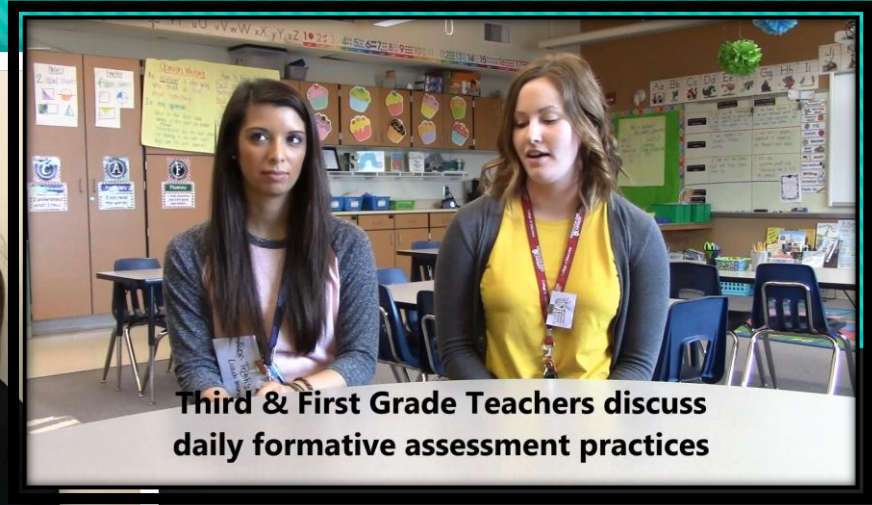
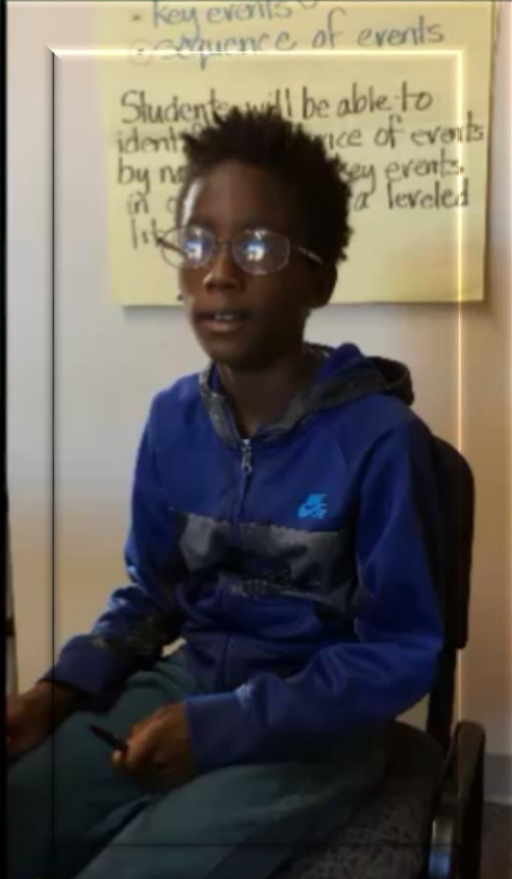
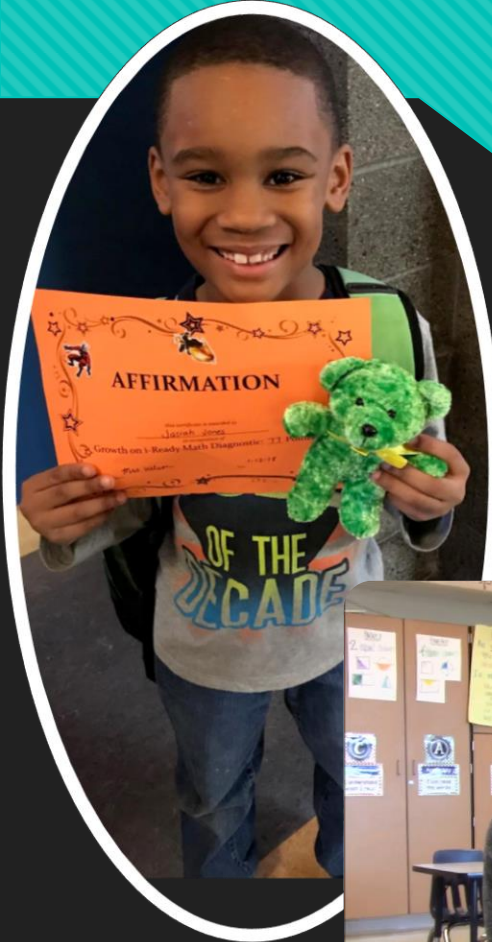


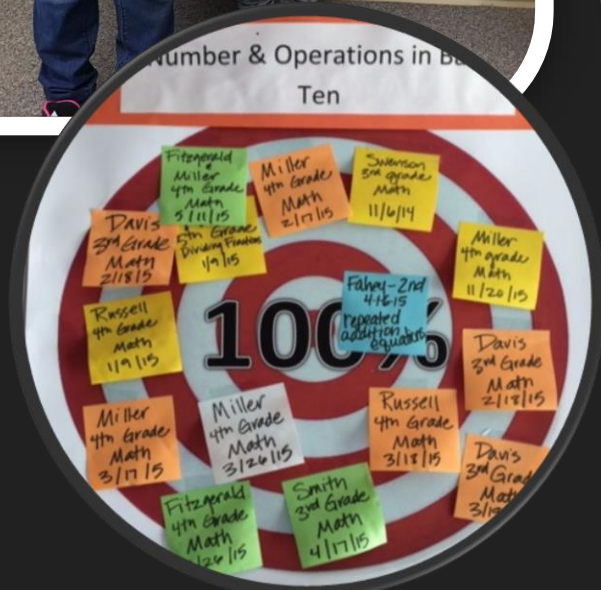
Powerful Data Systems: Empowering Students to Believe and Achieve

Taj Jensen, Christine Kelly, Diana Fitzgerald, Amy Miller and Shannon Scott
Tacoma Public Schools, Tacoma Washington

We are...



