

# No Shortcuts: Alignment and Scaling Up of PLC/Data Teams for “Turn Around Schools”

**Salem Keizer Public Schools**  
**August 6, 2015**  
**Summer Assessment Institute**

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# Guiding Questions for the Presentation

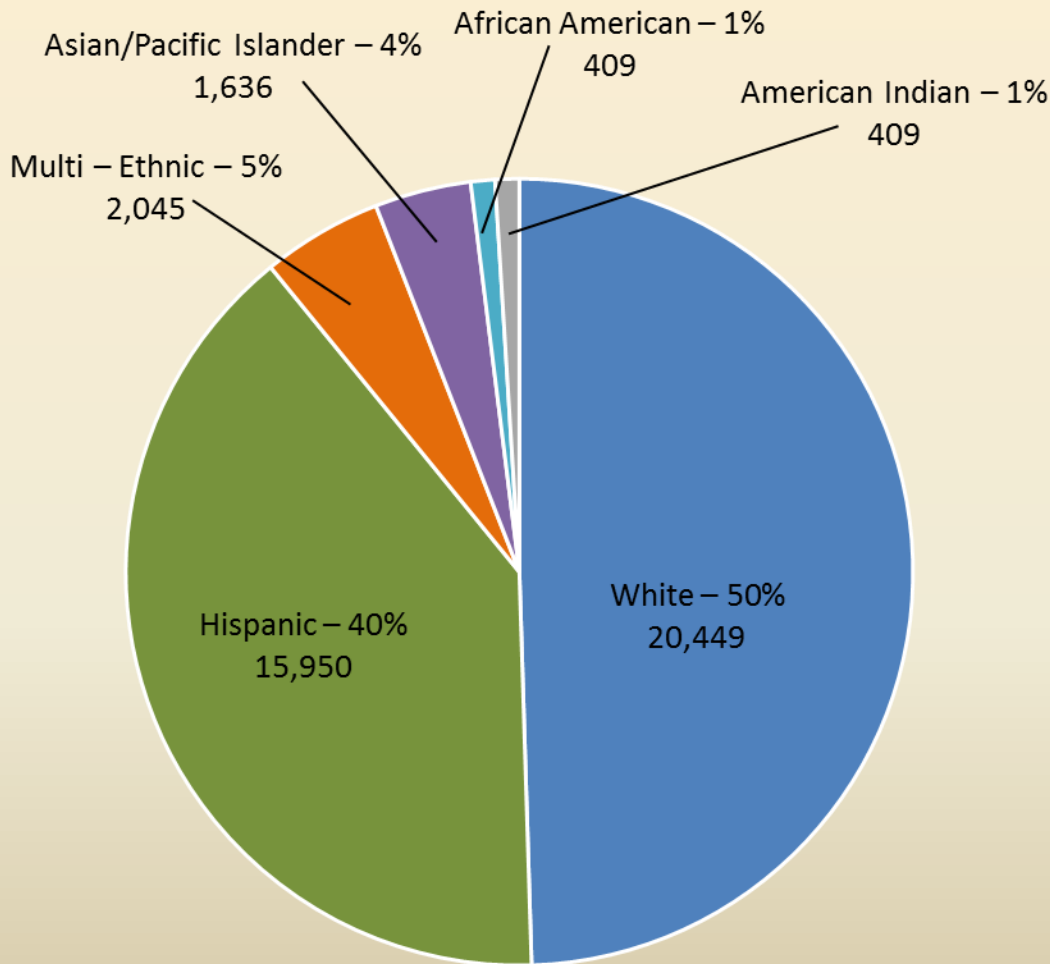
- Who are we as a district?
- What contributed to our focus on Data Teams as a means for improving instruction and student outcomes?
- How did we get started?
- What lessons have we learned?
- What plans do we have to scale up across the district?

# Outcomes of this presentation:

- Understand the progression of how Salem-Keizer SD has focused on improving PLCs and student outcomes in the most challenging schools through implementation of the data team process
- Learn how to access tools and strategies for implementing and refining the practices of data teams

# Who we are:

41,099 Students



## Statistics

**59%** live in poverty;

**25%** hear a language other than English at home;

**19%** are learning English;

**15%** have special education needs; and

**8%** are talented & gifted.

October 2014

# Student Achievement - Elementary Schools

## Who we are:

42 comprehensive schools and 2 charter schools

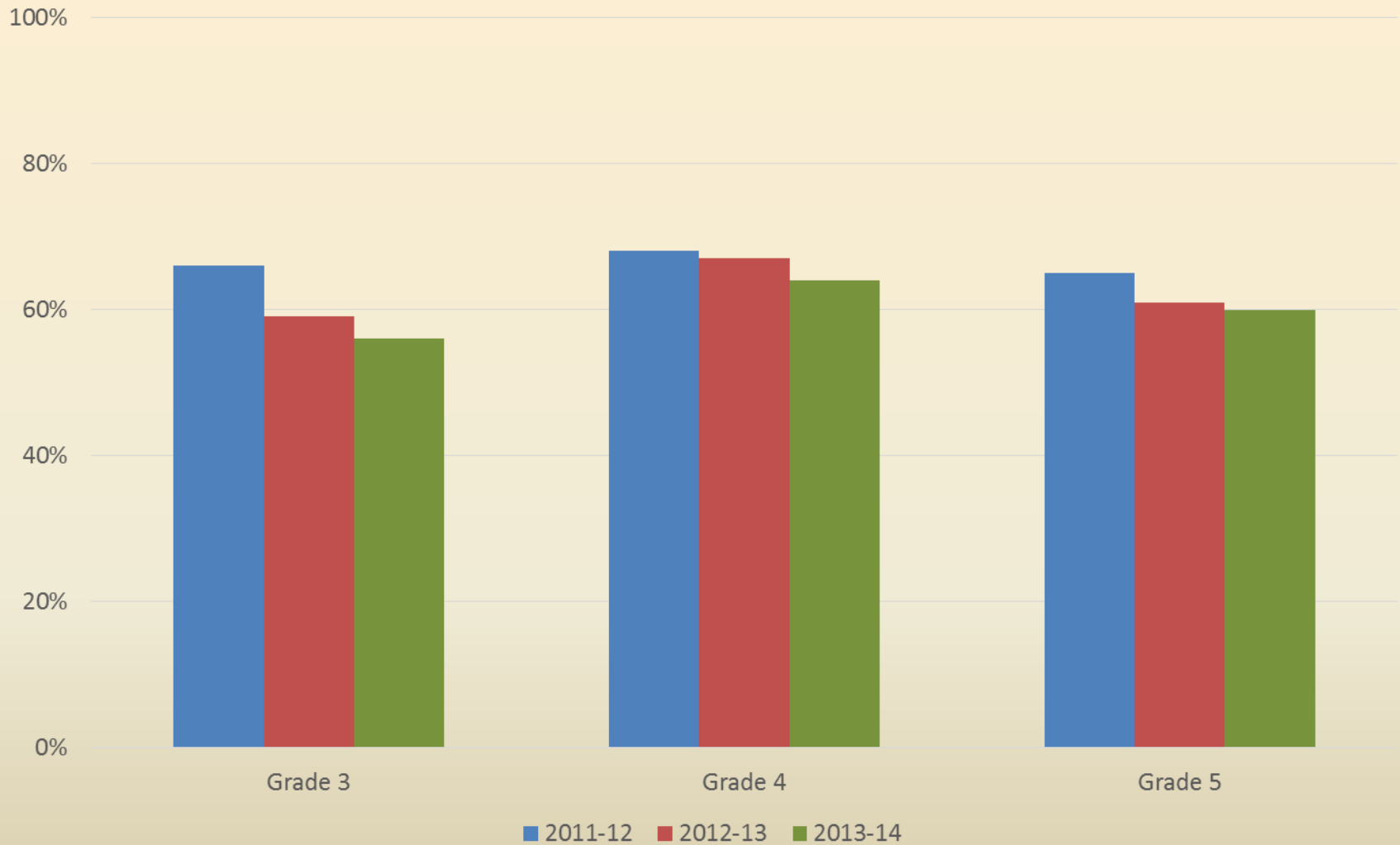
- Largest school is just over 650 students
- 19 schools are identified as Title 1
- 31% are ELS
- 15% are Special Ed
- 63.4% are economically disadvantaged

We serve:

