

How Do You Know if What You Are Doing Is Making a Difference?

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WELCOME!

How do you know if what you are doing is making a Difference?

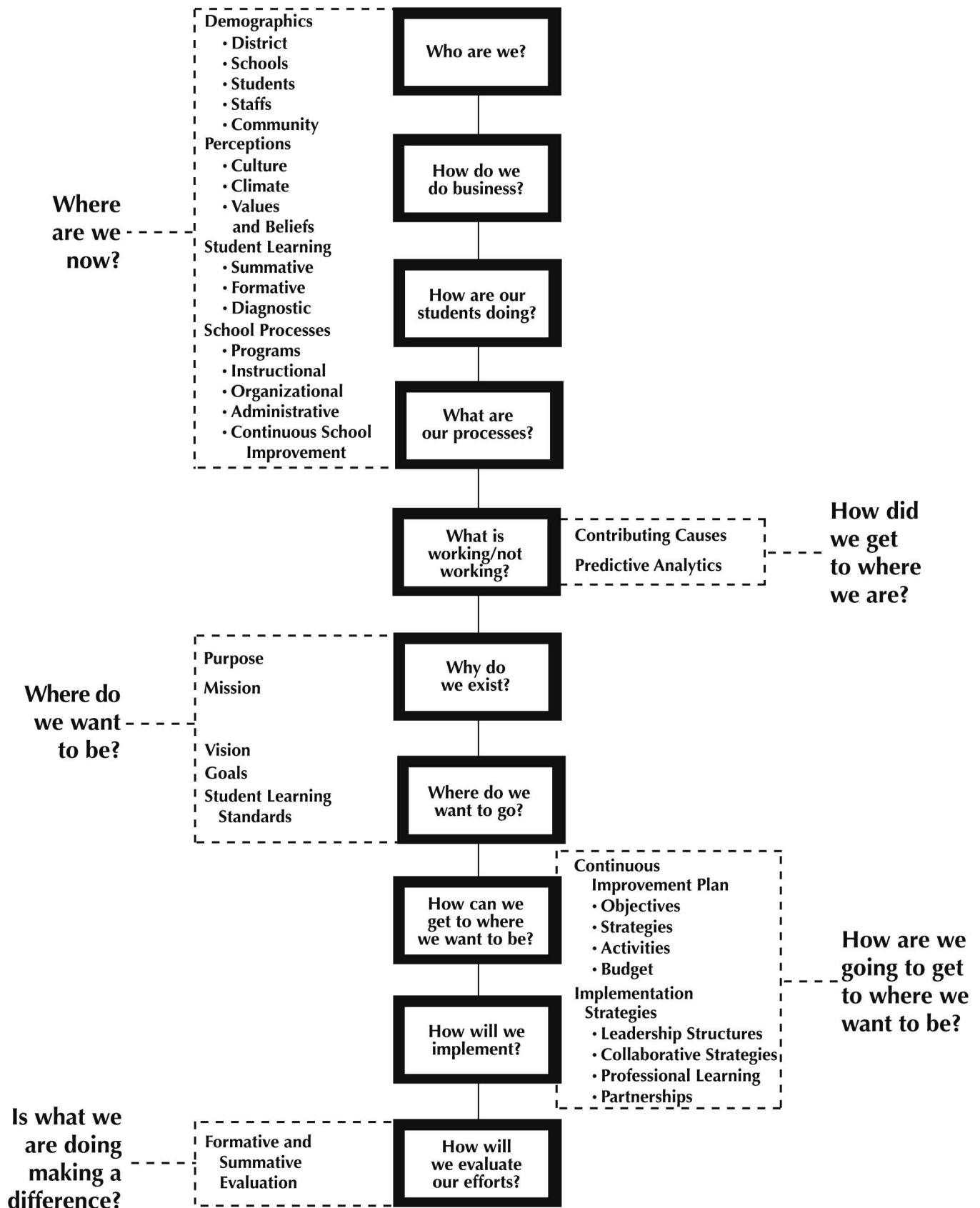
*COSA
August 7, 2015*

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OUTCOMES

Participants will gain strategies to engage staff in measuring, monitoring, and evaluating programs and processes.

CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK



Bernhardt, V.L. (2013). *Data Analysis for Continuous School Improvement*. Third Edition. New York, NY: Routledge. Page 14. Reproducible.

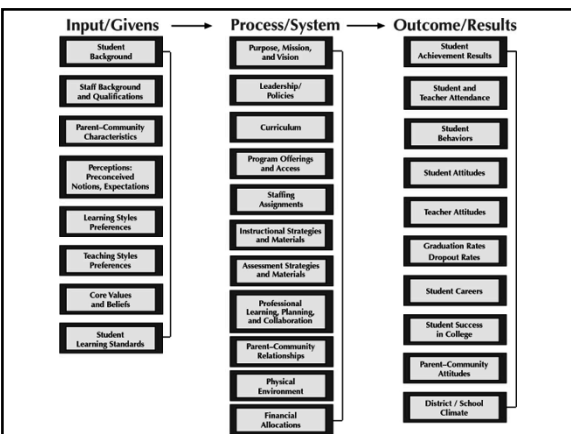
**SCHOOL PROCESSES ARE
IMPORTANT DATA**

- Tell us about the way we work.
- Tell us how we get the results we are getting.
- Help us know if we have instructional coherence.

SCHOOL PROCESSES

Schools are perfectly designed to get the results they are getting now.

If schools want different results, they must measure and then change their processes to create the results they really want.