Third & First Grade Teachers discuss daily formative assessment practices



Our time together

- Whole Group: 40 minutes
- Small Groups: 40 minutes
 - Leadership
 - Classroom
 - Intervention

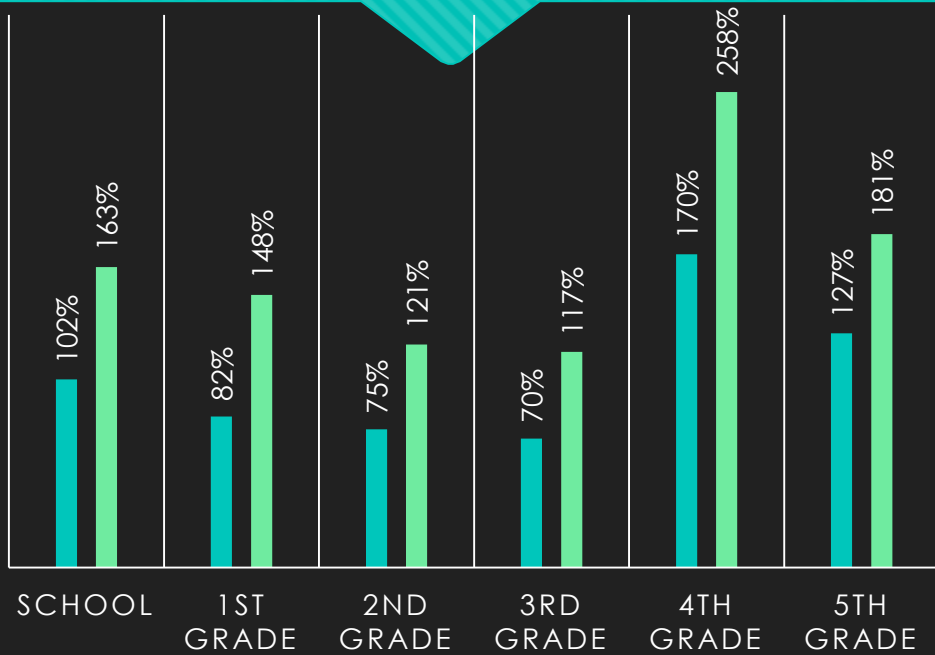
Mann Elementary School: Priority School

Year one Turnaround accomplishments:

- Highest IReady growth percentage in district BOTH ELA and Math
- Highest SBA growth in district in Math, 2nd in ELA*
- Moved from bottom 3% in TPS cohort (poverty/achievement) top 3%

ELA: % OF STUDENTS MEETING GROWTH GOAL

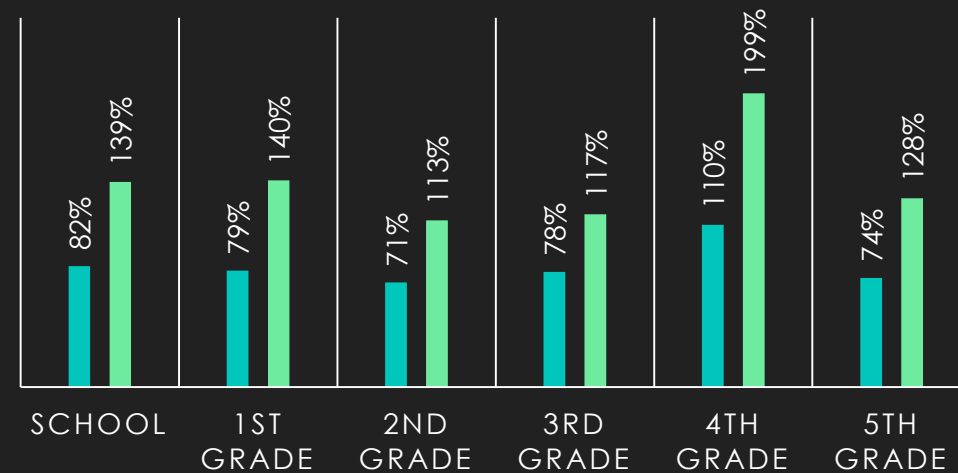
- ELA: Fall to Winter iReady % Meeting Growth Goal
- ELA: Winter to Spring iReady % Meeting Growth Goal



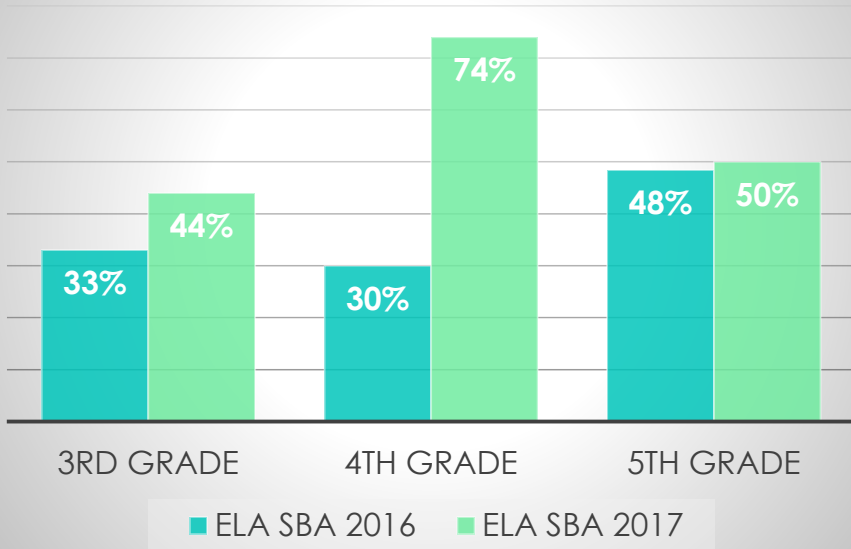
| | | | |
|------------|-------|----------------------------------|-------|
| F/R | 70.1% | Native Hawaiian/Pacific Islander | 2.1% |
| SPED | 16.2% | Asian/Pacific Islander | 6.0% |
| ELL | 10% | African American | 16.4% |
| Mobility | % | Hispanic/Latino | 20.5% |
| Enrollment | 483 | White | 36.4% |
| | | Two or more races | 17.4% |

