



2017-2018 Data Analysis:
Digging Deeper into the Work of Improvement

Board of Education

October 23, 2018

Presentation Objectives

- Present the work that leads to and responds to the summative data presented to the public
- Describe the use of formative assessment data in the elementary SRBI process
- Demonstrate the potential of formative assessment data and student goal-setting through a middle school World Language case study
- Discuss growth data and its impact on the work of the Fairfield Public Schools
- Review next steps to raise student and school performance

Focus Questions

- What is the work of the Fairfield Public Schools instructional staff to continually improve student achievement?
- How do we utilize data to plan lessons to impact student learning?
- How do we continue to expand the capacity of staff to identify and use the best student information for planning and instruction?

Please hold all questions until the end.



2017-2018 Successes

- Overall percentage of students achieving goal or above goal on SBA has increased the past three years (grades 3-8)

	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
ELA	74	74.5	77.9
Math	65	67.9	70.5

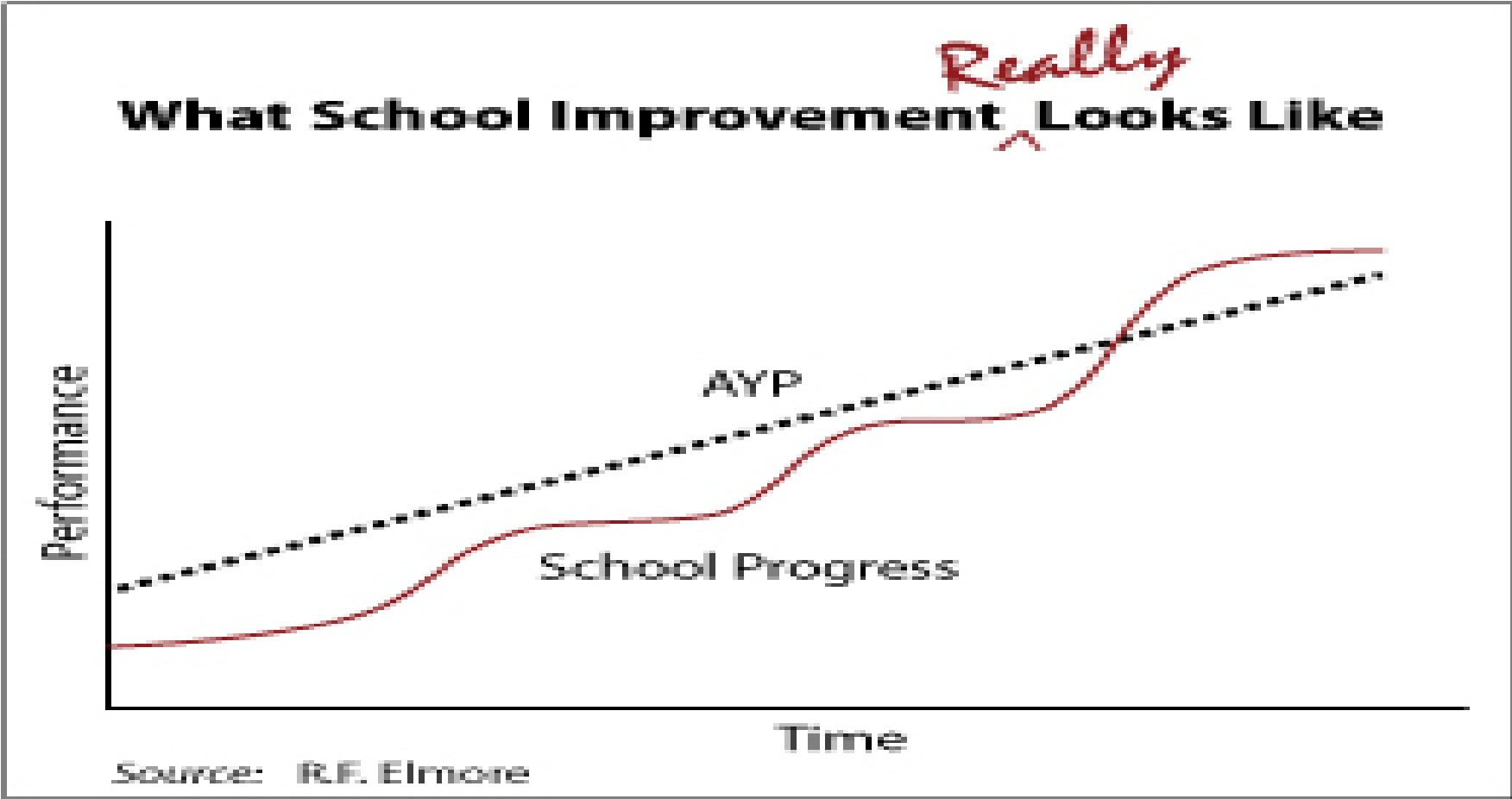
Raised the floor - Increased Grade 3 SBA performance

- ELA +7 points (67% to 74% students at or above goal)
- Math +4 points (71% to 75% students at or above goal)
- Implemented consistent and meaningful SRBI process at 11 elementary schools
- More students are taking AP courses across the district, 672 to 739

Challenges to the Principles of Instructional Improvement

- Variability
 - Size of the District
 - Staffing Changes
 - Needs of Students and Staff
 - Culture
- Budget Priorities
- State and National Expectations

The Improvement Process



“The key to improved student learning is to ensure more good teaching in more classrooms more of the time.”

Richard DuFour and Mike Mattos (2013)