- 19,520 students K-5
- 3.5% are Talented and Gifted
- 1.5% are Homeless

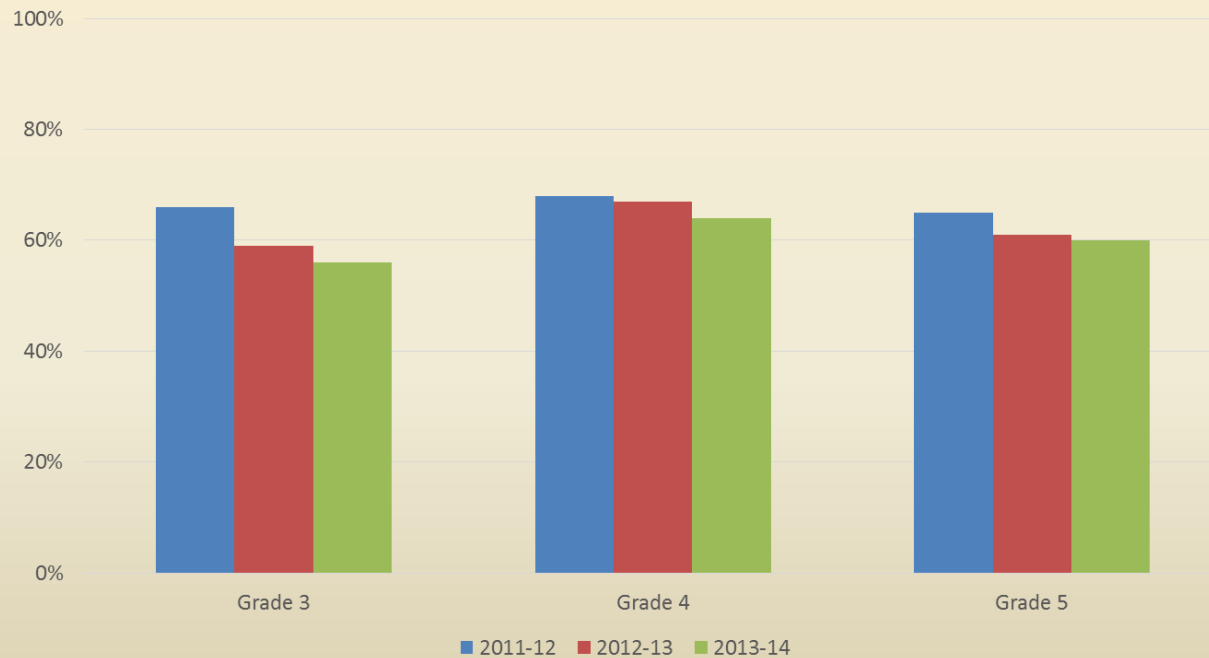
# Elementary School - Reading Scores

Average score of SKSD elementary students who took the test



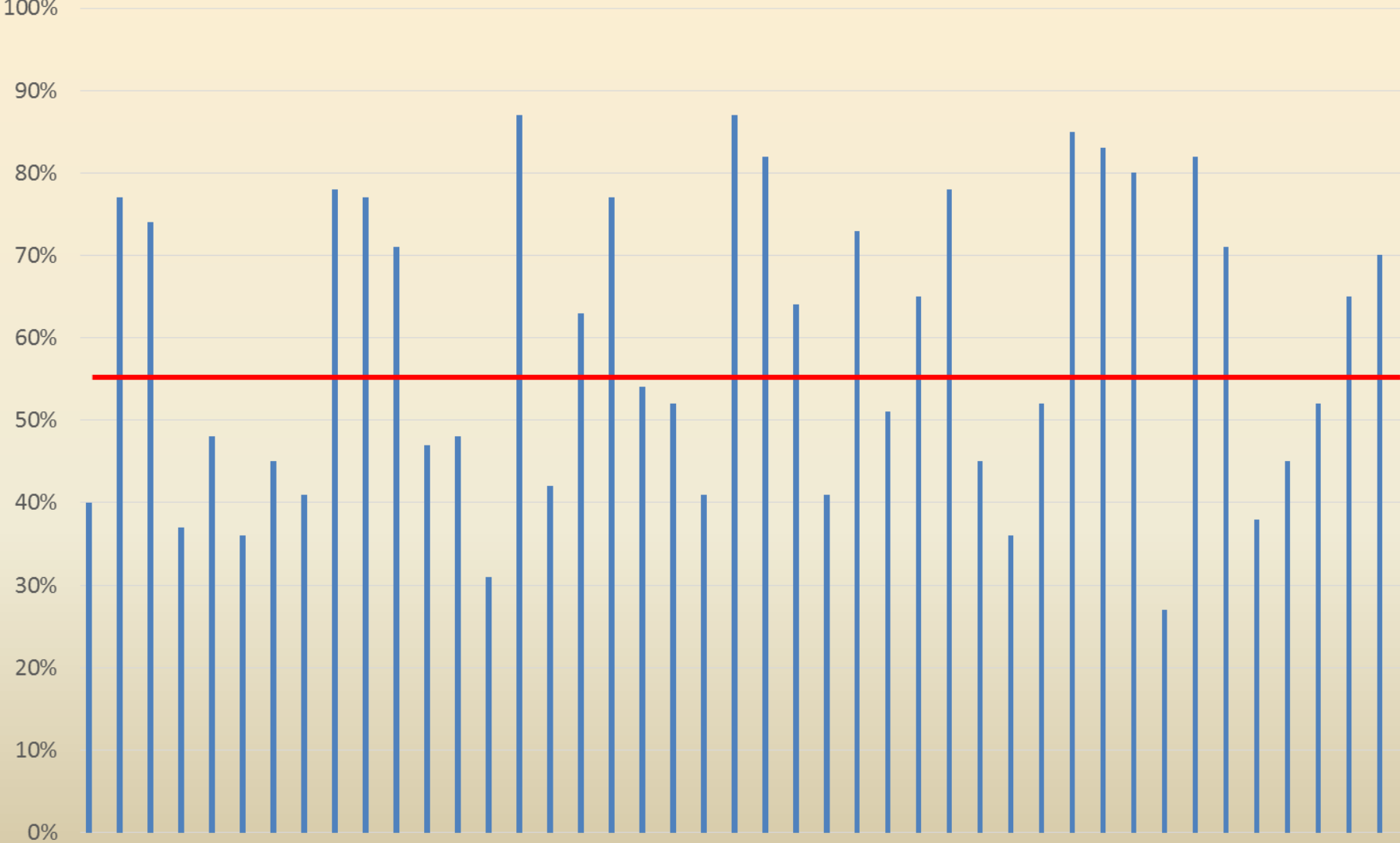
# Elementary School- Math Scores

Average score of SKSD elementary students who took the test



