Issue 4, February 2017

PreK-12 Newsletter

Introduction

By George Batsche, Project Director

"Things get done only if the data we gather can inform and inspire those in a position to make [a] difference." – Mike Schmoker, former school administrator, English teacher and football coach, author.

This edition of the PreK-12 Newsletter focuses on the use of data to inform practices that improve student and system outcomes. What's not to like about that? The articles focus on how to use Tier 1 behavior data, how a teacher uses data to inform the development of his instruction for ELL students and how school-wide data are used to drive instruction at the building level at Bronson Elementary School in Levy county. The articles in this Newsletter showcase how data can be used at the student, classroom and building levels. Decisions that are made using a data-based problem-solving process have greater impact on student outcomes, are more efficient and have a greater likelihood of being implemented with fidelity than instructional decisions made without data. The National Center for Educational Outcomes (NCEO) developed the "What Matters Most: Key Practices Guide" to improved educational outcomes for students. Key Practice 1 is Use Data Well. I hope that the information in this Newsletter affirms and/or strengthens your commitment to the use of data in your educational practice.

Visit us at:

http://floridarti.usf.edu/

Dr. George Batsche
Project Director
batsche@usf.edu

Amber Brundage
PreK-12 Unit Coordinator
abrundage@usf.edu

Pam Sudduth
PreK-12 Learning and Development Facilitator, Literacy
psudduth@usf.edu

Shelby Robertson
PreK-12 Learning and Development Facilitator, Math & Science
srobertson@usf.edu

In This Issue

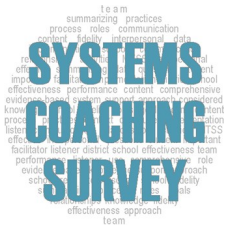
moving your numbers

http://movingyournumbers.org/images/resources/79318-key-practices-guide.pdf

http://movingyournumbers.org/key-practices

Invitation to Participate!

Pilot of the Systems Coaching Survey (SCS)



Are you currently building capacity for MTSS implementation? Are you and your staff members leading, training, and/or supporting others in this process? Consider completing the Systems Coaching Survey (SCS) to gather data to inform ongoing professional development and coaching supports for MTSS at the district and school levels.

http://floridarti.usf.edu/scs/invitation.html

Relationship Between Data-Driven Instruction and Student Results

~Anne Juola, Southwest Region Assistant Director, Bureau of School Improvement, FLDOE

What does it take to build a school where you can get dramatic results? A great starting place is in the creation of a system of regular data conferences and training teachers in data analysis. Also important is asking probing questions about the data while deeply considering results of interim assessments. In *Leverage Leadership: A Practical Guide to Building Exceptional Schools* (Bambrick-Santoyo, 2012), a model of four fundamental keys to successful data-driven instruction is provided. These four fundamental keys (assessment, analysis, action, and systems) are highlighted below into meaningful, manageable results-driven considerations.

Fundamental Key #1: Assessment

Schools across America seek to offer instructional rigor to their students. But what is rigor? Common elements defining rigor include high expectations of students, consistent standards, and an end goal of achievement. Logically, schools look to national, common standards. After all, if we teach the standards students will be prepared. The problem with this line of thinking is that standards alone don't explicitly offer what students need to master. Without defining how to assess standards prior to teaching, we will test for what we teach but not necessarily for what students need. Let's be clear, it is the combination of alignment to the end-goal plus standards that equate to rigor. No one denies the importance of instilling critical thinking or problem solving in our students, yet many schools are lost within the terms and left wondering what they are missing when achievement does not prevail. The focus on assessment at the forefront will define what is meant. When interim assessments are approached as the roadmap to rigor, this backwards-planning approach becomes a crucial driver for significant student gains.

Guiding Questions:

- To what end goal for your students will you aspire?
- In the 6-8 weeks prior to the assessment, does your curriculum teach the standards that will appear on that assessment?

Fundamental Key #2: Analysis

If someone said you could gauge six to eight full weeks of teaching in about 30 minutes, you might be skeptical. It's actually true. Effective 30-minute data analysis meetings between leaders and teachers can drive 80 percent of all instruction. It takes more than using data; it requires being data driven. The difference is in the analysis. Rather than staying focused on the whole class test scores, a more probing and detailed discussion from interim assessments offers a springboard to instructional application. Examining assessments on a question-to-question and student-by-student basis calls for preparedness. Two tools that assist leaders in allowing teachers to interact with data with a minimal learning curve are data reports and fast turnarounds. Clear, intuitive, one-page data reports should minimally include five performance inquiries: (1) How students performed on each question; (2) what wrong answer choices students made; (3) how students performed on each standard or skill; (4) how well each individual student performed; and (5) how well the class performed. Assessment and data reports should be prepared within 48 hours to allow time for preparation and to engage teachers into problem-solving mode within three days. As previously mentioned, it's important to schedule interim assessments when change is still possible and a part of that timeline vital to assessment turnaround is getting the data into intuitive form.