Elementary SRBI

Osborn Hill Elementary School



SRBI Process in Action

Osborn Hill School

Deanna Renzulli

Jill Miller

Teacher

Colleen Morello

Paraskevi Rountos

Anmarie Galgano

Facilitator

David Hudspeth

Kindergarten Teacher

Grade 2

Language Arts Specialist

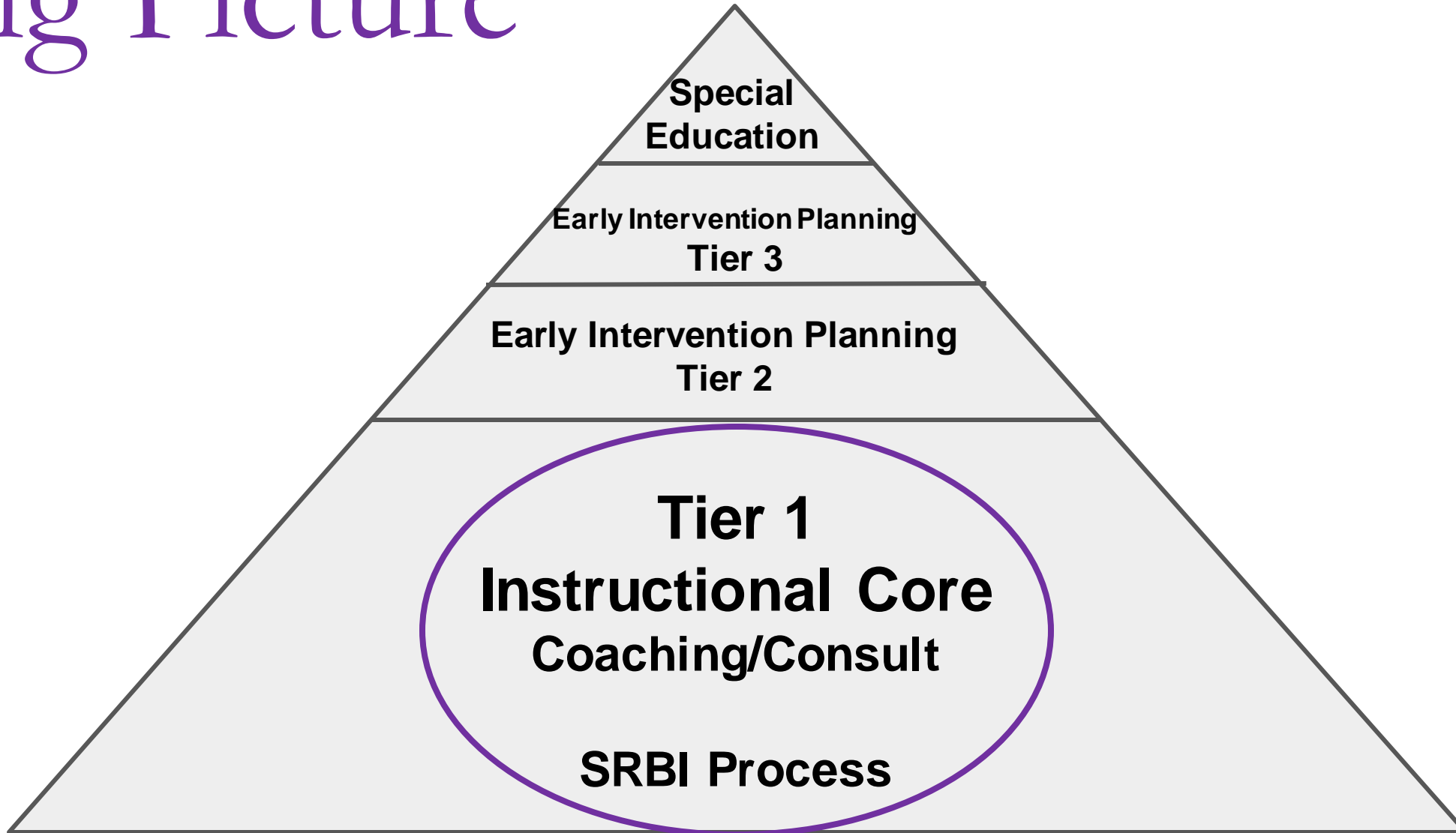
Language Arts Specialist

Elementary Program

Principal



Big Picture



Purpose of SRBI

Instruction Based on Individual Student Needs

- Team Approach
- Alignment
 - Curriculum
 - Coaching/Feedback
 - Professional Development
 - Assessment

