LCAP-BACT & Differentiated Technical Assistance Team Update for the Board 2-21-18

Q. What triggered Differentiated Technical Assistance?

A. *In 2017, our Students With Disabilities performed significantly lower on the ELA and Math Smarter Balanced Assessments than they had in 2016. Additionally, there was an increase in student suspensions for Students With Disabilities scores in 2017 as compared to 2016. (On the CA Dashboard, these 3 areas are red).*

Q. Who is on the LCAP-BACT & DTA Team?

A. *A. Priestley, R. Smith, N. Lyons, R. Findley, B. Lujan, L. Donaldson, J. Campos, T. Kayne, R. White, L. Redkey, S. Lofton, D. Peterson & M. Guthrie. This team is facilitated by K. Monsma & T. Clay from EDCOE. The Meetings are held in the MERC from 3:30-5:30 p.m. and are open to the public.*

Overview of Our Work on 1-29-18

CA Dashboard Data Overview

Review of Local Data Measures & Other Local Data

Homework:

CA Dashboard Note-Taking Tool

Data Buddies & Data Focus for ELA, Math and ELA & Math for English Language Learners, Socio-economically Disadvantaged & Students With Disabilities

MOTHER LODE UNION SCHOOL DISTRICT

Our 4 LCAP Goals

Student Achievement & Success

Student Engagement & Support

Parent Engagement & Support

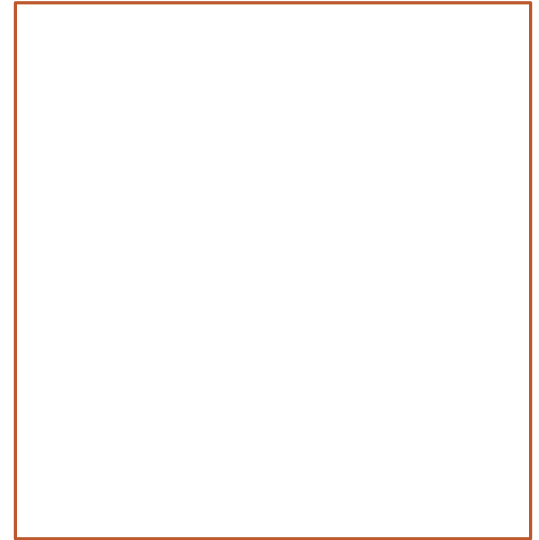**Staff Engagement & Support**

Overview of Our Work on 2-8-18

Getting Started

Data analysis group work

Understanding the problem

System components review and group work

Next steps

Where We've Been and Where We're Headed

✔ 1/16:   Introduction to Improvement Science and initial data review

✔ 1/29:   Review of local data measures

✔ 2/8:   Data group work and identification of patterns; introduction to system approach

