How to Ensure Desired Results

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Research* Indicates…

That a school or district seeking to improve student achievement needs to focus on three core tasks:

- **Ensure Desired Results**
- **Foster a Culture of Improvement**
- **Improve Teaching and Learning**

* National Study of School Evaluation (NSSE)

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A school or district ensures desired results for student learning...

- by expecting certain results,

- then monitoring performance in achieving them

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Expecting Certain Results

- Implement a <u>vision for student learning</u> through goals and strategies.

  What exactly are we trying to achieve?

- Maintain <u>high expectations</u> for student achievement.

  Are expectations high for all students?

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Expecting Certain Results

- Maintain a <u>relentless focus on improving student learning</u> that permeates all levels of the school or district

- The school and district are compelled by a common belief that, collectively, the <u>staff can impact the desired results</u>

Monitoring Performance

frequently

- Use data ^ to inform decision-making about teaching and learning

- Use a comprehensive assessment system to provide feedback for improvement in instructional practices and student performance

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Monitoring Performance

- Use classroom-based assessments to provide robust measures of student skills and understanding

- Identify performance targets for improving a school's or district's effectiveness

- Take appropriate and timely action to improve areas of identified needs

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What Have We Learned From Accreditation?

- Study of AdvancED <u>schools</u> begun in 2008 revealed that they collectively ranked their own weaknesses as:
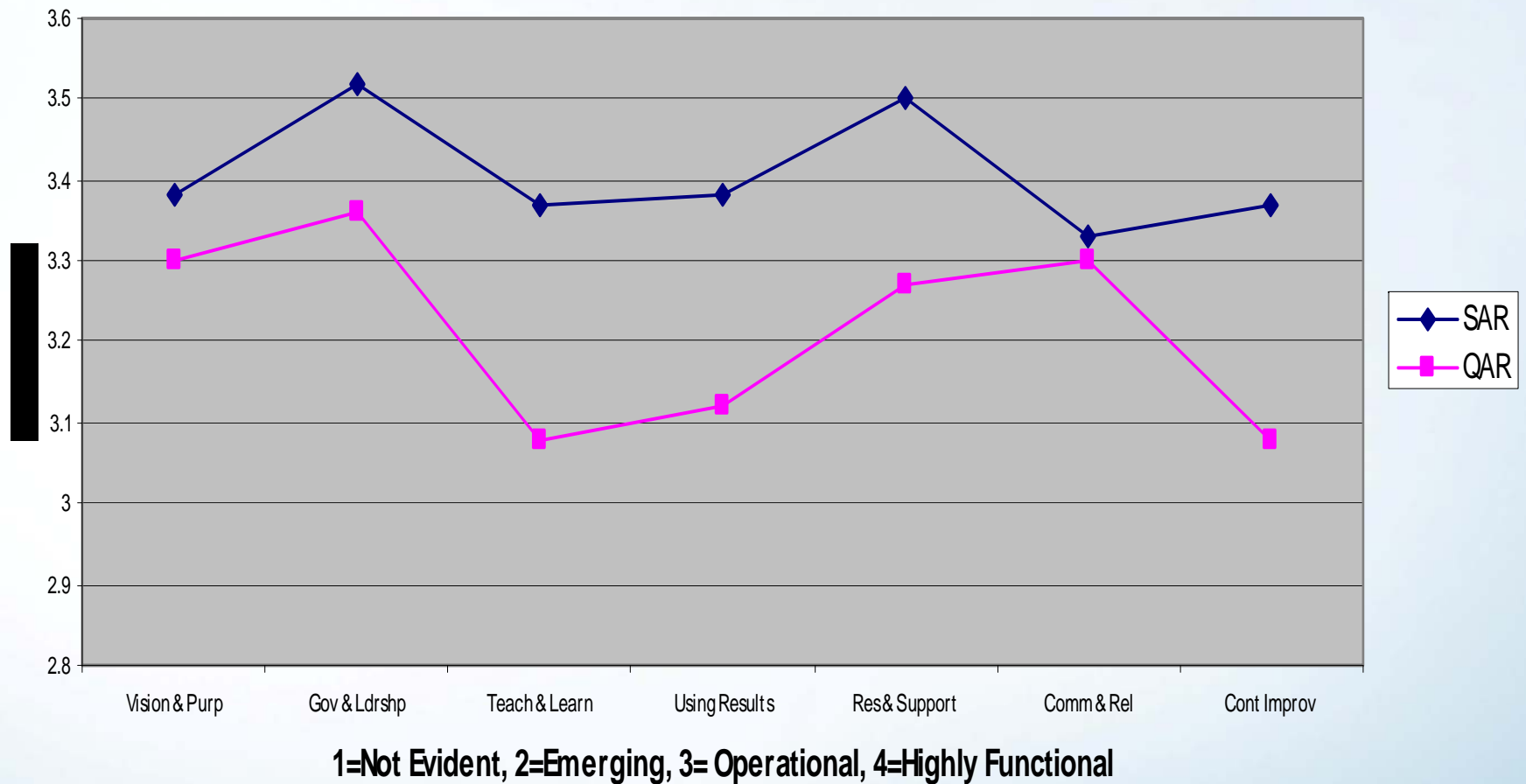
  Std 3: Teaching and Learning

  Std 4: Documenting and Using Results

  Std 7: Commitment to Continuous Improvement

- A comparable study reported in 2010 found similar results for <u>Districts</u>.