Continued on Page 3

Relationship Between Data-Driven Instruction and Student Results

(Continued from Page 2)

Data Analysis Meeting Preparation

When preparing for data analysis meetings, the leader may have many ideas of his/her own regarding the need to adjust teaching. It's essential to remember that the more intimate teachers are involved in being data-driven, the higher the likelihood results will be incorporated into teaching plans. The key is in leading by asking questions.

Fundamental Key #3: Action

Assessment and analysis maximize meaning when they lead to action. Translating the problems identified by teachers during the data analysis meetings into real classroom changes begins when a solid understanding of what students did well along with an array of possibilities to strengthen learning occurs. Providing an action recording template as a placeholder for the thinking that takes place when developing actions that are simple and includes a place to write down selected changes in the moment is one contributing step towards successful action. An additional contributor to successful action includes denoting a due date. Through the facilitation from the leader, these logistical actions can then be broken down into smaller implementation steps that then can be transferred into lesson plans. Rewriting upcoming lesson plans, based on the data analysis meeting, allows for immediate transfer of the new strategies that were developed based on data. Now that's data driven!

Guiding Questions:

- What ongoing assessment will be used to assure mastery of the targeted skill?
- How are we linking all supports for the students to the action plans?
- How are leaders monitoring the effectiveness and promotion of learning from the strong action plans?

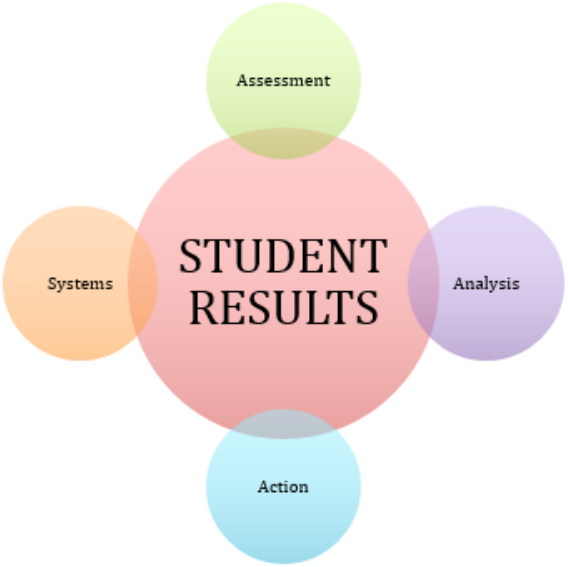
Fundamental Key #4: Systems

A yearlong commitment to data-driven growth can be realized into extraordinary improvements. Where do you start? Evidence of what matters in a school is divulged in the school calendar. Foundational to creating a strong schoolwide structure for data analysis, the calendar demonstrates the presence of data-driven instruction. Coding for interim assessments, analysis meetings, and time designated to implement action steps offers the clear message to faculty that student learning is front and center.

Building Your Calendar

Locking in the fundamentals of data-driven instruction

- Interim assessments
- Analysis meetings
- Time to implement action steps as reteaching opportunities



Avoid "Test Fatigue"

- Schedule interim assessments when change is still possible
- 4 – 6 times a year
- No more than 8 weeks apart

Continued on Page 4

Relationship Between Data-Driven Instruction and Student Results

(Continued from Page 3)

This cycle works two ways: 1) If students are not achieving the results wanted, leadership determines what changes in practice are needed, and 2) what tweaks are necessary to the assessment, analysis, action, and system to make the desired change towards being data-driven. They can consider how to apply the relationship between data-driven results and student results with observation and feedback, planning, and professional development.

Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco, CA: Jossey-Bass.

Fullan, M. (2010). *All systems go: The change imperative for whole system reform*. Thousand Oaks, CA: Corwin.

James-Ward, C., Fisher, D., Frey, N., and Lapp, D. (2013). *Using data to focus instructional improvement.* Alexandria, VA: ASCD.

Toth, M. (2016). *Who moved my standards? Joyful teaching in an age of change: A SOAR-ing tale*. West Palm Beach, FL: Learning Science International.

