



**Your Way To Improved  
Student Achievement**

# Our Story

- Early 2000s:
  - Growing
  - 3<sup>rd</sup> Cycle MSIP
  - Low scores
- 2004-2005:
  - Scores tipped up in some areas
  - Gold Star School
  - Independent Audit...technology
- 2006-2008:
  - Technology Acquisition
  - Scores plummet across the board
  - Focus is on technology and safety only...leadership level not on academics
  - Data collected to report to BOE, but not used
- 2009
  - No process for curriculum writing, resource allocation, evaluation, data us.
  - All tests were below state average!



Turnover

Shifting

Demographics

**HISTORICALLY  
UNDERPERFORMING**

# Results

Measure	2010
MAP Tested Areas Above State Average	1 of 22
Elementary	0 of 7
Middle	0 of 7
High	1 of 8
Variance From State Average	-16.4
Single MPI Rank	499
Conference Rank	Last

# Yikes

!

early Thursday morning

Your scores were horrible.

Why should we stay here and listen to you?



# Results

Measure	2010	2013
MAP Tested Areas Above State Average	1 of 22	17 of 22
Elementary	0 of 7	7 of 7
Middle	0 of 7	4 of 7
High	1 of 8	6 of 8
Variance From State Average	-16.4	3.1
Single MPI Rank	499	156
Conference Rank	Last	First



# **Our Way To Improved Student Achievement**

# Rock, Paper, Scissors

- Rock breaks Scissors
  - Scissors cut Paper
  - Paper covers Rock
- 
- Leveraged together = Improved Student Achievement



# Forging the Rocks

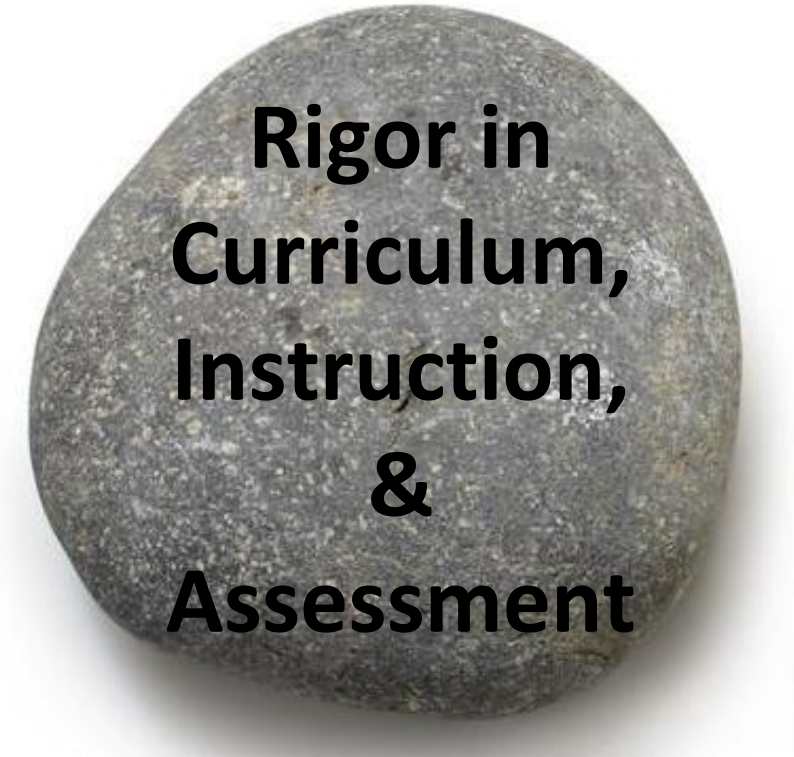
- Comprehensive Needs Assessment
  - Scores through multiple lenses
  - Surveys
  - Instructional Practice Inventory
  - Depth of Knowledge
  - Assessment Audits for DOK level
  - DRIP
- Develop a Plan...P.A.W.S (Positive Actions for Wildcat Success)
  - Leverage best practices and professional development