SRBI Process



SRBI Process



SRBI Process



SRBI Meetings

Classroom
Celebrations

Classroom
Area of
Focus

Individual
Student
Needs

Trends in
Student
Needs

Develop
Strategies

SRBI Process



SRBI in Kindergarten



SRBI in Kindergarten



SRBI in Kindergarten



SRBI in Kindergarten



SRBI in Grade 2



SRBI in Grade 2



SRBI in Grade 2



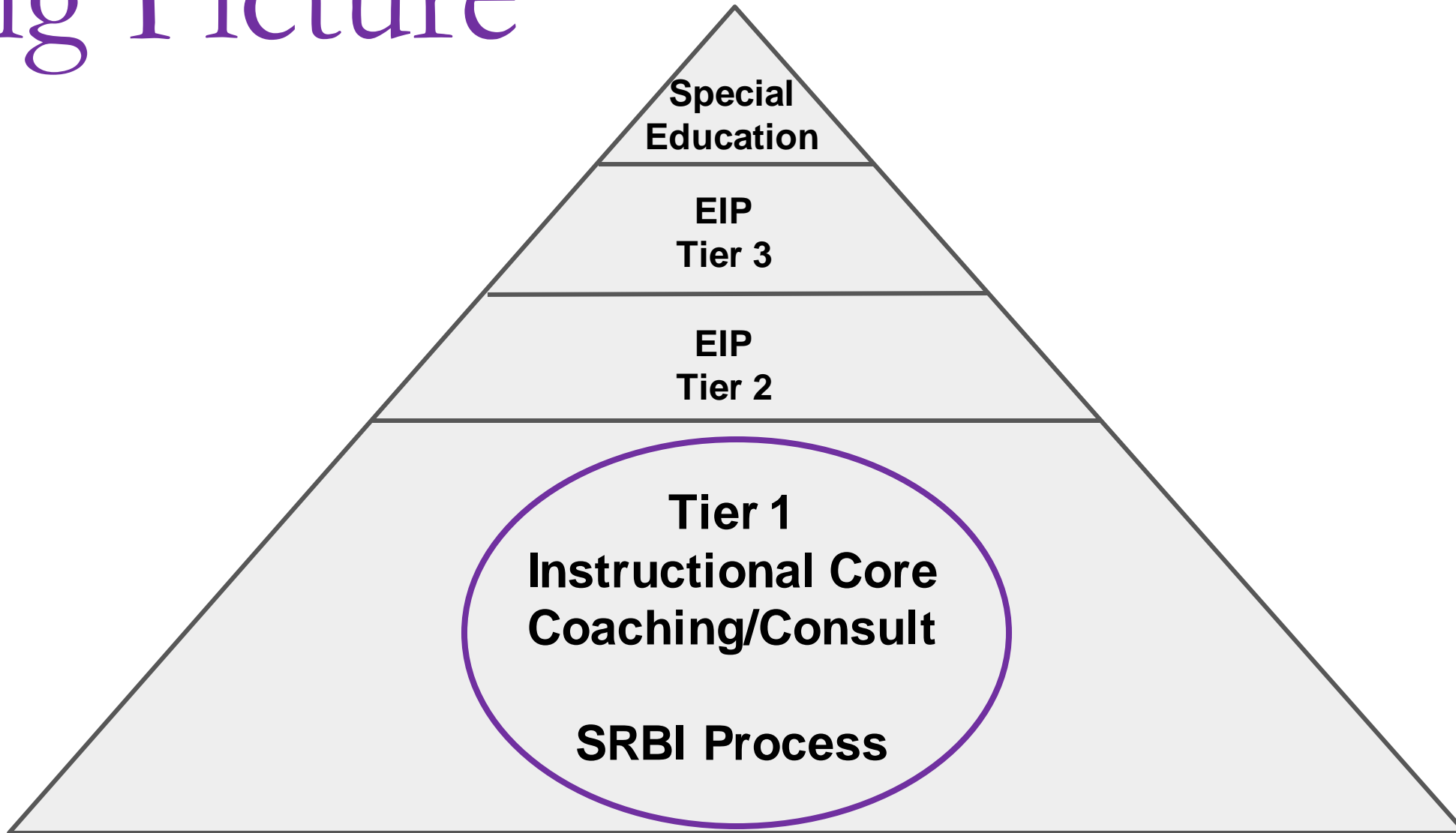
SRBI in Grade 2



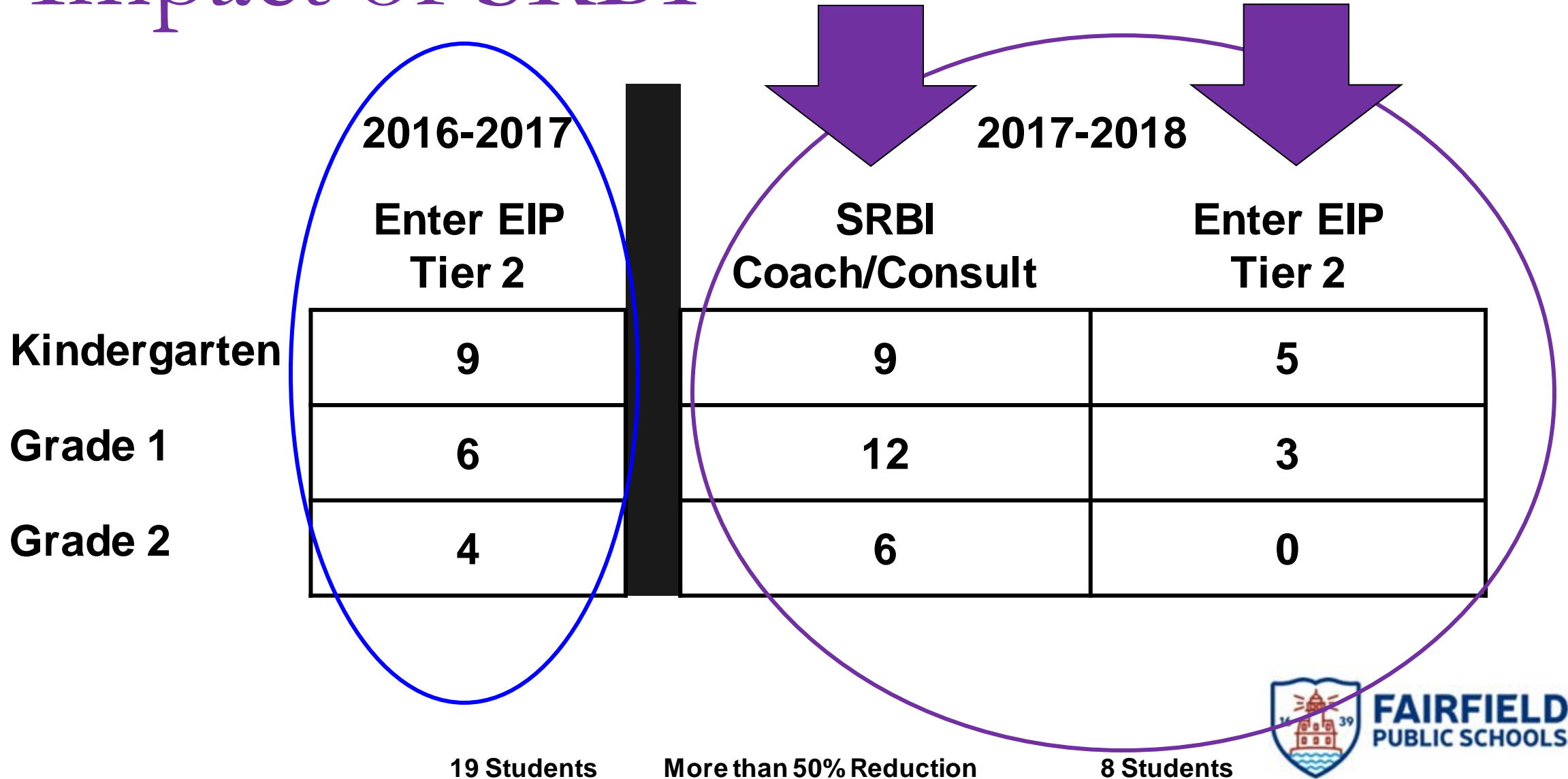
How has SRBI positively changed our practice?

- Celebrate Adult Actions and Encourage Replication
- Strengthen Team Collaboration
- Teachers Using Multiple Data Points to Make Student-Centered Decisions
- Earlier Response
- Data Impacts Grade Level Work
- Resource Allocation
- Strategic Leadership Team Aligned with SRBI Findings

Big Picture



Impact of SRBI



Impact of SRBI

	2016-2017		2017-2018	
	Enter EIP Tier 2		SRBI Coach/Consult	Enter EIP Tier 2
Kindergarten	9		9	5
Grade 1	6		12	3
Grade 2	4		6	0

Impact of SRBI

	2016-2017		2017-2018
	Enter EIP Tier 2		SRBI Coach/Consult
			Enter EIP Tier 2
Kindergarten	9		5
Grade 1	6		3
Grade 2	4		0

Impact of SRBI

	2016-2017		2017-2018
	Enter EIP Tier 2		SRBI Coach/Consult
			Enter EIP Tier 2
Kindergarten	9		5
Grade 1	6		3
Grade 2	4		0

The SRBI Process:

- Reaches more students earlier
- Provides a focused response
- Increases teaching and learning in the classroom

Middle School World Languages

Karin Martel and Kris Kelso
World Languages, Grade 7
Fairfield Woods Middle School



HOW DO WE INSPIRE ALL STUDENTS TO STRIVE FOR EXCELLENCE?

The story of our students' success at Fairfield
Woods Middle School
(Karin Martel and Kris Kelso)



What is engagement?