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Standard 3: Teaching and Learning

Lowest rated indicator on Self Assessment:

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional decisions.

SAR Indicator Ratings - Std 4

- Self ratings were lowest in two indicators:

4.3   Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance.

4.5   Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness.

Activity

- Turn to a neighbor and compare your school's self assessment with that of the independent study.

- Why do you think so many schools rated Standards 3 and 4 (Results/Data) low in comparison to other standards?

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District Accreditation Study

- AdvancED launched District Accreditation in 2004. (two districts in Michigan)

- In 2010 AdvancED commissioned an independent study of the impact of DA.

- The research revealed that district-wide (system-wide) elements impact the success of individual school improvement efforts.

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Leverage Points!

- An educational practice uniquely positioned to accelerate and support school/district improvement.

- A district-wide system ensuring that teachers are employing teaching strategies that have proven effectiveness and represent "best practice" will have a more direct and immediate impact –more leverage – on learning.

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How can we do that??

Std 4: Leverage Points

- Employ shared, common assessments to allow consistent measurement of achievement across classrooms and schools.

- The district collects, analyzes, and uses organizational effectiveness data as a basis for system accountability.

Shared Assessments

- Robert Marzano

   "One of the most powerful things a district can do to support its teachers and learners is to provide a district-wide, individualized assessment system." (Formative Assessments)

   Getting Serious About School Reform: Three Critical Commitments (2008), R. Marzano

More Marzano

- "While teachers engage in formative assessments quite regularly, they often do so in isolation, using their own idiosyncratic interpretations of effective formative assessment.

- "To reap the full benefits of formative assessment, a district-wide approach must be established."

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Keep In Mind

In addition to measuring student learning, formative assessments can be used to measure program effectiveness over time.

Implications

Conditions

- Teachers must have the time and support needed to analyze results, identify patterns including what strategies are most effective with different student populations, and discuss the implications for this practice.

- Use a common curriculum, taught at roughly the same pace

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Shared Assessments

- The likelihood that shared assessments will be successful depends heavily on whether a district devotes resources to building teachers' capacity to learn collaboratively from the results.

Why Data Analysis?

- Data turn our *intuition* into fact.

- Data tell us what *is* working as well as what *is not* working.

- Data provide *accountability* to our stakeholders.

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Std 4: Leverage Points

- Shared, common assessments

- **Organizational effectiveness data**

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Organizational Conditions That Contribute to Improved Student Achievement - NSSE

- Quality Teachers

- Effective Leadership

- Quality Information

- Policies/procedures that foster and sustain improvement

- Resources and Support Systems to Sustain Improvement

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Organizational Effectiveness

Accountability mechanism   OR   A seed for professional

reflection and conversation

Can we have both?

What about reciprocal accountability?

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Assessing Organizational Effectiveness

- Expand the district's data collection and management system beyond its student assessment and achievement mechanisms so that it can also support work on organizational effectiveness.

Linda Darling-Hammond, *Kappan, Jan. 2010*

Examples

- Gather data on the deployment of "adequate resources."

- Collect data on various support systems for maximizing instructional excellence through professional learning.

- Information about facility conditions, community access, or safety conditions.

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- Gather data on the distribution of special needs programs, special education, kinds and effectiveness of programs for at-risk learners, and uses and forms of tutoring as a way to evaluate accountability for meeting the needs of "all learners."

Further Thoughts on the Use of Results

Use Multiple Assessments

"In order to capture a complete and accurate picture of student achievement, schools must utilize a variety of measures when determining the effectiveness of educational interventions and educational programs."

Multiple Measures: Ardovino, Hollingsworth and Ybarra (Corwin Press)

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Summative Assessments

- **SUMMATIVE** assessments measure progress towards the goal (end product)

➤ Culminating **–** typically occurs at the conclusion of instruction

➤ Often standardized

➤ Evaluative in nature

Examples: MEAP, Terra Nova, Semester Exams

Formative Assessments

- Formative (Local) Assessments measure effectiveness of interventions and short-term learning objectives.

➢ On-going, periodic, measure progress

➢ Provide feedback to teachers <u>and</u> students

➢ Informs instruction – the key to improvement

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Next Steps

- What will I (we) recommend to our School/District Improvement Team that we should do next?

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Questions ??