# 3<sup>rd</sup> Grade Reading

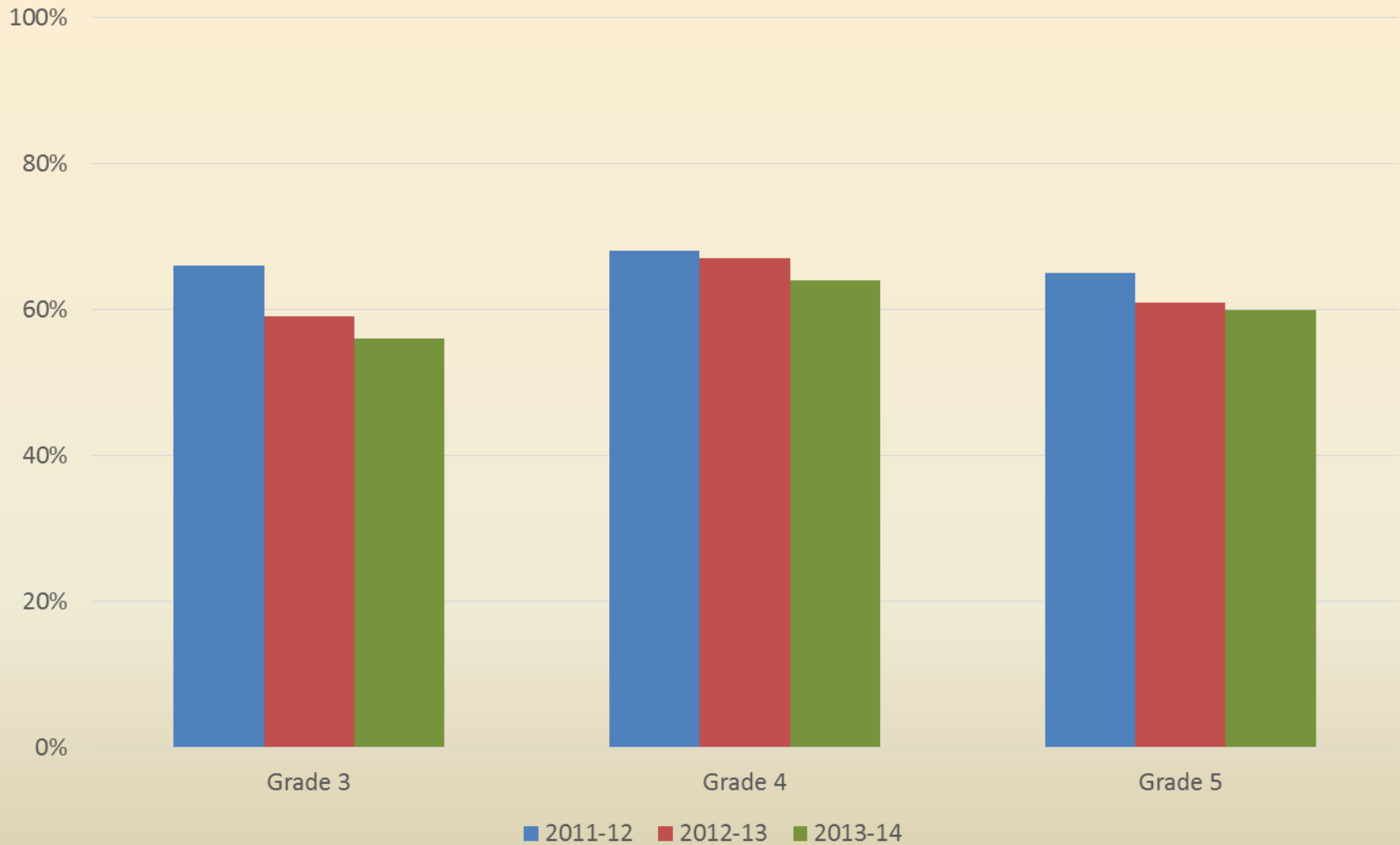
## All schools – 2013-14





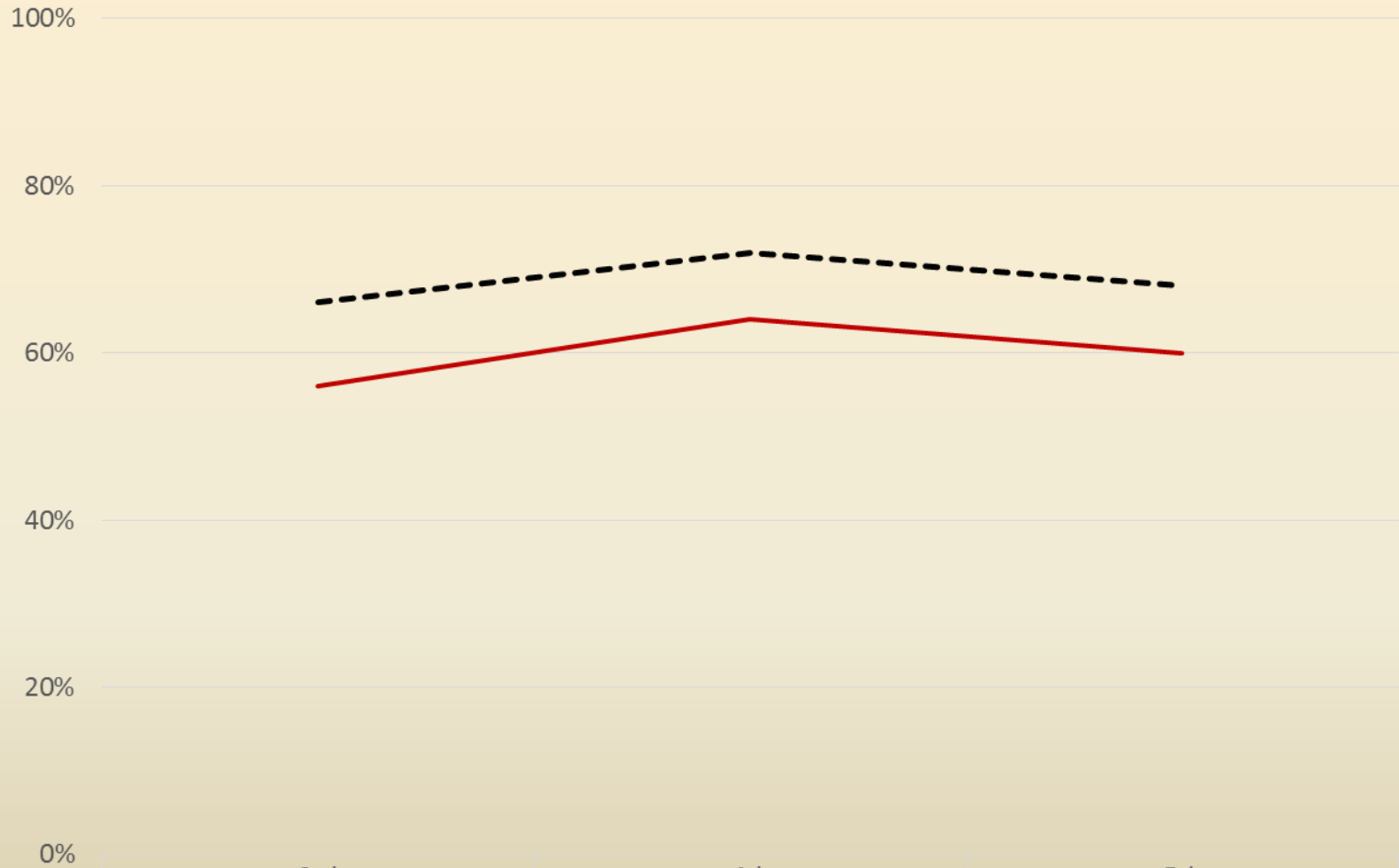
# Elementary School- Reading Scores

Average score of SKSD elementary students who took the test



# 2013-14 Elementary Reading Scores

SKSD compared to State