SCHOOL PROCESSES EXAMPLES

Instructional Processes	Organizational Processes	Administrative Processes	Continuous School Improvement Processes	Programs
<ul style="list-style-type: none"> • Academic conversations with students • Classroom assignments (types of tasks, choices, projects, collaboration) • Classroom discussions (teacher talk, student-to-student talk, student-to-teacher talk) • Differentiated instruction • Direct instruction • Flipped classrooms • Grading • Homework • Immersion • Inclusion • Inquiry process • Standards implementation • Student reflection and self-assessment • Technology integration • Tutoring 	<ul style="list-style-type: none"> • Data Teams • Data use • Inquiry process • Instructional coaching • Leadership structure (Leadership teams) • Mentoring • Mission • Parent involvement • Policies and procedures • Professional discussions and support • Professional Learning Communities • Professional reflection • Response to Intervention (RtI) • Teaching assignments • Teacher collaboration • Teacher evaluation • Teacher hiring • Teacher observations • Teacher renewal (professional learning) 	<ul style="list-style-type: none"> • Attendance program • Class sizes • Data collection • Dropout prevention • Discipline strategies • Effective communication • Enrollment in different courses/programs/program offerings • Graduation strategies • Leadership turnover rates • Number and use of support personnel • Policies and procedures • Retentions • Scheduling of classes • Student groupings • Teacher assignments • Teacher certification • Teacher hiring • Teacher turnover 	<ul style="list-style-type: none"> • Continuous school improvement planning • Contributing cause analysis • Data analysis and use • Evaluation • Leadership • Mission • Professional learning • Partnership • Self-assessment • Vision 	<ul style="list-style-type: none"> • 9th Grade Academy • A+ • Accelerated Reader/Math • Advanced Placement • After School • AVID • At-Risk • Bilingual • Counseling • Dropout Prevention • English as a Second Language • Gifted and Talented • International Baccalaureate • Interventions • PBIS • Science Fairs • Service Learning • Special Education
<p>Implications for the Continuous School Improvement Plan</p>				

“How can anyone be sure that a particular set of new inputs will produce better outputs if we don’t at least study what happens inside?”

Paul Black and Dylan Wiliam

MONITORING SCHOOL PROGRAMS AND PROCESSES

If you are not monitoring and measuring program implementation, the program probably does not exist.

EVALUATING SCHOOL PROGRAMS AND PROCESSES

You cannot evaluate a program that you cannot describe.

MEASURING RTI EFFECTIVENESS AT MARYLIN AVENUE ELEMENTARY SCHOOL

PURPOSE		PARTICIPANTS		IMPLEMENTATION		RESULTS
<i>What is the purpose of the program or process?</i>	<i>How will you know the purpose is being met? (What are the outcomes?)</i>	<i>Who is the program/process intended to serve?</i>	<i>Who is being served? Who is not being served?</i>	<i>What would it look like when the program/process is fully implemented?</i>	<i>How is implementation being measured? (Should it be measured differently?)</i>	<i>What are the results?</i>
<p>The intent of RTI at Marilyn Avenue is to:</p> <ul style="list-style-type: none"> Implement, in every classroom, quality, research-based instruction and assessment strategies that address students' needs and differences, and are based on essential learning standards. Maximize all students' learning. Reduce behavior problems. Ensure that all students are primarily educated in the general education environment, with access to the general education content, materials, and expectations. Ensure the appropriate identification of students with special needs. 	<p>When RTI is implemented as intended, instructional coherence and a continuum of learning that makes sense for all students will be evident. What students learn in one grade level will build on what they learned in the previous grade level:</p> <ul style="list-style-type: none"> Individual student achievement results will improve each year. All students will be proficient in all areas. No students will need to be retained. Progress monitoring and common formative assessments, conducted within the classroom setting, during the school day, will be utilized to identify struggling students and why they are struggling. Interventions matched to student needs will result in student learning increases for all students. Number of office referrals will be minimal. Students will not be placed in special education for the wrong reasons, such as teachers wanting students out of the classroom because of behavior or lack of learning response, poor test-taking skills, second language learning/ English language proficiency levels not having received high-quality instruction or adequate interventions. Attendance will improve. 	<p>RTI is intended to serve all students within the general education environment. When a student has difficulty mastering specific skills, the classroom teacher will adjust instruction in order to assist that child's learning. Classroom teachers, with support from others, will provide intensive additional instruction in small groups for a specified period of time, and then one-on-one.</p>	<p>The California Standards Test (CST) will show which students are proficient and which students are not proficient. Progress monitoring will show which students are and are not making progress, before, during, and after interventions.</p>	<p>When all teachers at Marilyn Avenue are implementing RTI as designed by staff, they will:</p> <ul style="list-style-type: none"> Identify essential student learning standards, in their grade level teams. Create/adopt assessments of the standards, in their grade level teams. Administer agreed-upon assessments in their classrooms to understand what students know and do not know in order to focus their instructional strategies to meet the needs of all students. Provide instruction adjusted to student needs. Assess students every three weeks. Review assessment results with grade level team members. Provide additional instruction and interventions for the students who are not proficient. Provide regular grade level instruction to all students. Only identify students for special education when insufficient progress has been demonstrated. Ensure that students who are proficient continue to grow. 	<p>The degree to which teachers are implementing RTI is being measured through the classroom observation tool, and through the results of common formative assessments. These measures are discussed in grade level meetings. Classroom observations show that teachers are implementing the components of RtI. Data are used with the RTI flowcharts to understand if the system is working as intended.</p>	<p>CST results show there is instructional coherence in the school in some subjects. Most students are making the equivalent of one year's growth, or better, on state proficiency tests. There is a reduction of retentions. The percentage of the school population identified for special education services has decreased and does not exceed state or national averages. Students, teachers, and parents feel that students can do the work and that they are learning at adequate rates to prepare them for the future. Student absences were down this year. Teacher morale is good, but lower in 2010. Staff and parents feel the school has a good public image. Teachers are better at meeting needs of the lowest performing students, as measured by progress monitoring assessments.</p>

