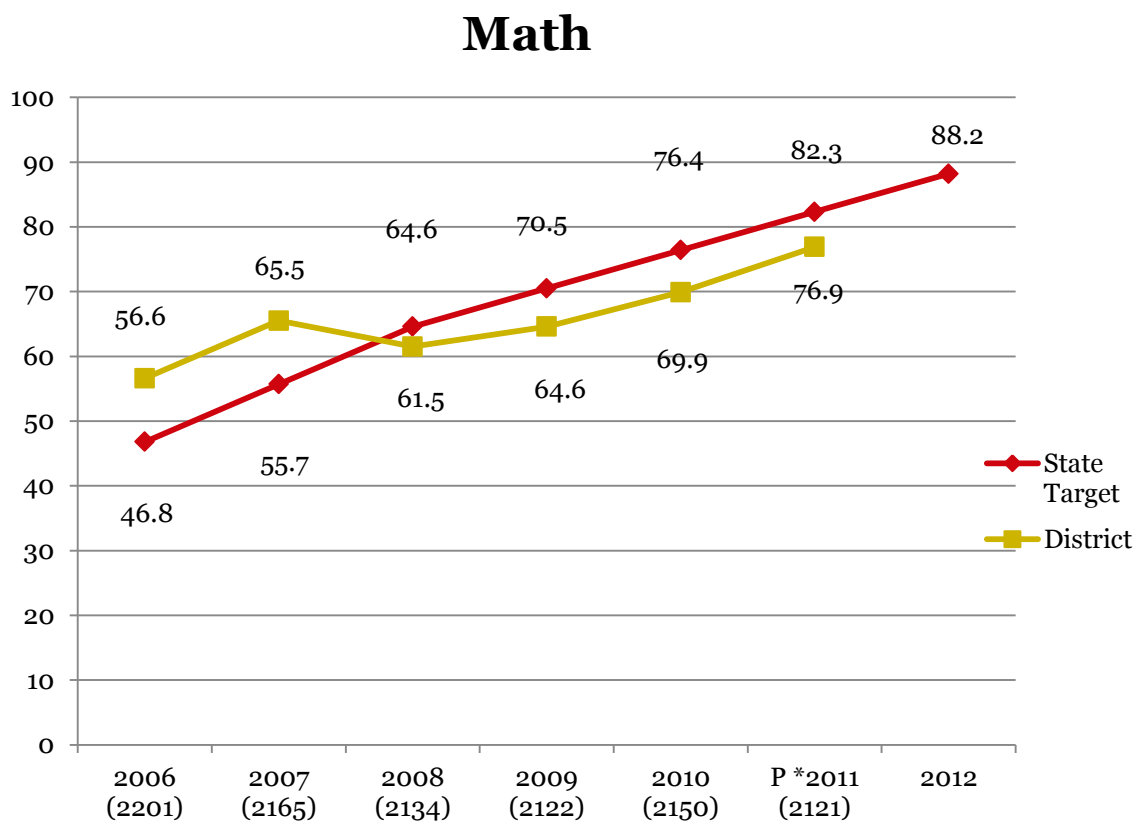

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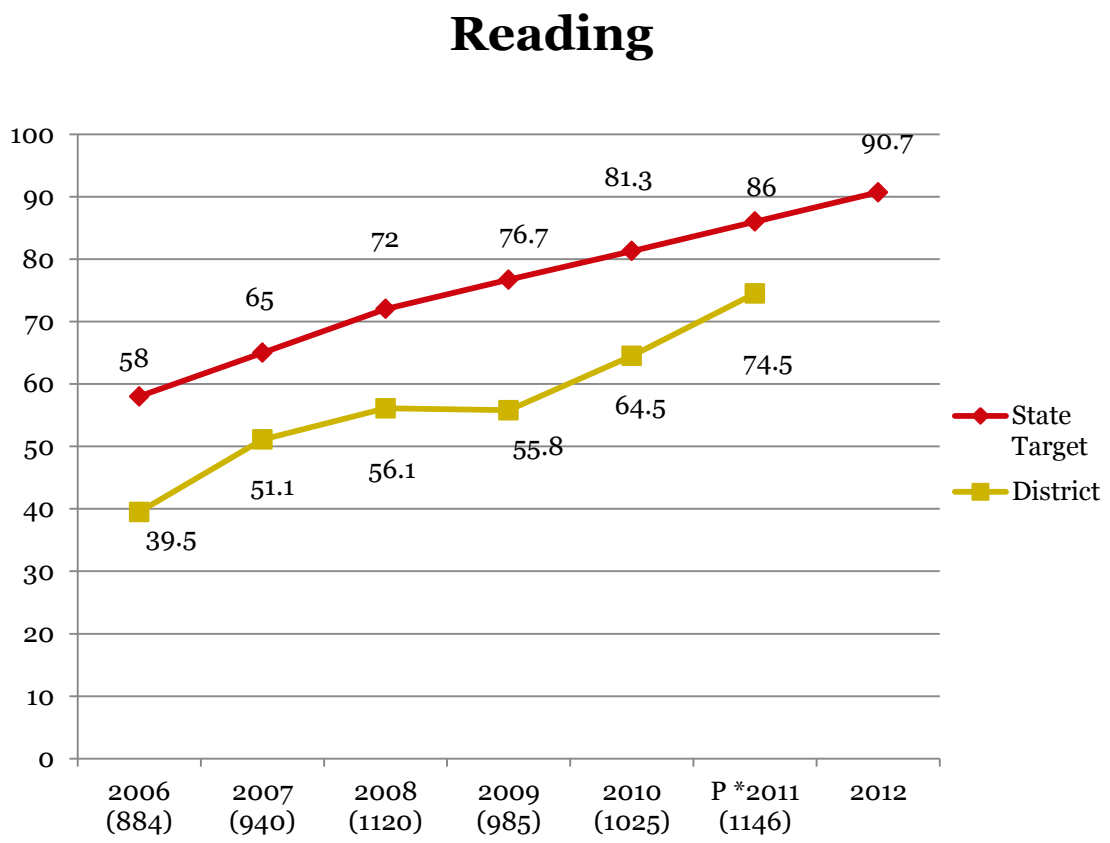