— District

- - - State

3rd

4th

5th

56%

64%

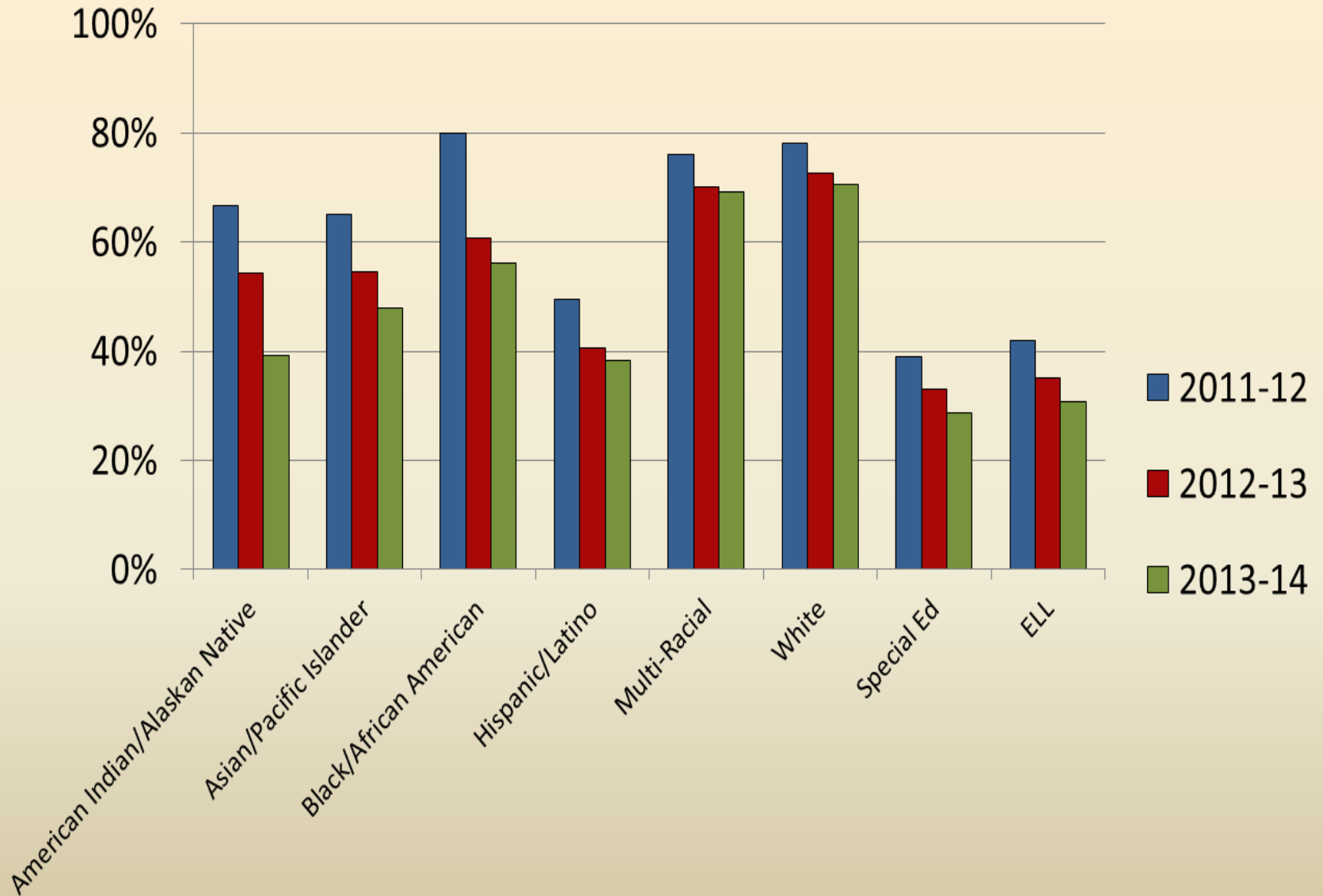
60%

66%

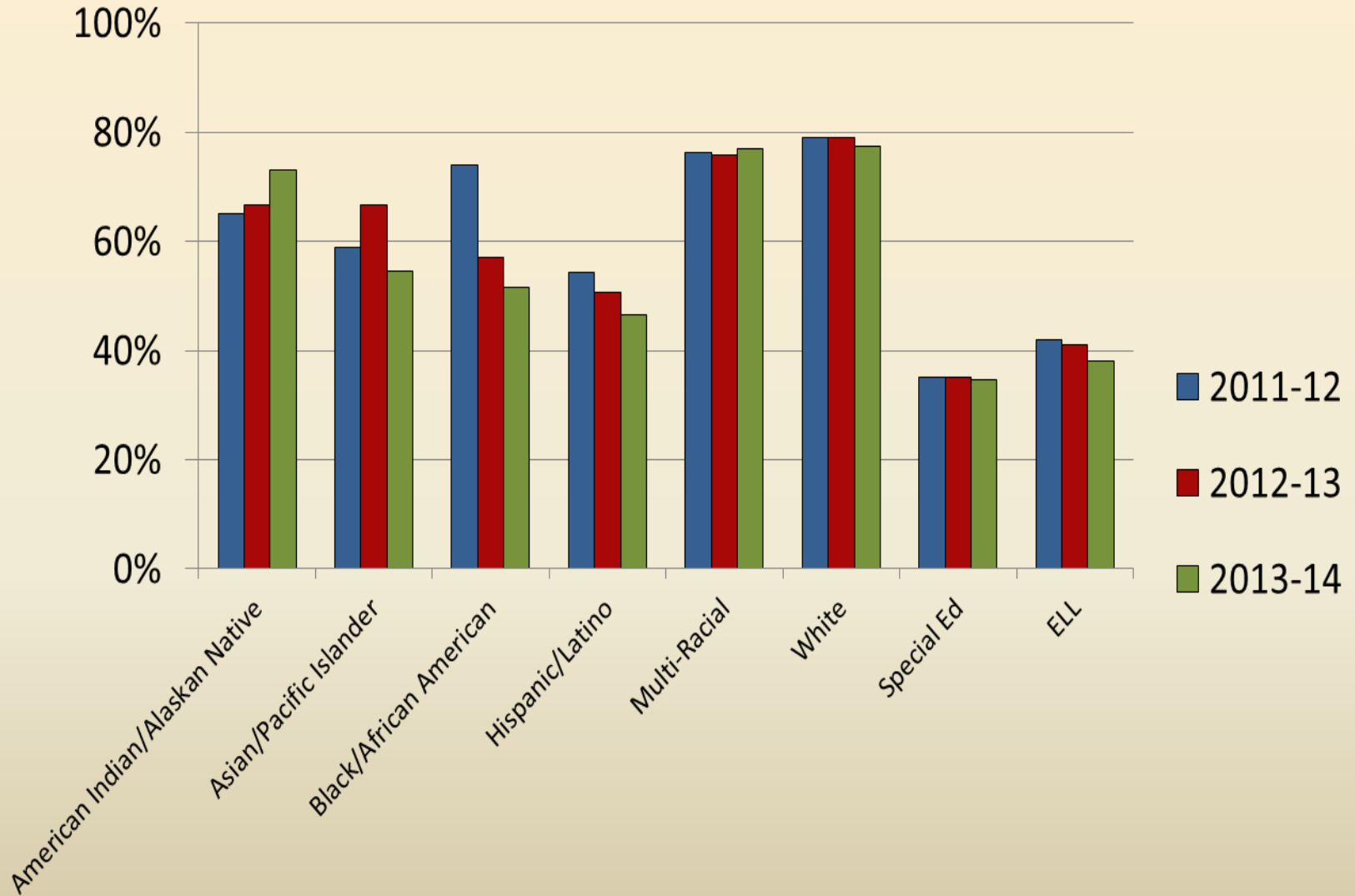
72%

68%

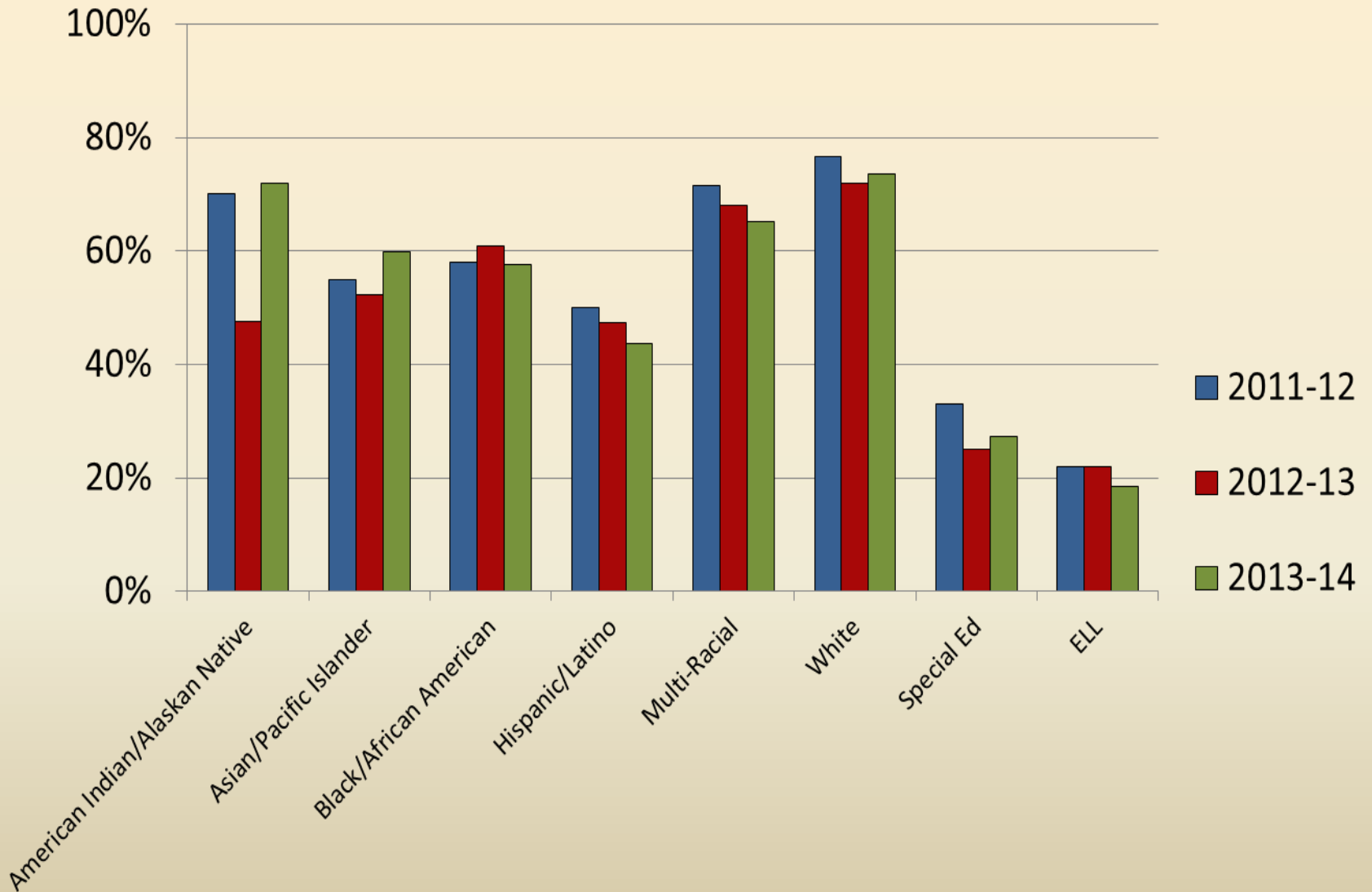
# Reading Scores – Grade 3



# Reading Scores – Grade 4

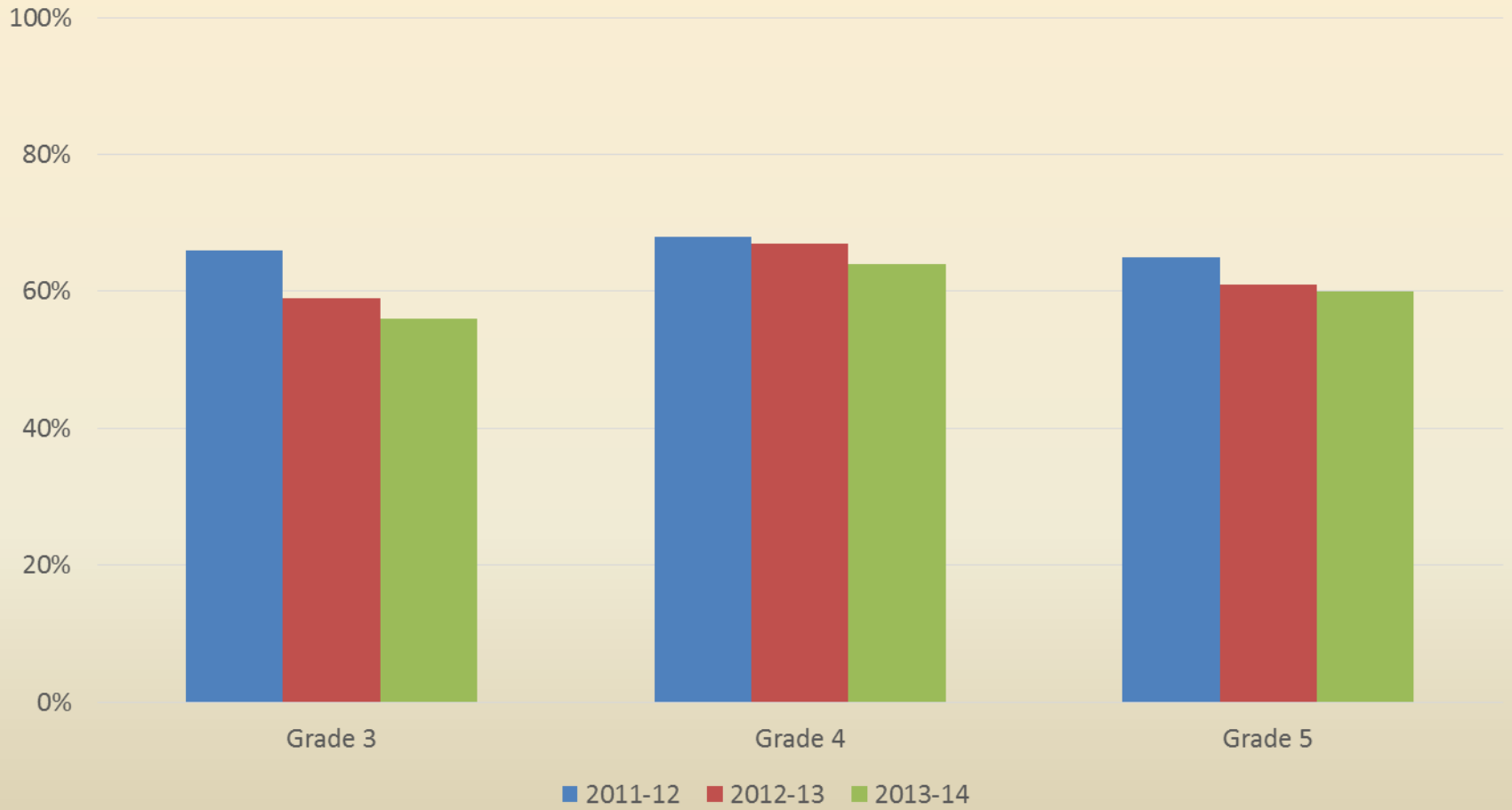