PLANNING FOR RTI AT THE SECONDARY LEVEL, WITH CAREER AND COLLEGE READINESS

PURPOSE		PARTICIPANTS	IMPLEMENTATION		RESULTS
<p><i>What is the purpose of the program or process?</i></p> <p>The purpose of RtI at the Middle School level is to—</p> <ul style="list-style-type: none"> Identify students at risk for failure to be successful in middle school, through an Early Warning System. Provide differentiated ways of learning so that all students can succeed. Ensure that all teachers will work with the K-12 curriculum to ensure students are well prepared for high school and beyond. <p>-----</p> <p>The purpose of RtI at the High School level is to—</p> <ul style="list-style-type: none"> Identify students at risk for failure to be successful in high school, through an Early Warning System. Ensure that <i>all</i> high school students earn enough credits to graduate, and to get them on track to graduate. This includes low-income and minority students, English Learners, and student with disabilities. Identify students at risk of failure and get them back on track. Ensure that every student has the skills and knowledge to complete post-secondary education/training, and/or become successful in a chosen career. Provide a solid core curriculum that will allow all students to succeed. Provide differentiated ways of learning so that <i>all</i> students can succeed. <p>-----</p> <p>An additional intent is that both the Middle School and High School levels will work with feeder schools to ensure students have pre-requisite skills for success in middle school and high school, and therefore are better prepared for high school, careers, and college.</p>	<p><i>How will you know the purpose is being met? (What are the outcomes?)</i></p> <p><i>All</i> students graduate from high school. No student drops out.</p> <p><i>All</i> students graduate, and are accepted into a college or a career.</p> <p>No student requires remediation in college.</p> <p>The school has a successful Early Warning System to identify students at-risk.</p> <p>Students in middle school will be on track to be successful in high school, as measured by course completion, GPA, attendance, no course failures, retentions, credits earned, behavior, and other indicators that keep students from succeeding.</p> <p>Students in each year of high school will be on track to graduate, as measured by course completion, GPA, attendance, no course failures, course failures, credits earned, and other indicators that keep students from succeeding.</p>	<p><i>Who is the program/process intended to serve?</i></p> <p>RtI at the secondary school level is intended to serve <i>all</i> students.</p> <p>Who is being served? Who is not being served?</p> <p>The data will show that all students are being served, as spelled out in the purpose and outcomes, when all students are succeeding. Students who are failing, at-risk of failing, and dropping out are not being served.</p>	<p><i>What will it look like when the program/process is fully implemented?</i></p> <ol style="list-style-type: none"> All staff believe that all students can learn and will be successful when appropriate instruction and supports are provided/available. All staff learn and understand the essentials of RTI. All staff agree to provide culturally appropriate high quality instruction and a strong core curriculum whereby 80% of all students will do well, without intensive interventions. Staff agree on common formative assessments, and an assessment and review cycle. All staff review the schoolwide data to see how the school is doing now. Given the data analysis results, new learning will be provided to help staff get different results. Together staff create a <i>shared</i> vision and identify Leadership Teams, and their roles, to guide the overall work of the school. All staff will meet together in appropriate teams (e.g., subject area, interdisciplinary, grade level) to agree to— <ol style="list-style-type: none"> academic and behavioral standards to which all teachers are expected to teach, and all students are expected to learn; how student knowledge and skills will be assessed; what teachers are going to do when students know the information; what teachers are going to do when students do not know the information; how students will participate in problem-solving; what interventions will be used to get students back on track; the length of time students will be in different interventions; common formative assessments; and norms of behavior and meeting etiquette for the collaborative meetings. All staff will meet no less than once a week in appropriate teams to— <ol style="list-style-type: none"> review universal screening results, place students appropriately, review instructional challenges, study formative assessment (progress monitoring) results, regroup students as needed, and support each other in improving the results (given all previous agreements). <p style="text-align: right;"><i>(See flowchart.)</i></p>	<p><i>How is implementation being measured? (Should it be measured differently?)</i></p> <p>This process will be measured by reviewing the integrity and fidelity of implementation. Data, walk throughs, and observations will show teachers implementing the implementation agreements. Teams will ensure implementation.</p> <p>To what degree is the program being implemented?</p> <p>To be determined through reviewing the data and the formative evaluation results.</p>	<p><i>What are the results?</i></p> <p>Evaluation of core curriculum and intervention implementation and results will include the review of—</p> <ul style="list-style-type: none"> The number of students successfully completing the high school curriculum. Graduation rates: <ul style="list-style-type: none"> * 4 and 5 years * GEDs Returning students Dropout rates. Number of students accepting and attending college or technical school, by type of college and school. Number of students requiring remediation in postsecondary classes, by subject and type of school. Number of students completing college or career preparation. Number of students at-risk of failure at each grade level. Course failures by course and grade level. Attendance rates, by students at risk, and other categories. Indicators of behavior by at-risk and other breakdowns. Focus groups and questionnaires of students about how they are learning and what would help them succeed. <p>Formative evaluation will monitor the effectiveness of interventions frequently and consistently to determine whether—</p> <ol style="list-style-type: none"> the intervention is working and is no longer needed, the intervention is working and should be continued, or the intervention is not working and therefore a different (and perhaps more intensive) intervention should be implemented. <p>Data are used to guide these decisions. Interventions are commensurate to a student's demonstrated need and are changed or intensified if they are ineffective.</p>
<p>NEXT STEPS: Create an Early Warning System to identify students at-risk of not succeeding in middle and high school. Work with colleges, universities, and career preparatory programs in the area to understand expectations for successful completion.</p>					

