

Responding to the Data

TO THE STAAR AND BEYOND!



FWISD Board Presentation
Tuesday, June 28, 2011
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Fort Worth
INDEPENDENT SCHOOL DISTRICT

Overview of Presentation.....



Goal: What can we do as a system to make certain principals have everything they need to transform campuses to be high-performing learning communities?

- Process for Reviewing Strengths and Weaknesses
- Moving Forward: Central Office
 - Elementary
 - Secondary
- Moving Forward: Campuses & Students



- **Focus Groups and Individual Meetings**
 - **District (May and June)**
 - Curriculum and Leadership debriefed all data
 - Established external partnership with Harvard for literacy research
 - Reviewed research and best practices
 - Looked for strengths/weaknesses/patterns
 - Drafted initial plans for review with Superintendent, Board, and Principals
 - **Focus Groups for High Performing Campuses (June, early July)**
 - What contributed to their success
 - What systems and procedures do they have in place
 - How are they using curriculum and resources
 - What can Central Office do to help you
 - **Individual Meetings with Principals of Struggling Campuses (July, August)**
 - Assist in identifying and correcting root causes of low performance
 - Assist in developing Campus Improvement Plans
 - Identify ways in which District can assist school to become high-performing
- **Revision of Curriculum Frameworks to include revised TEKS**





- **Waiver Days**

- Teachers grouped by pyramid and grade level (primary) or content area (upper elementary and secondary)
- New learning and review for Connects
- Major focus on new standards and understanding the new STAAR **assessments—significantly increased rigor**
 - **Supporting Standards** (70% of new standards)
 - Prerequisite to engage in Readiness Standards
 - **Readiness Standards** (30% of new standards)
 - Higher level, necessary to be successful in current grade level and post-secondary education
 - **65% of STAAR will test Readiness Standards—higher order thinking**
 - All instruction must foster deep and rigorous thinking and build from previous grade to inform subsequent grade
- Intense professional development for principals and assistant principals so they can fully exercise their roles as instructional leaders for STAAR





DISTRICT INITIATIVE:
*OPERATION ON GRADE! ON
TIME!*



- **PK/K Acceleration**

- Approximately 40% of FWISD kindergarten student do not attend PK
- Develop a detailed protocol and response for students who enter kindergarten without the advantage of pre-kindergarten
 - These students must be identified and accelerated immediately. Not doing so hinders those who are on level and does not serve those who are behind.
- Reach out to neighborhood daycare and early childhood providers
 - Provide support, encouragement, and resources
 - Assure these organizations that we are partners in this work and we are not competing for their business
- BOY, MOY, and EOY screening for K students
 - Beginning of Year (BOY) screening tool
 - Middle and End of Year (MOY and EOY) reading level assessment



District: On Grade! On Time! Elementary Literacy



- Identify clear “**Mastery Markers**” for all content areas and grades
 - “What a 2nd grader should know and be able to do by the end of 2nd grade”
- Tighten professional development and expectations for **Literacy Cycle**
 - Focus on new standards and content deepening
 - Develop small group guided reading skills
 - Ensure full implementation of Word Work through directed instruction in phonics, phonemic awareness, and vocabulary
- Structured assessments and progress monitoring cycles
 - Weekly in-class assessments
 - Reading and Writing Proficiency Benchmarks
 - Every three to nine weeks depending on student proficiency levels
- **Curriculum Based Assessments**
 - Every nine weeks
 - Aligned to new state standards
- Implementation of **Leveled Literacy Intervention** at struggling campuses



District: On Grade! On Time! Elementary Literacy



- Identify, support, and accelerate students by **Tier**
 - **Tier I—On grade-level**
 - Responds well to core classroom instruction
 - **Tier II—Slightly below grade to 1 years below grade-level**
 - Needs intervention and acceleration during regular instructional times
 - **Tier III—More than 1 year below grade-level**
 - Needs additional support and acceleration outside of classroom
 - Highly structured early literacy instruction and support
- For all students below grade level:
 - ***Individual Literacy Plan (ILP)***
 - ***Detailed plan to accelerate learning to bring student to grade level***