For more information on this topic, contact:

Anne (Juola) Ristow

Anne.Juola@fldoe.org

Sample Data Report

Standard(s): *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*	Test Question		1	2	3	4	5	6	7	8	9	10
	Correct Response		a	c	c	X	X	d	b	X	X	c
	Question Level/Type		Extended Reasoning	Literal Comprehension	Main Idea	Essay	Perspective	Sentence Completion	Sentence Completion	Sentence Completion	Literal Comprehension	Extended Reasoning
Student Name	Multiple Choice	Overall Proficiency										
Apple, Johnny	100%	100%										
Banana, Anna	80%	80%		b							d	
Berry, Bradley	60%	60%		d				c			a	d
Fruitè, Daniella	70%	70%		d					d		a	
Grapette, Alicia	80%	80%					c				a	
Percentage Correct	78%	78%	100%	40%	100%	100%	80%	80%	80%	100%	20%	80%

Hypothesis Development	Testing the Hypothesis	Explicit Actions	Repeat Process for Struggling and Special Education Students
▪ Did students all choose the same wrong answer? Why or why not? ▪ What misunderstandings do the students' errors reveal? ▪ On questions that measured the same standard, were students better on some questions than on others? ▪ If so, how do those questions differ in difficulty? ▪ Do the results on one standard influence the other?	▪ Review written student work. Do errors match your hypothesis of why students are struggling? ▪ Ask students how they solved the problem. Do their errors still match your hypothesis?	▪ What will you need to teach to overcome these misunderstandings? How will you teach the information differently this time than you did the last time? ▪ What activities or assignments will students need to practice this new skill to the point of mastery? ▪ How will you assess students and check for understanding during the lesson itself?	▪ Sort data by student scores. Are there questions that only struggling students are getting wrong? ▪ What are all the steps the students need to ask to answer these questions correctly? Which of these steps need to be made more explicit? ▪ What additional support or steps will the struggling students need when these standards are being reviewed?

Educational Systems Review

~Pam Sudduth, Learning and Development Facilitator of Literacy and Shelby Robertson, Learning Development Facilitator of Math and Science

The Educational Systems Review (ESR) was developed to increase the emphasis on building a school team's capacity to problem solve through the use of tools and resources. The focus was for teams to understand and monitor achievement and organizational issues. Originally it was developed as the Instructional Review (IR) process through work with the Differentiated Accountability (DA) initiative. Teams, that included school and district leaders, reexamined the essential the IR components and suggested revisions to the process which aligned to other key initiatives in the state (e.g., principal leadership and teacher evaluation indicators, Marzano, Danielson). Through valuable stakeholder feedback over time the IR was refined and streamlined to what is now the ESR, which includes templates, structured observation tools, survey questions (teacher, parent, student), and focus group questions to intentionally build consensus regarding the school improvement process, goals and action plans that drive school initiatives.

The ESR provides the framework, protocol and tools needed for schools to engage in effective school improvement planning through including the input of all major stakeholder groups (i.e., school leadership, instructional personnel, parents and students). The process reveals both the facilitators and barriers to learning that may prevent students from achieving learning goals to support development of targeted School Improvement Plans (SIPs) and improve the school's capacity for continuous improvement. The ESR process utilizes the problem solving process and provides tools and resources necessary to:

• Collect and analyze current academic and engagement issues to determine current level of student performance

• Identify, develop, implement, and monitor specific and targeted school improvement action plans to address barriers that impede student achievement

• Identify and systematically address system level barriers to sustained continuous improvement

The first phase of the ESR, Stage 0, includes team readiness that prepares the school team for self-study and problem solving, which focuses on student outcome goals. Here the team aligns the organizational priorities (e.g., SIP) to ensure student success and determine the contributing barriers that prevent achievement. During this stage, the team realizes the purpose, process, tools, and expected outcomes of the ESR. The team develops norms, roles and responsibilities, develops an implementation plan, and gathers student performance data for analysis.

Stage 1 sets or refines the academic and engagement goals to determine the focus and scope of the ESR. The task is to analyze academic and engagement data (e.g., time on task) to determine intensity (i.e., degree of difference between expected and current levels), and the breadth (e.g., school-wide versus grade level, cross content versus specific content area, etc.) of academic and engagement barriers. This stage also focuses on developing both short and long-term goals that are specific, measurable, ambitious, realistic and time-bound (SMART).

During Stage 2, the team selects the organizational priorities for action planning by identifying the high probability, or most common, barriers to achieving student performance goals. The organizational priorities for action planning are determined through reviewing standards-based instruction and student engagement data.

