Raising Student Achievement: Aligning Structures of Accountability with Program Implementation

HILLSBORO SCHOOL DISTRICT

http://tinyurl.com/nq4j743

Where do we begin?

- Creating a movement
- Valuing every student in the Hillsboro School District

https://www.youtube.com/watch?v=fW8amMCVAJQ

Alignment

- Strategic Plan
- Board Goals
- Superintendent Goals
- Cabinet Goals
- School Goals

Strategic Plan

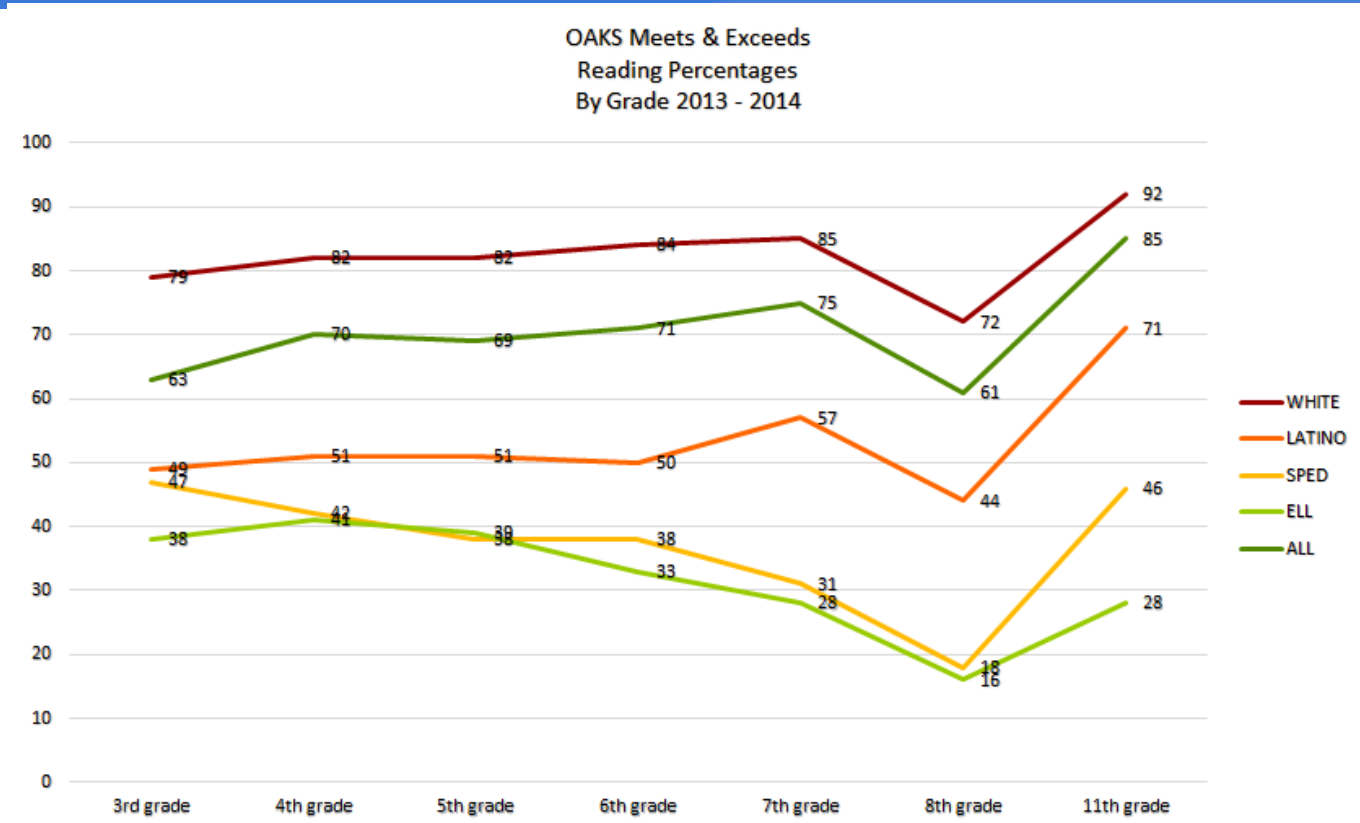
Equity

- What really matters?
- What does equity mean and look like in HSD?
- What does equity mean and look like in your district?

