

## **Narratives demonstrating how our schools use data to drive instruction.**

**Attachment for Spring Data board presentation: May 2, 2019**

Administrators were asked to provide a few examples of how they respond to data and what proposed changes they have planned for the future as a result of evaluating on-going assessment data.

**Blackford:** Upon immediately evaluating the data from a math Common Formative Assessment(CFA) both our 3rd and 4th grade teachers switched students (within their own grade levels) based on what the data said. The teachers switched kids so that those with the most successful scores took the kids who performed the lowest. The teacher with the next highest scores took the kids who performed slightly below grade level and so on. This switching of students was a direct result of our learning from the Response to Intervention (RTI) model and inverted pyramid that our Guiding Coalition worked through with Dr. Luis Cruz, our Educational Consultant.

In addition, students are selected for Sonday Reading Intervention groups based directly on data from I-Ready, BAS, and then the Sonday assessment. These students are exited as soon as possible based on progress, benchmark assessments from Sonday and the phonics strand of the I-Ready assessment.

**Campbell School of Innovation:** Based on the iReady data, the following interventions and instructional changes have been made in math:

- Overall, our math scores are not as high as ELA, nor are students making the same gains in this subject area. To address this, grade levels are doing the following:
- 2nd grade started the year with many students significantly behind in math. Students have moved out of the middle and are working with small groups to intervene with the lowest performing kids.
- 3rd grade is administering daily formative assessments based on the daily Learning Target/s and regrouping students the next day based on those results. Often, Matthew and Megan are blending their students as appropriate and as similar needs are identified. They are also including Standards Mastery lessons.
- 4th grade had a strong showing in the Winter testing and has flatlined a bit. Alicia is aware and differentiating using the small group/Café model. She is also working with the 3rd grade team to brainstorm and get ideas.
- Regarding math for next year, we are considering piloting DreamBox as a math support as it is aligned with Bridges. We will also tap into the new district math coach to assist teachers in targeted intervention.

English Language Arts:

- K and 1 have flexed students for reading/phonics all year across the two grade levels. Also, grade 1 implements reading groups based on scores and ability on a daily basis—including is the Reading Intervention teacher and the site Inclusion Specialist.
- Next year, we will continue flexible grouping within and across grade levels, increase rigor, continue with Writing With Design, and refine our PLC process with regard to data and more formative assessment.

**Capri:**

- In Kindergarten, based on DIBELS and BAS data, students were grouped by need for 30 minutes each day for targeted literacy instruction. The groups were flexible and students were moved based on progress made.

- Based on iReady diagnostic data, our Equity TOSA has pushed into classrooms to support targeted math instruction in grades 3 – 5.
- Based on our ongoing assessment of student achievement data, we will continue with targeted professional development that supports our teachers' implementation of high quality first instruction as well as intervention and enrichment. As such, we will be focusing more on strategic lesson design with multiple access points for all students as part of our professional learning communities.

**Castlemont:** We looked at our data and RTI program and felt we needed to strengthen it to meet students needs.

1. Sent teachers to conferences: RTI in December and RTI Math in March
2. Started an RTI Guiding Coalition who are reading the book, Taking Action as further professional development.
3. Looking at data – we're seeing the work we are doing is working, and will continue to dive deeper to strengthen our practices.
4. Reading Intervention will move from a whole school focus to K-2 to support our data needs and Every Child a Reader by third grade.
5. DIBELs assessment will be used to measure and respond to reading progress in grades K-2.
6. At this point, the guiding coalition is looking at ways to strengthen our practices and processes. As we go deeper into this conversation with them, there may be need for slight changes with the master schedule to allow for more interventions and enrichment.

**Forest Hill:** Students making progress on iReady and who have met the exit score were removed from our intervention program (6 students).

- Students showing a need based on the entrance criteria were added (6 students).
- 1<sup>st</sup>-5<sup>th</sup> grade teachers ran the Diagnostic Results Report to drill down to see which areas of need for each student. Individual lessons were added for students scoring below grade level in a domain.
- Grade level teams met to discuss math and how to support students scoring above grade level. Supplementary materials were gathered and shared. We will be continuing to look at our math instruction and how to meet the needs of all students at FH.

**Lynhaven:** The main way that we have responded to data was after sharing our CAASPP scores with our staff early in the year. We met with each grade level and brainstormed with them ways we can change our practice to address the dip we experienced. The teams came up with focusing more on reteaching and regrouping students more frequently within the grade levels not just in their classrooms. This has been an expectation added to their team meeting agendas. We have been following up with this same procedure based on the IREADY scores.

-our 4<sup>th</sup> and 5<sup>th</sup> grade teachers are pulling their own students for a modified tutoring session after school to work on reading and math skills when data determines they need more instruction.

-Due to our large SDC testing population, we have had the teachers get support from both our Equity TOSA and RI teacher for more academic supports for the students. For example, they are using the Sonday systems with students who don't have basic foundational skills especially in testing grades.

-Next year, we will focus on more of a co-teaching model using the expertise of our Equity TOSA, RI and ELD teachers. We have seen this work in the current year with our RI teacher pushed in to support our kinder students with acquiring foundational skills with DIBELS assessments and CKLA.

-Revise our ExCel model as it is currently seen as a first instruction, leveled teaching and we want it to be more of a response to instruction where we respond to data more directly.

**Marshall Lane:** The best example of response to data is the realization, based on using the Sonday screening tools in the fall with our upper grade students, that we needed to provide remediation for some students in the area of phonics. We found that a significant number of 4th and 5th graders at Marshall Lane do not have a strong foundation in phonics. While they are able to read and comprehend, encoding is a struggle for them. They do not understand how the language works and have never learning basic phonics rules to help them to spell or to decode big words.