2/26:   System survey discussion and root cause activity

3/19:   Putting it all together

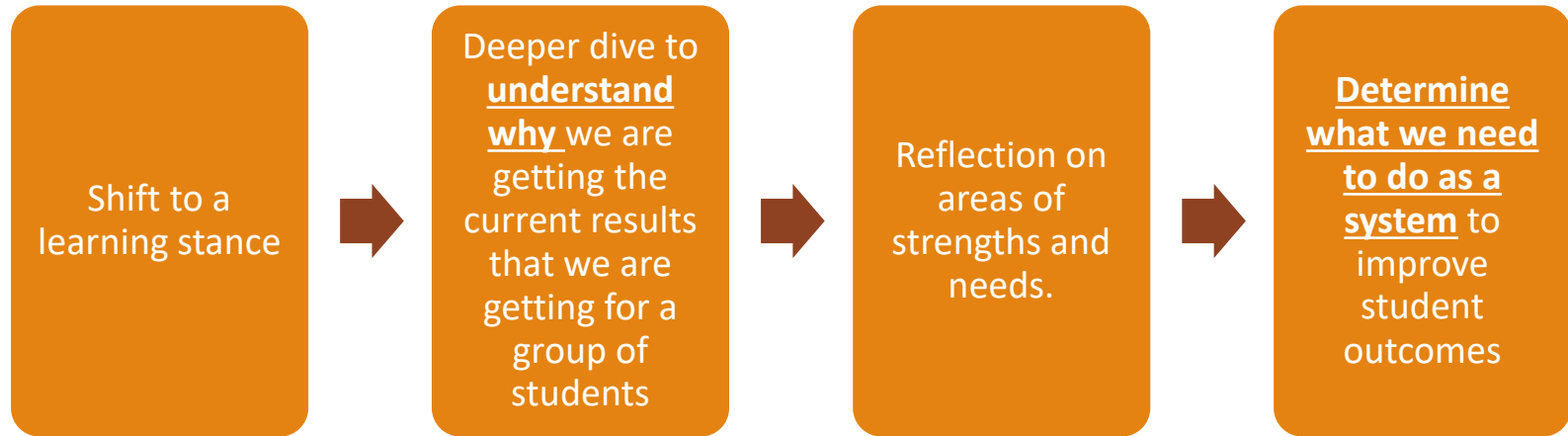3/22:   Review initial report of findings and LCAP implications

*from 5:00-5:30 work with Admin team for site presentations
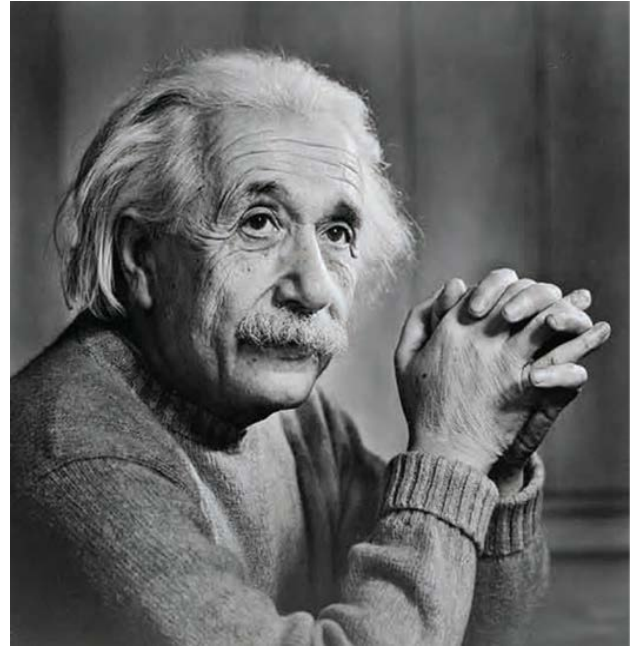
MAKING THE
IN**VISIBLE**
VISIBLE

What Is the Process?

You are here.

| Shift to a learning stance | Deeper dive to **understand why** we are getting the current results that we are getting for a group of students | Reflection on areas of strengths and needs. | **Determine what we need to do as a system** to improve student outcomes |

Understanding Why We Are Getting the Current Results...

"If I had one hour to save the world, I would spend fifty-five minutes defining the problem and five minutes solving it."

Albert Einstein

How Do We Understand the Problem and the System That Produces It?