It is our continuing comfort with profound inequality that is the Achilles heel of American education.

Linda Darling-Hammond

Achievement Gap



$$33^{8}3$$

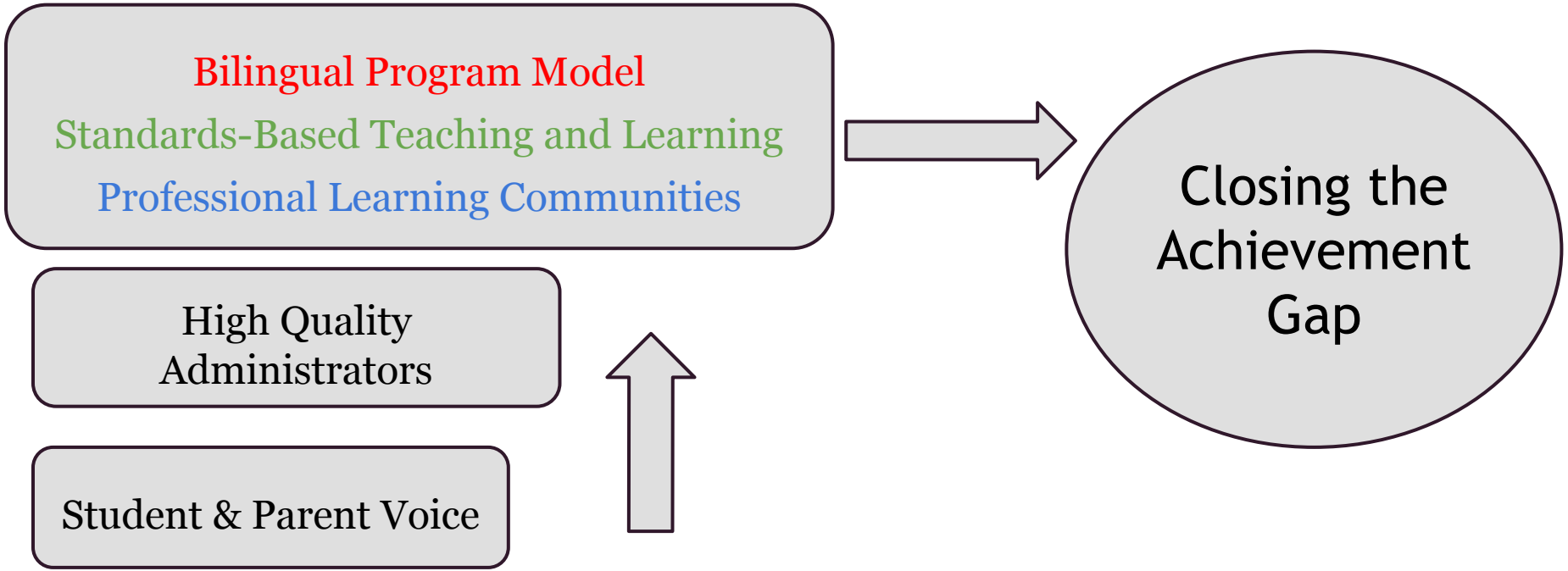
1522

What’s your number?