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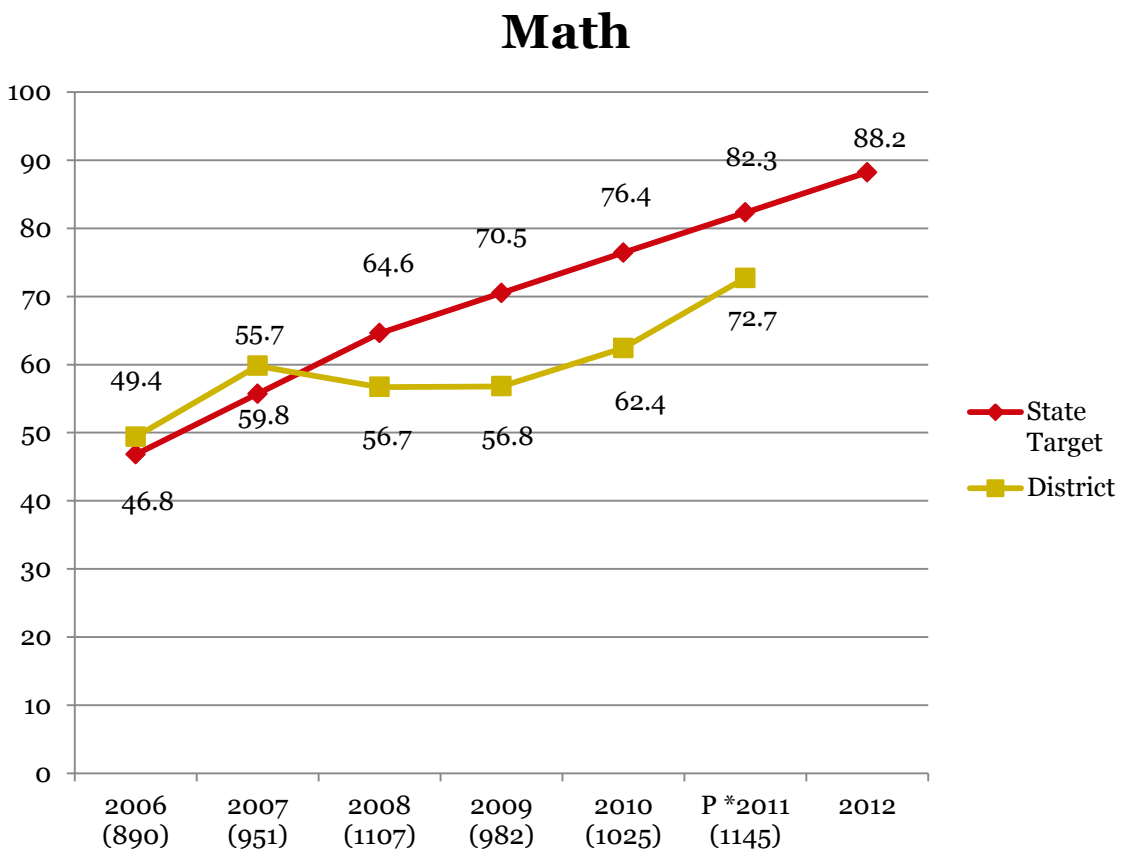