- Analyze available data
- System evaluation tools
- Root cause analysis tools
- Research
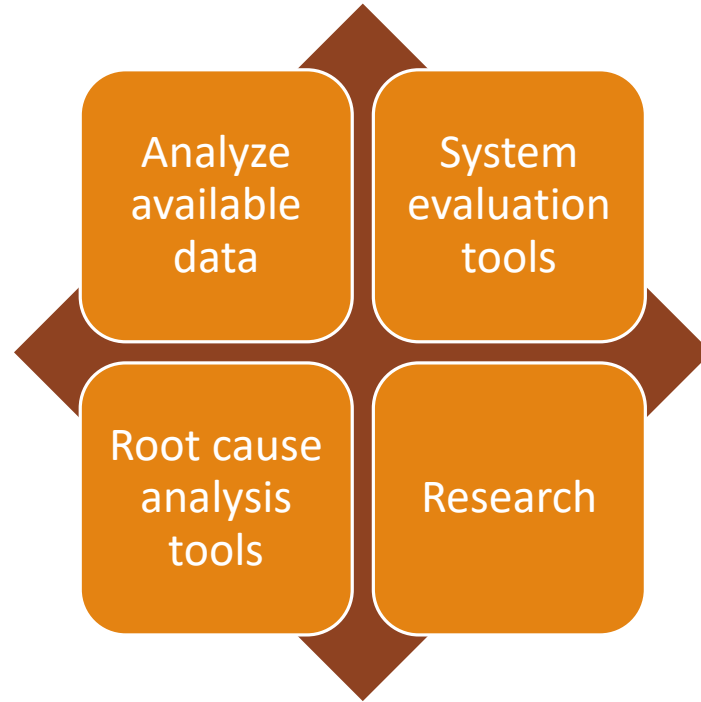
WARNING

The process can be a bit messy…

Back to the Data...

Group Activity #1 (10 minutes):

1. Meet in groups of common data teams (ELA with ELA, math with math, special pops with special pops)

2. Discuss what areas of progress or strengths each of the teams in your group identified.

3. Discuss what areas of need each of the teams in your group identified.

4. Share what performance gaps each of the teams identified (if any).

5. Discuss the questions developed by each team.

During group discussion, focus on patterns and common themes.

Back to the Data…

Group Activity #2 (10 minutes):

1. Meet in heterogeneous groups:
   - Group 1: ELA team, Special Pops team, math team
   - Group 2: ELA team Special Pops team, math team

2. Discuss what areas of progress or strengths each of the teams in your group identified.

3. Discuss what areas of need each of the teams in your group identified.

4. Share what performance gaps each of the teams identified (if any).

5. Discuss the questions developed by each team.

During group discussion, focus on patterns and common themes.

Putting It Altogether

Group Activity #3:

1. What patterns and common themes did the group identify regarding areas of strength?

2. What patterns and common themes did the group discover regarding areas of need?

3. What performance gaps were identified?

4. What are the common questions we have? What are we curious about?

CA Dashboard Analysis 2-8-18

Areas of Progress/Strengths:

Listening in English Language Arts (ELA) – All Students

Concepts and Procedures (Math) relative strength – All students

ELA growth for all students (moderate) (in SED) 14/15 ->16/17

Math is *consistent* across the board

5th -> 6th grade increase in math (all students)

Areas of Needs:

Students with Disabilities (SWD) in ELA/Math stagnant growth (significant decrease in performance 2017 compared to 2016)

All students – Writing

Lost ground 3rd ->4th grades in 15/16 and 16/17 in both ELA and Math

5th grade math lowest in district over last 3 years – All students

Except for 3rd and 6th grade – matched cohort showed a decline in ELA

Performance Gaps Identified:

SWD and EL have largest gaps

Questions:

Why spike in 15/16 ELA scores?

In math, do we focus on Communicating Reasoning? Or are we focused on the right targets?

Why are we so consistent? (student groups and over time)-How do we swing the trend?

How are students doing/progressing in math (cohorts)?

Do our students want to succeed ?

How confident and knowledgeable are our teachers in their math standards and practices ? LCAP IAs?

Are there common educational expectations for each grade level?