Pursued 2 Paths

Clarity

Equitable Approaches and Practices



Accountability

We are experts at holding our students accountable

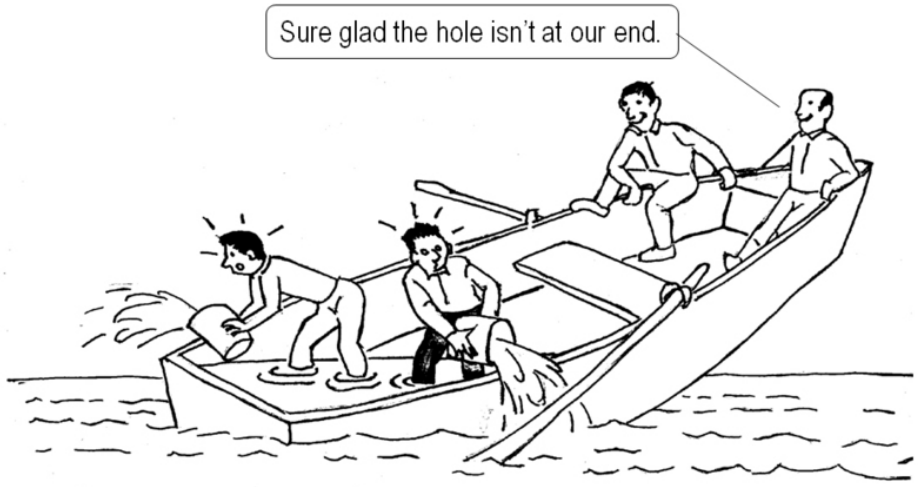
What are some accountability structures in your district?

Influence & Accountability

Reciprocal Accountability

Think about your district alignment

- Does everyone know what your priorities are?
- Do they know how you are measuring progress?
- How is staff supported?



Burden of Proof

Bilingual Program Model
Bilingual Diploma +
College and Career Ready
Focused & Integrated ELD
-Literacy-Based Lang. Dev.
-Content-Based Lang. Dev.
Bilingual
Education
K-12 Dual Language Prog.
-L1 Content and Literacy
-Language is an Asset
Sheltered Instruction
-Full Access to Rigorous Content
-Language Scaffolding Across Curriculum
-Effective Teaching Strategies

Office for School Performance

Supervisory Targets for Instructional Leadership 2012 -13

- Review School Improvement Plan + Visual
- Goal setting with individual principals
- Discuss instructional coach model
- Discuss data around student achievement
- Review Schedule of ELL, Sped- are they assessing core standards
- Review PLC and school systems
- Discuss specialist schedules
- Bilingual Program Model Self-Assessment

- Review Academic Seminar Plan
- Review Comprehensive Assessment Plan
- Discuss Classroom Supervision Schedule/Quick Visits
- Discuss Intervention Plan/Enrichment
- Review Title Plan
- Discuss staff effectiveness and concerns
- What is your parent and community communication plan?

- Conference with Level Director regarding SIP
- Evaluate principal goals
- New SIP Due to Level Director by June 30
- Review PBIS data and discuss improvement
- Share and discuss evidence of feedback loops

- Follow up on the 5 dimensions of quality instruction
- Classroom Observations for five dimensions
- Look at samples of short shots/observations
- Review Progress on School Improvement Plan
- Review PLC Progress/documentation
- Review Instructional Coach Model
- Review PBIS Data from 11-12/12-13 and discuss plans for improvement

- Classroom observations for five dimensions
- Classroom observations for specialists
- Discuss areas of focus for next year's school improvement plan
- Discuss staffing plan
- Look at budget and discuss how it was used to support SIP and next year's SIP
- Review the effectiveness of instructional coach model

- Classroom observations for five dimensions of quality instruction
- Classroom observations for implementation of bilingual program model
- Discuss progress on principal goal setting
- Look at documents of PLC work and progress
- Review data on students of concern
- Progress of IEP Completion for Census
- Show data on QFIC of SIP goals

- Begin planning the 13-14 SIP
- Classroom observations for five dimensions
- Classroom observations for SPED
- Review PBIS data and determine areas of improvement
- Review progress of school improvement plan
- Show data on QFIC of SIP goals
- Discuss samples of communication to parents and staff

- Classroom observations for five dimensions of quality instruction
- Classroom observations of specialists
- Look at samples of communication to parents and staff
- Discuss Usage of Communication Plan for school 2nd order changes
- Analyze parent involvement and public engagement
- Mini observations

- Classroom observations for five dimensions
- Classroom observations for Bilingual Program Model
- Look at samples of short shots/ observations
- Discuss professional development calendar successes and future needs
- Intervention Plan
- Review Instructional Coach Model