Curriculum and Instruction

What and How we teach

What we want students to know and be able to do

Materials, Resources, and Structures

Delivery Models

Tiered-Intervention

Processes, Programs and Structures

- Capturing Kids' Hearts
  - Building Relationships
  - 21st Century Skills/Educating the Whole Child
  - Social Contract
- Standards in All Curricular Areas
  - Outcomes (Backward Mapping)
  - "Graduation Matters"
  - Common Core
- AVID
  - College-Ready
  - Career-Ready
  - WICOR
- Literacy First
  - Literacy Skills
  - A Framework for Instruction
  - Anatomy of a Lesson (AOL)
  - On-going Professional Development, Coaching and Consultation

Professional Learning Communities, Professional Development, Walk-Throughs, Effective Teachers and Leaders, Marzano's Effective Instructional Practices, Tiered Intervention Model, Technology

Liberal Schools USD 480
Instructional Plans, Programs, and Processes Comparison

Plan/Program/Process	Engagement/Baseline		Communication/Content Component	Empowerment Through Support	Outcome/Success
Capturing Kids' Hearts	Engage	Explore	Communicate	Empower	Launch
AVID (7-12) Intermediate in 2011-2012	Interactive Notebooks "In"/"Bell Work"		Cornell Notes	WICOR Strategies	Interactive Notebooks, "Out," Learning Logs, or Cornell Notes Summary Reflections
Literacy First (Success for All – McDermott)	Access, Activate Prior Knowledge (APK)		Teacher Input (TIP)	Student Active Participation (SAP)	Identify Student Success (ISS) Reflections
Tiered Intervention Model / District-School Improvement	Screening for All Formative Assessments Diagnostic Assessments as Needed		Core Instruction / Differentiation to Meet Different Learning Styles (All) *Progress Monitoring as Needed	Belief that All Kids Can Learn and Use of Data to Differentiate—Tiered Support for (Some and a Few) *Progress Monitoring as Needed	Summative Assessments (A variety of applications)
	Leadership & Professional Learning & Empowering Culture				

Data Points Other than Student Achievement

Capturing Kids' Hearts

AVID

Literacy First

Tiered Intervention Model

Leadership

- Structured Walk – Through and Classroom Observations
  - Classroom Environment
  - Instruction
  - Teaching Strategies
  - Resources
  - AVID – WICOR
  - Capturing Kids' Hearts
  - Cognitive Level
- District & School Improvement Plans
  - Measureable Goals (Parent/Community Engagement)
  - Action Plan Progress Reported at Regular Intervals
- Evaluation / Accountability (Kansas Educator Evaluation Protocol for Leaders)
  - Setting Direction
  - Making the Organization Work
  - Developing the Learner
  - Developing Staff
  - Engaging Stakeholders & External Influencers

Focus on Assessment and Data

How Do We Know What Students are Learning?

What Data Sources are Used and How (Structures)?

What is the Process Used to Examine and Analyze Data?

- Measures of Academic Progress (MAP)
- Literacy First Assessments
  - Phonological Awareness
  - Phonics
  - Fluency
  - Spelling
  - Comprehension
- State Assessments
- Common Assessments
- Classroom performance
- KELPA

Focus on Assessment and Data

How Do We Know What Students are Learning?

What Data Sources are Used and How (Structures)?

What is the Process Used to Examine and Analyze Data?