# Reading Scores – Grade 5



# Elementary School- Math Scores

Average score of SKSD elementary students who took the test



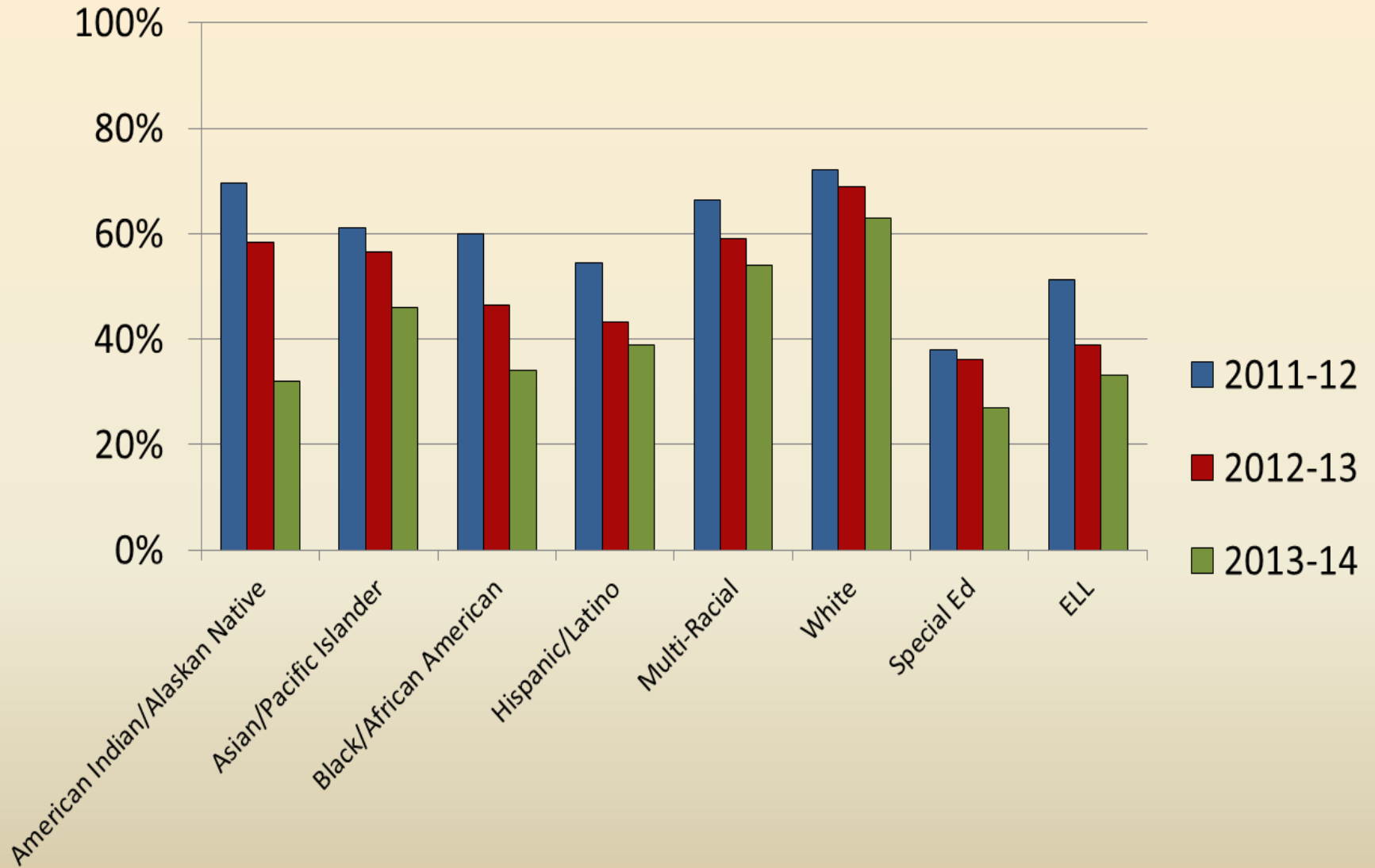
# Elementary Math Scores

## 2013-14 SKSD compared to State



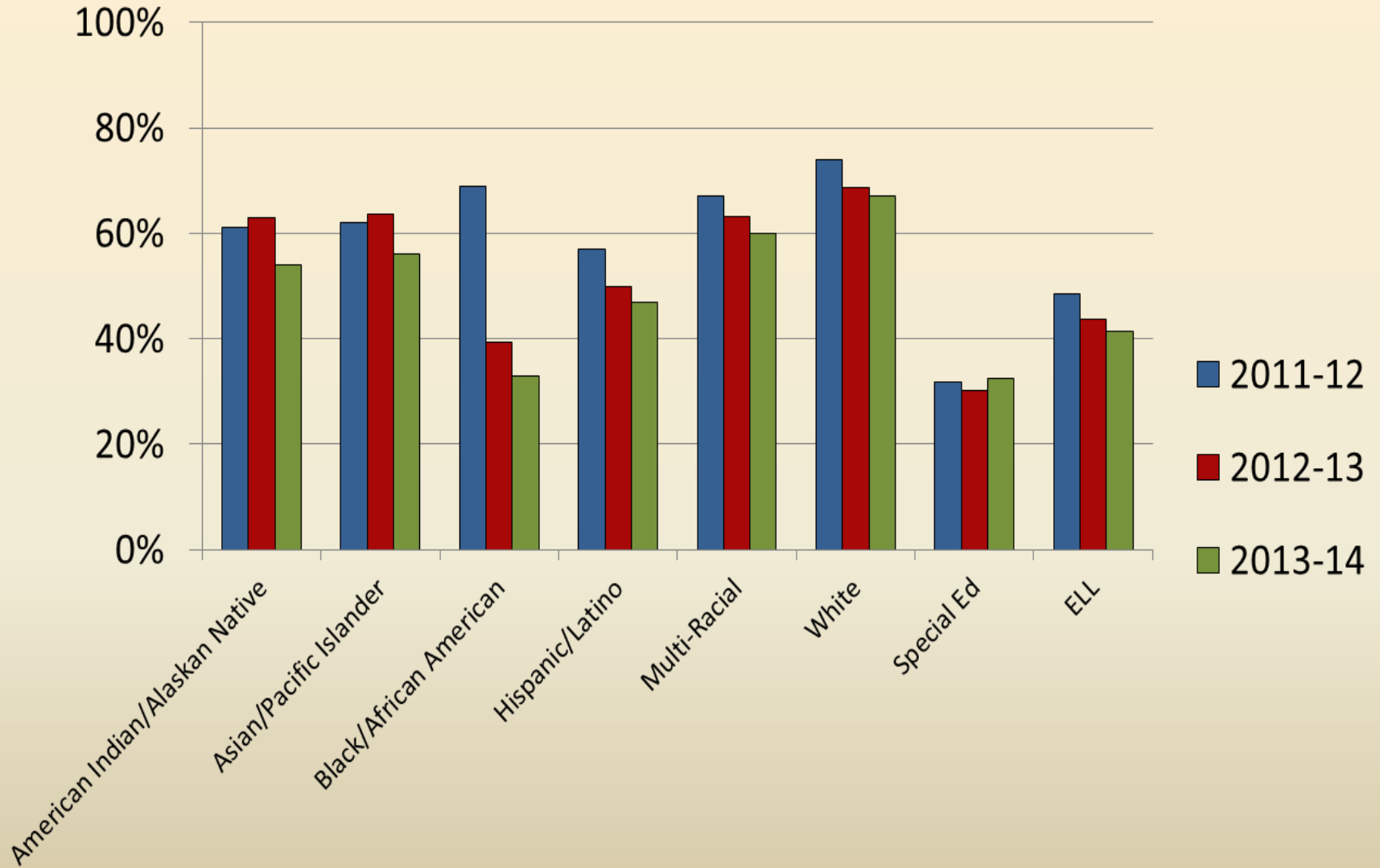
	3rd	4th	5th
District	51%	57%	51%
State	60%	64%	59%

