

# Know Your Schools~ for NY Kids



## A Data-Driven, Research-Based Approach to Improving Practice: The NYKids COMPASS Tool

*DATAG Summer Conference*

*July 12, 2012*

Janet Angelis, Nancy Andress  
Susan Tangorre

# Know Your Schools For NY Kids



## Objectives

- **Learn (more) about NYKids Resources**
- **Sample a new tool – NYKids research findings + continuous improvement model = COMPASS**

# Know Your Schools For NY Kids



## COMPASS

- **COMP**are practices to higher performers
- **A**ssess priorities
- **S**elect potential levers to improve
- **S**et SMART goals

# Know Your Schools~ for NY Kids



## NYKids Mission: Inform, Inspire, Improve

**Inform** – web site: see and compare school performance

**Inspire** – cross-case reports, best practice case studies, presentations, books, articles

**Improve** – surveys and self-assessment tools, keyword collections, best practice frameworks, **COMPASS** Tools and Institutes

[www.albany.edu/nykids](http://www.albany.edu/nykids)

[NY Kids Home](#)

[About Us](#)

[Research Results](#)

[Elementary School](#)

[Middle School](#)

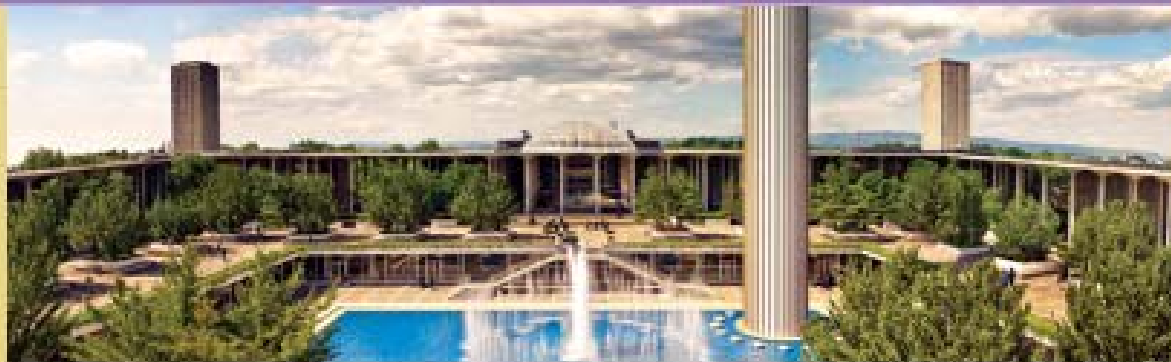
[High School](#)

[Find Your School](#)

[Survey Your School](#)

[Best Practice Frameworks](#)

[Publications and Presentations](#)



[Home](#) / [Research Results](#)

## Research Results

A primary activity of NYKids is research to determine practices that distinguish higher-performing from average-performing schools.

Results of each study are available in multiple formats and include reports that summarize the results of each study; best practice frameworks that offer comparisons of higher- and average-performing schools and sample documents from the higher performers; and case studies of the individual higher-performing schools studied. These resources are organized by level of schooling and can be accessed through the links below.

### Level of Schooling

- [Elementary School Studies](#)
- [Middle School Studies](#)
- [High School Studies](#)

Other resources include [Presentations](#), [Articles](#) and [books](#).



*Best Practices from High-Performing High Schools*, by Kristen C. Wilcox and Janet L. Angelis

*Best Practices from High-Performing Middle Schools*, by Kristen C. Wilcox and Janet L. Angelis

**Know Your Schools--for NY Kids**

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Albany, NY 12222  
518-442-5171