What interventions are in place to support students?
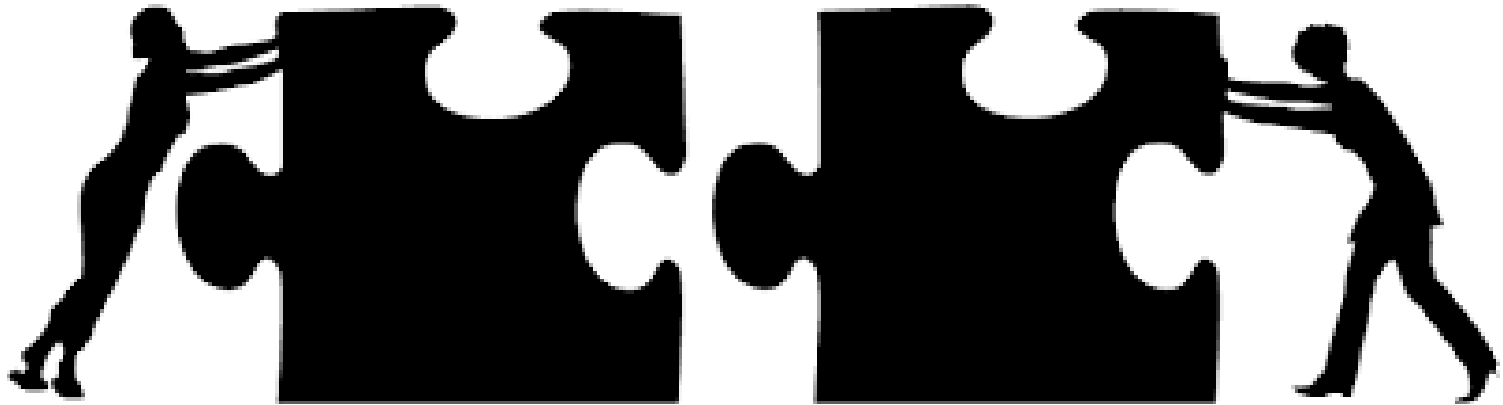
How do we use instructional time?

"Every system is perfectly designed to achieve exactly the results it gets."

-Paul Batalden, MD

What Is a System?

An interdependent group of tools and materials, people, and processes which join together to accomplish work.

Components of an Effective District System

1. Shared Beliefs, Vision, and Mission
2. Teaching, Learning & Assessment
3. Leadership & Governance
4. Professional Development for All
5. Infrastructure Alignment
6. Clear & Collaborative Relationships

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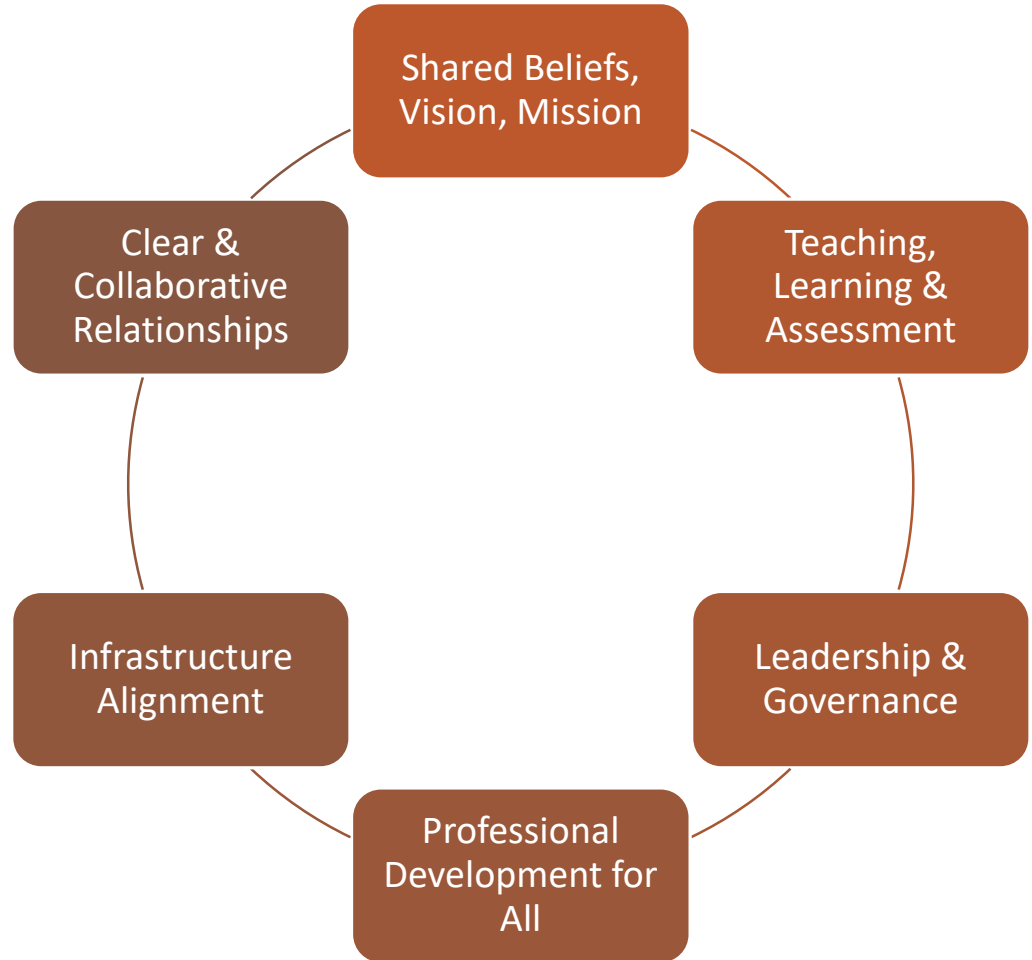
Shared Beliefs, Vision, Mission