Continued on Page 6

Educational Systems Review

(Continued from Page 5)

Data collection begins with determining the standards based instruction and student engagement priorities, which are most directly related to student outcomes. The components of these priorities include setting and communicating a purpose for learning, the gradual release of responsibility, instructional rigor, and engaging instruction. Each component is comprised of a set of observable and measurable indicators. These data are collected to reveal significant school-wide trends. They do not focus on individual teacher performance, but rather are collected, reported and analyzed as group data.

Stage 3 identifies the barriers, which cause or contribute to the selected organizational priorities, to address during action planning to achieve student performance goals. This stage reviews the instructional learning goals, organization planning processes, expectations, monitoring, feedback procedures, and the use of assessment and data systems. Examined also are the sufficiency of instructional efficacy, time and planning, and the professional development and coaching processes. Engagement through discussion in focus groups with teachers and students allow each stakeholder group to participate in brainstorming ideas specifically aligned with organizational priority and prioritized contributing barriers.

During Stage 4, the team develops specific action plans to address barriers that cause or contribute to the selected organizational priorities that prevent the achievement of student performance goals. These are detailed implementation steps that include progress monitoring and data analysis to determine progress to assist schools and districts in assessing fidelity of the action plan.

In the final stage, Stage 5, the team evaluates the sufficiency of the action plan for removing/lessening the contributing barriers to achieving the organizational priorities, and student performance goals. The team revises the action plan as needed. Several focus areas of targeted support are in the areas of:

- Mission, Vision, and Aligned Goals
- Leadership and Leadership Team Effectiveness
- Assessment and Data Systems
- PK-12 Alignment and Transition Planning
- Master Schedule Development
- Professional Capacity and Development
- Family and Community Engagement

In conclusion, the ESR emphasizes a link between a school's capacity for continuous improvement and organizational issues that result in student achievement barriers. The district team supports school teams in understanding and addressing the root causes of achievement barriers.

For further information on this topic, contact:

Pam Sudduth

psudduth@usf.edu

Shelby Robertson

srobertson@usf.edu

Using Data to Drive Tier 1 Behavior Instruction in Schools

~Brian Gaunt, Inter-project Coordinator, FL PBIS Project & FL PS/RtI Project

Engaging in effective data-based decision making is essential for attaining and sustaining a behavioral support system that benefits all students (i.e., Tier 1). When assessing Tier 1 problems and priorities, school teams should consider three elements: the percent of students that are affected by the problem, disaggregate patterns in student data, and an analysis of both external and internal behavioral concerns. These elements help school teams develop alterable action plans for addressing the problem, which should be continually monitored over time for effectiveness.

First, it is important to determine the total percentage of students with behavior concerns. When implementing an MTSS for behavior, such as PBIS, school teams often make use of their office discipline referral (ODR) data. When more than 20% of students have two or more ODRs, teams may consider developing a Tier 1 improvement plan. This ensures the team is addressing a systemic issue with a system change plan rather than trying to fix a systemic issue student-by-student. However, this does not negate the option of providing students with supplemental or intensive behavior plans. Rather, making Tier 1 more effective ensures that students with Tier 2 or Tier 3 behavior plans can make the greatest improvements from their interventions.

Second, streamlining and structuring referral systems allows school teams to understand patterns in their data. Disaggregating Tier 1 behavior data by race, ethnicity, and ESE status allows teams to identify groups of students that are not meeting Tier 1 behavior expectations. It is also useful to determine which problem behaviors occur most frequently, understand where the most common problem behaviors occur, and assess referral patterns over time. Understanding data in these ways can help teams establish priorities for problem solving at Tier 1 and/or identify concerns with student equity.

Finally, looking at data sources other than ODRs can help school teams see beyond external behavior concerns, such as aggressive student behavior, and better understand distressing internalizing behaviors students experience, such as anxiety and stress. Other sources of data that are useful for problem-solving include social-emotional screeners and related diagnostic tools. If a large percentage of students report concerns such as anxiety or depression on social-emotional screeners, schools may consider supplemental services to help students access supports before their symptoms worsen.

After establishing priorities for Tier 1 problem solving and developing a clear problem statement, a team would then develop hypotheses to account for why the problem is occurring. Teams should start with hypotheses about the fidelity of their Tier 1 academic and behavior practices. Most often, a lack of follow-through with intended whole-school practices explains so many students not meeting expectations.

This could include examination of PBIS procedures, classroom management programs, and standards-based instructional practices (e.g., classrooms are not using engagement strategies). Beyond that, the team can consider population specific hypotheses (e.g., incoming kindergarten students do not have requisite early literacy and numeracy knowledge).