- Academic Conference
- Classroom observations for five dimensions
- Discuss progress on principal goal setting
- Look at documents of PLC work and progress
- Review data on students of concern
- Review assessment plan
- Discuss use of funds to support SIP.
- Discuss staff effectiveness and concerns

- Classroom observations for five dimensions
- Classroom observations of SPED
- Review Progress on School Improvement Plan
- Review instructional coach effectiveness
- Prepare for Academic Conference
- Look at examples of Probationary Observations/Evaluations
- Show data on QFIC of SIP goals
- Review ongoing PBIS data

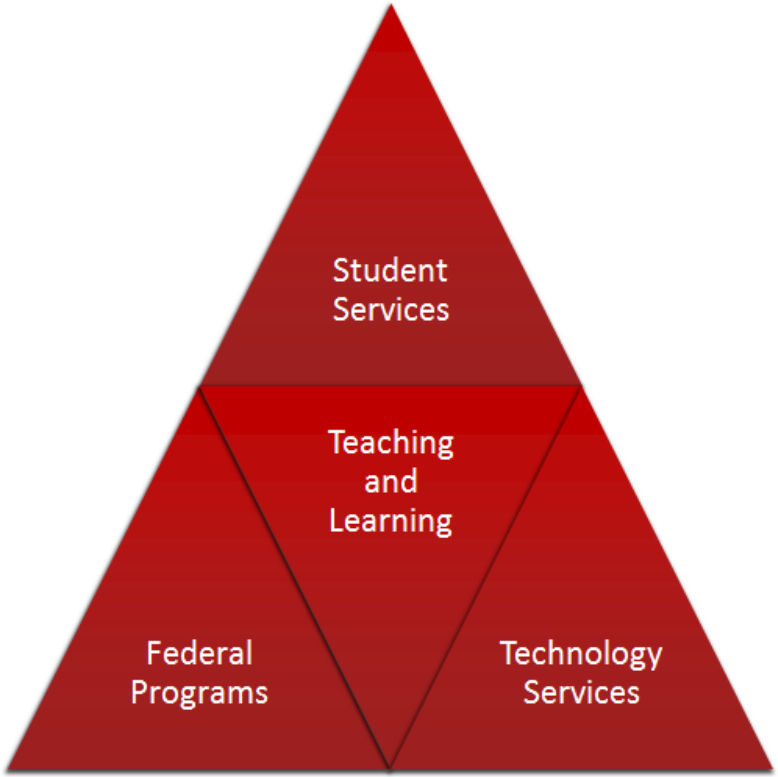
Academic Conferences

EL Conferences

Teaching and Learning

Do your structures align with the organization's values? How do you know?