- The LEA collaboratively develops a picture of where the district wants to go (vision) and how it intends to get there (mission) with input from a variety of stakeholders.

- Staff and students are connected and valued. Staff have a growth mindset and believe that each and every student can be successful and achieve.

- Students and staff have the information needed to promote safe physical and emotional environments. Schools have school-wide positive behavior systems.

Teaching, Learning & Assessment

- The district provides a clear set of learning outcomes for all students.

- School staff share responsibility and employ culturally responsive practices to educate all students in the district, providing additional support for students who do not demonstrate success.

- The district provides support to teachers and schools regarding the use of research-based instructional strategies, materials, and assessments.

- The district regularly reviews student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social and emotional well-being for all students.

Leadership & Governance

- The district builds capacity of district office and school site administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.

- The district recognizes the critical role that districts play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional learning.

Professional Learning for All

- The district collaboratively develops a professional development plan that serves the needs of all staff and focuses on improving student learning and achievement for all students through a multi-tiered system of support.

- The district has a systematic process to support orientation and mentoring of new teachers and principals.

- School administrators monitor, supervise, and support instruction as their top priority and ensure schools implement a multi-tiered system of support that includes preventions and interventions that addresses the needs of all students.

Infrastructure Alignment

- The district has a systematic process for collecting and using a variety of data that can be disaggregated by student subgroups.

- The district has a system for targeting resources to support schools and achieve district goals and priorities.

- The district has a proactive, structured process for the formation and maintenance of a highly qualified teacher pool based on historic knowledge of the needs of schools.

Clear and Collaborative Relationships

- The district systematically gathers input on important topics and shares information with stakeholders, including students, parents, community members, teachers, staff, the Board of Education, and others.

- The district promotes parent and community participation in school programs and decision-making.

- The district establishes community partnerships to benefit the district and schools.

Group Work

1. Break back into the heterogeneous data groups from Group Activity #2.

2. Review the Components of An Effective District System handout. For each component, consider:

   - What evidence is there that the component exists in Mother Lode?

   - Is the component a relative area of strength for the district or a potential area of focus?

Next Steps...

- Complete the Components of An Effective System Survey. Rate each component on a scale of 1-4 (strongly agree to strongly disagree).

- Your responses are completely confidential and will only be used for the purposes of our work to better understand the current area of focus (dashboard performance).

- At our next meeting we will take a "deeper dive" into one or more components to narrow our focus.