- Data is monitored closely on an individual basis as well as a building perspective
- Data Days
  - Leadership Teams
  - PLC's
- Data Information System for Kids (DISK)

South Middle School

History

What the Data Tells Us

Identifying Root Causes (What needed to change?)

Strategies/Interventions Adopted

Monitoring Progress

Results

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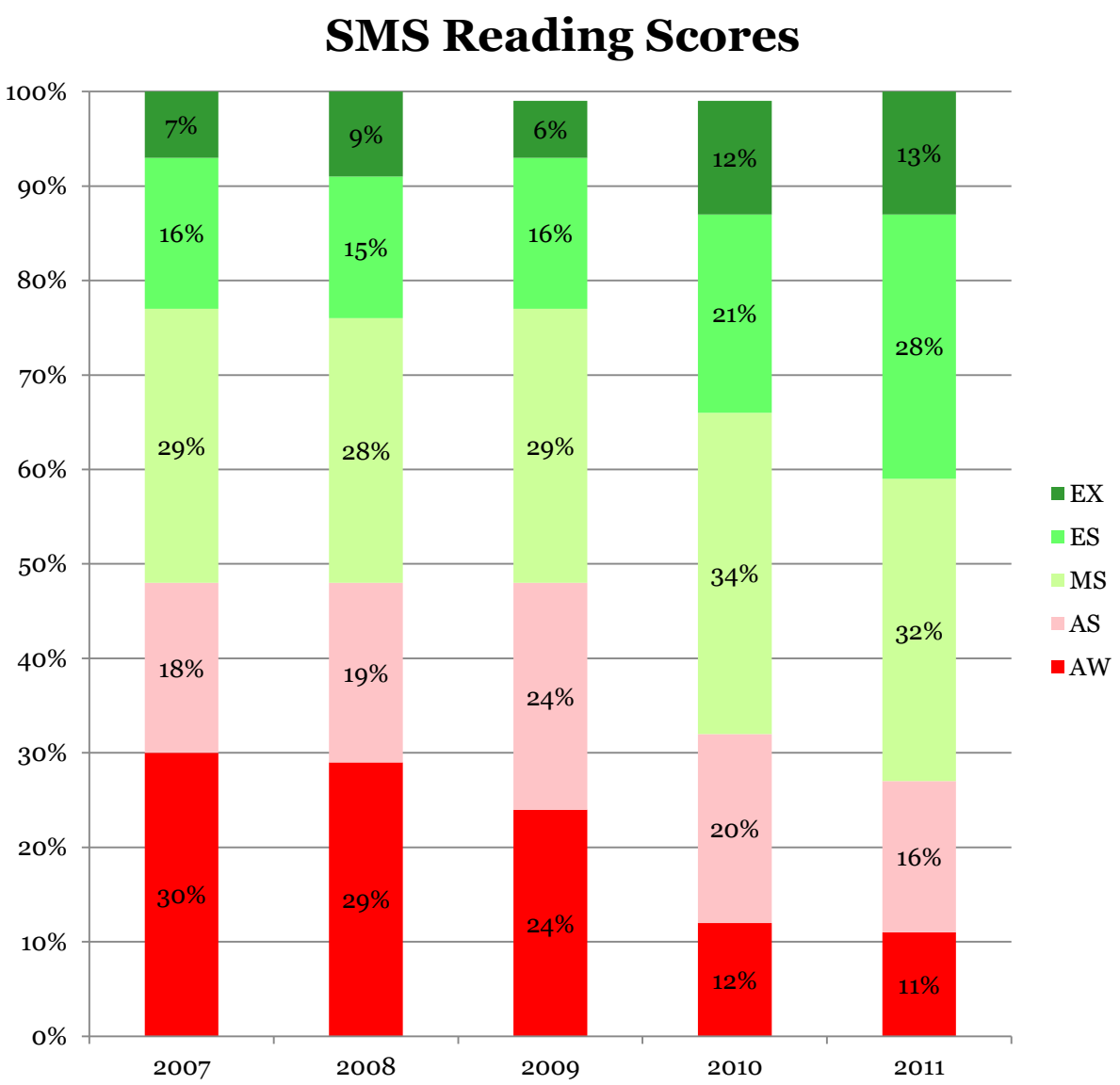