Data determined high need for phonics instruction=18% of 5th grade students (17 students out of 92 total)

Medium need for phonics instruction =25% of 5th grade students (23 students)

Some need for phonics instruction in specific areas =28% of 5th grade students (26 students)

No need for phonics instruction =28% of 5th grade students (26 students)

Teachers responded by implementing Sonday essentials to fill gaps.

As part of their PLC process in responding to data, the teachers grouped the students for phonics instruction. In collaboration with our class size reduction teacher, they created a plan to cluster students 4 days per week for 50 minutes to provide the instruction. Our goal is to figure out the best way of filling the gap in phonics with our upper grade students and having it improve their overall reading, writing, and spelling achievement.

**Monroe Middle School:** After evaluating school wide assessment data after the first iReady benchmark we noticed that students in the AVID classes were doing better than those not in AVID classes. Due to this we expanded our AVID professional development to the entire staff at the December PD day. We trained all staff and set expectations for what we want to see in classrooms. We watched for these AVID essentials when walking through classrooms. Additionally we pulled the total number of students receiving F grades after the first quarter. Every student with an F grade was “adopted” by a staff member who had the responsibility to monitor the student’s data as well as meet with them and discuss strategies for improving the grade. As a result our number of F’s decreased in the second window. We will continue with this mentorship model next year and expand it to more staff members for collective ownership of students.

**Rolling Hills:** As a result of data demonstrating students struggling with reading we increased the number of students the Reading Intervention teacher was able to see. (added 40 kids in grades 6 and 7) We added a period of support for students needing help with Exhibitions based on the number of students struggling to complete this requirement. As a result of teachers saying they didn’t know how to effectively teach writing and seeing student work samples not at grade level we expanded Writing with Design to 7<sup>th</sup> grade teachers. Student work samples demonstrate large improvements in writing and teachers report

how much better equipped they feel in teaching writing. We will continue this practice next year and expand to other teachers since we see evidence that it is working.

**Rosemary:** After giving the baseline foundational skills assessment to all grades, we discovered a need to teach foundational skills at every grade level and found a way to integrate it into the ELA instruction time.

- After studying mid-year foundational skills data in January, we decided to restructure our 3<sup>rd</sup> grade skills instruction, moving students out of the intervention and into the grade-level modules.
- At the same data point it was decided to dedicate more Reading Intervention Teacher time to the Kindergarten students who were struggling to learn letter names and sounds. Two new reading groups were formed with Ms. King and one more with Ms. Benedetti.
- Also, at that data point, after analyzing the scores of the Kindergarten students in the TK/K combo class we decided to include the Kinder students from that class in the Kindergarten classrooms for the skills block.
- Also, in December, after doing a baseline assessment in multiplication fluency in third grade, we identified a need for a time dedicated to learning the math facts. Our 4<sup>th</sup>/5<sup>th</sup> grade math teacher made time for a 30-minute fact fluency class for each third-grade class once a week.
- Throughout the year, grade-level teams are constantly adjusting instructional pacing and strategies to address needs identified in the data.

After sharing foundational skills data across grade-level teams the first-grade team has decided to restructure work time to a rotation, during which all students are seen in a small group by the teacher every day for targeted skills instruction.

- This year it became apparent that we need a tracking system for our module reading assessments (comprehension, GUMS), not just skills. The same can be said for the unit and mid-unit assessments in the math Bridges curriculum. We are developing a tracker dashboard for all grade-levels to input this data so that it can more easily be accessed and shared and analyzed.
- As a result of studying our ODR's, staff survey data, and suspension data, we have seen how many instructional minutes are being lost to extreme behaviors. As a result, we are restructuring our support team and targeting our professional development on the management in an active classroom.
- We will use both the EL curriculum and DIBEL's so we can better monitor our growth in relation to other schools around the country.

**Sherman Oaks:** After reviewing iReady, DRA and EDL2 data, our leadership team and SSC decided to offer reading interventions to students in Kinder, first and second grades after school. Teachers work with students twice per week after school on reading strategies/skills in a small group setting (6:1). This is in alignment with our district's goal, every child a reader by third grade.

- Also, after reviewing our English reading data, we learned that we needed to strengthen our English Reading program, so our leadership team and SSC approved the purchase, training, and implementation of the Sonday phonics supplemental program.

**Village:** As a result of our SBAC and iReady data we are doing school wide professional development around Universal Design for Learning so that we can teachers determine clear learning targets. This continues to be a focus of planning and implementation in all grade levels at Village School.

At the end of the last academic year our district unveiled the Profile of a Graduate, PoG initiative. Village teachers, working in grade-level teams have been developing grade-level specific 4-point rubrics to share with their students ensuring that students fully understand the PoG competencies and internalize both their meaning and application of these competencies.

The emphasis of all four of these site initiatives, UDL, Learning Targets, Innovation and PoG are a direct result of on-going data analysis and all tie together to facilitate the self-directed, innovative, collaborative, empathetic, critical thinkers that are Village students.

With approximately 20% of students performing below grade level in both Math and ELA the K-2 teaching team is fully trained in the universal screening tool DIBELS.

To supplement our math intervention program, this year we have begun working with our SPED RSP teacher to teach specific 1<sup>st</sup> and 2<sup>nd</sup> grade students the multi-sensory, tactile strategies embedded in "Touch Math". These students were identified through iReady and confirmed by teacher formative assessments. Next academic year our RSP teacher may provide training for our K-2 teaching team in the use of Touch Math as another strategy to honor the variability of learners.