MEASURING PROGRAMS AND PROCESSES: INSTRUCTIONAL COHERENCE

PURPOSE		PARTICIPANTS	IMPLEMENTATION	RESULTS	
<p><i>What is the purpose of the program or process?</i></p> <p>The purpose of instructional coherence is to build a continuum of learning with curriculum, instruction, climate, and assessment that makes sense to students, and will lead to learning growth for every student.</p>	<p><i>Who is the process intended to serve?</i></p> <p>All students</p> <hr/> <p><i>Who is being served now? Who is not being served now?</i></p> <p>Students not being served are those not proficient, and being left behind.</p>	<p><i>What will be the results when the purpose is met? (What are the outcomes?)</i></p> <p>When instructional coherence is in place:</p> <ul style="list-style-type: none"> Curriculum, instruction, climate, and assessments are aligned to create a continuum of learning for students. Learning builds from the previous years' experiences and prepares students for the next year of learning. Teachers collaborate to make learning consistent across grade levels. Classroom rituals and routines are consistent throughout the school. Instruction is student-centered. Every student shows learning growth each year. Higher order thinking and questioning skills are acquired. Students' learning needs are met. Behavior improves. Attendance improves. Student attitudes improve. Students are motivated to keep learning. Teacher attitudes improve. Students graduate. Instruction is rigorous and relevant. Students are College and Career Ready by the time they graduate. Leadership ensures alignment exists throughout the school. Schoolwide effectiveness. 	<p><i>What are the components?</i></p> <p>Shared vision for school improvement Alignment of: Standards Curriculum Instruction Assessment Classroom processes — Rituals and routines Grades Homework Higher order thinking skills Teacher and staff collaboration:</p> <ul style="list-style-type: none"> Within grade levels and subject areas Across grade levels and subject areas <p>Shared values Leadership Organizational processes Focused professional learning</p>	<p><i>What will it look like when the program/process is fully implemented?</i></p> <ol style="list-style-type: none"> All teachers understand and commit to the school vision. All teachers commit to all students learning. Teachers meet to align standards and curriculum in grade levels and subject areas. Teachers meet in cross grade level teams to align standards and curriculum, and to create a learning progression for students. Teachers agree on assessments to be used and when. Teachers agree on common classroom rituals, routines, grading, homework, higher order instruction to be used in every classroom, and more. Teachers agree on what they will do when students are proficient, and what they will do when students are not proficient. Teachers collaborate to teach the agreed upon curriculum, to review assessment results, to analyze climate, and to plan for process improvements. Professional learning focuses on instructional coherence and the shared vision. Support programs, e.g., tutoring, interventions, are aligned to the curriculum, instruction, assessment, and learning environment, and support each other. Leaders ensure that a continuum of learning is present for all students. Organizational processes are aligned to make instructional coherence happen. 	<p><i>How will it be monitored?</i></p> <p>Everything we do reflects our vision Curriculum Maps Walk-throughs Professional Learning Community work will be job embedded and ongoing Student Work Formative and Summative Assessment results are shared on a regular basis</p>
NEXT STEPS					

EXAMPLE: SOMEWHERE SCHOOL TEACHERS USING DATA TO IMPROVE TEACHING AND LEARNING

PURPOSE		PARTICIPANTS	IMPLEMENTATION	How is implementation being measured?	RESULTS
<p>What is the purpose of the program or process?</p> <p>The purpose of teachers using data is to use multiple measures of student assessment data to continuously improve teaching and learning. Teachers, in collaborative teams, review student learning data and support each other's teaching to ensure that all students are learning. Teachers follow the cycle of trying new strategies and reflecting on results.</p>	<p>Who is the program/process intended to serve?</p> <p>Using Data is for all teachers so they may make a positive impact on the learning of all students.</p> <p>Who is being served? Who is not being served?</p> <p>According to our results, not all students are being served. The students not being served are those who are not meeting grade level standards.</p>	<p>What would it look like when the program/process is fully implemented?</p> <p>When teachers are working collaboratively to Use Data to improve teaching and learning, they will, together, determine—</p> <ul style="list-style-type: none"> • what concepts and skills students need to know and be able to do, and when. • how they will know that students know these concepts and skills. • a timeline for giving assessments during the year. • which instructional strategies will make a difference • a plan/flowchart for what teachers will do when students do not know the concepts and do not have the skills, and what teachers will do when students know the concepts and have the skills. • times, strategies, and roles and responsibilities for grade-level/subject-area work during the year. <p>At the beginning of the year, semester, unit, teachers administer post-assessments as pre-assessments. In addition, they—</p> <ul style="list-style-type: none"> • monitor student progress throughout the course of the unit. • review results with team members. • determine how to support students who are not proficient, and students who are proficient in specific skills. • review/update curriculum maps. <p>At predetermined times, teachers will review student learning progress across grade levels to ensure instructional coherence.</p>	<p>How is implementation being measured?</p> <p>Teachers will create a monitoring tool to support the implementation of these strategies. Teachers are held accountable to implementing standards and reaching every student, through classroom observations. Administrators monitor and encourage the implementation of the Using Data structure and strategies throughout the school.</p> <p>To what degree is the program being implemented?</p> <p>All teachers are a part of a Using Data team and participate fully in all strategies.</p>	<p>What are the results?</p> <p>Results show that teachers are assessing student growth in all subject areas, sharing the challenges of teaching with each other, implementing new strategies to meet the needs of all students, and supporting each other in meeting the needs of all students. End of year achievement results show that all students are making at least a year's growth. Teacher morale is high because teachers feel excited about being able to predict and prevent failure with their actions.</p>	
<p>How will you know the purpose is being met? (What are the outcomes?)</p> <p>When the purpose for Using Data is met:</p> <ul style="list-style-type: none"> • all students will show learning growth on meeting standards; • teachers will adjust their instruction to meet the needs of students who are not meeting standards and challenging those who do; • attendance and behavior will improve because students' needs are being met, and they want to be at school; • teachers will work collaboratively to help all students, not just the students in their own classroom; • teachers and students feel that they belong to the school, that students are challenged, and that the school is helping to prepare students for the 21st Century; • teachers feel that they know how to teach to standards, regardless of where students are on the proficiency scale. <p>When Using Data is implemented as intended, there will be a continuum of learning that makes sense for all students. There will be instructional coherence in every subject area.</p>	<p>When Using Data is implemented as intended, there will be a continuum of learning that makes sense for all students. There will be instructional coherence in every subject area.</p>				
<p>NEXT STEPS:</p> <p>This school needs to ensure that:</p> <ul style="list-style-type: none"> • appropriate formative assessments are being used in every subject area and every grade level. • leadership is following through with monitoring and observations of the intent of the Using Data structure. • instructional coherence is being monitored throughout the year. 					