Alignment and Accountability



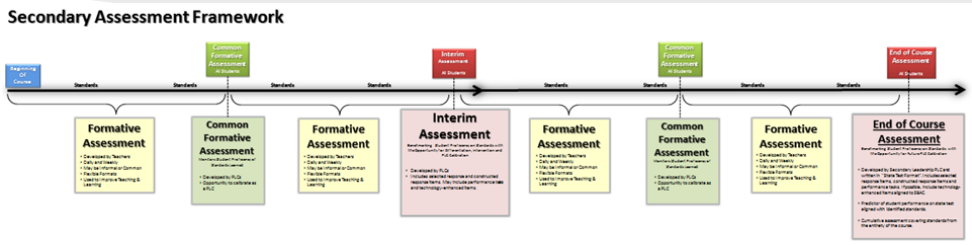
Production/Voltron/BPM Team/Aspen

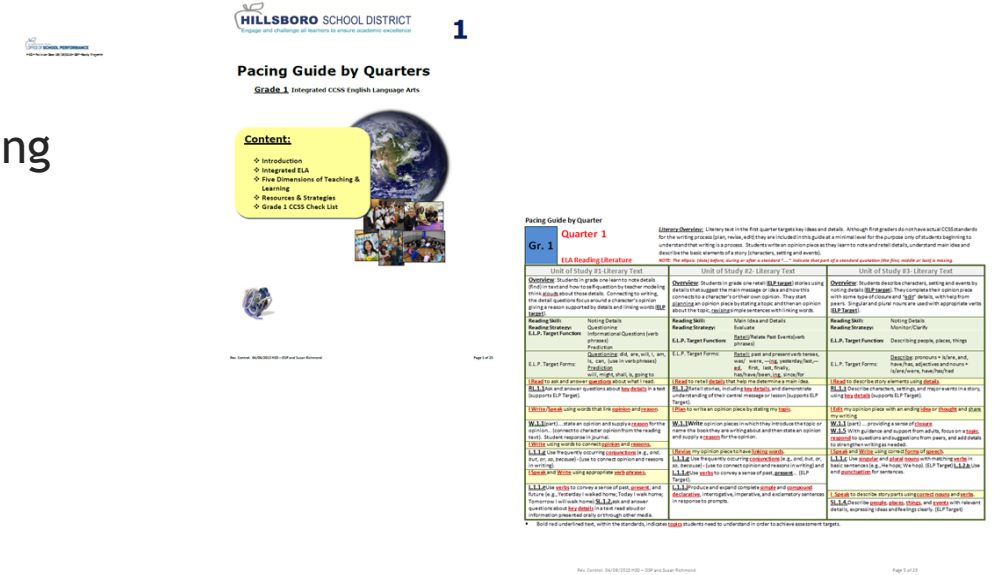
Professional Development and Continuous Improvement

- Professional Development
  - Level 100
  - Level 200
  - Targeted
- Elementary/Secondary PLCs
- Coach/TOSA Collaboration
- ELP Standards & Collaboration
- Bilingual Program Model Advisory

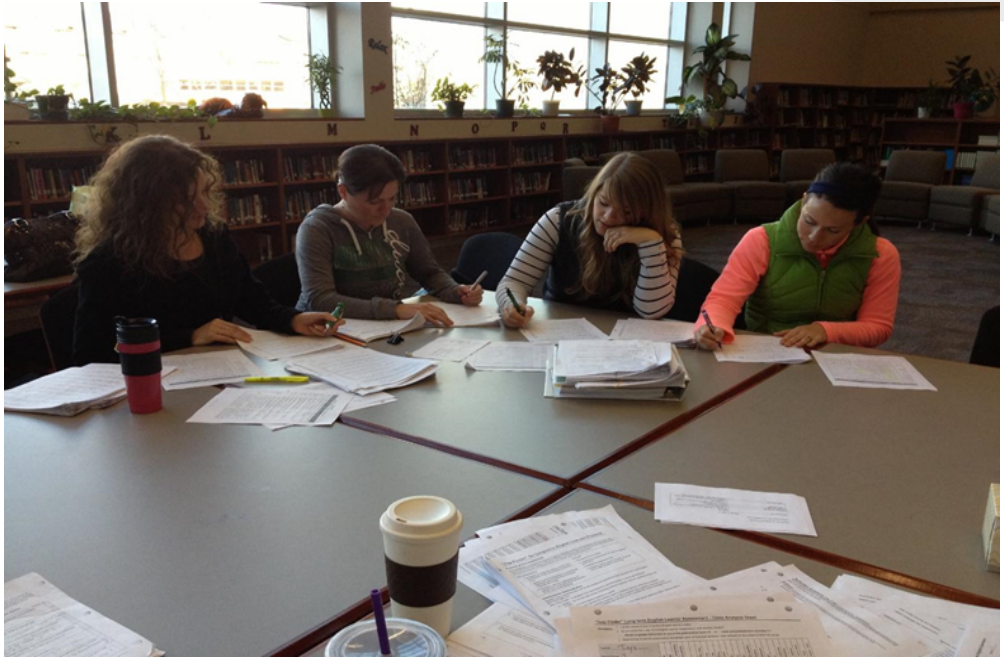
Guaranteed and Viable Curriculum

- Elem. Pacing Guides
- Sec. Planned Course Statements
- Interim assessments
- CFAs
- Dual Language Progress Monitoring
- ELPA
- SBAC
- College and Career Pathways