# Know Your Schools~ for NY Kids



Inform

**FIND YOUR SCHOOL**

KNOWYOURSCHOOLSNY.ORG

HOME FIND YOUR SCHOOL BEST PRACTICES ABOUT US TOOLS

enter your search here SEARCH

FIND YOUR SCHOOL

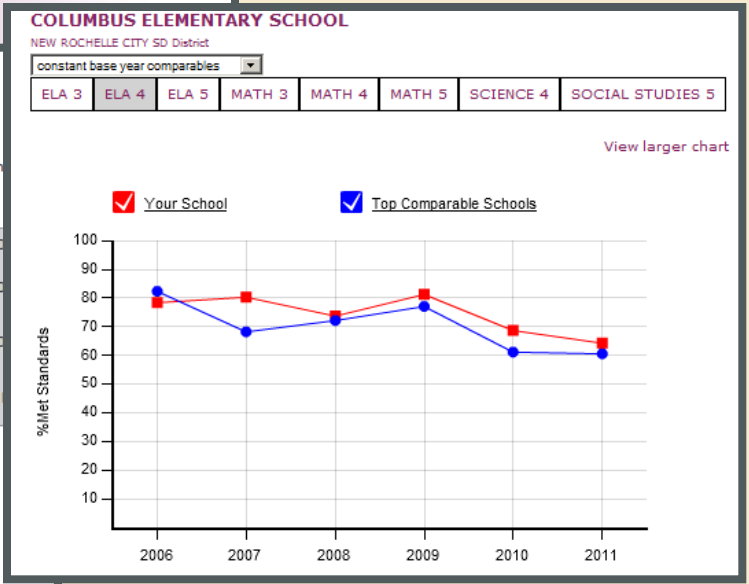
- INFORM
    - > **School Profile**
    - > Opportunity Gap Bar Chart
    - > Top Comparable Schools
    - > -- Main Chart
    - > -- Map
    - > -- Scatter Plot
    - > Multi-Year Summary Chart
  - BEST PRACTICES
    - > Reports
    - > Frameworks
    - > Case Studies
  - MORE
    - > Chart Explanations
- Adjust the font size: A- A A+
- Printer friendly version:
- Email this page:

**COLUMBUS ELEMENTARY SCHOOL**  
NEW ROCHELLE CITY SD District  
Year: 2011  
School Summary (All data for each year are as reported by the New York State Education Department.)

AYP:	Low Income:	86.42%	Asian:	2.00%
Grade Span:	K-5, English Language UE Learners:	28.48%	Hispanic:	79.00%
Number of Students:	825	Caucasian:	11.00%	Native-American:
	African-American	8.00%	Special Education:	

Opportunity Gaps Within Your Comparison Group\*

Subject	Percent of Students Meeting Learning Standard		
	School (A)	Avg. of Top Comparable Schools (B)	Opportunity Gap* (A-B)
ELA 3	60.80%	74.17%	-13.37
ELA 4	64.29%	76.48%	-12.20
ELA 5	56.62%	76.14%	-19.52
MATH 3	76.80%	87.07%	-10.27
MATH 4	84.13%	91.53%	-7.41
MATH 5	81.62%	90.44%	-8.82
SCIENCE 4	96.77%	98.06%	-1.29