MATH: % OF STUDENTS MEETING GROWTH GOAL

- MATH: Fall to Winter iReady % Meeting Growth Goal
- MATH: Winter to Spring iReady % Meeting Growth Goal



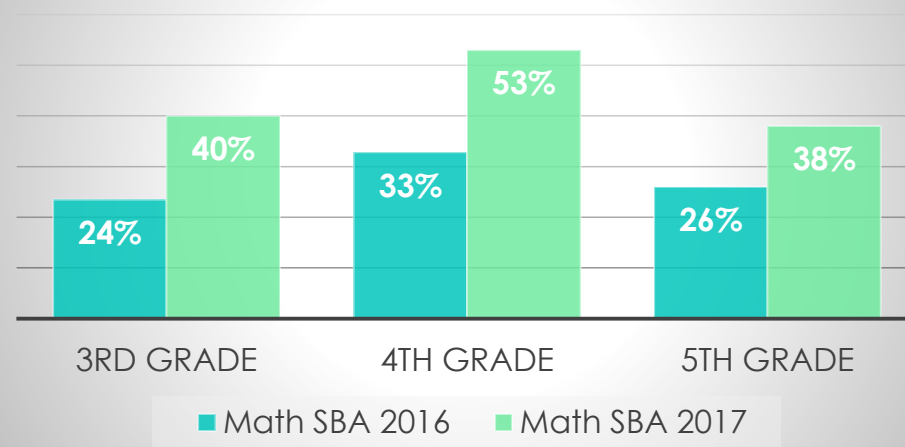
ELA SBA Growth



| ELA | 1 year Growth |
|-----------------------|---------------|
| 3 rd Grade | +10.2 |
| 4 th Grade | +44 |
| 5 th Grade | +1.6 |
| OverAll | +55.8 |

gba

SBA Math



| Math | 1 year Growth |
|-----------------------|---------------|
| 3 rd Grade | +16.5 |
| 4 th Grade | +20.2 |
| 5 th Grade | +10.4 |
| OverAll | +47.1 |

Tillicum Elementary School

Rewards & Recognition:

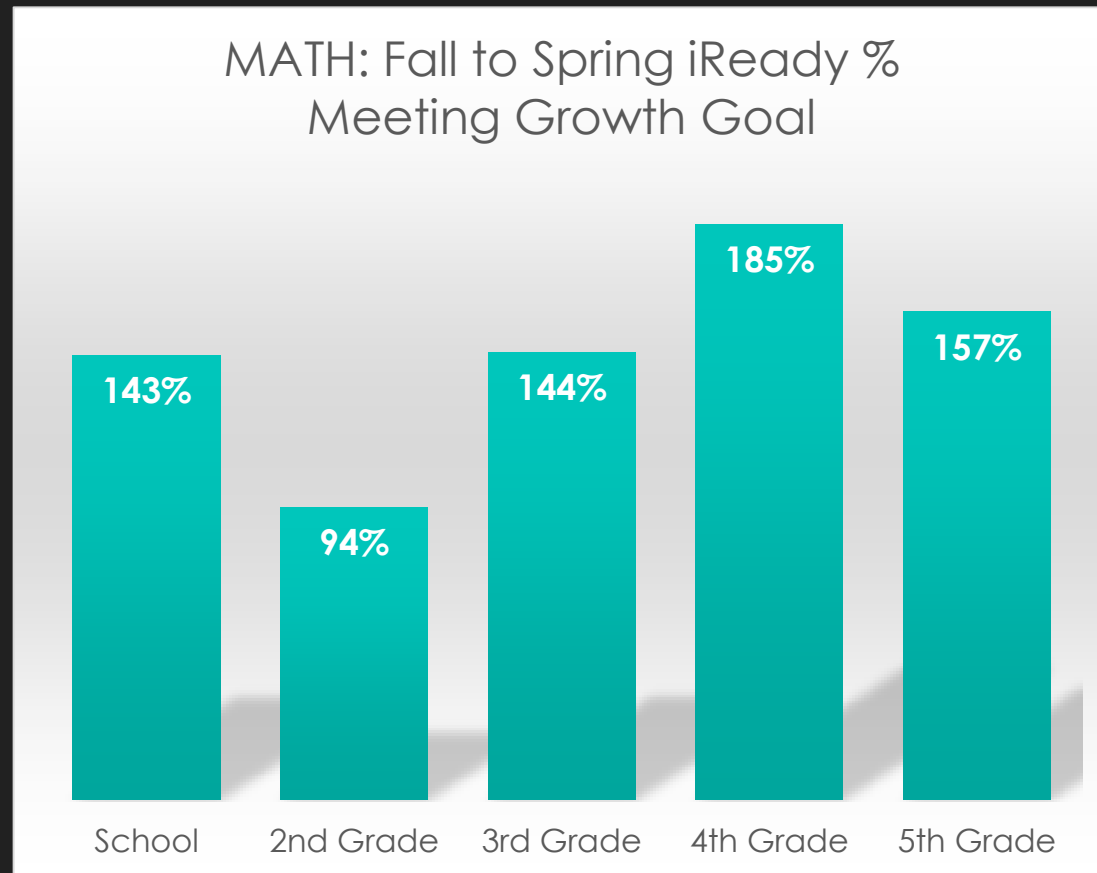
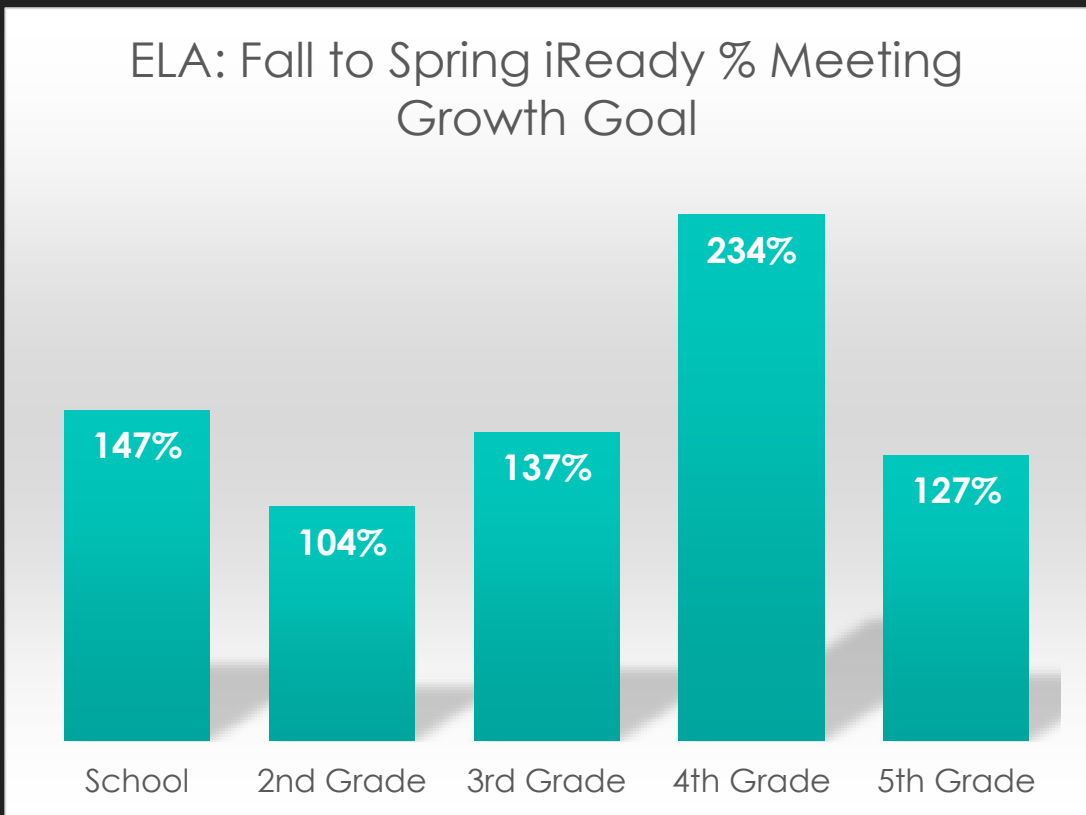
- Washington State Principal of the Year 2014
- National Title 1 Distinguished School: 2014
- Washington State School of Distinction Recipient: 2014
- Washington State 2013-2014 Title1, Part A Award
- Washington State School of Distinction Recipient: 2013
- Washington State Achievement Award Recipient 2013: Reading, Math,
High Progress
- Washington State Achievement Award Recipient 2012
 - Closing the Achievement Gap

| | | | |
|------------|--------|---------------------------------|-------|
| F/R | 93% | Native Hawaiian/Pac Islander | 6.2% |
| SPED | 12.30% | Asian/Pacific Islander | 8.7% |
| ELL | 19.60% | African American | 10% |
| Mobility | 20.66% | Hispanic/Latino | 35.8% |
| Enrollment | 350 | White | 33% |
| | | Two or more races | 13.7% |

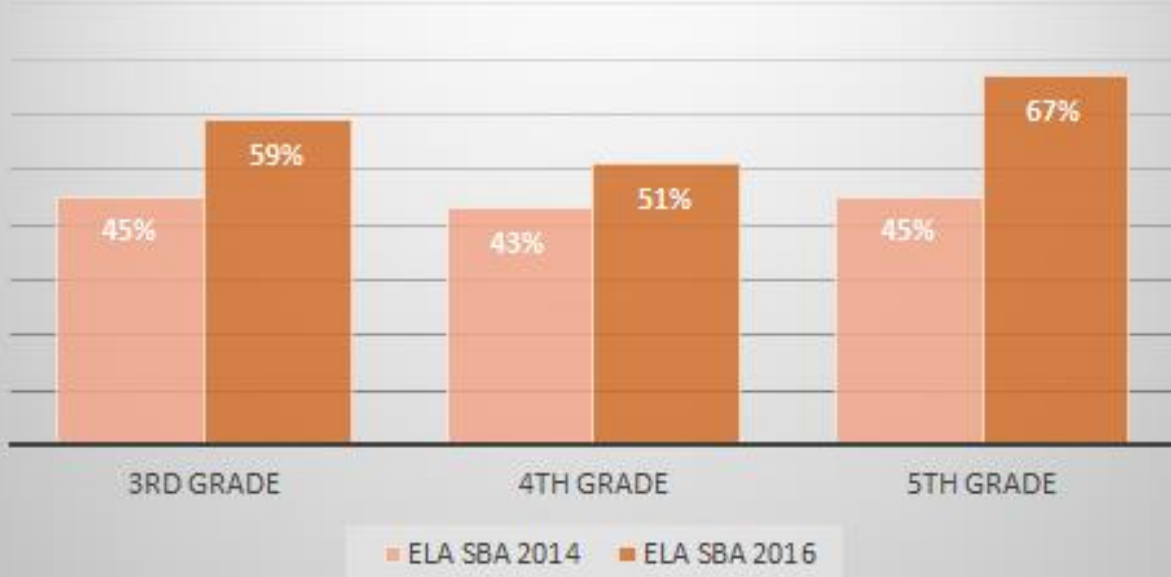
| | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | |
|---------------------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|
| | Fall DIBELS | Spring DIBELS | Fall DIBELS | Spring DIBELS | Fall DIBELS | Spring DIBELS | Fall DIBELS | Spring DIBELS |
| Kinder | 33% | 98% | 44% | 100% | 35% | 97% | 23% | 100% |
| 1st Grade | 81% | 83% | 68% | 56% | 81% | 74% | 76% | 82% |
| 2nd Grade | 59% | 74% | 74% | 88% | 65% | 71% | 70% | 83% |
| | Read MSP | Math MSP | Read MSP | Math MSP | Read MSP | Math MSP | Read MSP | Math MSP |
| 3rd Grade | 59.1% | 63.2% | 69% | 75% | 68.2% | 73.1% | 66.7% | 75.8% |
| 4th Grade | 63% | 52.1% | 62.7% | 51.1% | 85.1% | 77.3% | 94.9% | 84.6% |
| 5th Grade | 53.6% | 37.9% | 48.7% | 43.9% | 80% | 68.8% | 85.2% | 88.9% |