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**MONITORING AND EVALUATING
PROGRAM IMPLEMENTATION**

**If you can describe what a
program will look like when
implemented, you can monitor
its implementation, and
evaluate its impact.**

**“You’ve got to think about big
things while you’re doing small
things, so that all the small
things go in the right direction.”**

- Alvin Toffler

**“How can anyone be sure that a
particular set of new inputs will
produce better outputs if we
don’t at least study what
happens inside?”**

Paul Black and Dylan Wiliam

**Everything
we do is a
*PROCESS.***

FLOWCHARTING SCHOOL PROCESSES

- **Assess what is really being implemented.**
- **Understand how we get our results.**
- **Determine the cause of a problem or challenge.**

FLOWCHARTING SCHOOL PROCESSES

- **Build common understandings of a whole process.**
- **Communicate process related information visually.**
- **Provide a way to monitor and update processes.**

PROCESS FLOWCHARTS

Process maps or flow charts are composed of a relatively standardized set of symbols.

START STOP DECISION ACTION FLOW LINES

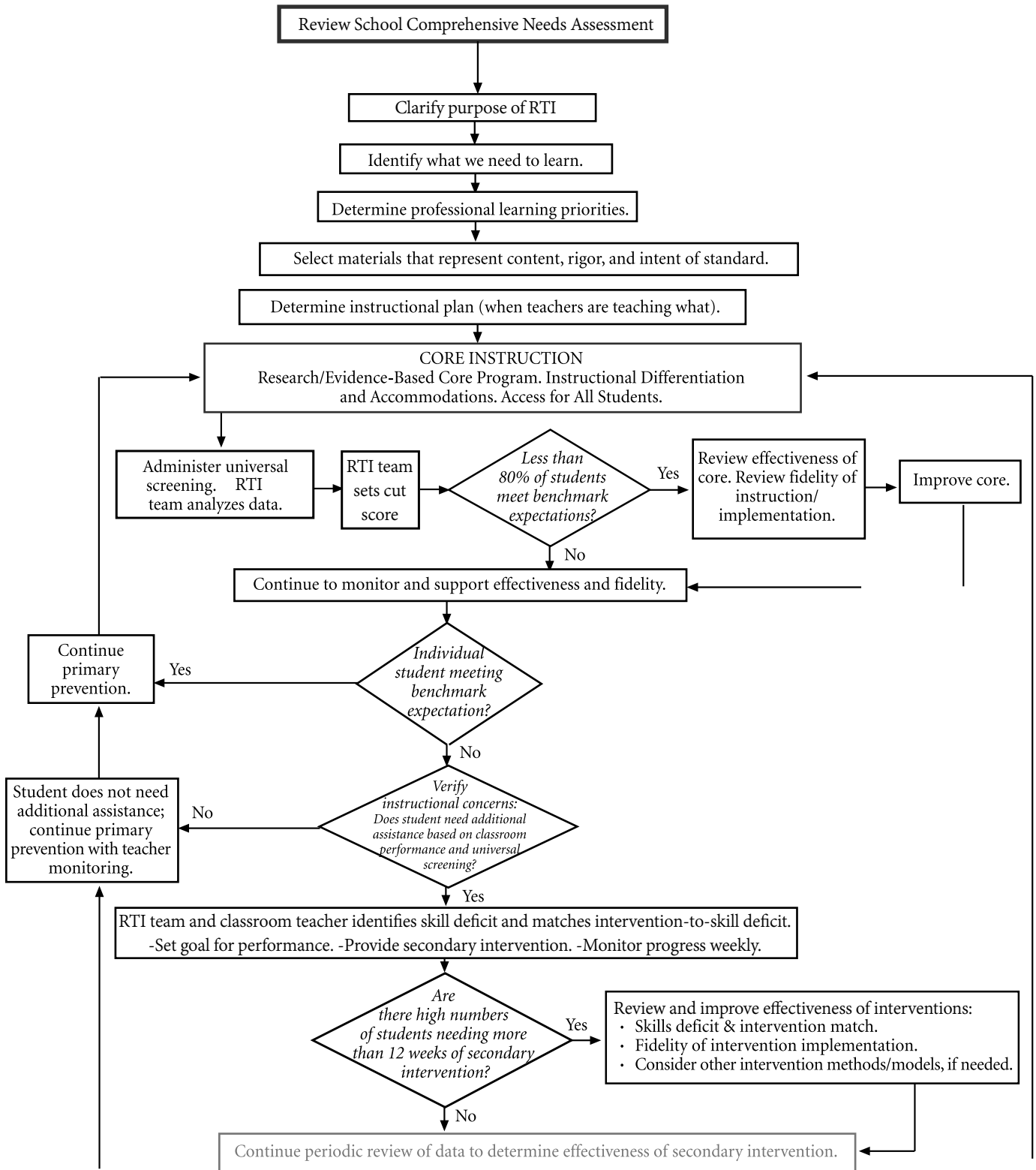
DIAMONDS ARE FOR DECISIONS

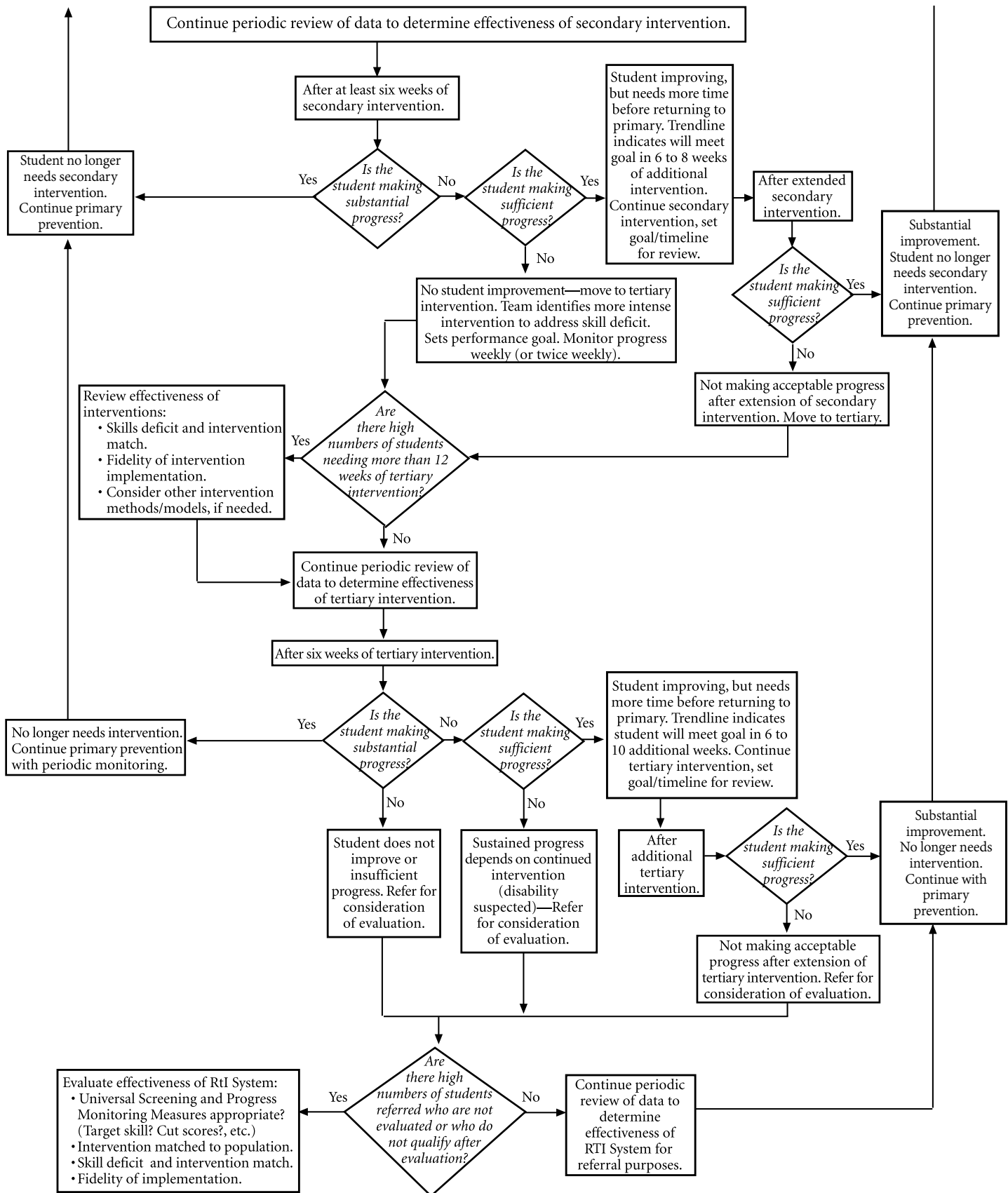
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graph TD; A{Individual student meets benchmark expectations.} -- Yes --> B[ ]; A -- No --> C[ ]
```

RECTANGLES ARE FOR ACTION

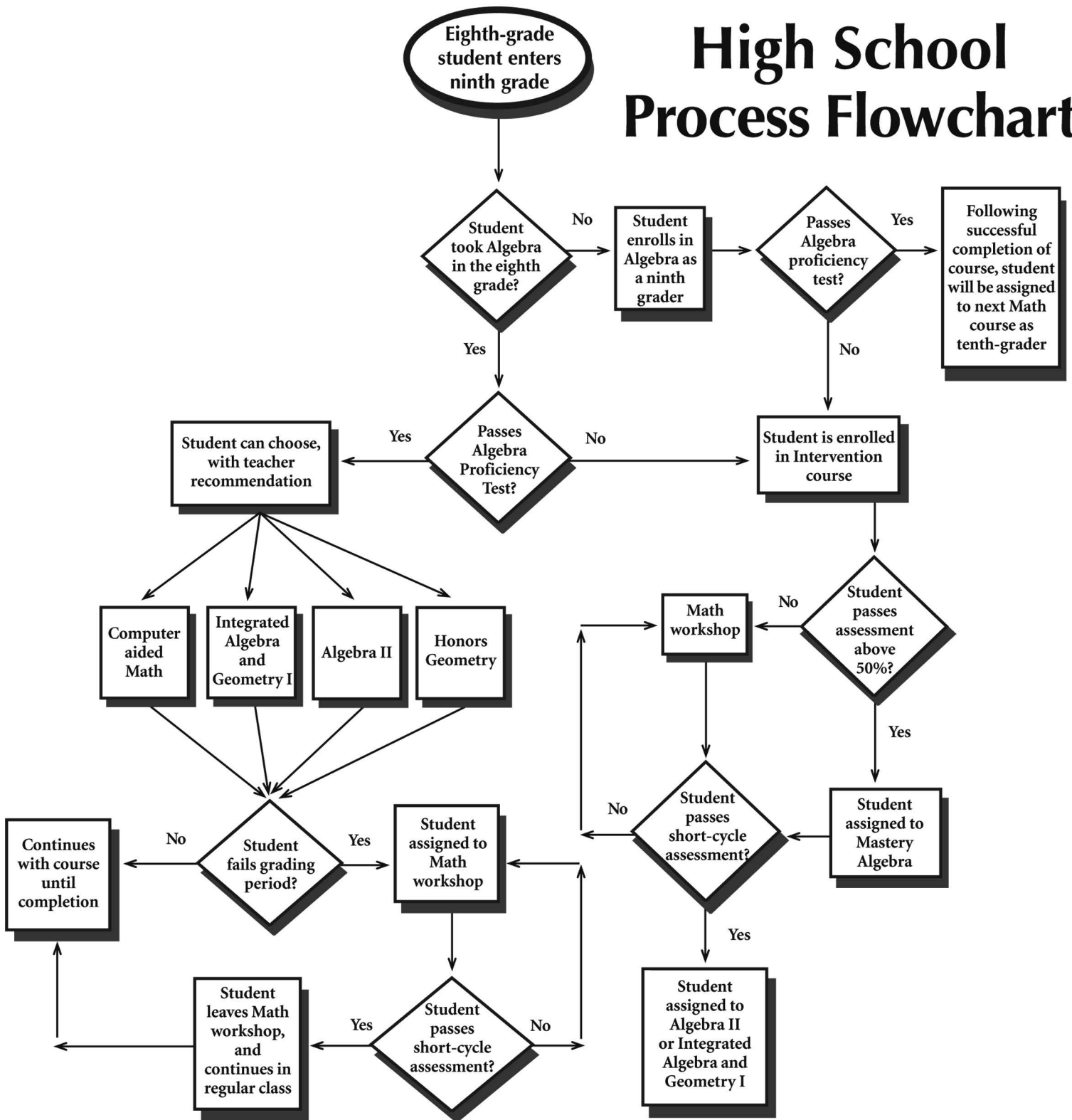
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graph TD; A[Student does need additional assistance—staff identifies skill deficit and matches intervention.] --> B[ ]
```