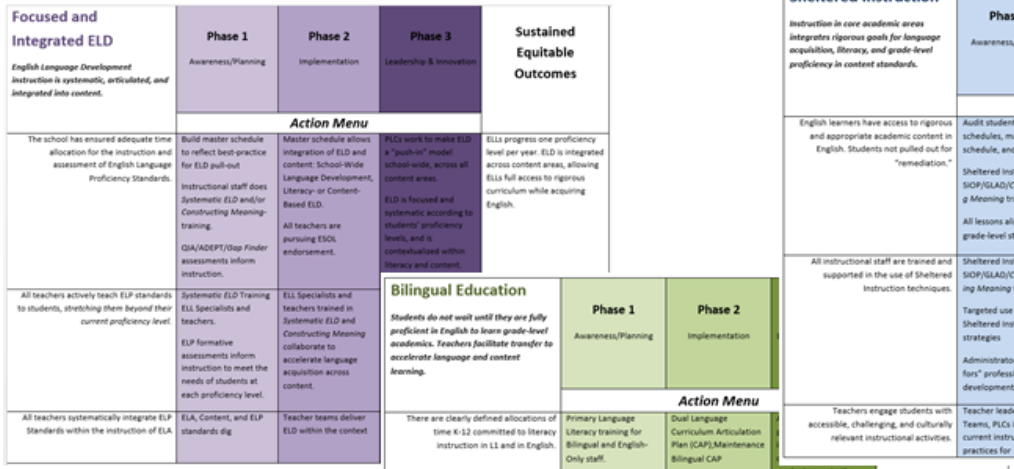


Who is in charge of production?



Who is in charge of production in your district?

Tools for “Knowing”



Focused and Integrated ELD *English Language Development instruction is systematic, articulated, and integrated into content.*	Phase 1 Awareness/Planning	Phase 2 Implementation	Phase 3 Leadership & Innovation	Sustained Equitable Outcomes
	Action Menu			
The school has ensured adequate time allocation for the instruction and assessment of English Language Proficiency Standards.	Build master schedule to reflect best-practice for ELD pull-out Instructional staff does *Systematic ELD* and/or *Constructing Meaning*-training. QIA/ADEPT/*Gap Finder* assessments inform instruction.	Master schedule allows integration of ELD and content: School-Wide Language Development, Literacy- or Content-Based ELD. All teachers are pursuing ESOL endorsement.	PLCs work to make ELD a “push-in” model school-wide, across all content areas. ELD is focused and systematic according to students’ proficiency levels, and is contextualized within literacy and content.	ELLs progress one proficiency level per year. ELD is integrated across content areas, allowing ELLs full access to rigorous curriculum while acquiring English.
All teachers actively teach ELP standards to students, *stretching them beyond their current proficiency level.*	*Systematic ELD* Training ELL Specialists and teachers. ELP formative assessments inform instruction to meet the needs of students at each proficiency level.	ELL Specialists and teachers trained in *Systematic ELD* and *Constructing Meaning* collaborate to accelerate language acquisition across content.		
All teachers systematically integrate ELP Standards within the instruction of ELA.	ELA, Content, and ELP standards dig	Teacher teams deliver ELD within the context		