Tyee Park Elementary School: Priority School

| | | | |
|------------|-------|----------------------------------|-------|
| F/R | 90.6% | Native Hawaiian/Pacific Islander | 9.4% |
| SPED | 13.1% | Asian/Pacific Islander | 2.2% |
| ELL | 27.5% | African American | 10.7% |
| Mobility | 54% | Hispanic/Latino | 46.6% |
| Enrollment | 457 | White | 17.1% |
| | | Two or more races | 14% |



ELA SBA

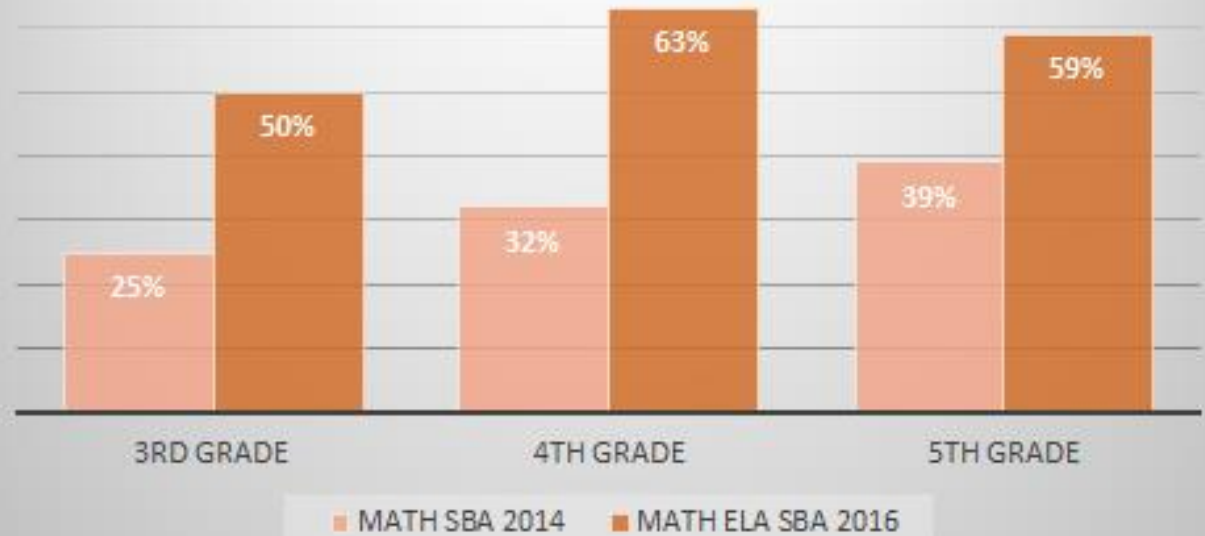


Tyee Park Elementary School: Priority School

Two-year Turnaround accomplishments:

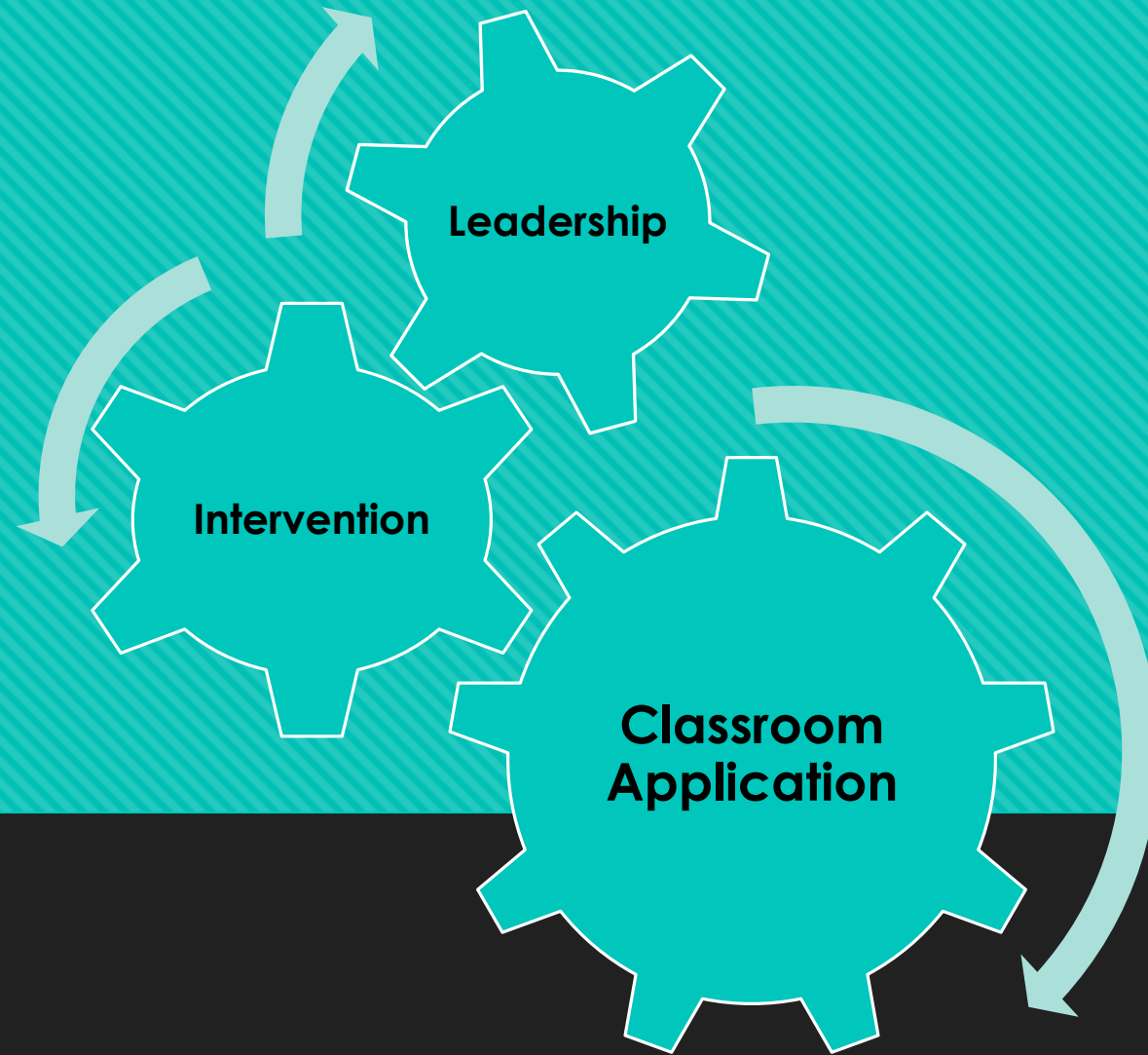
- Highest growth percentage in district
- SBA average scale scores above district and state:
 - IDEA & ELL students above district & state cohort in:
 - 3rd ELA
 - 4th ELA & Math
 - 5th ELA & Math
 - 5th Grade Math from 18% to 58.7%
 - Moved from “underperforming” at bottom of district to “excelling” at top
 - Washington State: School of Distinction 2017

SBA Math



**Transforming schools from
deficit to distinguished**

Systems & Structures



Classroom Application

Learning Targets to Exit Tasks: Daily formative assessment

- ❖ Daily Learning Targets – Standards-based, Deconstructed
 - ❖ Introduced via Thinking routine
- ❖ Daily Exit Tasks – measure progress toward Learning Target
 - ❖ Formally Tracked
 - ❖ Used to goal-set

Implications to Instruction – planning and delivering

Intervention

Assessment Systems leading to focused Intervention

- Coordinated K-5
 - Common Assessment: Screen, Diagnostic, Formative, Summative
- Diagnose specific gaps in skill and understanding
 - Skill and Understanding gaps intentionally and explicitly taught in intervention
- Monitor progress regularly for **growth** and mastery
- Structures to support daily formative assessment based on standards-based learning targets
- Actionable data formally collected and tracked
- Track and share student **growth** and benchmark data

Three Models of Intervention: In cooperation with District Title 1

- ❖ During Core Instruction
 - ❖ How screen data dictates need for this model
 - ❖ Instructional Block Design to include Intervention
- ❖ Small Group Pull-out
 - ❖ Traditional design
 - ❖ Untraditional instructional delivery based on Diagnostic data
 - ❖ Flexible based on progress monitor data
- ❖ Seminar
 - ❖ Domain/Strand Specific as illustrated by Screen Data
 - ❖ Built into building schedule, instruction delivered to all grades or grade bands