# Math Scores – Grade 3

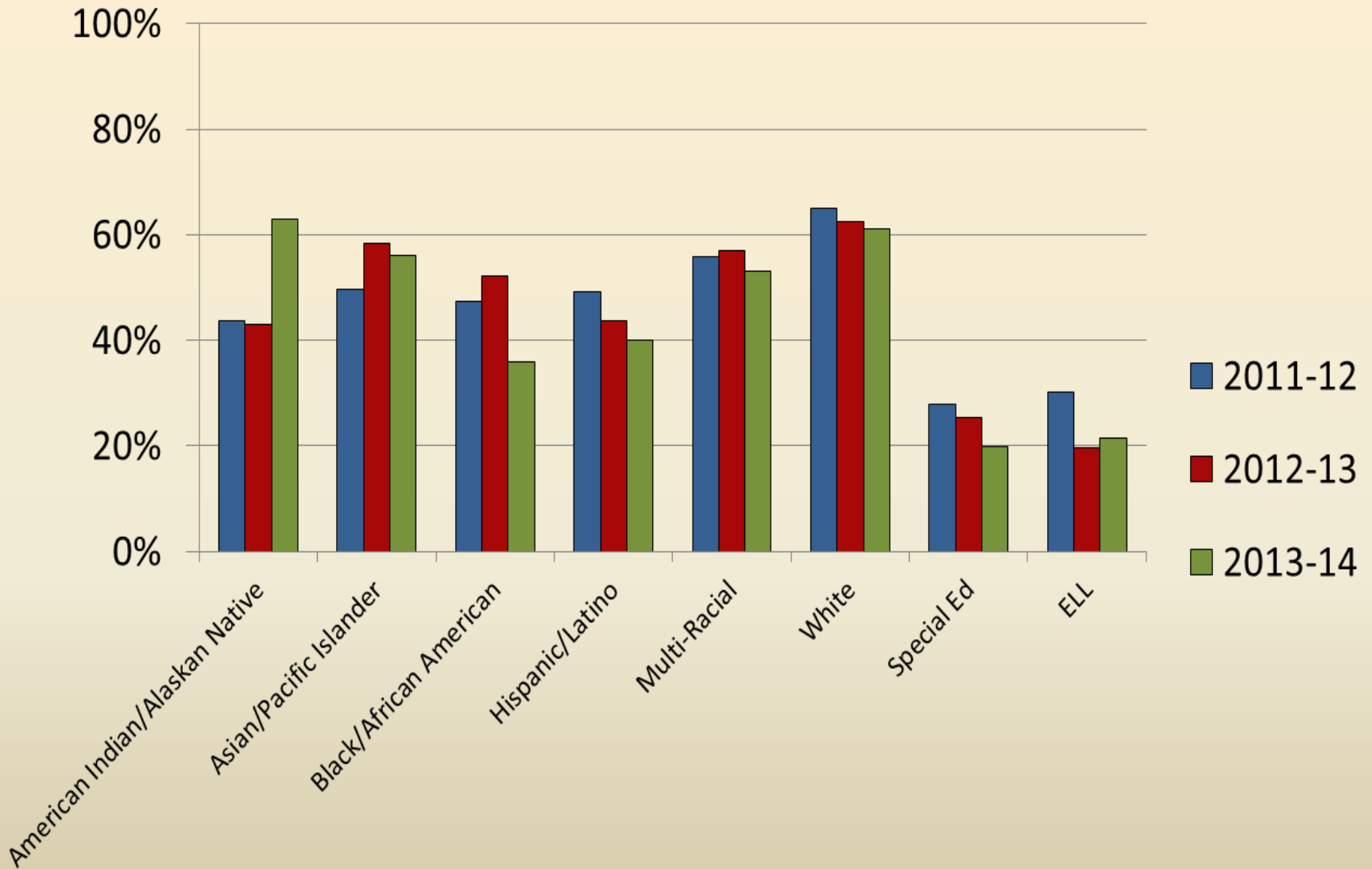




# Math Scores – Grade 4



# Math Scores – Grade 5



# 2012 Focus School Identification

## Priority and Focus Schools

- Title I (high poverty) schools
- identified under Oregon's Next Generation of Accountability model (ESEA Flexibility) waiver plan

## Priority schools

- approximately the bottom 5% of Title I schools
- based on Oregon's new rating formula

## Focus schools

- approximately 15% of Title I schools
- need additional support in closing the achievement gap
- addressing achievement for historically underserved subgroups

- Oregon's approved waiver includes a new rating formula that rates schools based on a combination of factors
  - student achievement
  - growth
  - subgroup growth
- All schools in Oregon receive a rating
- At the end of the four year period, a school must demonstrate progress by meeting overall achievement and growth targets

# Improving Our Practice

Challenges faced by the Focus Schools led to improvements in structures and practices that will affect all schools in the district.

Partnerships with outside entities provided impetus and support for such improvements.

- Data Teams
- Master Scheduling
- New Literacy Adoption

# Self-Reflection Activity

**Educator Effectiveness and Teaching and Learning are the two Areas of Key Effectiveness most often selected by all of the schools that have a CAP.**

1. Read each of the indicators and mark each with either an “F” for “Fully Implemented” or “P” for “Partially Implemented” at your school.
2. From the “Partially Implemented” indicators select three as the top priorities to focus on in the upcoming year.
3. Turn and share with a partner what strategies you might consider to address these indicators.
  - How might Data Teams fit?

## **Educator Effectiveness**

EE 2.1 All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes.

EE 2.2 All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.

EE 2.3 Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.

EE 2.4 Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes.

EE 2.5 All instructional staff in the school use sound classroom management practices that encourage student engagement and effect student learning.

EE 2.6 Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness.

## **Teaching and Learning**

TL 4.1 All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.

TL 4.2 A system is in place for assessing and monitoring student achievement relative to state standards.

TL 4.3 All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.

TL 4.4 All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.



# Focus for Elementary Instruction

- **Data Teams/PLC's**

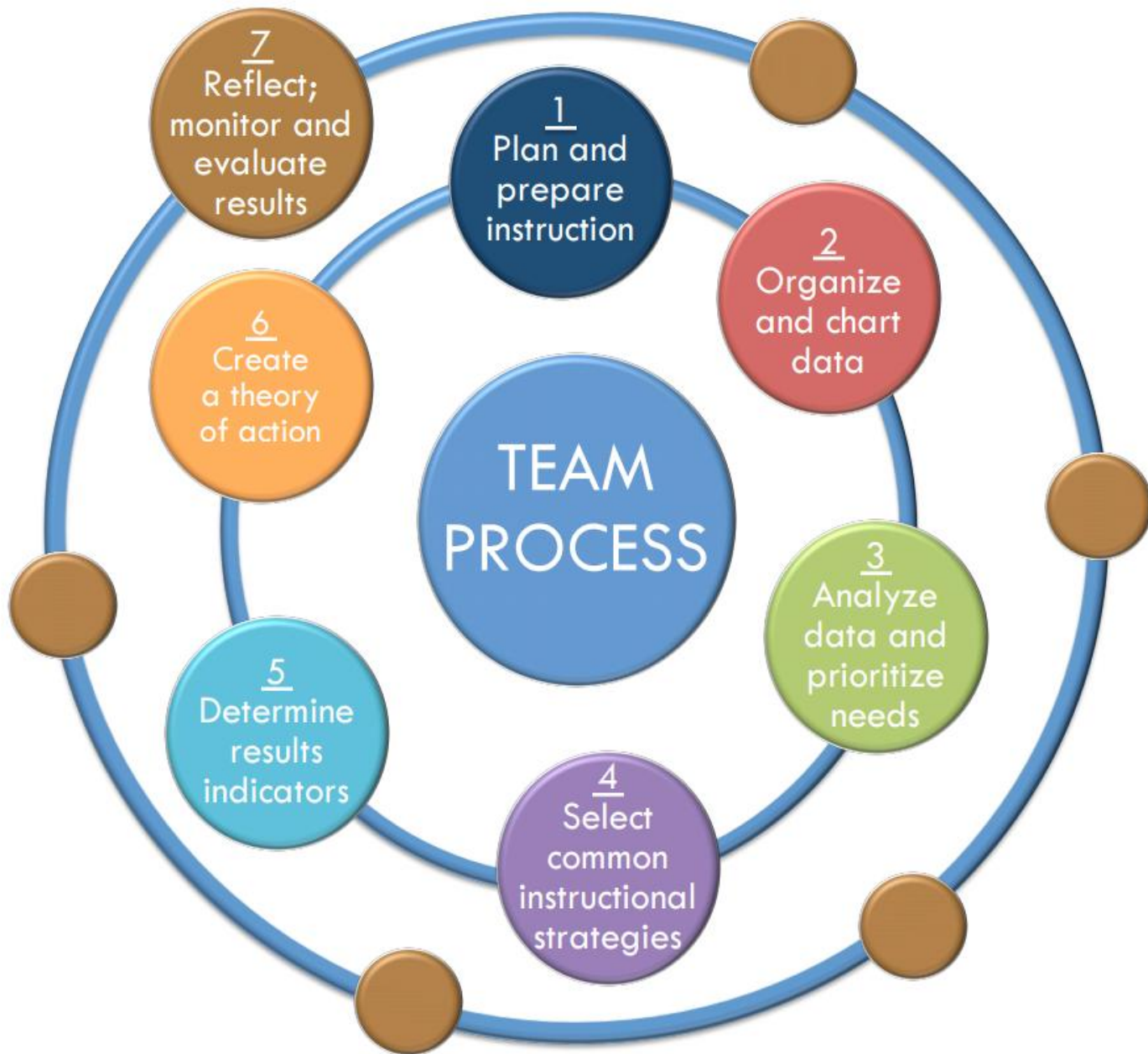
- CCSS
- Improving Instructional Strategies and Assessment
- School-wide Data Analysis Systems
- Data Wall, Data Rooms
- Interventions