Regarding hypotheses about implementing standards-based instructional practices, additional root-cause analyses may be useful. For example, when faced with unexpectedly high ODR rates, and given the reciprocal relationship between students' behavior and their academic learning, it is valuable to determine whether problem behaviors in the classroom are due to instructional factors, such as a mismatch between the curriculum and the academic skill level (e.g., creating learning frustration for students), or poorly designed or implemented learning activities (e.g., too much down time; culturally irrelevant, etc.). Take caution, though, that teams at this stage of problem solving can slip into focusing on individual students or a small group of

Continued on Page 8

Using Data to Drive Tier 1 Behavior Instruction in Schools

(Continued from Page 7)

students. Teams should try to avoid this line of thinking when their school-wide data indicates a school-wide problem. Furthermore, it is vital that teams continually monitor interventions they put in place for Tier 1 in order to determine whether they are successful at addressing the school-wide problem.

In conclusion, teams should prioritize Tier 1 improvement planning when their data indicates a school-wide concern. Doing so will have the greatest impact on school culture and climate, thus furthering the quality of any supplemental group or individual supports offered at the school. Teams should start with determining whether their Tier 1 is sufficiently effective for the majority of students, as well as for the majority of students within each disaggregated sub-group. When faced with a large-scale systemic problem of behavior in schools, hypotheses about systemic patterns of adult practices are the most fruitful place to start with problem-solving. Ensuring Tier 1 supports are implemented as intended is essential for determining whether changes (or the lack thereof) in student behavior are due to the Tier 1 supports put in place. For more information about PBIS, please visit the website: http://flpbs.fmhi.usf.edu.

For more information on this topic, contact:

Brian Gaunt

bgaunt@usf.edu

Resources:

Tier 1 PBIS resources: http://flpbs.fmhi.usf.edu/resources_schoolwide.cfm

Monthly PBIS topic chats: http://flpbs.fmhi.usf.edu/Archived_Monthly_Online_Chats.cfm

PBIS in the classroom presentation: https://usf.adobeconnect.com/_a825389370/p5fpf8jl8mz/?launcher=false&fcsContent=true&pbMode=normal

Tutorial on school-level equity: http://flpbs.fmhi.usf.edu/pdfs/PBSES%20School_Level%20Equity%20Reports%20Recording.swf

Recorded PBIS monthly chat on how to use an Equity Profile: https://usf.adobeconnect.com/_a825389370/p8l54y55pqx/?launcher=false&fcsContent=true&pbMode=normal

Using Data to Drive Instruction

~Cheryl Beauchamp, Principal and Melinda Chemin, Reading Coach—Bronson Elementary School, Levy County

Tell us about Bronson Elementary (demographics, enrollment, location, etc.):

Bronson Elementary is located in Bronson, FL, a small, rural community in Levy County. Levy County is in North Central Florida and extends to the Gulf Coast to the west. We are 24 miles west of Gainesville, FL. The school has approximately 630 students in PK-5th grades. Ninety-percent of the students qualify for free or reduced lunches, but due to our county's high rate of economically disadvantaged population, all students in Levy County receive free breakfast and lunch. Approximately 85% of our students are white, 10% African American, and 5% ESOL. We have a mobility rate of about a 30% with one-third of the population qualifying for ESE services. With such a large portion of our population economically disadvantaged, it is difficult to sustain parental involvement programs and initiatives. Most working parents commute to Gainesville, making it difficult for them to attend school meetings and parental involvement activities in the evenings.
The mission of Bronson Elementary School is to meet the needs of the whole child not just their educational needs. In most communities, the community is a support to the school. However, in this community, the school is the support to the community. Our "whole child initiatives" are focused on meeting the fundamental needs of food and clothing. We maintain a closet with clothes, shoes, and jackets for students not appropriately dressed for school or the weather. Our food programs go above and beyond to meet the needs of students outside of school days. The Food 4 Kids Backpack program provides needy students with backpacks of non-perishable food items for the weekends. During winter break, food bags are also distributed to students in families that need additional support. We also match many families with sponsors for food baskets during Thanksgiving gifts and Christmas.

Share how you have used data to drive instruction and improve student outcomes:

Data has always been a vital part of BES. Our motto is, "Without data, there is no intervention". Data does not lie. Schools must be willing to look at data across time, across grade levels, of individual teachers, as well as subgroups. Data is reviewed to consider the performance of grade level cohorts, the impact of instructional shifts, and individual student performance to determine the instructional needs of classes, students, intervention instructional design and to drive core instructional priorities.