Bilingual Education ***Students do not wait until they are fully proficient in English to learn grade-level academics. Teachers facilitate transfer to accelerate language and content learning.***	Phase 1 Awareness/Planning	Phase 2 Implementation		
	Action Menu			
There are clearly defined allocations of time K-12 committed to literacy instruction in L1 and in English.	Primary Language Literacy training for Bilingual and English-Only staff. Build master schedule showing strategic allocation of L1 and English literacy time, *with more time in L1.*	Dual Language Curriculum Articulation Plan (CAP),Maintenance Bilingual CAP Formalize process for identifying students’ Zone of Biliteracy, and access to appropriate instruction.	students new to the system for ongoing educational opportunities.	If not at grade level in L1, Newcomers in upper grades benefit from accelerated L1 literacy instruction.
There is a theoretical and research-tested approach to teaching literacy in L1 and in English.	Primary Language literacy curriculum mapping. Training for literacy assessment in L1 andL2—screeners and diagnostics—identifying students’ Zone of Biliteracy	Teams use literacy assessments—e.g. writing samples, miscue analysis—to drive instruction in L1 and L2. PLCs refine instruction and assessment practices.	Teachers lead professional development for best-practice curriculum, assessment, and instruction. Teacher take risks and innovate for better results.	Literacy assessments in L1 indicate grade-level performance in L1 in primary grades. Literacy assessments in L1 and English indicate grade-level performance in both languages by the intermediate grades.
There is a consistent district-wide body of culturally-appropriate, relevant resources available to teachers in order to provide instruction in L1 and in English.	Audit current curriculum. Definitions developed for ideal curriculum,	PLCs, departments, and grade-level teams adopt and implement relevant curriculum.	Teachers lead continuous improvement and implementation of relevant, culturally-	Observations indicate high engagement among ELLs and relevant contexts for lessons.

Sheltered Instruction ***Instruction in core academic areas integrates rigorous goals for language acquisition, literacy, and grade-level proficiency in content standards.***	Phase 1 Awareness/Planning	Phase 2 Implementation	Phase 3 Leadership & Innovation	Sustained Equitable Outcomes
	Action Menu			
English learners have access to rigorous and appropriate academic content in English. Students not pulled out for “remediation.”	Audit student schedules, master schedule, and staffing. Sheltered Instruction/ SIOP/GLAD/*Constructing Meaning* trainings All lessons aligned with grade-level standards.	PLCs develop guaranteed curriculum and common assessments. Lesson Study/Studio Classrooms study how to differentiate instruction and scaffold language.	Staffing and course offerings challenge status quo and create equitable outcomes.	ELLs succeed in grade-level content courses, as evidenced by enrollment, grades, and summative assessments. Students’ course placement is not predictable by race and primary language.
All instructional staff are trained and supported in the use of Sheltered Instruction techniques.	Sheltered Instruction/ SIOP/GLAD/*Constructing Meaning* trainings Targeted use of 1-3 Sheltered Instruction strategies Administrator “look-fors” professional development	Lesson Study/Studio Classroom PLCs integrate content and language development. ELL Specialists coach for implementation.	Staff share techniques and develop new ideas in PLCs. Continuous curriculum alignment and enrichment with Sheltered Instruction strategies	Observations indicate 100% of teachers implementing Sheltered Instruction techniques.
Teachers engage students with accessible, challenging, and culturally relevant instructional activities.	Teacher leaders, Equity Teams, PLCs investigate current instructional practices for	Teachers learn about students’ cultures.	Student advisory teams and teachers collaborate to continuously update	Observations indicate equitable high-level engagement among ELLs and non-ELLs, e.g. time-on-task,

District Accountability

Key Academic Achievement Indicators

★ indicates a School Board priority

★ Closing the Gap

Parity in achievement between white students and English language learners is a strategic priority of the District over the remaining years of its strategic plan.

Key Indicators are growth for ELL students within the School Board's academic priorities.

ELL Students	School Year 2011-12	2012-13	2013-14
Reading 3rd	33.2	23.2	25.9
Reading 5th	29.8	31.7	15.5
Math 8th	11.4	6.5	5.7
6 credits 9th	58.4	66.7	62.5
4-Year Cohort Graduation	51.3	57.3	63.9
Chancellor's Diploma	0	0	0

Benchmark Reading

Throughout the entire K-12 experience, reading is the essential skill upon which all other academic learning relies.

Key Indicators are the reading achievement score at all tested grade levels.

	School Year 2011-12	2012-13	2013-14
3rd ★	70.0	62.2	64.3
4th	73.3	69.8	68.5
5th ★	69.8	67.1	66.8
6th	66.5	65.9	68.9
7th	72.1	71.1	74.1
8th	61.3	64.2	60.2
11th	84.4	84.7	84.6
Total	71.0	69.2	69.6

Benchmark Math

Students who are prepared for a high-wage career after high school demonstrate advanced aptitude in mathematics, creative problem solving and critical thinking.