Elementary: On Grade! On Time! Mathematics & Science



- **Mathematics Core Program**
 - Articulate strong review component of *enVision Mathematics*
 - Ensure coach focus on primary grades
 - Ensure full use of games and manipulatives that engage students and teach mathematical concepts
 - BOY, MOY, EOY on-grade evaluation
- **Mathematics Struggling Schools**
 - Pilot of *Reasoning Minds* at second grade in the 6 Academically Unacceptable (or near) elementary schools
 - 45 minutes individualization and acceleration three times per week
- **Science All Schools**
 - Identify and train lead science teachers
 - Directed training for principals and assistant principals on components of effective science instruction at all grades



Secondary: On Grade! On Time! Literacy



- Ensure full implementation of **Tiered Reading Initiative** in secondary schools (primarily grades six through nine/ten)—Required tiered-reading courses in Master Schedule
- Redesign **Reading Point Teacher** program
 - Adolescent-specific literacy professional development
 - Visit successful Elementary and Middle reading programs
 - Support reading across campus
- Use available data to develop **Individual Literacy Plans**
- Identify students by **Tier**
 - **Tier II—unsuccessful on TAKS and below grade level**
 - Required Reading Course
 - Gates MacGinnitie Reading Test (GMRT)
 - Required for all students who failed TAKS
 - **Tier III : All of Tier II strategies plus**
 - Required Reading Course
 - Developmental Assessment for Reading
 - For students who are 3 or more years behind
 - Assesses nine core components of secondary literacy

Secondary: On Grade! On Time! Mathematics and Science



- Scale up of **Vanderbilt** work from 7 middle schools to all secondary schools
- Intense mathematics professional development/focus for principals
 - Principals
 - Pyramid meetings
 - Curriculum preview (know what to look for)
 - Running effective department meetings
 - Pyramid data analysis (vertical alignment)
 - Principal meetings
 - Effective lesson launching
 - Review of formative and summative assessment information (CBA, Student Work, Rotations)
 - Continued focus on Achievement Gap
 - Assistant Principals
 - Assigned to content area
 - Serve as administrative instructional leader for teachers
 - Fall Semester: Three days of specific training for each content area



Secondary: On Grade! On Time! Mathematics and Science



- Focus on components of effective **Lesson Launch**
 - Ensure **rigor** by using the Supporting and Readiness standards of new TEKS to plan lessons (all updated in Curriculum Framework)
 - Make **Clear Expectations** for student behavior and learning goals
 - Ensure **relevance** by making real-life connections for student
 - Scaffold learning to make certain all students can engage in lesson
 - Use **Accountable Talk** strategies check for understanding
 - Make full use of formative and summative assessment
 - **Progress Check Products**
 - **Curriculum Based Assessments**
 - Moved to six week to be part of final exam
- Revisit professional development cycle and role of **Lead Content Teachers**
 - Deepen **content knowledge**
 - Sharpen **pedagogical skills**
 - **Must** be prime deliverer of professional development
 - **May not** perform administrative duties
 - A *'guide at the side'* **not** an evaluator

Moving Forward: Campuses



- Identify campuses by **Tier** and provide differentiated support
 - **Tier I—High Performing Campuses**
 - Comprehensive Needs Assessment
 - Campus Educational Improvement Plan (**May June**)
 - Development by Site-Based Team
 - Review by Director (**July-August**)
 - Support as requested
 - **Tier II—Developing Campuses**—as above plus...
 - Instructional Planning Meetings: IPM (**August-September**)
 - Meet with key players, review Campus Improvement Plan
 - Provide active planning and implementation support (**August-May**)
 - **Tier III—Low Performing Campuses**—as above plus...
 - Directions to principal to begin detailed analysis with instructional team (**June**)
 - Individual meeting with principal and directors (**August**)
 - Detailed “back to school” implementation from first day forward (**August 22**)
 - Scholastic Analysis (**August-September**)
 - In-depth review of past performance, detailed planning
 - Provide additional resources, active planning, implementation, and monitoring support (**August-May**)
- **Ongoing support and collaboration between directors and content specialists**
 - Curriculum Preview, Campus Review, Professional Development





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