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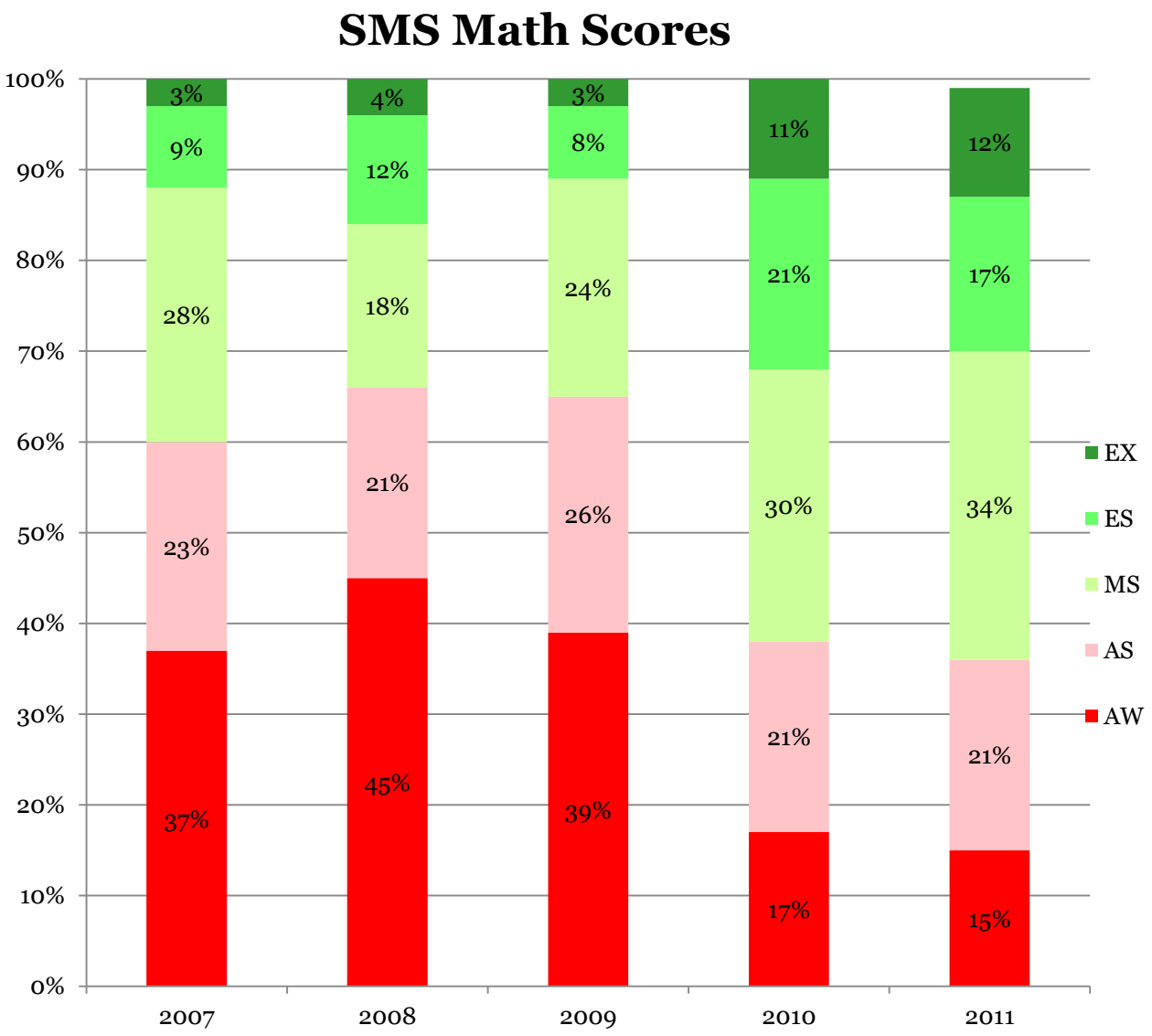