# Rocks



**Student  
Engagement**



**Rigor in  
Curriculum,  
Instruction,  
&  
Assessment**



**Data to  
Action**

# P.A.W.S.

- **Student Engagement**

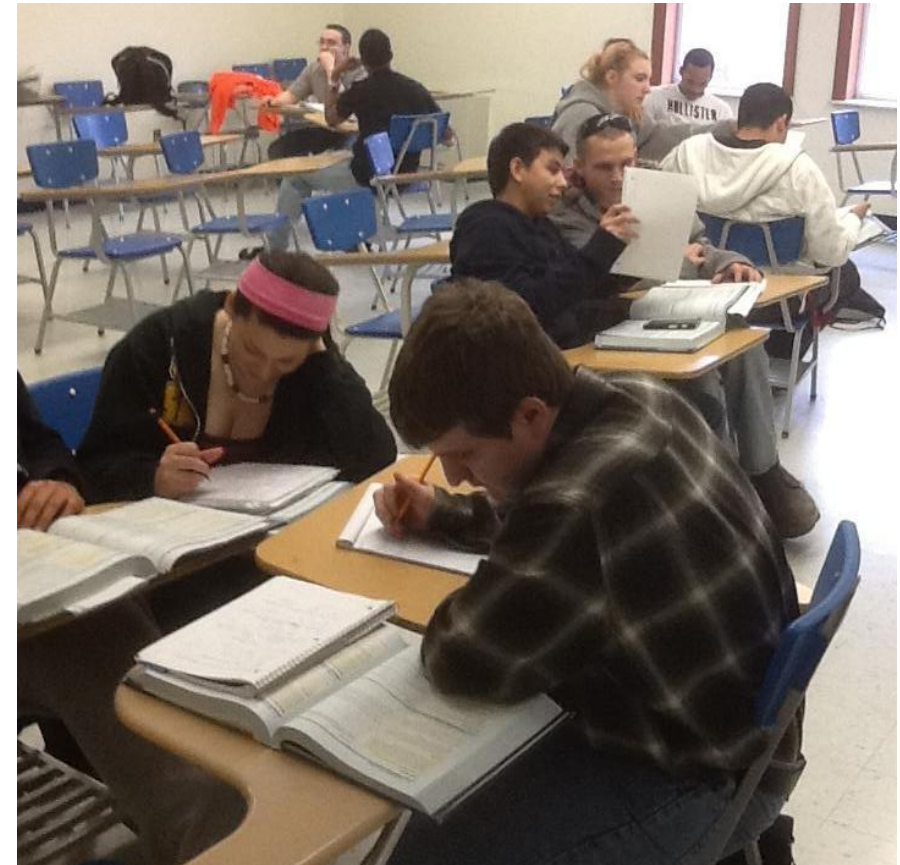
- National KAGAN Cooperative Learning Training for all 6-12 teachers for 2 years
- Incorporate those strategies in our work with staff at all levels
- Monthly coaching with staff from outside consultants for 3 years
- Incorporated training into our Teaching New Teacher (TNT) program
- Constant Instructional Practice Inventory data collection
- Report out to staff and BOE



# P.A.W.S.

- **Rigor in Curriculum, Instruction, and Assessment**

- Training on vertical and horizontal differentiation
- Training on DOK 2-4 questioning
- Training on Common Assessments
- Assessment Audits
- DOK walk-throughs
- Tracking of data and discussion around the data



# P.A.W.S.

## • Data to Action

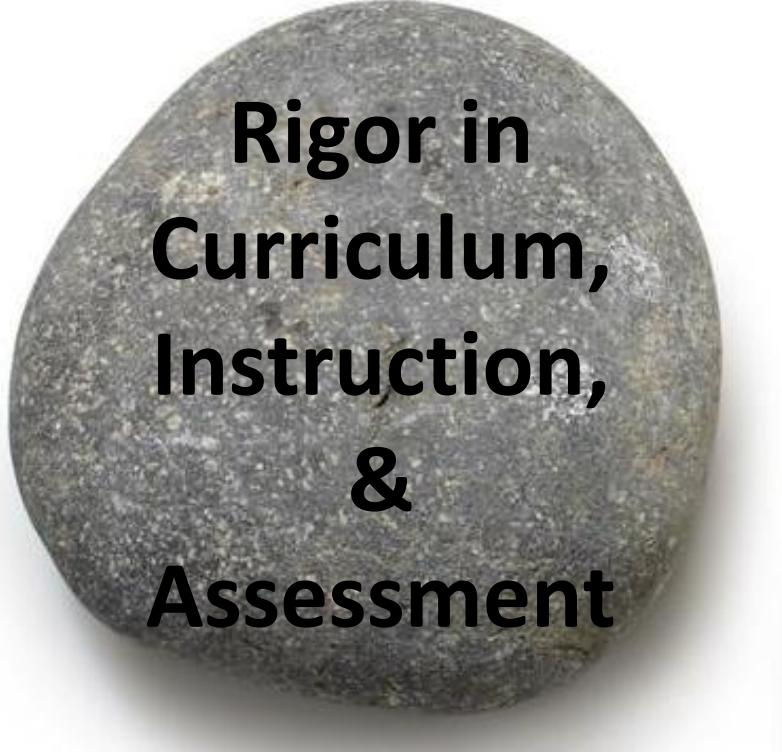
- Summer Data Institutes
- Intervention teams with flexible grouping
- Tier II and III interventions created and housed for all
- Tracking of intervention success
- Data Teams
- Common Assessments
- AIMSweb and Discovery Benchmarking
- Progress Monitoring
- Enrichment Groups
- Review of teacher level benchmark data
- Personnel changes