## Kindergarten Assessment

- Catch UP

## SpEd's/ELS

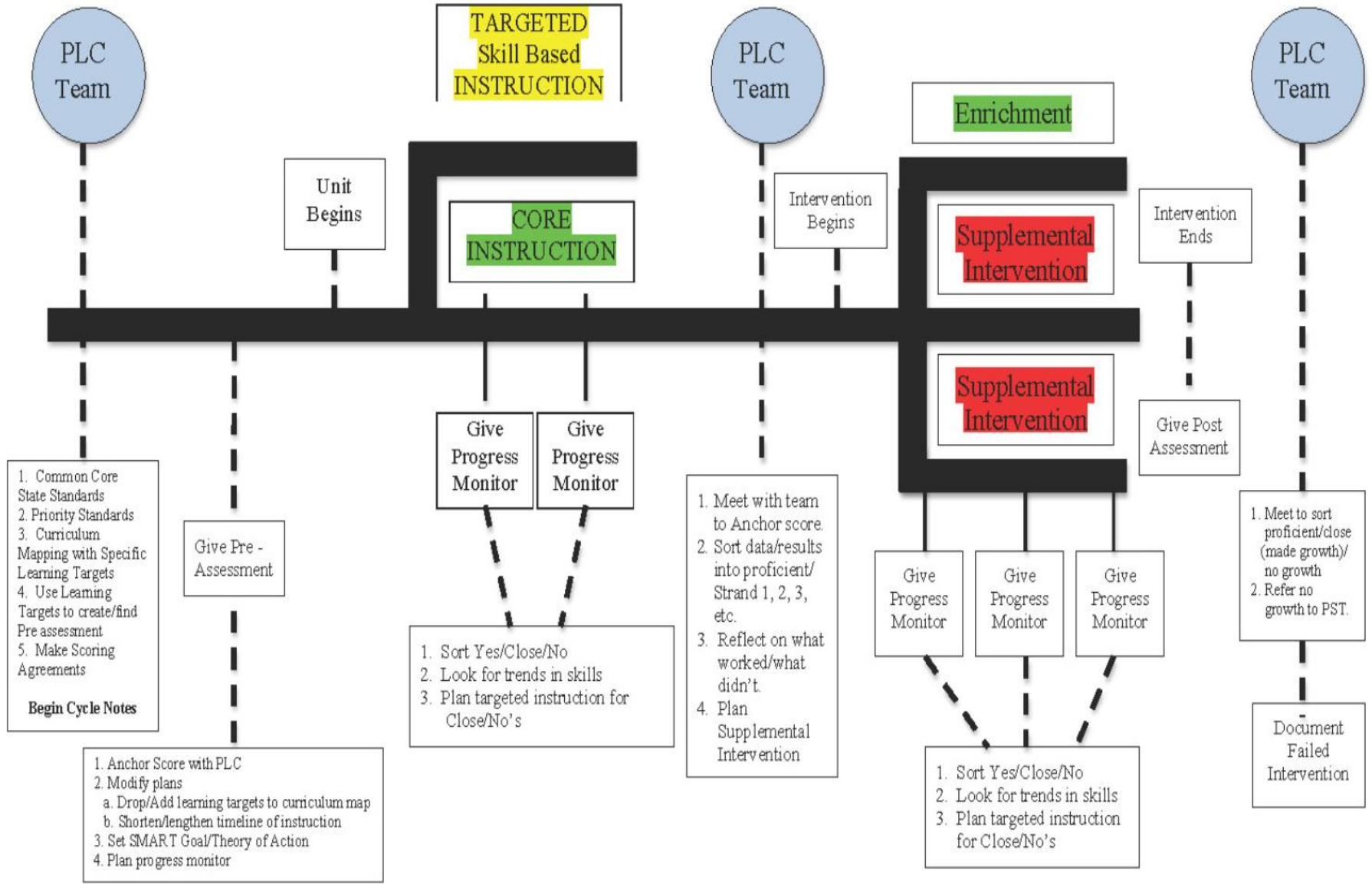
- Standard based IEP's- Piloting push in
- ELS – ongoing Professional Development for teachers
- ELD embedded throughout the day



# Getting Started

- Start small – lessons learned
  - Driven by internal and external assessment of needs
- Provide several training opportunities
  - Multiple years
  - Teams together at the trainings
  - Using own data
  - Ample time to plan together with Coaching Assistance
  - Principals, Coordinators, Directors participate

- Scale according to willingness/readiness/need
- Provide opportunities for teams within and across buildings to support each other in growth and development of the practice
- Provide ongoing coaching
  - Teams
  - Facilitators
  - Principals



PLC Team

TARGETED Skill Based INSTRUCTION

PLC Team

Enrichment

PLC Team

Unit Begins

CORE INSTRUCTION

Intervention Begins

Supplemental Intervention

Intervention Ends

Give Progress Monitor

Give Progress Monitor

Supplemental Intervention

Give Post Assessment

1. Common Core State Standards
  2. Priority Standards
  3. Curriculum Mapping with Specific Learning Targets
  4. Use Learning Targets to create/find Pre assessment
  5. Make Scoring Agreements
- Begin Cycle Notes

Give Pre - Assessment

1. Sort Yes/Close/No
2. Look for trends in skills
3. Plan targeted instruction for Close/No's

1. Meet with team to Anchor score.
2. Sort data/results into proficient/ Strand 1, 2, 3, etc.
3. Reflect on what worked/what didn't.
4. Plan Supplemental Intervention

Give Progress Monitor

Give Progress Monitor

Give Progress Monitor

1. Sort Yes/Close/No
2. Look for trends in skills
3. Plan targeted instruction for Close/No's

1. Meet to sort proficient/close (made growth)/ no growth
2. Refer no growth to PST.

Document Failed Intervention

1. Anchor Score with PLC
2. Modify plans
  - a. Drop/Add learning targets to curriculum map
  - b. Shorten/lengthen timeline of instruction
3. Set SMART Goal/Theory of Action
4. Plan progress monitor

# Data Teaming

- Leadership Team = School Wide Data Team
  - Universal Screening or Benchmarking 2 to 4 times a year
    - Reading
    - Behavior
    - Math
- Data Teams
  - Grade Alike
  - Vertical Alignment
  - Subject Area

# Teacher Intellectual Engagement with the Standards

- The work – getting teachers to deeply engage with the standards and work backwards from teacher created exemplars
  - » Video clip from Bush Team

# Accountability and Support

- Communication on collective goal setting and meeting

» Swegle Team Example

[https://www.youtube.com/watch?v=0li8wK\\_tOf0](https://www.youtube.com/watch?v=0li8wK_tOf0)



# Leadership and Specific Feedback

- Provide feedback to teams
    - Comprehensive Observation Rubric
      - Teams self-assess
      - Coach to teams
      - Principal to teams
    - Principal feedback
      - Real time
      - Synthesis of progress of all teams shared school wide
- [https://www.youtube.com/watch?v=ABf2OzO\\_orU](https://www.youtube.com/watch?v=ABf2OzO_orU)