Leadership

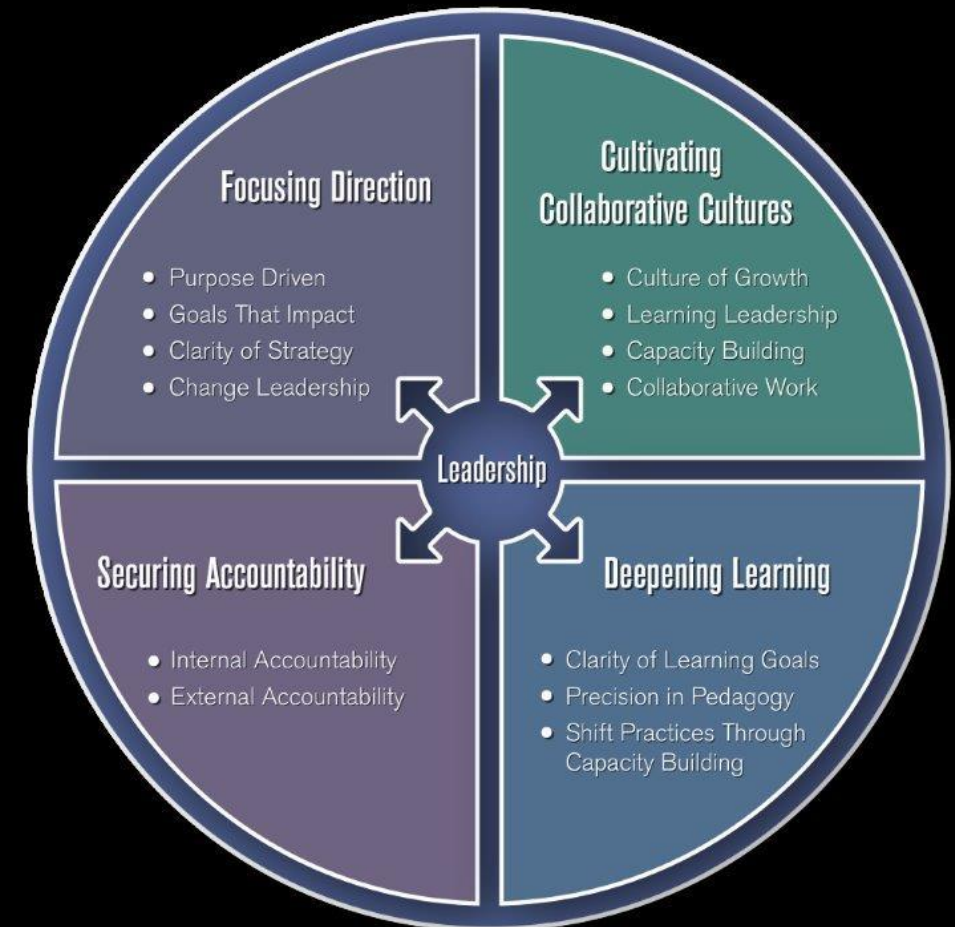
Leadership

- Focusing Direction
- Staying the Course
- Cultivating Collaborative Culture
- Deepening Understanding
- Securing Accountability
- Courage, Conviction, Belief

Leadership: Student-Centered, Data informed

- ❑ High levels of accountability with high levels of support
 - ❑ Evaluate honestly
 - ❑ “See” the student with the data point
 - ❑ Plan for achievement
- ❑ Building-wide systems
- ❑ Awareness of initiative fatigue: audit productivity
 - ❑ Right people – Right place
 - ❑ Understand and implement progression of achievement
 - ❑ Decrease workload

Partner with district Title 1



Strategic Planning: Combination of Leadership, Classroom Application, and Intervention

BEFORE:
October

Memo
 Data Team: Intermediate Data Team (3-5) ELA 2015-2016
 Grade 3 Teacher Boesley Date 10/20/14
 Data Source Analyzed: Key Details Exit Tasks

Identify Success:
 Which Claim/Target/Standard(s) did all students score 70% or higher?

| Claim/Target/Standard | Score |
|-----------------------|-------|
| | |
| | |
| | |

What specific instructional strategies do you think led to the success?
compare task to goal Jan

| Strategy | Detailed Description | Frequency/Dates |
|----------|----------------------|-----------------|
| | | |
| | | |
| | | |

Identify Challenges:
 Which Claim/Target/Standard(s) did student score below 70%? (Prioritize and select 3 or less for goal setting)
 *Include at least one goal addressing Claim 2

| Claim/Target/Standard | Score |
|---|------------------------------|
| Claim 1, Target 1 Key Details Exit tasks | <i>Average</i> <u>61%</u> |
| <u>P.I., P.L #1</u> | <u>18</u> <u>31%</u> |
| | |

Goal Setting:
 Create SMART goals to increase student performance.

Example: Students in Mrs. Kelly's class will increase from 45% to 70% in their ability to select a title that best fits a selection (Claim 1, Target 1, 2.1.3) by January 18 as measured by a multiple choice/short answer exit task.

- Students in Mrs. Boesley's class will increase from 61% to 78% in their ability to use explicit details and implicit information to support the text, by November ~~17th~~.

Student Names:
Whole class

-

Student Names:

What specific instructional strategies will you implement to affect the goals?
SP

| Strategy | Detailed Description | Frequency/Dates |
|--------------------------------|---|-----------------------|
| <u>explicit instruction</u> | <u>unpacking of learning target and exit task</u> | <u>daily</u> |
| <u>think aloud modeling</u> | <u>use visible thinking of eliminations of incorrect answer choices</u> | <u>daily</u> |
| <u>graphic which organizer</u> | <u>model and allow practice for students to organize thinking</u> | <u>2-3 times/week</u> |
| <u>know, do, think routine</u> | <u>model aloud for students what we know, do, and think about text</u> | <u>daily</u> |

How will you communicate the goals and progress towards the goals to your students?
Daily class, group, and individual exit task trackers. Celebrations when class meets benchmarks.
Go Huddle - Sports feel

Please be prepared to report progress towards goals at next month's data team meeting.

Grade: 3 Teacher: Beesley Date: 3/23/17

Data Source Analyzed: Bessie Coleman EBSR exit task (Thursday, March 23rd)

Identify Success:

Which Claim/Target/Standard(s) did all students score 70% or higher?

| Claim/Target/Standard | Score |
|--|--|
| Claim #1 Target #11 (EBSR) Analysis Within & Across Text (AT) Describe and explain relationships of literary elements within/ across texts. Make an inference or draw a conclusion & justify with supporting evidence. Compare between texts. R.L 3.6 Distinguish their own point of view from that of the narrator or those of the characters. R.I 3.6 Distinguish their own point of view from that of the narrator or those of the characters. Assess how point of view or purpose shapes the content and style of a text. | 75% *Bessie Coleman MC exit task- 70% |

avg. 72.5%

What specific instructional strategies do you think led to the success?

| Strategy | Detailed Description | Frequency/Dates |
|--|---|---|
| Explicit Instruction/ Direct Instruction | Students will work with teacher's explicit and direct instruction to determine how a character point of view changes over time throughout a passage. Students will work alongside the teacher to model understanding of analysis of character's point of view and their prospection of how they see the world. This will allow students to activate prior knowledge and understand academic language. | Daily |
| Think Aloud with Anchor Charts | Students will participate in think aloud both whole class, (teacher led) as well as student led (partners). This strategy will serve as a gateway to promote student understanding as they will talk through their ideas as well as listen to the ideas and thinking of their teacher and peers. Teacher think aloud will also model understanding of texts for students to use during their own independent work time. | Daily- think aloud Weekly- anchor charts |
| Facilitative Questioning | The teacher will create pre-determined questions based on the passage to help scaffold student thinking and | 3-4 times a week |