“Student engagement refers to the degree of **attention**, **curiosity**, **interest**, **optimism**, and **passion** that students show when they are learning or being taught, which extends to the level of **motivation** they have to **learn** and **progress** in their **education**.”

The glossary of education reform <https://www.edglossary.org/student-engagement/>

Our Philosophy

- We are only as good as our lowest performing student
- Fostering a positive culture and climate where students feel comfortable to take risks
- Competency based learning
- Focus on what students “can do” not what they “can’t do”

“Excellence in education is when we do everything that we can to make sure they become everything that they can.”

-Carol Ann Tomlinson



Recipe for success

Ingredients



- Time to collaborate
- Administration support to take risks
- WL Coordinator who pushed us out of our comfort zone
- Taught skills through content
- Growth -Mindset - Relationship (It is ALL about relationships)

data

- Most standardized data comes at the end of the year (F&P, SBAC, SAT, STAMP,etc...)
- What data do we use on a DAILY basis to inform our instruction and assess each students' individual learning needs thereby having a positive effect on student achievement?
- Formative/Summative Assessment (Exit slips, self reflection sheets)
- Daily classroom observation of each students progress/learning needs
- Looking at Student Work (LASW) What is it that we want our students to know and be able to do? Can do statements...
- OUR FOCUS IS ON Feedback → **Immediate, Continual and Personal** feedback based on each child's unique needs and progress/Teacher as Learning Coach. **FORMATIVE ASSESSMENTS drive INSTRUCTION**
- Students analyze their own work. Self-reflection and revision

So what? We have all of this data, now what?

- Reflect and Revise lessons based on students' individual needs
- Differentiation for ALL students. (SRBI, cognitively advanced tasks for gifted/advanced learners)
- Colleague collaboration: make purposeful groups to ensure the success of EACH student
- Connection with another adult in the building. Know 200 students us. 100
- Personalize instruction
- Make students a part of the process! Motivate students!



Fairfield Public Schools

Learning Principles

In ACTION!



Learning involves teachers and students who are passionate learners.



Learning celebrates the belief that all learners are capable of success and growth.

Level 10B Nombre _____
Instrucciones: Escribe frases completas usando palabras de transición sobre tu opinión del arte/música.
STAMP STANDARD:
Intermediate Low: Variety of sentences that utilize different verbs to create independent thoughts mostly composed of a recombination of learned simple sentences with added detail in the form of prepositional phrases and verbal phrases.

¿Cuál obra maestra prefieres y por qué?

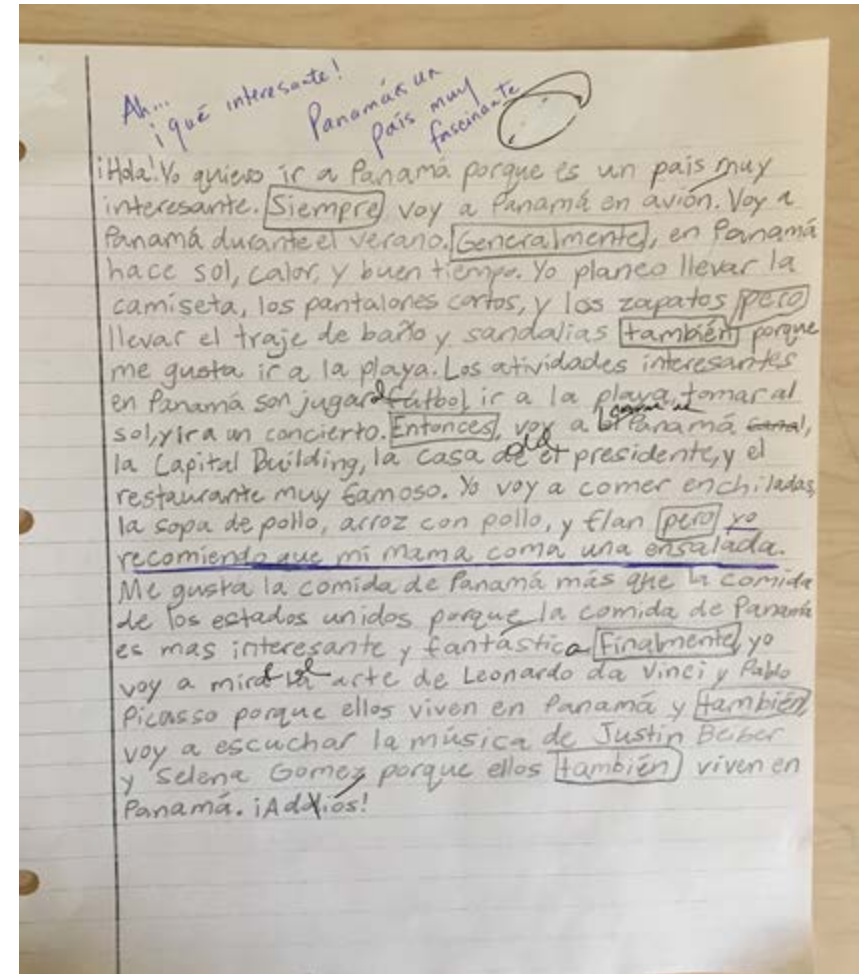
¡ Buenas frases variadas !

1. Yo prefiero la obra maestra de Meg porque es muy vistosa
2. Me gusta la obra maestra de Meg porque es muy intrincada
3. Yo quiero que pintar con Meg porque su arte es interesante
4. En mi opinión la obra maestra de Meg es muy linda
5. Yo creo que la arte de Meg es elegante
6. El arte de Meg tiene muchos detalles y me gusta el arte nuevo
7. Además, yo prefiero las colores oscuros del arte de Meg
8. Yo tengo que dibujar una obra maestra como es similar que la obra maestra de Meg
9. La obra maestra de Meg es muy ^{preciosa} creativa y creativa
10. Finalmente, me gusta la obra maestra de Meg es muy original