Data is collected from various sources including the Florida Standards Assessment in reading and math (Grades 3-5) and FCAT Science (Grade 5) and universal diagnostic data collected three times a year using i-Ready Diagnostic Assessments for reading and math. Classroom progress monitoring data for reading includes reading fluency about every 20 days in first through fifth grades using FAIR OPM passages following the research-based targets. Nonsense Word Fluency decoding data is also collected each nine weeks for application of phonics skills in first through fifth grades. We collect school wide writing data each nine weeks to determine the effectiveness of writing instruction. Other classroom assessments are focused on reading comprehension and vocabulary as well as standards mastery checks each nine weeks. Progress monitoring in math includes math fluency and standards mastery checks each nine weeks.

Data is consistently reviewed after every diagnostic assessment and at each grade-level data meeting every 7 weeks to determine Tier 1 effectiveness and implementation of UDL strategies and the most effective instructional practices proven to impact student achievement and growth. These meetings include the classroom teachers, ESE teachers, principal, assistant principal, reading coach, and the guidance counselor. We continue this process and build capacity among our instructional staff each year by targeting practices or strategies to strengthen Tier 1, focus in areas where data has shown a deficit and evaluate the trends within grade-level cohorts. These small tweaks have had the greatest impact on student growth and have provided the most consistency in instruction from year to year.

Provide some history of how you began looking at grade-level data versus classroom or student level data:

Our history of looking at data has evolved with the shifts in RtI implementation, instructional practices, more

Continued on Page 10

Using Data to Drive Instruction

(Continued from Page 9)

rigorous standards, and the implementation of UDL to improve student achievement within Tier 1 core instruction. In the beginning, the focus was on students being referred by teachers in each class who were not meeting grade level expectations and were needing to be considered for more intensive intervention support. However, this process led to an over-identification of students needing intensive intervention support which drove numbers beyond what could reasonably be supported in the RtI process. It also revealed a disconnect for teachers regarding their instructional practices and resulted in a hyper-focus on student learning behaviors which in turn revealed weaknesses in core instruction.

We needed a mindset shift. We refocused our efforts to look at intervention support through the lens of the ICEL/RIOT matrix and grade level data after each diagnostic assessment. We focused on looking at student growth across time and across classes. This led to a greater emphasis on evaluating the effectiveness of core instruction at Tier 1, the need for teachers to make instructional adjustments, and to implement more UDL strategies to meet the needs of all learners. Early warning systems data became a priority that included previous retentions, behavior, attendance, and course failures. We stopped looking at data that focused only on the student and began looking at data more broadly to evaluate the best practices, trends, and strategies that had the greatest impact on student achievement. This has created a more balanced and consistent approach in addressing student deficits and the problem-solving mindset has permeated our instructional teams. It has improved vertical collaborations across the school and our teachers are much more willing to think outside the box to help all students become successful learners.

Bronson Elementary School

Little Eagles

Talk about how you have cultivated mindsets/ expectations for: looking at data, using teacher evaluation (Danielson) and focus components (2D, 3E) and using differentiation strategies to meet student needs:

Levy County School District chose the Danielson model for evaluation purposes. We have worked closely with trainers from Cambridge Education to effectively understand and implement this evaluation instrument with calibration and fidelity. Each administrator was asked to choose two components from the evaluation tool to focus on for their school. We chose components from the Instructional Domain 3 (3d-Using Assessment in Instruction and 3e-Demonstrating Flexibility and Responsiveness). The focus of these two components can be summed up in the following questions: “How do you know at the end of the lesson that every student can show mastery of the objective?” (3d) and “What are you doing for the students who do not show mastery?” (3e).

As administrators at Bronson Elementary, we believed these two components would get us the return on investment without bringing any “new” initiatives, strategies, or programs into play for teachers and students.

During pre-observation conferences we asked teachers these two questions and required the teachers to address the questions in their lesson plans. We expected teachers to differentiate how students access information being taught and how students demonstrate mastery. In other words, we asked teachers to use Universal Design for Instruction (UDL) when lesson planning and teaching. We saw learning gains in 61% of ELA and 54% in Math. Our lowest 25% of students made learning gains of 66% in ELA and 55% in Math. We attribute these gains to the focus on these two components in helping us to meet individual student needs at Bronson Elementary School.

Share how have you used data to create tiered supports/intervention groups/focus areas and how that time is scheduled:

The intervention/enrichment block of 30-45 minutes is built into the master schedule of every grade level with three days of reading and two days of math, unless otherwise specified by student needs (three days math/two days reading, two days language acquisition/three days reading or math , or five days reading or math).