# Rocks



**Student  
Engagement**



**Rigor in  
Curriculum,  
Instruction,  
&  
Assessment**



**Data to  
Action**



# **Our Way To Improved Student Achievement**

# Scissors



- CUT!
  - 75% of the 1% PD funds from the PDC to fund the P.A.W.S. plan
  - Make a list of everything you're doing.
  - Data that was collected and not used to drive instruction, or used incorrectly.
  - Get rid of stuff not making a difference.
  - Easier to do during recent economic climate
- Might be the hardest part
- Difficult to focus without this
- Get rid of the silver bullets and build lasers

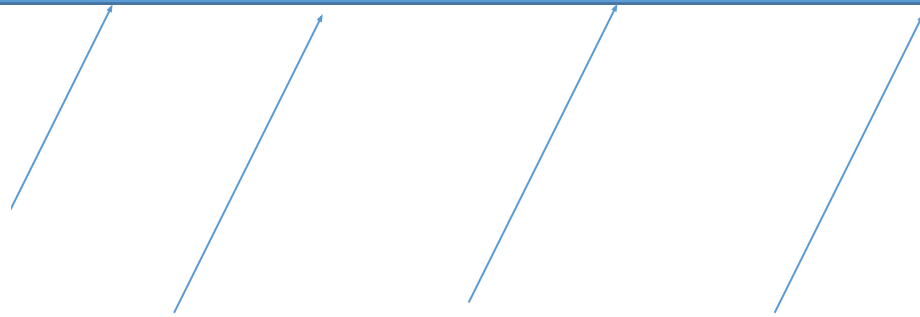


# Scissors

- Squiggles!



P.A.W.



- Standards-Based Grading, PBIS, CCSS, BYOD, Next Network, etc.



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# Paper

- PAWS
  - SMART Goals
  - Decomposition sheets
- Budget
  - 75% of the 1% PD
  - Title II.A
  - Added AIMSweb and Discovery Assessments
- Monitor / Track
  - Monthly Reports to the BOE
  - BOE & building Data Walls



# Paper

- Alignment and Fidelity
  - ELA Program
  - Math Program
  - Language
  - PD Early Outs
- Communication
  - Monthly Reports
  - Data Walls
  - Instructional Leadership Meetings
  - Staff dialogue



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# Climate?

Never been higher!



91.12% favorable scores = building climate

90.74% favorable scores = discipline

87.38% favorable scores = rigor in our schools

# Turnover Rate?

2001-2003: 19.8%

2004-2005: 21.5%

2006-2008: 37.8%

2009: 24.1%



How about since we started working on and implementing our plan?

We have averaged 8.6% turnover the last three years!

Note: We did not...