# Comprehensive Observation Rubric

Team: \_\_\_\_\_

The Educational Excellence Group's  
Comprehensive Observation Rubric

rev. 09/16/14

Step	Proficient		Exemplary		Comments
	<input type="checkbox"/> Check if Not Observed				
<b>Agendas and Minutes</b>	<input type="checkbox"/>	a. Agenda clearly outlines process and outcomes.			<input type="checkbox"/>
	<input type="checkbox"/>	b. Agenda indicates targeted instructional area and specific standards.			<input type="checkbox"/>
	<input type="checkbox"/>	c. Time is allocated for each component of the process.			<input type="checkbox"/>
	<input type="checkbox"/>	d. Agenda reflects collaborative analysis of the relevant cause and effect data of the meeting's focus.			<input type="checkbox"/>
	<input type="checkbox"/>	e. Agenda items, date, and time identified for next meeting.	<input type="checkbox"/>	e. Includes reflections of current team status against goal as appropriate (results from previous assessments, pre-assessment, etc.).	<input type="checkbox"/>
	<input type="checkbox"/>	f. Minutes provide an accurate representation of the meeting process.	<input type="checkbox"/>	f. Minutes are available at the end of the meeting.	<input type="checkbox"/>
<b>Norms and Participation</b>	<input type="checkbox"/>	a. Facilitator reviews meeting norms at beginning of meeting.	<input type="checkbox"/>	a. Norms are explicitly stated on the agenda.	<input type="checkbox"/>
	<input type="checkbox"/>	b. Facilitator invites team members to share ideas, successes, and challenges.			<input type="checkbox"/>
	<input type="checkbox"/>	c. Facilitator guides reflection on adherence to the norms at the end of the meeting and identifies next steps if needed.			<input type="checkbox"/>
<b>Plan and prepare for instruction</b>	<input type="checkbox"/>	a. Standards are prioritized and are the focus of the team's work.	<input type="checkbox"/>	a. Standards are prioritized based on vertical and horizontal alignment, SBAC documents, and summative data.	<input type="checkbox"/>
	<input type="checkbox"/>	b. The standard has been deconstructed into student friendly terms and all members of the group agree upon the definitions included in the standard, intended level of rigor and scope of the standard and targets.	<input type="checkbox"/>	b. Plans are made to assist students in understanding the intent of the standard or target and what they will be held accountable for.	<input type="checkbox"/>
	<input type="checkbox"/>	c. The common assessment (CFA) is directly linked to the prioritized standard(s), match the intended level of rigor of the standard in terms of depth of knowledge, Blooms level, and are appropriate matches for the target type (K,R,S,P)	<input type="checkbox"/>	c. Teachers have taken and revised the CFAs themselves to check for clarity and to better infer where students may struggle.	<input type="checkbox"/>

Team: \_\_\_\_\_

## The Educational Excellence Group's Comprehensive Observation Rubric

*rev. 09/16/14*

Step	Proficient	Exemplary	Comments
	<input type="checkbox"/> d. CFAs assess student prior learning (as appropriate) in order to prepare for differentiated instruction and efficient enough to be scored quickly and used to plan and/or modify instruction.	<input type="checkbox"/> d. A plan is made to share the CFA data with students in the form of actionable feedback	<input type="checkbox"/> <i>Check if Not Observed</i>
	<input type="checkbox"/> e. Standards, learning targets and assessments are aligned.		
	<input type="checkbox"/> f. Levels of proficiency for each standard/Target/CFA are identified.	<input type="checkbox"/> f. Criteria for "exceeding" indicates proficiency beyond the expectations of the grade level standard.	<input type="checkbox"/>
	<input type="checkbox"/> g. Learning targets are student-friendly and clearly state what students are expected to learn and accomplish.		
<b>Data Organization and Analysis</b>	<input type="checkbox"/> a. Data is formatted prior to the meeting to provide easy assimilation, analysis, and efficient use of meeting time.	<input type="checkbox"/> a. Data is appropriately disaggregated.	<input type="checkbox"/>
	<input type="checkbox"/> b. Data is formatted according to the descriptors for that particular data set and is ready to use during the beginning of the meeting	<input type="checkbox"/> b. Electronic and hard copies of data set available to team members prior to the beginning of the team meeting.	<input type="checkbox"/>
	<input type="checkbox"/> c. Data is disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis.	<input type="checkbox"/> c. Data is triangulated (multiple sources of data included that further illuminate students; knowledge and skill in the area being examined).	<input type="checkbox"/>
	<input type="checkbox"/> d. Data includes student work from the assessment being reviewed. Calibration/group scoring is conducted as needed. (3-5 assessments)	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> e. An efficient system or method is in place allowing teachers to document individual and group achievement to mastery of standards.		<input type="checkbox"/>

Team: \_\_\_\_\_

## The Educational Excellence Group's Comprehensive Observation Rubric

rev. 09/16/14

Step	Proficient		Exemplary		Comments <input type="checkbox"/> Check if Not Observed
<b>Analysis of Strengths and Obstacles</b>	<input type="checkbox"/>	a. The inferring of strengths and needs is based on a direct analysis of student work and/or item analysis of assessments being used.	<input type="checkbox"/>	a. Priority needs reflect areas that will have impact within multiple skill areas.	<input type="checkbox"/>
	<input type="checkbox"/>	b. Facilitator keeps conversation regarding strengths and obstacles focused on the actionable cause data.			<input type="checkbox"/>
	<input type="checkbox"/>	c. Facilitator takes the team beyond labeling the need of the 'what' to infer the 'why' or root cause through the use of the appropriate analysis tool.			<input type="checkbox"/>
	<input type="checkbox"/>	d. Strengths and needs are identified for each 'performance' group (i.e., meeting the learning needs for all students).			<input type="checkbox"/>
	<input type="checkbox"/>	e. Needs are prioritized to reflect those areas that will have the largest impact on the standard of focus (where will our focus result in the greatest growth for students?).	<input type="checkbox"/>	e. Facilitator has created the structures to support the team's efficient identification of areas for action.	<input type="checkbox"/>
<b>Instructional Strategies</b>	<input type="checkbox"/>	a. Strategies directly target the prioritized needs identified during the analysis.	<input type="checkbox"/>	a. Strategies selected impact multiple skill areas.	<input type="checkbox"/>
	<input type="checkbox"/>	b. Strategies chosen will modify teachers' instructional practice.	<input type="checkbox"/>	b. Strategies include modeling of how selected strategies would be implemented.	<input type="checkbox"/>
	<input type="checkbox"/>	c. Strategies are described for each performance group.	<input type="checkbox"/>	c. The team is led in a discussion that addresses their capacity to use the selected instructional strategy and identifies needed resources, etc.	<input type="checkbox"/>
	<input type="checkbox"/>	d. Agreement is reached on common, prioritized research-validated strategies that will have greatest impact.			<input type="checkbox"/>
<b>Results Indicators</b>	<input type="checkbox"/>	a. Strategies describe actions of the adults that change the thinking of students.	<input type="checkbox"/>	a. The team is led in a discussion on acceptable, ongoing adaptations to strategy implementation ("if... then...")	<input type="checkbox"/>
	<input type="checkbox"/>	b. Describes what the teacher will be doing if the strategy is being implemented.	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>	c. Describes what the students will be doing and what will be seen in work if the strategy is being implemented.	<input type="checkbox"/>	c. Specific enough to allow teachers to predict student performance on the next assessment.	<input type="checkbox"/>
	<input type="checkbox"/>	d. Descriptions of strategies are specific enough to allow for replication. Clear and detailed descriptions that allow team and others to replicate the describe practices in the future. (i.e., implementation, frequency, duration, resources).			<input type="checkbox"/>

Team: \_\_\_\_\_

## The Educational Excellence Group's Comprehensive Observation Rubric

rev. 09/16/14

Step	Proficient		Exemplary		Comments <i>☐ Check if Not Observed</i>
<b>Theory of Action</b>	<input type="checkbox"/>	a. The Theory of Action is clearly linked to Step 4 and Step 5 of the process. (If we ____ (Step 4), then ____% (Step 2) of our students will be able to ____).			<input type="checkbox"/>
	<input type="checkbox"/>	b. A specific group or groups of students (e.g., FTG & Approach) are targeted.			<input type="checkbox"/>
	<input type="checkbox"/>	c. A sound method is used to identify the % of students who will be proficient. For example, all students in the Approaching category should move, and then about ½ to ¾ of the FTG. The combined number of students within the Approaching and the estimated number of students in the FTG are captured in the % of students who will be proficient.			<input type="checkbox"/>
	<input type="checkbox"/>	d. A clear statement is provided of where students are and where they need to go to demonstrate proficiency.			<input type="checkbox"/>
	<input type="checkbox"/>	e. A specific percentage of students are identified that will demonstrate proficiency.			<input type="checkbox"/>
	<input type="checkbox"/>	f. An effective strategy is identified to achieve goals.			<input type="checkbox"/>
	<input type="checkbox"/>	g. A clear performance indicator is written for targeted students (will be able to ...).			<input type="checkbox"/>
<b>Goals</b>	<input type="checkbox"/>	a. Establish, review, or revise a goal	<input type="checkbox"/>	a. Targeted needs have impact in multiple skill areas, e.g., "identifying supporting details".	<input type="checkbox"/>
	<input type="checkbox"/>	b. Specific targeted subject area, grade level, and student oriented.	<input type="checkbox"/>	b. Intervention students have a goal related to prerequisite skills necessary for proficiency.	<input type="checkbox"/>
	<input type="checkbox"/>	c. Measurable performance assessment indicators are identified.			<input type="checkbox"/>
	<input type="checkbox"/>	d. Achievable gains based on current performance of all students.			<input type="checkbox"/>
	<input type="checkbox"/>	e. Relevant goal addresses needs of students.			<input type="checkbox"/>
	<input type="checkbox"/>	f. Timeframe for next steps established.			<input type="checkbox"/>
<b>Meeting Self-reflection</b>	<input type="checkbox"/>	a. Facilitator guides team self-reflection of meeting goals and processes.			<input type="checkbox"/>

# Next Steps

- Scaling Up
  - All 44 Elementary Schools
- Building internal capacity
  - Future development of support structures

# Resources

- Check out SK Elementary School Sessions at the SAI
  - Four Corners Elementary
  - Swegle Elementary
- Visit Educational Excellence for more information and resources

<http://www.educationalexcellence.org/home.html>