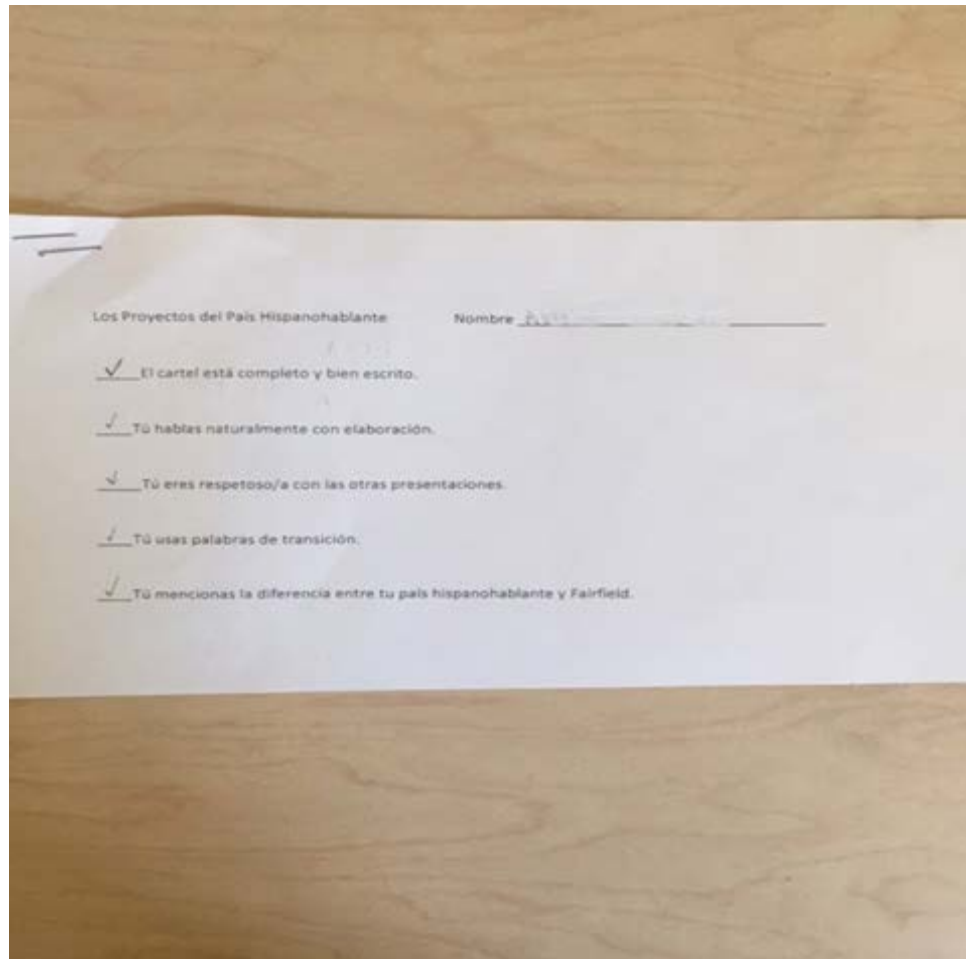
Learning explores the creation of meaning and the extension of knowledge through its application to relatable real world conditions.



*Learning encourages academic and social risk taking and open communication
in a safe community.*



Learning inspires self-assessment, reflection, and continuous adjustment and adaptation.



Level 10_Unit 5 What Makes a Travel Destination Special Nombre _____

Directions: You are a member of the Spanish School Board and you are going to decide whether the destination presented should be approved for a school trip. Collect data and then decide which country you will approve and why.

Complete the following information for each presentation:

Nombre del Estudiante	País	Una atracción turística y qué puedes hacer allí	El Tiempo	Una comida	Una diferencia cultural
Pablo Rodriguez	España	Tú puedes visitar el museo del Prado. Tú puedes ver La Guernica, una pintura famosa de Pablo Picasso.	Generalmente, hace sol y buen tiempo en mayo. Hay hace sol en Madrid.	Una comida	En la escuela en España estudian religión pero en los Estados Unidos no tienen religión en la escuela.
Beca	Panamá	La Playa Un museo El parque natural	Calor y sol	Tannies	La playa es más calor
Marissa	Nicaragua	Un museo El teatro La playa	Calor y tormentas	Vieavon	más calor más que Fairfield

Stakeholder (Parents / Students / Community) Feedback

“As far as gratitude is concerned, please know how much XXX and I enjoyed being with you all last Friday. Of all the elementary, middle, and high-schools I've met in the past 20 years in Connecticut, I have yet to visit a school with such a 'polished' group of teens. I was sooooo impressed with the behavior, discipline, respect, intelligence, and grooming of the Fairfield Woods Middle School kids. This, we know, is a direct reflection of their teachers and administration, families, parents, and community. We will be honored to visit you whenever we can for special programs involving your amazing student population.

All best!”



Stakeholder (Parents / Students / Community) Feedback

Message we received this fall from our 8th grade colleague:

“Hola,
So, I had my students write about what they did over the weekend as opposed to share orally with their partner. They have an activity sheet to which they can refer for popular verbs in the preterite tense in the “yo” form. I was blown away with what they wrote! They used lots of transitions – después, entonces, además, finalmente. They also used “Fue muy divertido.” They wrote an entire paragraph and I had them add more information like, con quién, dónde, cuándo, and if their team won, lost or tied for those that played sports.

I asked them where they learned these words and they said, both in 6th and 7th grade Spanish. It is so nice to see them able to remember information from one year to the next and it is all due to your hard work! I just had to let you know you are all doing a great job and XXX and I are reaping the benefits of your efforts! ¡Muchísimas gracias y bien hecho!”

Stakeholder (Parents / Students / Community) Feedback

“Hello, I just wanted to thank you once again for making such a wonderful learning environment for your students. My daughter was excited about her writing assignment all week. Every night at dinner we would wonder what kind of dog she would be able to read to. She even tried to make her essay as long as she could so she could spend more time with the dog. Thank you for going above and beyond what you need to do as always. Your students are lucky to have you.”

“R had a great time reading to the therapy dogs. He thought they were “so cute” as he put it! Thank you for infusing fun into their learning!”

P has been sick the whole week and he was feeling so bad today that he missed your class! “

“J came home today raving about the adorable dogs! He loved reading to the dog and said it was such a cool experience having dogs at school. He would love to do it again. Thanks for providing the students with such a unique opportunity!”

“S said he loved the dogs today. Also he is afraid of heights and told me today he climbed the climbing wall to the top in gym today he was so excited. Thank you for being an amazing teacher, he really enjoyed your class.”



Stakeholder (Parents / Students / Community) Feedback

“D loved having the dogs head in her lap for reading. She thinks the Spanish classes should have a dog to share!”

<https://drive.google.com/drive/folders/1H3yJomheSDoN6PET1dGbGttOL8hTAT1s?usp=sharing>



Growth Data

Dr. Paul Rasmussen

Director of Secondary Mathematics and Student Achievement



Objectives

- Understand the concept of STUDENT GROWTH as it relates to assessment
- Understand how STUDENT GROWTH impacts leadership & teacher practice
- Understand how STUDENT GROWTH affects district/school CTSE accountability



What is STUDENT GROWTH?