**NEW: choose up to 5 comparison schools**

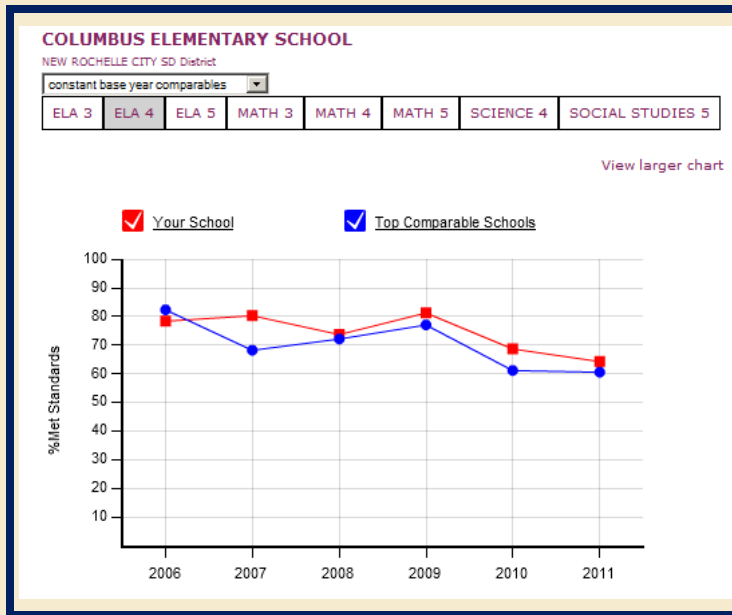


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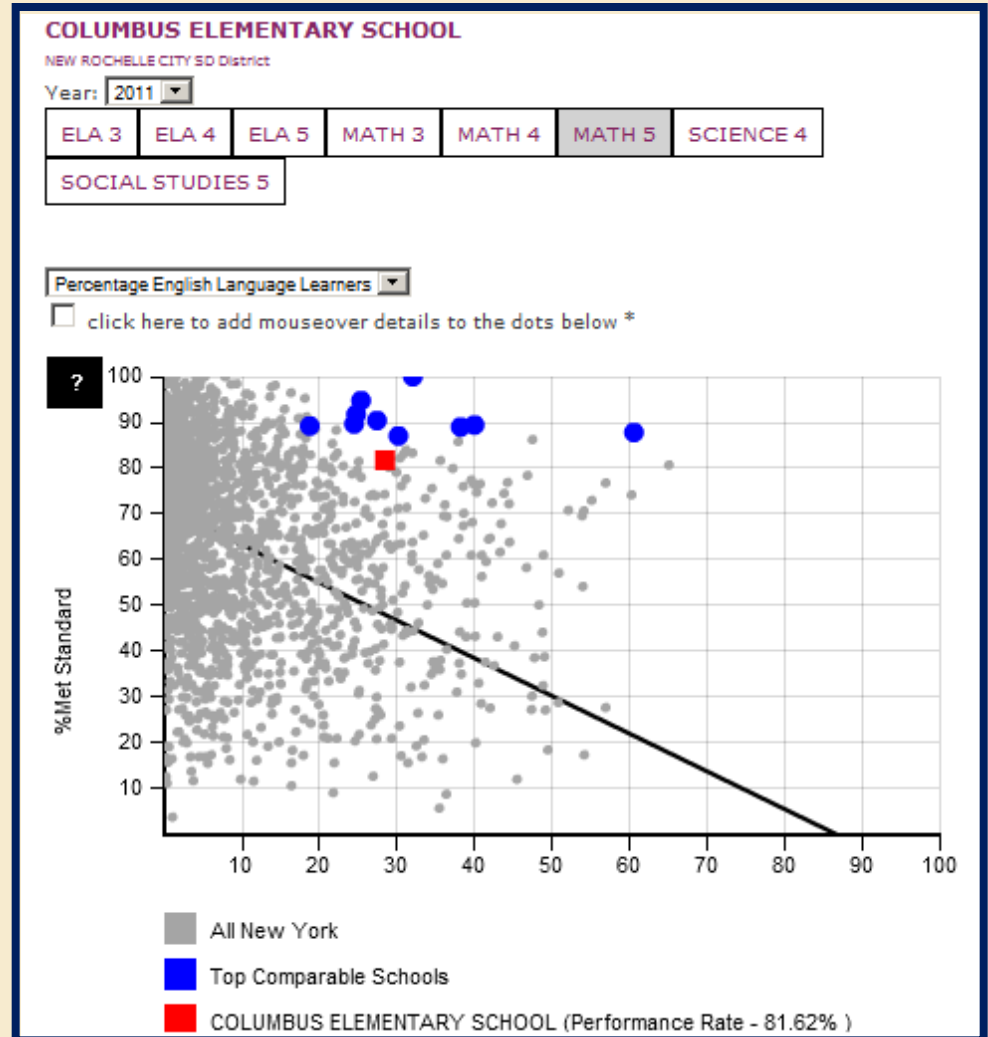