OUR SCHOOL PREVENTION SYSTEM FLOWCHART



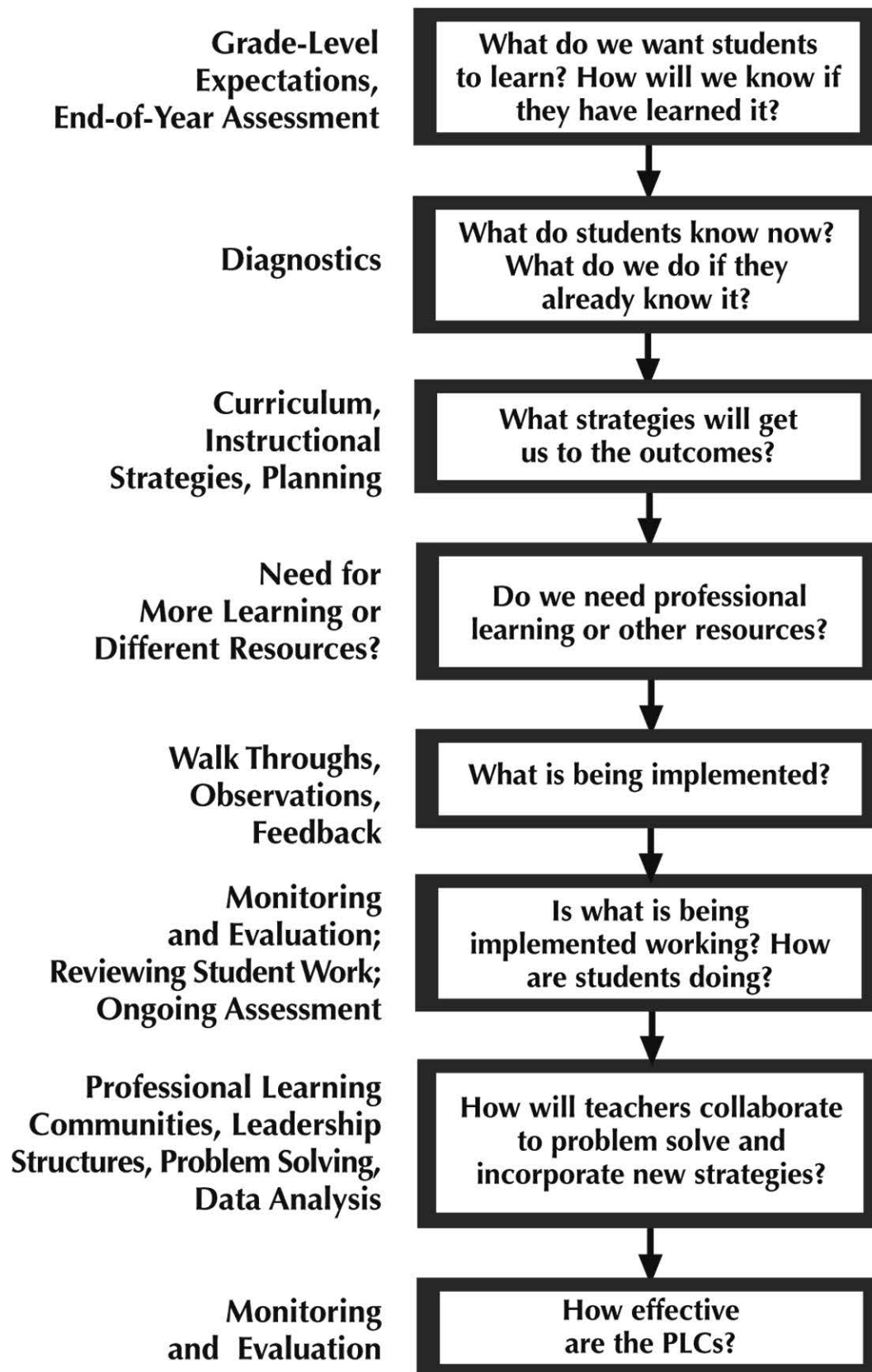


High School Process Flowchart

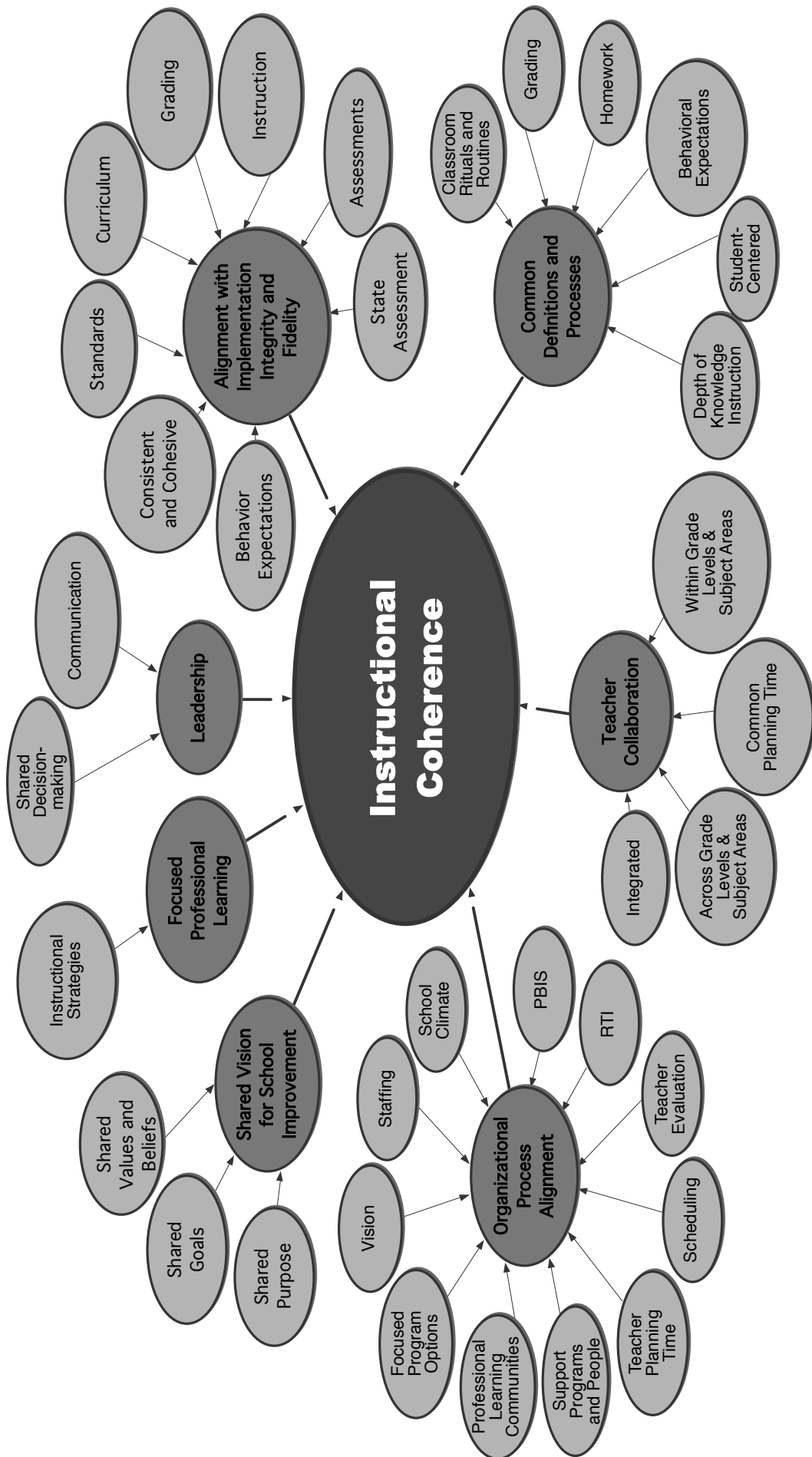


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 Page 261. Reproducible.

THE PROCESS OF USING DATA IN PROFESSIONAL LEARNING COMMUNITIES




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Third Edition. New York, NY: Routledge.
Page 262. Reproducible.*



PROCESS FLOWCHARTS

Within your teams, please use the mapping symbols to map your vision on chart paper...



The diagram shows four symbols for flowcharting: a circle labeled 'START STOP', a diamond labeled 'DECISION', a rectangle labeled 'ACTION', and two horizontal arrows pointing in opposite directions labeled 'FLOW LINES'.

GALLERY WALK


Please take a few minutes to go around and review what the other groups have done.

GALLERY WALK REFLECTIONS

Please take two minutes to share your impressions of the Gallery Walk.

FLOWCHARTING SCHOOL PROCESSES

Use one word or phrase to express how you feel about flowcharting school processes.



THANK YOU!

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