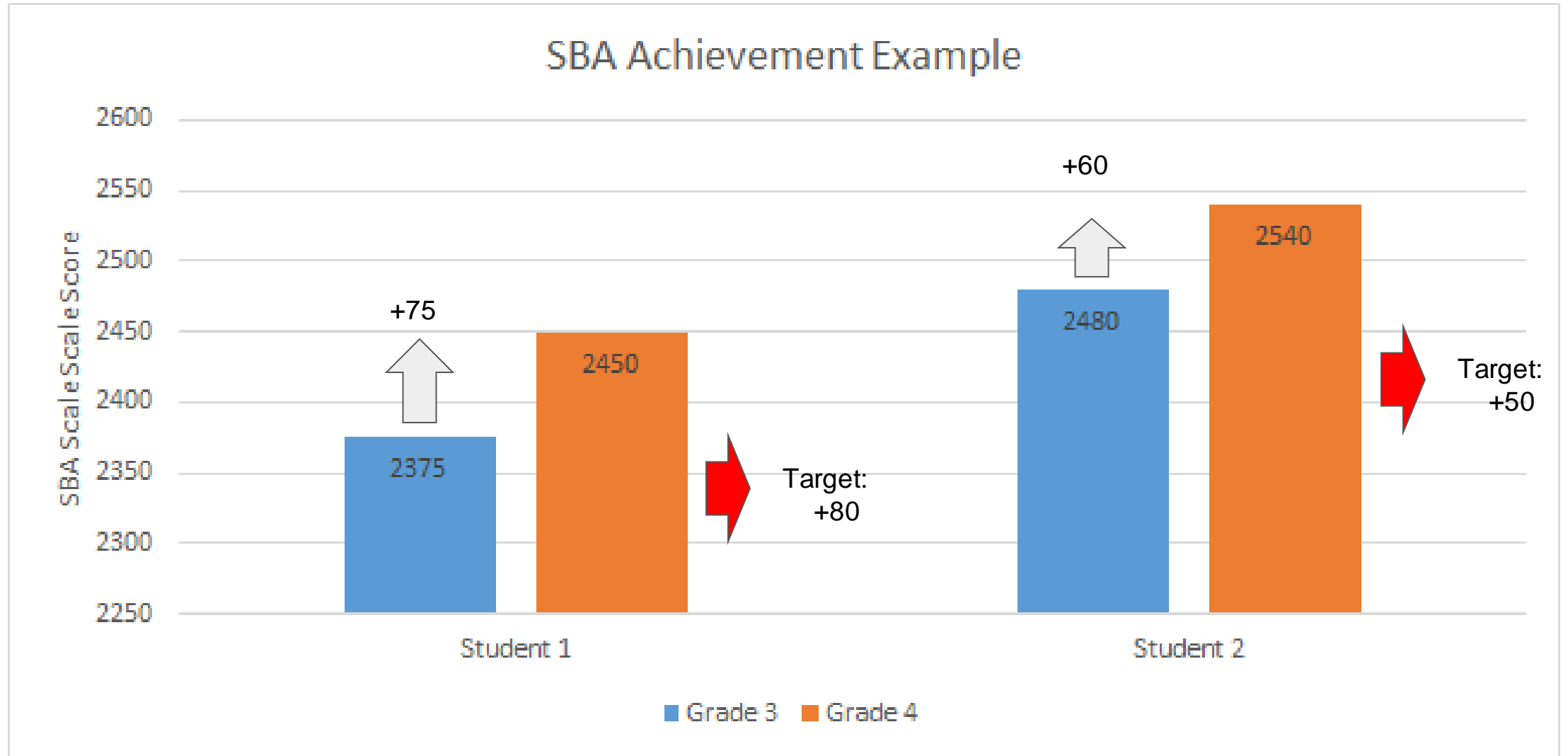
Athlete A, a novice, increased her high jump by 4 inches over four months.



Athlete B, an Olympian, improved his high jump by 1 inch over four months.

Which individual did better?

Again... Which Student Did Better?



A Student Story

Student	Target	Growth	Percent of Target Achieved
A	65	60	$60/65 = 92.3\%$
B	56	20	35.7%
C	50	55	110%
D	30	15	50%



Why did these two students achieve good levels of growth?

Why is Student Growth Important?

Example - 5th Grade Teachers

	Teacher A	Teacher B	Teacher C	Teacher D
Met or Exceeded Benchmark	91%	56%	84%	45%

Average Percent of Target Achieved	45%	84%	78%	40%
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*What instructional practices can better support **students who are already meeting/exceeding benchmark?***



*What instructional practices illustrated a positive impact on **student learning for struggling learners?***



*What instructional practices can better support students who are **already meeting/exceeding benchmark?***



*What instructional practices can better support **students who are below benchmark?***

Next Generation Accountability Results

Why is Student Growth Important?

No:	Indicator	Index/Rate ¹	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate		
1a.	ELA Performance Index – All Students	77.0	75	50.0	50	100.0%	67.1		
1b.	ELA Performance Index – High Needs Students	61.8	75	41.2	50	82.4%	55.9		
1c.	Math Performance Index – All Students	72.8	75	48.5	50	97.0%	62.2		
1d.	Math Performance Index – High Needs Students	57.3	75	38.2	50	76.4%	50.5		
1e.	Science Performance Index – All Students	64.7	75	43.2	50	86.3%	55.3		
1f.	Science Performance Index – High Needs Students	49.9	75	33.3	50	66.5%	45.2		
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	65.2%	100	65.2	100	65.2%	55.4%		
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	56.6%	100	56.6	100	56.6%	49.8%		
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	74.3%	100	74.3	100	74.3%	61.7%		
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	63.1%	100	63.1	100	63.1%	53.7%		
4a.	Chronic Absenteeism – All Students	5.2%	<=5%	49.7	50	99.3%	9.9%		
4b.	Chronic Absenteeism – High Needs Students	10.1%	<=5%	39.8	50	79.6%	15.8%		
5	Preparation for CCR – % taking courses	95.9%	75%	50.0	50	100.0%	70.7%		
6	Preparation for CCR – % passing exams	69.6%	75%	46.4	50	92.8%	43.5%		
7	On-track to High School Graduation	96.3%	94%	50.0	50	100.0%	87.8%		
8	4-year Graduation All Students (2016 Cohort)	94.6%	94%	100.0	100	100.0%	87.4%		
9	6-year Graduation - High Needs Students (2014 Cohort)	85.9%	94%	91.4	100	91.4%	82.0%		
10	Postsecondary Entrance (Class of 2016)	88.2%	75%	100.0	100	100.0%	72.0%		
11	Physical Fitness (estimated part rate) and (fitness rate)	95.3%	65.9%	75%	43.9	50	87.9%	92.0%	51.6%
12	Arts Access	43.7%	60%	36.4	50	72.8%	50.5%		
	Accountability Index			1121.2	1350	83.0%			

Why is Student Growth Important?