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Block 1

Score	Cat	1.1.A1	1.4.K2	1.4.K5	2.1.K1	2.1.K4	2.2.A1	2.2.K7	2.2.K8	3.1.K3	3.2.A1	3.2.K4	3.2.K6	3.3.A3	4.2.A3	4.2.K1
93	5	100	100	80	100	100	83.3	100	100	100	80	100	100	100	60	100
92	5	100	87.5	100	75	100	100	87.5	100	85.7	100	100	100	100	80	100
92	5	83.3	100	100	100	100	66.7	100	100	85.7	100	100	100	100	100	85.7
91	5	100	100	100	75	100	83.3	87.5	100	71.4	80	100	80	100	60	71.4
90	5	100	62.5	100	75	100	100	87.5	100	100	100	100	100	100	60	85.7
90	5	66.7	100	100	75	100	83.3	87.5	100	100	100	100	100	75	80	71.4
83	4	100	75	100	75	100	83.3	75	100	71.4	60	80	100	75	80	71.4
82	4	83.3	87.5	100	25	40	83.3	75	100	100	100	100	80	100	80	71.4
79	4	66.7	37.5	80	50	100	66.7	75	100	71.4	60	100	80	100	100	100
77	4	100	87.5	100	100	100	33.3	75	100	71.4	80	80	40	100	60	85.7
76	4	66.7	87.5	60	100	80	33.3	100	100	85.7	20	40	100	100	60	57.1
73	4	83.3	87.5	100	50	80	66.7	87.5	100	71.4	60	80	40	100	60	85.7
72	4	83.3	87.5	80	100	100	0	62.5	100	85.7	40	80	100	75	40	71.4
71	4	50	100	80	25	100	66.7	87.5	100	71.4	40	80	60	75	40	57.1
67	3	50	87.5	80	25	80	66.7	87.5	60	71.4	40	20	80	75	40	85.7
65	3	66.7	75	60	0	80	50	75	60	85.7	0	80	80	75	20	71.4
63	3	66.7	12.5	80	0	100	33.3	75	60	85.7	60	60	100	75	20	85.7

Block 2

Score	Cat	1.1.A1	1.4.K2	1.4.K5	2.1.K1	2.1.K4	2.2.A1	2.2.K7	2.2.K8	3.1.K3	3.2.A1	3.2.K4	3.2.K6	3.3.A3	4.2.A3	4.2.K1
65	3	50	75	80	75	100	33.3	75	100	71.4	20	80	60	75	20	57.1
59	3	50	75	80	50	100	16.7	75	100	71.4	40	20	60	25	40	71.4
59	3	100	62.5	60	0	0	66.7	75	60	71.4	20	20	100	75	60	71.4
59	3	50	75	80	25	100	0	62.5	40	14.3	40	60	80	100	40	85.7
59	3	33.3	62.5	80	25	60	16.7	100	60	71.4	20	40	60	50	40	71.4
53	2	16.7	50	80	50	100	16.7	87.5	40	28.6	40	40	80	50	40	57.1
52	2	50	62.5	80	0	100	0	87.5	60	57.1	0	60	60	50	0	42.9
48	2	33.3	50	80	25	60	33.3	62.5	40	28.6	20	60	40	75	20	57.1
46	2	16.7	37.5	60	50	100	0	62.5	80	71.4	40	20	0	50	20	57.1

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- Restructuring Team:
  - Teachers, South and District Administrators, Parents and Community Members analyzed factors that impact school improvement
- Team Gathered 4 Types of Data:
  - Achievement
  - Perceptual
  - Contextual
  - Demographic
- Root Causes Found:
  - Vocabulary contributed to reading comprehension deficiencies.
    Low socio-economic status and high number of minority students.
    Data and Accountability were found to be challenges that effect student achievement.

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Results

- Factors Leading to Change
  - Accountability
  - Implementation of Strategies and Interventions
  - Utilization of Data Driven Instruction
  - Teacher Expectations of Student Performance
- Additional Changes for Improvement
  - Staff
  - Teaching Assignments
  - Building Layout for Efficient Collaboration
  - Eliminating Strategies

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- I-Block

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Results

- Transformational Model

After conducting a needs assessment of SMS during the fall of 2009 and looking at the requirements of the intervention models, the administration team determined the transformational model meets the needs of SMS for the following reasons:

- **Results-Based Professional Development**
  - Literacy First
  - Instructional Coach
  - Sheltered Instruction Observation Protocol (SIOP)
- **Data Analysis**
  - Formative Assessment
  - Benchmark Assessment
  - Data Driven Instructional Notebook (DDIN)
- **Teacher Collaboration Time**
  - Retain the First Year Building Principal
  - Identify and Retain Effective Teachers
- **KLN Implementation Coach**