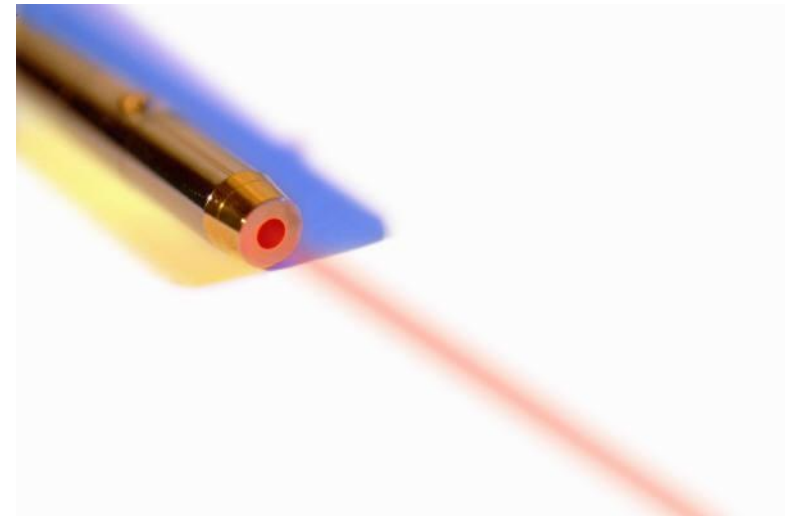
- 'fire' our way to the top
- nor did we fire all the principals
- nor shut down a school
- nor turn any into a charter school.

So, have we improved?



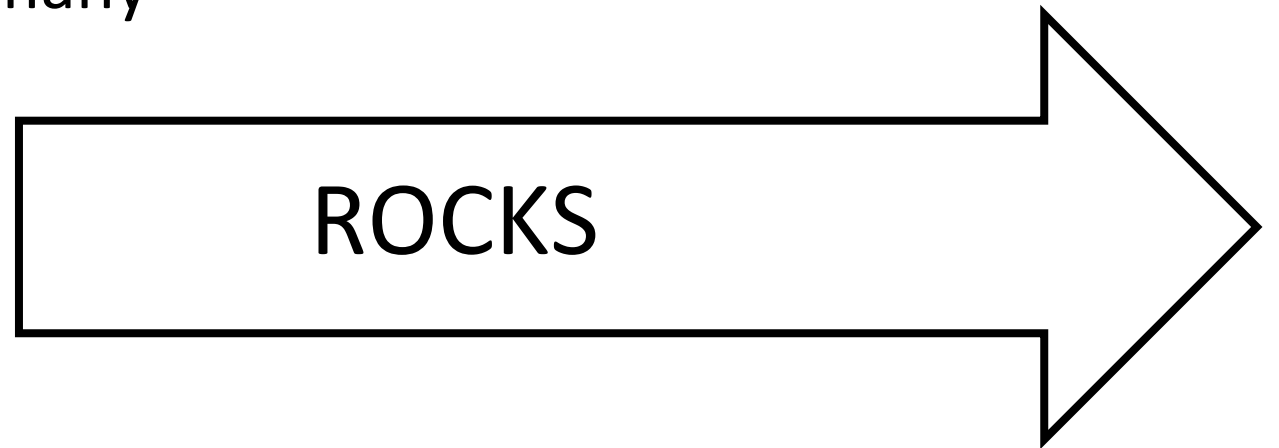
# Next Steps

- Baldrige Criteria for Performance Excellence
  - Improve in all aspects of performance
  - Better alignment
- P.A.W.S. 2.0 development begins in FY 14
  - Build on same rocks
  - More agility
- 2020 Vision
- Continue to use laser focus.



# Lessons

- Establish clear goals – not too many
  - Be focused on action steps too
- Leadership stability
  - Board, Central Office, Buildings
- Shoot the rabbits
  - Must limit the squiggles
- Stop looking for silver bullets and build lasers



# Questions for you to ponder from the back porch time to implementation

What rocks are you going to focus on?

What challenges, problems, or barriers do you anticipate? Plan to  
address?