The screenshot shows the EdSight website interface. At the top, there is a navigation bar with tabs for Home, Overview, Students, Educators, Instruction, and Performance. Below this, the main content area is divided into several sections. On the left, there is a sidebar with 'Related Links' and 'Instructional Videos'. The main content area features a 'NEW THIS MONTH' section with a list of links, a 'DISTRICT/SCHOOL REPORT CARDS' section with a descriptive paragraph, and a 'Connecticut Education at a Glance' dashboard. The dashboard consists of four columns, each representing a different metric. A large red arrow points upwards from the bottom right towards the 'DISTRICT/SCHOOL REPORT CARDS' section.

OVERVIEW	STUDENTS	EDUCATORS	PERFORMANCE
206 Districts	535,025 Total Enrollment	52,230.3 Certified Staff FTE	73.2 State Accountability Index*
1,493 Public Schools/Programs	9.9% Chronic Absenteeism Rate*	8.7% Minority Certified Staff	87.9% Four-year Cohort Graduation Rate*

edsight.ct.gov

EdSight INSIGHT INTO EDUCATION Connecticut State Department of Education CSDE

Home Overview Students Educators Instruction Performance

Smarter Balanced
Smarter Balanced Growth Model

Related Links

- +/- Interpretive Guide
- State Board Presentation, 2015
- Field Test Report, 2013-14
- Rightsizing ELA Assessment, 2016
- Device Effects on SB Assessments
- Report Notes

Performance > Smarter Balanced

Smarter Balanced

Select Grade: All Grades Combined All Grades 3 4 5 6 7 8 11

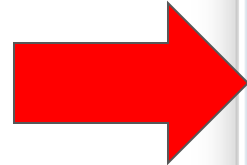
Year: Trend District: State of Connecticut Schools: Subject: ELA anc Filter By: All Students Submit

Smarter Balanced Assessments, Trend

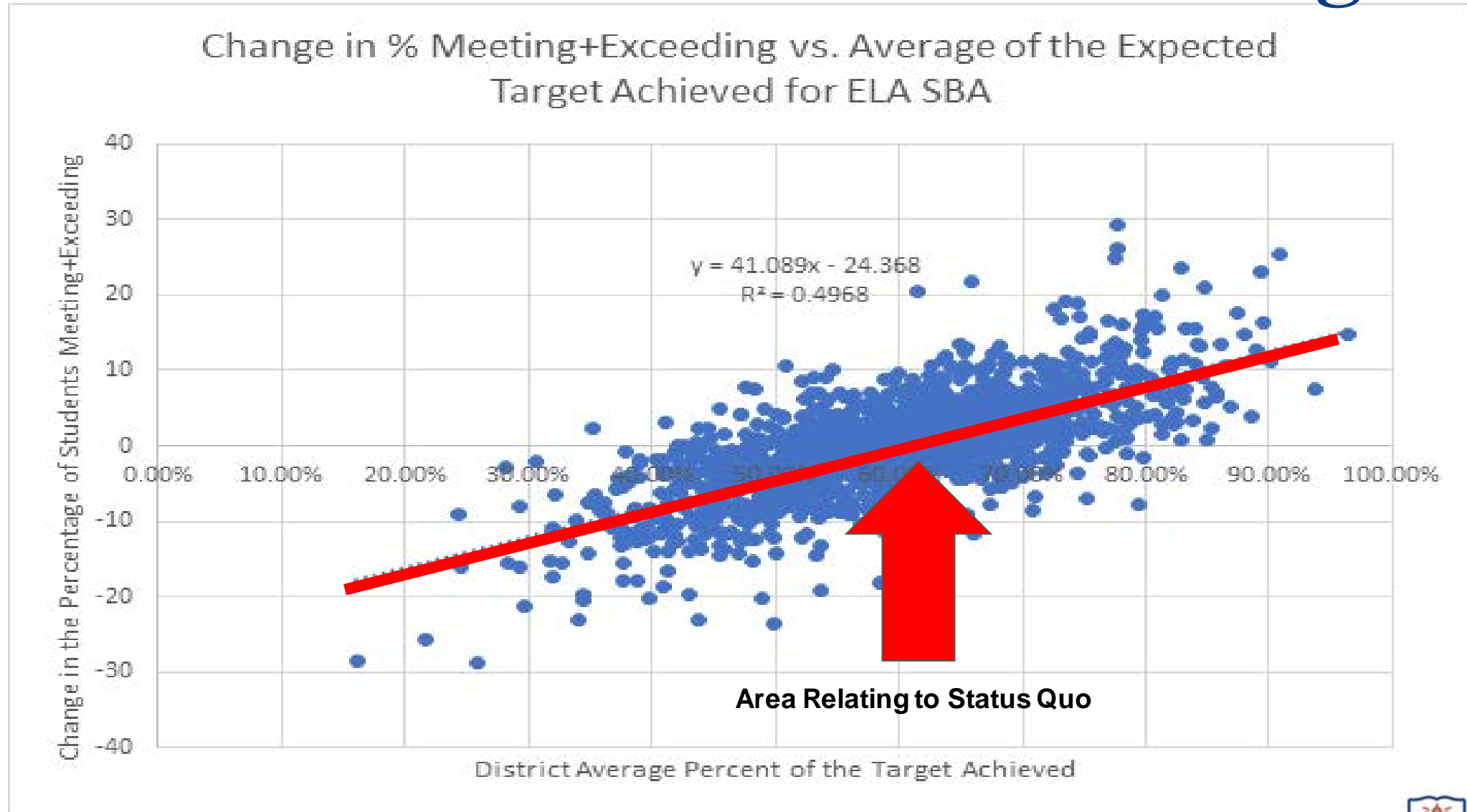
State of Connecticut, ELA and Math, All Grades Combined, All Students

[Export .csv file](#)

District	Subject	School Year					
		2015-16		2016-17		2017-18	
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %
State of Connecticut	ELA	234,884	55.6	234,595	54.2	233,297	55.3
	Math	234,284	44.0	233,844	45.6	232,806	46.8