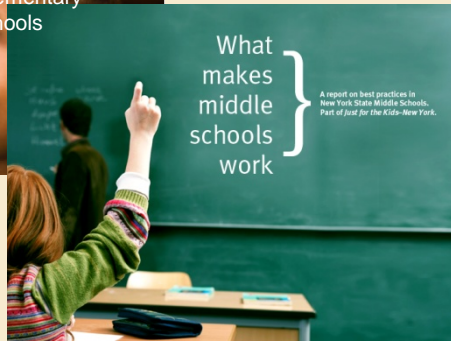
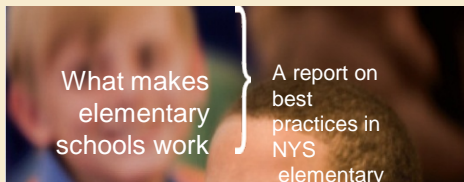
## Inform

## FIND YOUR SCHOOL



**NEW: constant comparisons,  
can identify all grey dots**





## 5 studies of best practice completed

- ❖ Elementary schools (2005)
- ❖ Middle schools (2007)
- ❖ High schools (2008)
- ❖ Middle school science (2009)
- ❖ **Critical needs at the elementary level (2011)**
- ❖ High school graduation (2012-13)

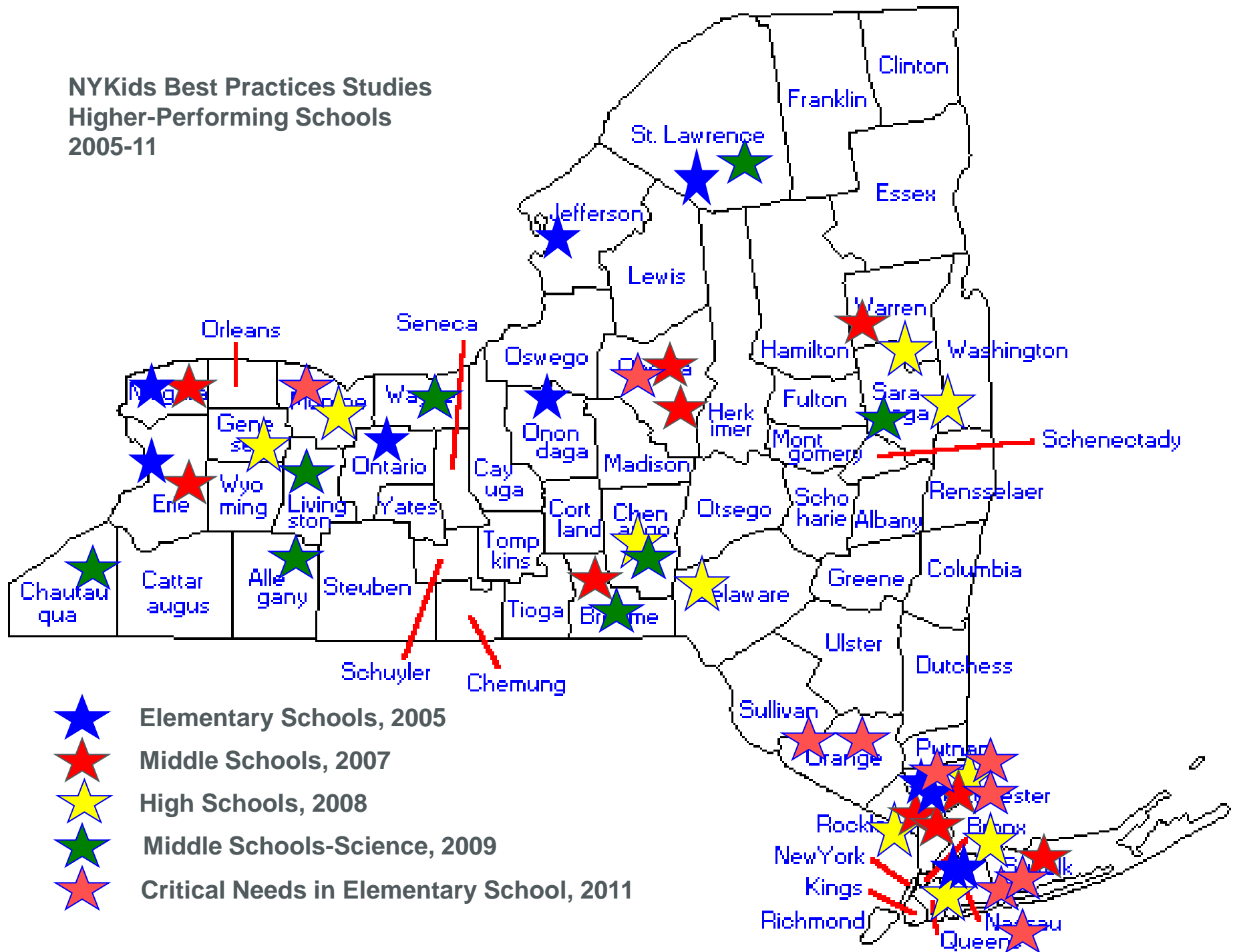


# Our Typical Sample (2011)

- ❖ 10 consistently higher-performing (HP) schools – C.N. students; 5 similar but consistently average-performing (AP) schools, based on 3 years of NYS Assessment data (2007-8-9).
- ❖ ELA and Math Assessments, Grades 3-6
- ❖ Urban, rural, suburban
- ❖ Favor poverty (F/RL)
- ❖ Open admissions
- ❖ PPE near NYS average
- ❖ In consultation with Advisory Board



**NYKids Best Practices Studies  
Higher-Performing Schools  
2005-11**



-  Elementary Schools, 2005
-  Middle Schools, 2007
-  High Schools, 2008
-  Middle Schools-Science, 2009
-  Critical Needs in Elementary School, 2011



# Inspire

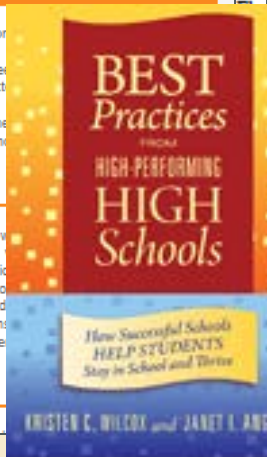
## What have others done? And how?

- Individual School Cases
- Cross-Case Report
- Best Practice Framework
- Articles and books

