

Wayland Public Schools

FY17 System-Wide Goal ACE Progress Report: Using Data Wisely

System-Wide Goal: To strengthen the achievement of each learner through ongoing access to and use of data so that resources (*funding, staffing, and time*) are allocated efficiently, accurately, and effectively.

High School Strategic Initiatives:

- Increase the use of data to identify struggling students.
- Implementation of new Student Information System.

A Accomplishments	C Challenges	E Exemplar
<ul style="list-style-type: none"> ● The implementation of the new Student Information System is well under way. At the high school, staff members necessary for each step of implementation meet regularly for training and data transfer. In early May, the process will coalesce with a major training on building the master schedule using course request information gathered using our old system. Planning is under way for “power users” and all staff in the fall. This has been an enormous undertaking, but there is positive energy about the many ways that this new SIS will improve our systems and our ability to respond to the needs of our students. ● The broadened RTI team (now representing English, math, science, social/emotional, and history) continues to meet monthly with the Academic Center Coordinator and administration to track student progress and discuss appropriate supports. Out of these data-driven conversations, supports are adjusted as necessary, sometimes including 	<ul style="list-style-type: none"> ● Not surprisingly, the implementation of a new SIS requires time, patience, and a lot of creative energy on the part of those responsible! We are optimistic that the outcome will be very positive, but the undertaking has, predictably, been massive. Ensuring that the staff has ample time to be trained in the late summer, while preparing for the 2017-2018 school year, will be a challenge. ● We are still working towards establishing some shared assessments at each grade level and in each department, which we can use to evaluate student progress at key points in the school year. Balancing the need for common assessments to accurately identify these students, while supporting teacher autonomy, presents some challenges logistically and culturally. ● Sustaining RTI staffing given other needs (growth of programs, increased enrollment) will be a challenge. 	<p>The detailed, thoughtful conversation that occurs in our RTI and SST meetings is reflective of our increased use of data to identify and support struggling students. Regularly drawing upon middle school grades and testing reports, outside evaluation results, quarter grades, class assessments (both formative and summative), and teacher reports, team members engage in expansive discussions about how best to support students. With more departments represented in our RTI program, we are better able to scan the progress of a student’s entire academic experience rather than delve into a student’s performance in one course or another.</p>

<p>counseling services in addition to academic supports. We are “catching” students and paying close attention to their progress.</p> <ul style="list-style-type: none">● The department head group continues to look at the distribution of quarterly grades in order to identify inconsistencies among grading practices and/or assessments. (We expect to be able to break down this data even more specifically to particular subgroups with our new SIS.)		
--	--	--

Middle School Strategic Initiatives:

- Adopt a new SIS (Student Information System) and train staff on how to use it.
- Continue our efforts in PLCs to use formative assessment data to shape instruction.

<p style="text-align: center; font-size: 2em; font-weight: bold;">A</p> <p style="text-align: center; font-weight: bold;">Accomplishments</p>	<p style="text-align: center; font-size: 2em; font-weight: bold;">C</p> <p style="text-align: center; font-weight: bold;">Challenges</p>	<p style="text-align: center; font-size: 2em; font-weight: bold;">E</p> <p style="text-align: center; font-weight: bold;">Exemplar</p>
<ul style="list-style-type: none"> ● With the district-wide team, we adopted the new SIS, eSchool, and have begun the data migration process to transfer information over to it for students, courses, etc. ● We have been training subsets of staff on different features of the new system throughout the spring using a train-the-trainer model. For example, Kelly Hagan and Rebecca Poulo have spent a lot of time learning the Teacher Access Center (TAC) and the versatility of the grading setup. George Benzie, Shirley Nazzaro, and Betsy Gavron have been learning the scheduling components. Our trainers will then train all staff around how to use the features of the new SIS system that they need to know (grading, info management, parent communication) so they will be able to use it fully next school year. ● During our training we have begun to use the new SIS to schedule the school for the 2017-2018 school year. We have transferred our course catalog and begun to mass enter course requests (for example, all 7th graders' combined arts course requests are already entered). Trainings with the master schedule builder will continue this spring. ● We have continued to have weekly PLC time embedded in our schedule (capitalizing on 	<ul style="list-style-type: none"> ● As with any new system, there are features that are much improved (for example, the ability for a teacher to email an entire class of students or parents with a single click—without hand-entering every email) and features that are less robust (the course section labels can't include letters, causing us to need to re-code a set of classes using numbers only as opposed to teachers' initials to identify sections). The first year of use will be bumpy at times, but we are excited to make the change. ● Some aspects of the new system need to be customized to meet the needs of the district, which is time consuming and costs money. For example, the student schedules do not automatically print in a bell schedule rotation view. This is essential for students to visually see where they go A-day block 1, B-Day block 3, etc., as we have a rotating drop schedule. Offering students just a list of classes is insufficient. ● While we had planned to train all staff this spring, our curriculum leader team thought it made more sense to train teachers in the fall with their real classes, as opposed to using mock-up classes now. They were worried that the learning would not be retained to the fall and would lead to frustration. It will 	<p>The Social Studies Department collaborated with Bethann Monahan to engage in focused professional development around the online tool Pear Deck and its capacity for formative assessment. Pear Deck is an interactive presentation tool in which students can respond to teacher queries projected on slides. Answers can then be displayed collectively (and anonymously) within the presentation. PLCs used data they received from formative assessments to drive instruction: Here is an excerpt of their inservice agenda:</p> <p><u>Pear Deck Workshop:</u></p> <ol style="list-style-type: none"> 1) We will begin with some work time, so that everyone can practice developing a Pear Deck presentation. 2) We will share our own Pear Deck examples and explore some of the examples at http://help.peardeck.com/. Then, we will discuss the following: <ol style="list-style-type: none"> a. The qualities of an effective Pear Deck presentation: <ul style="list-style-type: none"> ● Including an opportunity to draw and label with text boxes ● Including a variety of slides b. Opportunities to use Pear Deck in our lessons: <ul style="list-style-type: none"> ● Factual check-ins