Mann: Intermediate Data Team (3-5)

ELA 2016-2017

| | | |
|--|---|--|
| with student discourse | increase understanding about a character's point of view. This will allow an equal opportunity and access to text as well as allow students to communicate about the point of view of a character. Questions asked will be previewed in teacher think aloud to help student understanding of the meaning of the question and how a question could be answered. | |
| Sentence Stems/ Sentence Frames | Students will be given sentence stems to use while analyzing character's point of view. For example "___'s point of view about ___ is ___. I know this because in the text it says..." Students will also be prompted through sentence stems to analyze a character's perspective through their thoughts, words, feelings, and actions. | 3-4 times a week with modeling and think aloud |
| Graphic Organizer Cause and Effect **This cause and effect G.O was REALLY effective and useful for my kids. | The cause then, effect because graphic organizer will be used to determine character's point of view and how their actions help shape their thinking towards an event in the story. This will allow students to understand that events in a character's life change their thinking and point of view about a situation. "because something happens, then something else happens." | 2 times a week <i>multi step organizers</i> |

Identify Challenges:

Which Claim/Target/Standard(s) did student score below 70%?

| Claim/Target/Standard | Score |
|--|-----------------------------|
| Claim #1 Target #4/#11 Reasoning and Evidence Make an inference or provide a conclusion and use supporting evidence to justify/ explain inferences. RL.3 Describe characters in a story and explain how their actions contribute to a sequence of events. RL.6 Distinguish own point of view from that of the narrators or characters. RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.6 Distinguish own point of view from that of the author of the text. RI.8 Describe the logical connection between particular sentences and paragraphs in a text comparison, cause and effect, first/second/ third in a sequence. | 50% (EBSR Exit task) |

**AFTER:
March**

Create SMART goals to increase student performance.

Example: Students in Mrs. Kelly's class will increase from 45% to 70% in their ability to select a title that best fits a selection (Claim1, Target1, 2.1.3) by January 18 as measured by a multiple choice/short answer exit task.

1. Students in Mrs. Beesley's class will increase 50% to 70% in their ability construct (WR) or choose an inference (EBSR/ST) based on a passage and support it using text based evidence, by April 24, 2017, as measured by a reasoning and evidence exit task and/ or common assessments (CAs).

Student Names: David Earl, Nevaeh Hawley, Sadie McPeak, Lino Perez, Nikkolai York, Ethan Bui, Brooke Parmenter, Serene Redding, Arturo Ortega, Sean Demonmorency, Alva Young

What specific instructional strategies will you implement to meet the goals?

| Strategy | Detailed Description | Frequency/Dates |
|--|---|--|
| Explicit Instruction/ Direct Instruction | Students will work with teacher's explicit and direct instruction to determine how a character point of view changes over time throughout a passage. Students will work alongside the teacher to model understanding of making inferences and supporting them with important details from the passage. This will scaffold student's understanding to successfully choose, or write their own inferences and support them using either found or given text based evidence. | Daily |
| Think Aloud with Anchor Charts | Students will participate in think aloud both whole class, (teacher led) as well as student led (partners). This strategy will serve as a gateway to promote student understanding as they will talk through their ideas as well as listen to the ideas and thinking of their teacher and peers. Teacher think alouds will also model understanding of texts for students to use during their own independent work time. | Daily- think aloud Weekly- anchor charts |
| Sentence Stems/ Sentence Frames | Students will be given sentence stems to use when creating an inference. For example, If students are asked to create an example based on a character, students will use the sentence stem- "I can infer _____ is _____ because in the text it says on pg. ___ " _____" This will allow students to construct their written responses or speak to partners/ small groups about the inferences they make as well as allow students to support them with evidence from the text. | 3-4 times a week with modeling and think aloud |
| Graphic Organizer Inference | Students will use the inference with three details (2 text, 1 brain) graphic organizer to create an inference as well | 1-2 times a week |

| | | |
|--------------------------------|---|------------------|
| | as properly support their inference with evidence from the text as well as background knowledge. | |
| Reading for Meaning Statements | Students will receive a graphic organizer with either a given inference or given text based details. Students will either choose to agree or disagree with an inference, then prove their reasoning with evidence from the passage. Students will also receive given text based evidence about an important event or character detail and will be asked to create their own inference that matches the given text based details. Students will need to work both forwards and backwards. i.e support the inference, or use the details and create an inference. | 1-2 times a week |

How will you communicate the goals and progress towards the goals to your students?

As a class we will complete an exit task bar graph, I will confer with students one on one to track their progress and have a whole class cheer celebration when we meet benchmark! 😊

** Students will also make smart goals based on iReady and monitor their progress through iReady growth monitoring. This past month, students made their own SMART goals based on their analysis of iReady data. This allowed students to take ownership for their work and celebrate their accomplishments. Best of all... the kids LOVED it! 😊 - - - - This is continuing to work and motivate students tremendously!!

Please be prepared to report progress towards goals at next month's data team meeting.

Role Specific Small Groups:

- Please move to
 - Classroom Application: Learning Targets, Exit Tasks, Data Tracking, Goal Setting
 - Intervention: Assessment systems inform intervention models (in class, out of class, seminar)
 - Leadership: Leveraging building-wide systems for student success

Contact us

- Taj Jensen: Principal, Mann Elementary School tjensen1@tacoma.k12.wa.us
- Christine Kelly: Dean of Instruction, Mann Elementary School ckelly1@tacoma.k12.wa.us
- Diana Fitzgerald: Classroom Teacher, Mann Elementary School dfitzge@tacoma.k12.wa.us
- Amy Miller: Classroom Teacher, Mann Elementary School amiller@tacoma.k12.wa.us
- Shannon Scott: Classroom Teacher, Mann Elementary School sscott@tacoma.k12.wa.us