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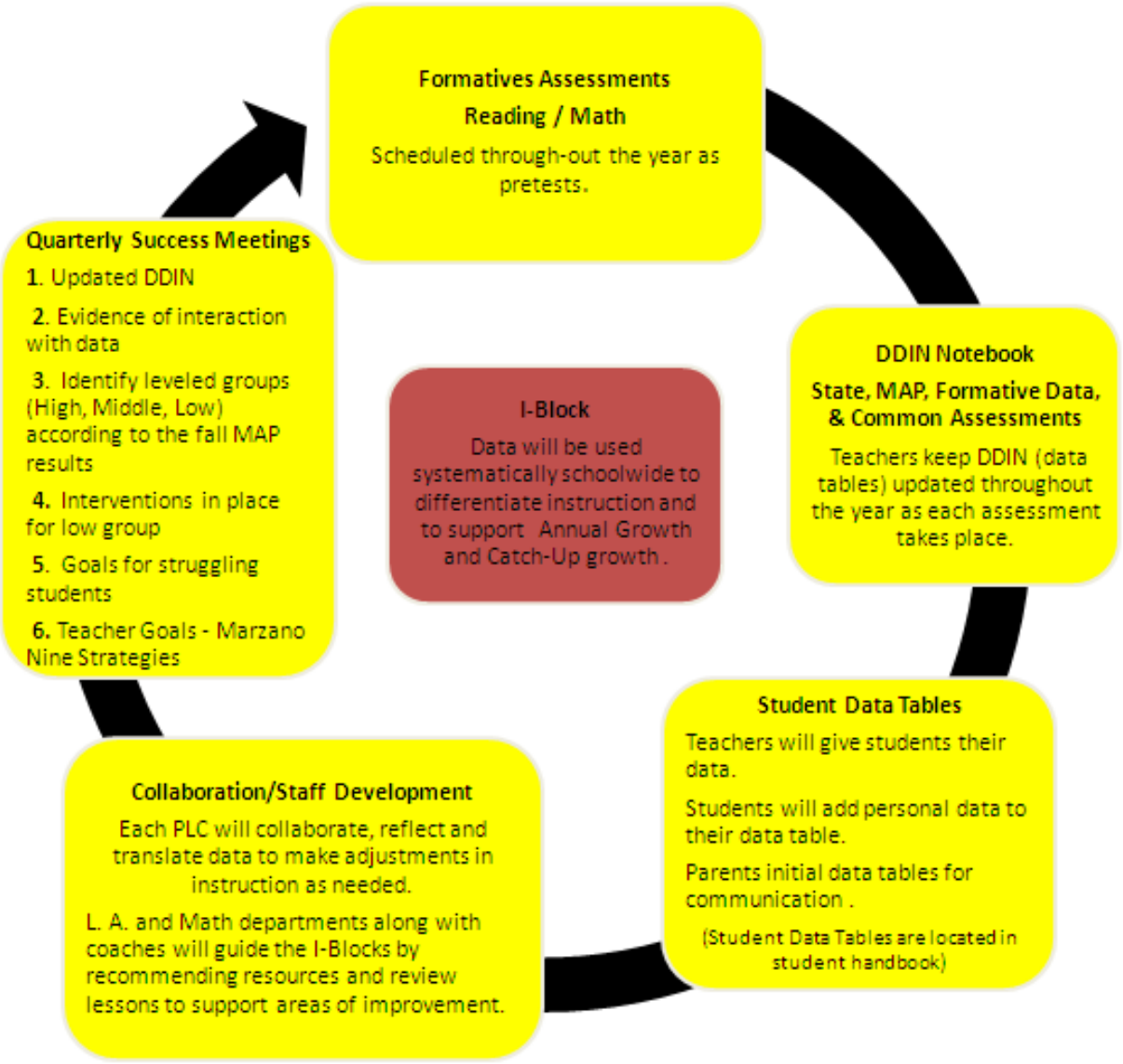
DDIN Process