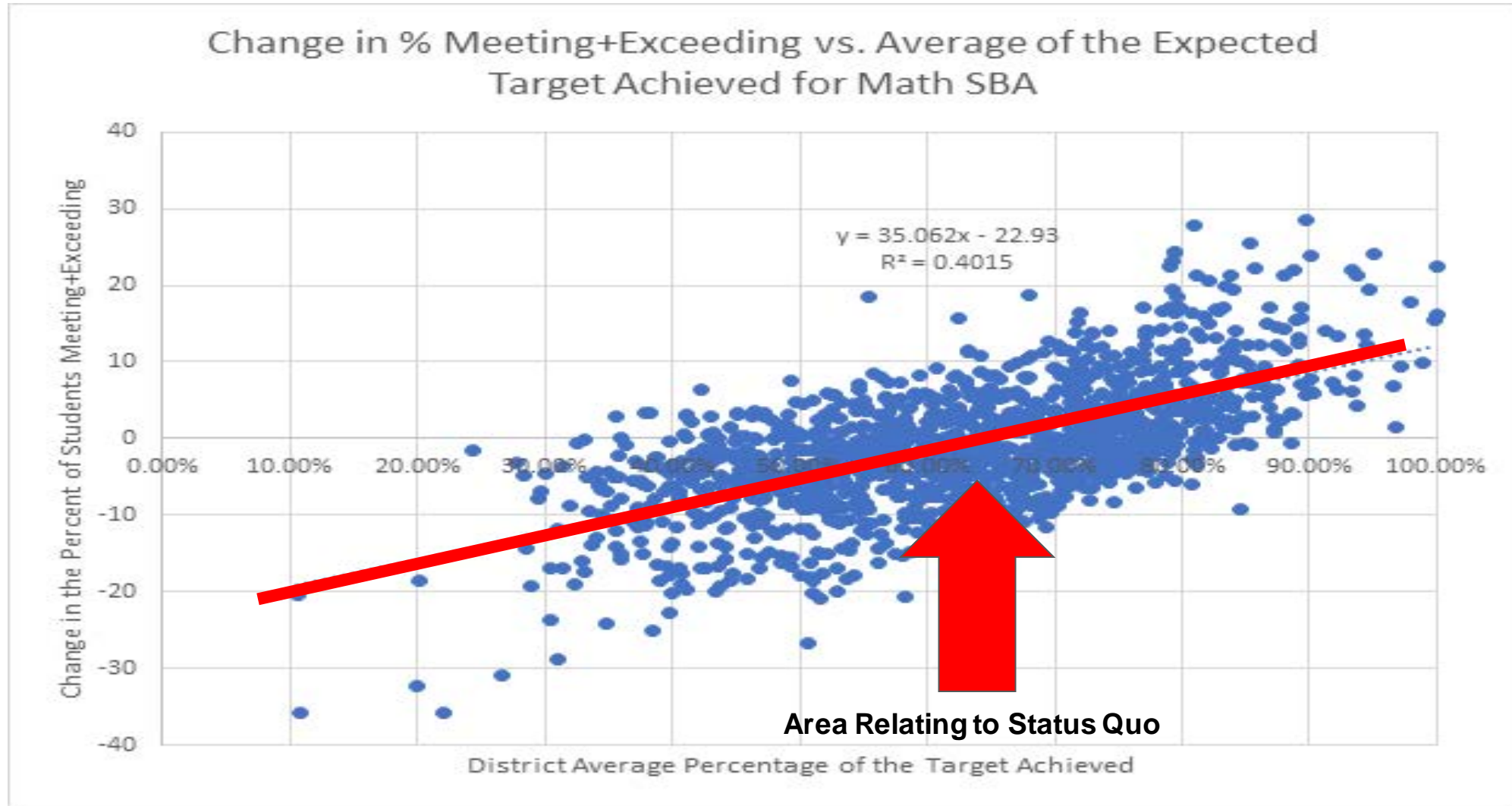


What is a Good GROWTH Percentage?



English Language Arts

What is a Good GROWTH Percentage?



Overall Growth Performance by Grade

English Language Arts

Grade	Subject	2017-18
4	ELA	79.70%
5	ELA	75.00%
6	ELA	63.70%
7	ELA	70.00%
8	ELA	57.00%

Mathematics

Grade	Subject	2017-18
4	Math	79.80%
5	Math	84.10%
6	Math	65.40%
7	Math	57.00%
8	Math	67.60%

Work Done So Far Related to GROWTH

- Professional Learning around Growth with the ES, MS, & HS.
 - Spring 2018 into Summer 2018
 - More detailed analysis of growth by performance levels and by grade.
 - Growth by Low, Middle, & High Performing Students
 - Does the work of SRBI illustrate the Growth for Struggling Students?

Growth Implications for Our Work

- Improve Assessment Literacy among Administrators and Teachers regarding GROWTH METRICS
- Work with Building-Level Teams around GROWTH METRICS to help guide work toward linking instructional practices around high-levels of growth
- Building Capacity of the Professional Learning Communities of Teachers focused on Effective Instructional Practices

Challenges Ahead

- Continuing to stay focused on the core elements of the improvement work
 - Growing a culture of continuous improvement for ALL students
 - Expanding staff capacity to accurately identify and respond to student learning needs
 - Remaining mindful of the time it takes to do this work well
- Increasing consistency across schools and grade levels

Moving Forward

- Improving administrator observation and feedback skills
- Investing in the Professional Learning Community model to improve teacher collaboration around instructional improvement; using student work to drive conversations and teacher instructional growth
- Revising the school improvement process to begin the year with plans in place for goal-setting
- Build structural and cultural supports for literacy and numeracy SRBI implementation in grades 6-12
- Improve the ‘on-ramp’ of readiness for AP course expectations

Guiding Principles of Instructional Improvement

- ALL students must learn to mastery content and skill levels
- All efforts must improve the lesson-specific interactions of student-teacher-content/skills
- Identify a finite but powerful PK-12 set of learning expectations in content and skills
- Collaboratively build curriculum and implementation guides that achieve the learning expectations in content and skills

Guiding Principles of Instructional Improvement

- Collaboratively build or use well designed assessments that measure student progress towards achievement of district learning expectations
- Increase the use of *formative* assessment data to plan instruction in response to student learning needs
- Identify the needs in professional learning for all staff to support best practices in every school, every classroom
- Monitor and adjust implementation and supports in response to identified areas of growth and continuing need

Important Reminders

- We use data to identify instructional strengths and growth goals and to drive professional learning for school leaders, teachers and support staff
- We prioritize resources to maximize student learning under an SRBI framework
- The most important work we do is to engage students and teachers in joyful learning as we improve daily instruction

Thank you!

Questions?