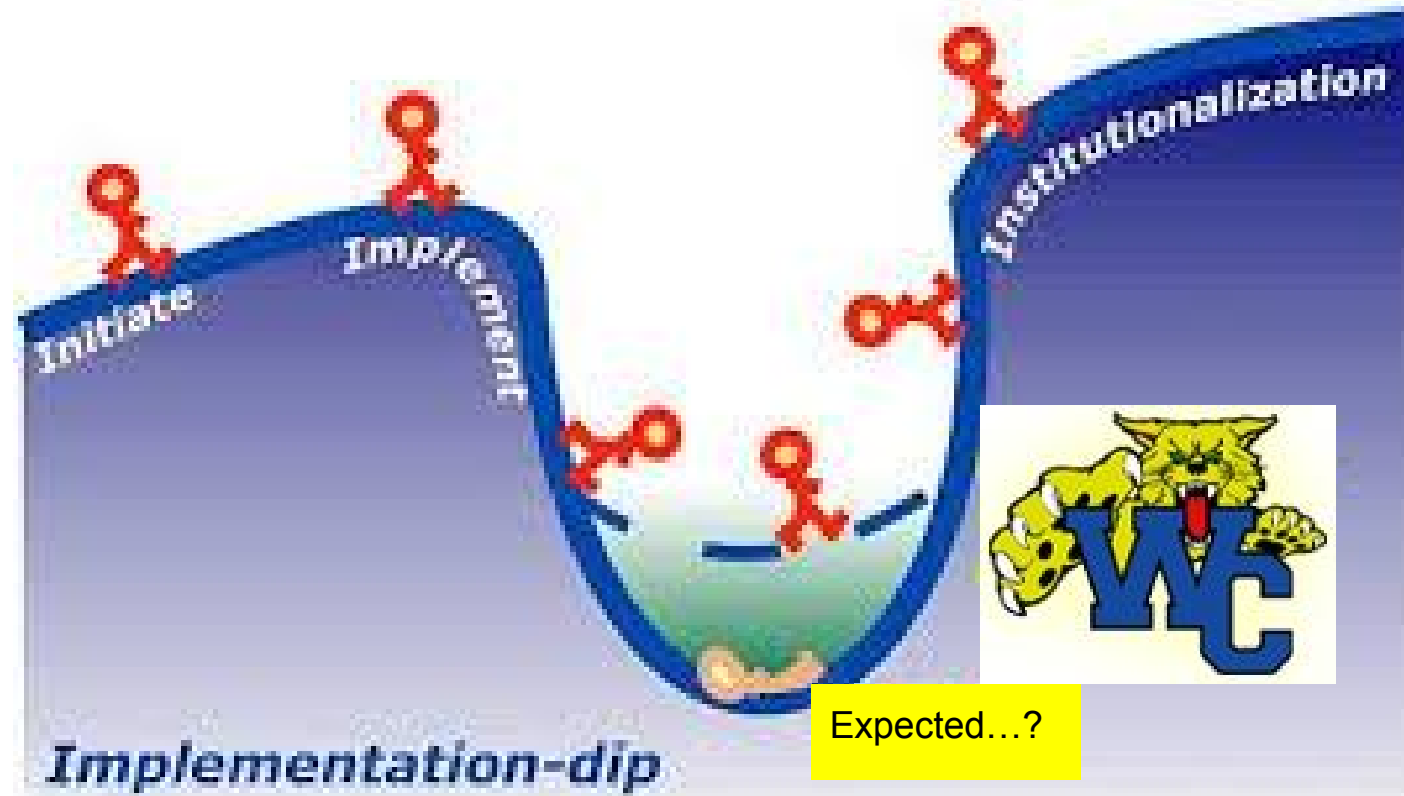
How does this look time wise? Resource wise?

How will you know if it is successful?

**DON'T DO 85 THINGS!**


What can you stop doing?

# Three I's....but without a dip!



# Leithwood and Seashore-Louis, 2012

## High Performing Districts do Seven Things:

- 
1. Communicate strong belief in teachers and principals to improve the quality of teaching and learning and in the districts capacity to develop the organizational conditions needed for that to happen (high-collective efficacy)
  2. Build consensus about the core expectations for professional practice (curriculum, teaching, leadership)
  3. Differentiate supports to schools in relation to the evidence of compliance and skills in implementing the expectations, with flexibility for school-based innovation.
  4. Set clear expectations for school leadership practices and established leadership development systems. *(the latter is less developed due to our size)*

# Leithwood and Seashore-Louis, 2012

## High Performing Districts do Seven Things:

- ✓ 5. Provide organized opportunities for teachers and principals to engage in school-to-school communication focused on improving student learning and program implementation. **(This is an area we could improve on)**
- ✓ 6. Develop and model strategies and norms for inquiry into challenges related to student learning and program implementation.
- ✓ 7. Coordinate district support for school improvement across different organizational units.

# Rock, Paper, Scissors

- After comprehensive needs analysis, determine your



away those things unrelated to your



- Track and monitor progress on



# Questions?

- "Simplicity is the ultimate form of sophistication." --Leonardo da Vinci
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