Continued on Page 11

Using Data to Drive Instruction

(Continued from Page 10)

Interventions are also dispersed throughout the day to allow for support personnel to move from grade level to grade level providing instructional support for smaller group sizes, ELL support, enrichment, or ESE support. This allows us to match student needs with instructional personnel strengths and expertise within that grade level. Each teacher in the grade level is in charge of teaching a group. Students are assigned to a group that meets their instructional needs. These groups include all students including our ESE students. Everyone on our campus receives intervention or enrichment every day.

Intervention groups are determined using several points of data: diagnostic data (three times a year), reading fluency, phonics, math fluency, and math skills assessments. We also consider other factors (attendance, previous retentions, ESE, ELL, behavior, speech, and growth trends) that could alter a student's instructional priorities. The diagnostic data places students into instructional grouping profiles that becomes our starting point to determine the groups that will be needed at each grade level. These groups are not predetermined but are based solely on the needs of our students (i.e., three phonics groups, two fluency groups, one math group, and two vocabulary/comprehension groups). Group size is evaluated and support personnel are placed where needed to provide the most assistance to our students. Groups and instructional protocols are evaluated after each diagnostic assessment. We also determine targets for core instruction when there are instructional trends to be addressed. We evaluate the need for UDL supports at Tier 1, Tier 2, and Tier 3 based on student needs or grade-level instructional priorities. It is never a one-size-fits-all model.

The above mindset has also led us to address the needs of our Tier 3 students by creating two combination classes for first and second grades and one for third and fourth grades. We have taken this approach to address instruction at Tier 1 and not just additional intervention time for specific skills. We have created an alternate master schedule where reading and math time is increased during core instruction with a robust implementation of UDL strategies that support the learning styles of the students. It has proven to be very successful in closing the gaps for these students.

What growth over-time and continuous improvement have you seen:

There has been steady growth over time. We have also found direct correlations with our diagnostic data compared to the state testing. Our diagnostic proficiency data beginning in 2012-13 in Reading was 45% and in Math was 21%. Our reading proficiency data has had some fluctuations, but we continue to emphasize proficiency. We strive to maintain this trend even with the shifts in rigor as well as combatting turnover in instructional staff. The reading proficiency data was 62% in 2013-14, 53% in 2014-15, and 48% in 2015-16. In math starting in 2012-13 proficiency was 15%, 20% in 2013-14, 53% in 2014-15, and 59% in 2015-16. We continue to improve on how we disaggregate our data to determine effect and measurable school improvement goals and how to find the ways to move students.

Our state testing data has also shown an increase in proficiency, but we have found the most significant improvement in learning gains. Learning gains in ELA were 61% and 54% in Math. Our lowest 25% made learning gains of 66% in ELA and 55% in Math. Our proficiency in reading was 46% in 2014-15 to 48% in 2015-16. Our proficiency in math was 63% in 2014-15 and 63% in 2015-16. We have made steady growth in our school grade from a C in 2014-15 and moved up to a B in 2015-16.

This consistency and continuity in instructional practices, progress monitoring and data collection has shown to be the best formula for success. It takes commitment to quality assurance and a mindset to fine tune (not do major overhauls). Find what works and bring together the experts in their professions to collaborate and tweak the areas of concern. We are willing to go the extra mile to teach the students we have right now…all of them.

For more information on this topic, contact:

Cheryl Beauchamp

beauchc@levy.k12.fl.us

Melinda Chemin

cheminm@levy.k12.fl.us

Classroom Data Use

~Johnathan Williams, Reading and ELL Teacher , LaBelle High School, Hendry County

As teachers, we face the ever-challenging task of facilitating the intellectual growth of a wide variety of students that come to us from immensely different backgrounds, with vastly different interests, equipped with wildly heterogeneous levels of motivation, carrying widely unique career interests, and wielding eye-poppingly variant skill levels. As a result of this, the ability to accurately monitor and quickly and effectively utilize data is vital. There are roughly as many different methods to act upon data as there are hairs upon Bigfoot's chest, but it behooves us to seek different examples by which we might strengthen our skills. Given proper resources, data gathering and usage does not have to be labor-intensive, nor does the preparation of a course of action need to be terribly painful.

For the purposes of this article, Labelle High School will be the focus. Labelle High School is a public high school that is set in the rural community of roughly 5,000 in Hendry County. We are privileged to host 1,214 students from all over Hendry and its surrounding counties. Of our students, 357 are white ; 51 are Afro-ethnic; and the majority, our Hispanic population, makes up 795. We also host a small number of Asian, multi-racial, and native students that make up just above 30 of our students. Our ESOL classes currently host 22 students of varied skill levels and are able to differentiate for all of them.