Key Indicators are the math achievement score at all tested grade levels.

	School Year 2011-12	2012-13	2013-14
3rd	63.2	57.2	57.6
4th	67.6	62.8	63.1
5th	60.3	56.6	59.6
6th	55.3	59.2	61.9
7th	53.7	51.5	58.9
8th ★	59.3	57.0	50.7
11th	70.8	70.8	68.3
Total	61.4	59.3	59.9

Strong Attendance

Being in school every day ready to learn is an essential characteristic of a successful student.

A Key Indicator is an attendance rate of 94.5% or more at all grade levels.

	School Year 2011-12	2012-13	2013-14
K	94.2	94.0	96.4
1st	94.8	94.8	95.0
2nd	95.5	95.3	95.6
3rd	95.5	95.6	95.8
4th	95.9	95.5	95.9
5th	95.7	95.8	95.7
6th	95.5	95.5	96.0
7th	94.4	94.3	94.8
8th	93.3	93.7	93.7
9th	93.4	93.8	94.3
11th	91.7	92.3	92.9

Advanced Coursework

Students taking accelerated or advanced coursework put themselves in a more advantageous position for college acceptance, success and career advancement.

Key Indicators are the percentage of students:

- Earning six high school credits at 9th grade
- Taking at least one AP, IB or college credit course by 11th grade
- Taking a third-year math course beyond Algebra 2 by 12th grade
- Taking a third-year second language course by 12th grade
- Passing three or more college-level courses by 12th grade.

	School Year 2011-12	2012-13	2013-14
6 credits 9th ★	81.0	78.8	82.5
AP/IB/college credit 11th	36.1	26.7	28.8
Third-year Math	53.7	56.6	56.5
Third-year 2nd Lang	29.1	25.1	29.4
3 coll.-level courses 12th	NA	NA	45.9

Academic Extensions

College preparatory exams, career-technical programs, and real-life job experience are academic "extensions" of the high school curriculum.

Key Indicators are the percentage of students who:

- Perform at a college-ready level on ACT Aspire at 8th and 10th grades
- Complete ACT/SAT testing by 12th grade
- Complete the Free Application for Federal Student Aid (FAFSA) at 12th grade

and the number of students who:

- Complete a career-related internship.

	School Year 2011-12	2012-13	2013-14
Aspire English 8th	NA	59.0	58.0
Aspire Math 8th	NA	32.0	29.0
Aspire English 10th	NA	60.0	58.0
Aspire Math 10th	NA	25.0	26.0
ACT/SAT 12th	NA	52.0	74.1
FAFSA 12th	59.0	59.0	52.0
Internship #s	383	345	321

High School Graduation

Successful students not only commit to high school completion, they do so with detailed plans for post-graduation. College and career-bound students begin planning for their futures when they start school.

Key Indicators are the rates at which students:

- Graduate high school in four years
- Complete high school within five years
- Earn a chancellor's diploma
- Enroll in post-secondary education within 16 months of graduation.

	School Year 2011-12	2012-13	2013-14
4-Year Cohort Graduation ★	75.5	79.8	80.7
5-Year HS Completion	87.0	86.7	85.5
Chancellor's Diploma ★	24.3	24.8	19.2

	Grad Year 2010-11	2011-12	2012-13
Post-Secondary Enrollment	59.7	58.4	52.1

solid ovals indicate growth from previous year except for attendance, where solid ovals indicate meeting of the target annually

Superintendent Accountability

ACCOUNTABILITY
BREEDS
RESPONSE-ABILITY.

~Steven Covey

Board Accountability

- Need to identify meaningful goal
- Development of tool to evaluate goals
- Revamping of process is underway

This work is urgent!

If not us then who,
if not now then when?

Are we there yet?

Next steps for HSD

PERSIST

Next steps in your district?