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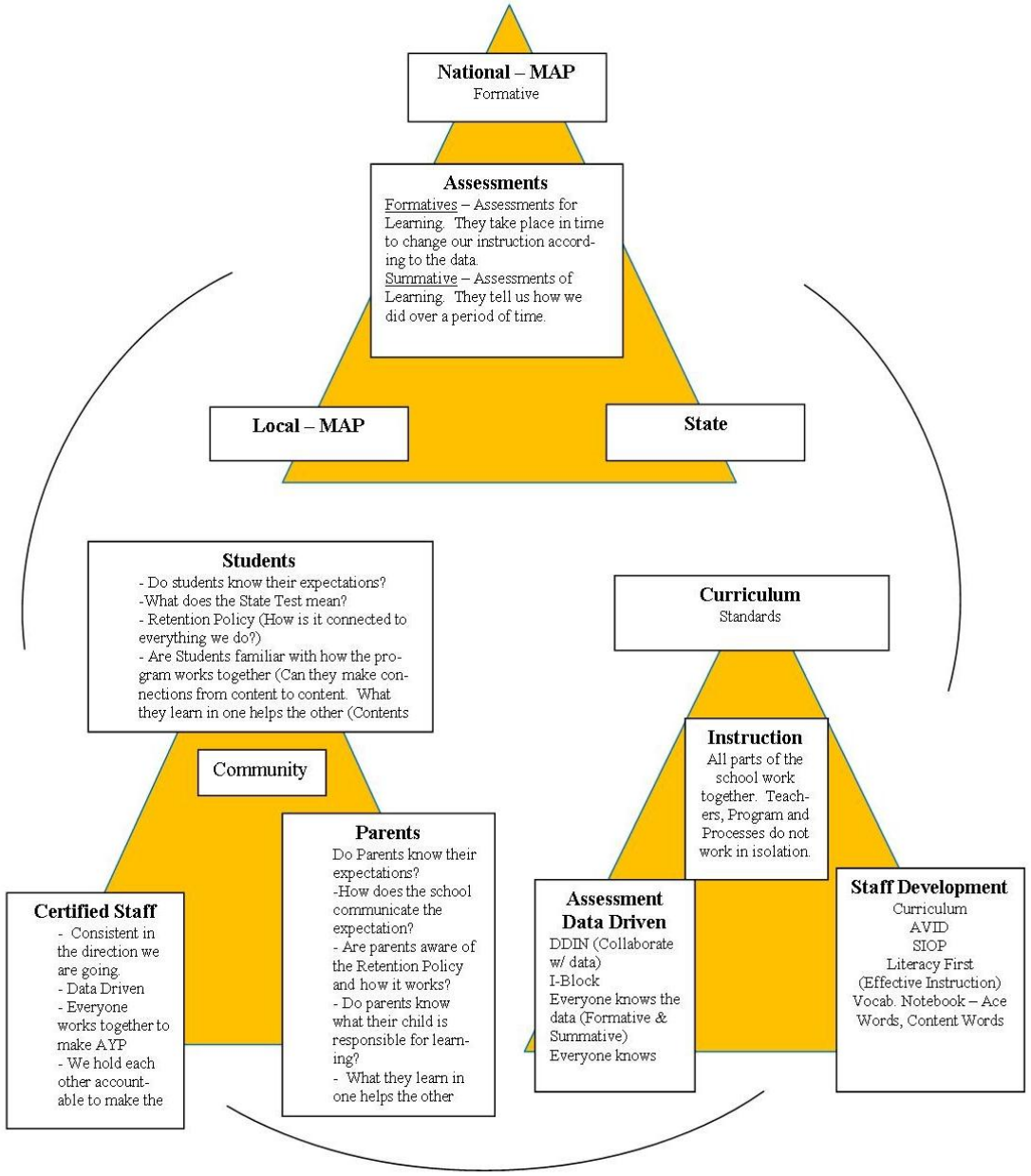
School Improvement Process

Assessments
- Local
- State
- National

Instruction
- Curriculum
- Staff Development
- Data Driven Approach

Community
- Student
- Parents
- Staff



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Results

- A System for Consistent Implementation:
  - Lesson Plans
  - Data Driven Instructional Notebook (DDIN)
  - Professional Learning Communities (PLCs)
  - Instructional Coaches
  - Professional Development
  - I-Block
  - Walk-Throughs / Classroom Observations with Feedback
  - Parent Involvement

The Journey Continues

QUESTIONS?

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WE APPRECIATE YOUR PARTICIPATION