<p>FLEX). PLCs plan together and use formative assessment data, such as exit tickets, math check-ins, and online assessments to determine next instructional steps.</p>	<p>make for a busier, stressful start-up to the school year, however.</p> <ul style="list-style-type: none">● Time in PLCs is wonderful, but there is never enough time to do all of the planning and formative assessment analysis we would like to do.	<ul style="list-style-type: none">● Previewing materials...anticipation guide? Pre-test “light”● Analytical check-in● Individual or pair work (advantages and disadvantages to both)● Geographical awareness● Image analysis● Graph analysis● Sequential/chronological thinking, specific dates, ranges, or posthole dates● Close reading of a short text● Try self-paced version for homework
---	--	--

Elementary Schools Strategic Initiative:

- Continue to maximize the RTI model through collaborative efforts, data meetings, and shared curricula by utilizing staffing in strategic ways to lower teacher to student ratios.

<p style="text-align: center;">A</p> <p style="text-align: center;">Accomplishments</p>	<p style="text-align: center;">C</p> <p style="text-align: center;">Challenges</p>	<p style="text-align: center;">E</p> <p style="text-align: center;">Exemplar</p>
<ul style="list-style-type: none"> • Teachers continued to utilize and update the scope and sequences for mathematics and language arts to ensure that meaningful learning experiences are aligned to the Common Core Standards. In particular, there was a unified focus on implementing the Comprehension Toolkit to support student reading development along with continuing to grow in successfully using Words Their Way for spelling growth and SRSD for increased student writing. • Using a rotating schedule for math coaches and literacy specialists to participate, grade level teams continued to meet weekly to monitor student academic progress and to coordinate efforts for implementing specific, strategic interventions, additional practice, or extension activities to all students. • Using a carefully crafted schedule at each building in all grade levels, teams of two or more classrooms share students for RTI blocks, resulting in the ability to create groups specifically designed to address the needs of group members. All elementary classroom and special education teachers, reading specialists, and teaching assistants participate in this endeavor to lead skill-driven, targeted interventions in both mathematics and language arts. 	<ul style="list-style-type: none"> • Appropriate staffing levels continue to be a challenge, particularly in mathematics, as the success of the RTI model is dependent upon additional personnel for small-group instruction during RTI blocks. Higher levels would allow the faculty to better accommodate the range of needs identified through the various assessments. • While GMADE is an effective tool, identifying a comprehensive mathematics assessment that is aligned to the Common Core Standards is an essential next step. We are encouraged by the Track My Progress pilot that occurred this year and hope to implement it for 2017-2018 school year. • Due to shared specialists across buildings and other time demands in other disciplines, it continues to be a challenge to create a balanced schedule that meets the academic, social, and emotional needs of all learners. 	<p>The teachers in kindergarten and first grade have committed themselves to utilizing the Kathy Richardson Counting Assessments. This has resulted in a more careful analysis of the children’s number sense skills in understanding the relationships between one- and two-digit numbers and their overall value. Principals have heard consistently from second grade teachers how impressive the number sense skills of their students are because of this important assessment to inform kindergarten and first grade mathematics instruction.</p>

- The faculty at all three elementary schools continued to develop more effective data meetings for analyzing student proficiencies and achievement. Now that they have experienced similar assessments for a long time, there is a stronger comfort level with analyzing assessment results to inform instruction. This has resulted in targeted instruction in order to meet each student's specific learning needs and to develop flexible, homogeneous student groupings to promote increased student growth.

--

--

Central Office Strategic Initiative:

- To analyze data to improve strategic planning and decision-making to best leverage resources toward the attainment of the district’s system-wide goals, employing varied assessments and piloted DESE resource allocation tools.

A Accomplishments	C Challenges	E Exemplar
<p><u>Resource Allocation and District Action Reports (RADAR) Training</u></p> <p>A team of administrators participated in this pilot program sponsored by the Department of Elementary and Secondary Education. The team was led by Susan Bottan, and it included Brad Crozier, Marlene Dodyk, George Benzie, and me. The training sessions, and subsequent district-based meetings in Wayland (often accompanied by a DESE representative), sought to test out and enhance the use of newly developed state and district level data spreadsheets. The overarching goal was to establish a workable process by which districts could use the comparable data in order to maximize their return on investment. Thus far, there were two full day sessions held in Worcester and six meetings in Wayland. (Another full day session is planned for May.) In addition, the team attended a related presentation sponsored by TEC at which Nate Levenson from the District Management Council described his work on Academic Return on Investment.</p>	<p>DESE has provided a massive amount of data and is trying to develop instruments that sift through that data in useful ways. The process of doing so can become unwieldy. We spend hours pouring over the data and still found times when the information we needed was not available. Still, DESE was very accommodating in these situations.</p>	<p>Through an analysis of our Special Needs programs, we determined that there were opportunities at the secondary level to shift staffing resources (substituting aides for a teacher, saving benefit packages in the process) and to take a look at the role of team facilitators at the elementary level.</p>