This school prides itself on the technology that it effectively utilizes. Online resources made available to our ESOL students include: Duolingo, Memrise, ESLReadingSmart, Vocabulary.com, Learning Chocolate, NewsELA, and NoRedInk. Many of these offer school versions and simple methods of data tracking. The standard reading classes are offered Study Island, NoRedInk, Vocabulary.com, Freerice, GrammarBytes, Khan Academy, and NewsELA, which all offer different forms of data tracking on their own. Study Island, for example, utilizes a data-tracking program called "Sensei," which gives a standard-by-standard breakdown of student performance. Duolingo allows a teacher to follow a student's progress by performance in sections of thematic chapters. Vocabulary.com offers the ability to witness performance on a student-by-student basis. Granted, many of the programs offer boosts for those who are willing to pay, but when education is put on the market as a medium of revenue generation, that is to be expected. The trial versions, though, generally serve just fine if a teacher is observant.

Of course, data gathered is not the same as data acted upon, LHS utilizes a process by which performance floors are established and different tracks are chosen based upon student performance. This turns one class into a nexus for two or three different paths that allow students a sensible degree of freedom, remediation to take place, and enrichment to be ever-present. Let us consider a class that is utilizing text evidence as a standard focus. One teaches this topic in the standard, scaffolded, gradual release model. An initial assessment is given afterward, a diagnostic, where the proficiency floor is 70%. (According to the administration, the 70% was acceptable as it is a C, which is generally considered average performance. This decision was made after a joint discussion between LHS admin and the Study Island administrators.) The logic behind the standard, assessment, and coming actions are made clear so that students have a solid understanding of why they are doing it. The standard must be aligned with the fundamental skills necessary to master the more demanding standard at the grade level that you are reaching for. Those that score below the 70% threshold are given additional practice on a requisite skill, such as supporting details. This, again, is carried out utilizing teacher-led, group, and individual opportunities for mastery of the topic, the assumption being that when a student has mastered the requisite knowledge, they will be better prepared to return to the first standard (textual evidence) and face it down on new practices. At the same time, alternative materials are prepared for those whose talent for textual evidence is apparent. These students should not be held back when they've made it plain that they're advanced enough to move

Continued on Page 13

Classroom Data Use

(Continued from Page 12)

forward. As a result, move them forward! Give them supplemental material to assist with mastery of the Scholastic Aptitude Test. Allow them to explore a project that makes heavy demands upon utilization of textual evidence to win an argument. Assist these students with revisions and attainment of the ideal in this assignment.

For a specific example from my classroom, Ramon is an ESOL student with a solid handle on the English language. He's more than mastered the basics and has even passed the SAT. As a result, Ramon works at a higher level than the students who are still working on the fundamentals of the English language. However, Ramon, like all of us, has opportunities to grow in certain areas. Given a reading diagnostic, one discovers that Ramon has issues working with strategic reading. As a result, Ramon is "prescribed" a path that will allow him to work on topics like text features, graphic organizers, and making predictions. Ramon faced a challenge when he worked on text features. As a result, he (and any other students working on the same topic) received group and one-on-one assistance as he grew in comprehension. It took Ramon some time (about two hours in class) to reach a level that I deemed to be proficient (72%). When he reached that level, he was clear to move on to another standard in strategic reading, the usage of graphic organizers. Because the data was tracked over time, I was able to discern when Ramon was ready to move forward.

The key here is growth. It's not about covering a specific amount of material. It's not about cookie-cutter students. We couldn't have them if we wanted them, and I should assume that we certainly do not. Because students come to us as such vastly different individuals, we must offer up a variety of subject matter and content knowledge. Transcendence is the word. We may not reach grade level, but we become greater. We reach for the next rung on the ladder. Grades, class placement, and percentiles must be put aside. We are about growth. The waters we ask these students to swim in are rough. They must always be swimming in one manner or another. To tread water is to drown.

For more information on this topic, contact:

Johnathan Williams

williamsj@hendry-schools.net

LaBelle High School Cowboys

An Administrator's Perspective

Iris Borghese, Assistant Principal, LaBelle High School, Hendry County

LaBelle high School is currently participating in an Educational Systems Review through our partnership with MTSS project. One of the critical features that we are excited about is the varied types data collected as part of this process. The comprehensive nature of the data is invaluable and includes: classroom observations; parent, teacher, and student surveys; and parent, teacher, and student focus groups. This information, paired with academic and non-academic indicators (attendance, behavior, etc.) have helped us identify trends and refine our continuous improvement efforts. As we move forward, adjustments will be made to enhance student learning and engagement for this year and will also be incorporated into our planning process for the upcoming year.

For more information on this topic, contact:

Iris Borghese

borghesei@hendry-schools.net