### Best Practice Framework: Critical Needs at the Elementary Level

In 2011, research teams investigated ten consistently higher- and five consistently average- performing elementary schools to determine differences in practices along the five themes of the framework below. For more information about each finding, follow the Learn More link.

Organizing Themes	Best Practices				
	Critical Needs, Elementary (2011)	Elementary Schools (2005)	Middle Schools (2007)	High Schools (2008)	Middle School Science (2009)
Curriculum & Academic Goals	<ul style="list-style-type: none"> <li>Goals are aligned from classroom to a collaborative process.</li> <li>Within each building teachers set shared goals and collaborate on goals.</li> <li>The goals for student achievement include English learners and the</li> </ul> <p><a href="#">Learn more...</a></p>				
Staff Selection, Leadership, & Capacity Building	<ul style="list-style-type: none"> <li>Care is taken to hire educators with culture and philosophy and who address diverse and challenging populations.</li> <li>When teachers are asked to add support is provided formally and informally but expect teachers to be problem solvers.</li> </ul> <p><a href="#">Learn more...</a></p>				



### Best Practices Case Study: Meeting Critical Needs at the Elementary Level

Hampton, April 2011

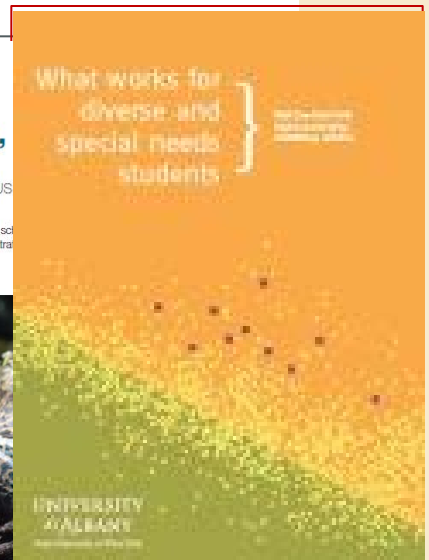
St. Ann's Elementary School  
Chicago Public Schools District

### Poverty, performance, and frog ponds

WHAT BEST-PRACTICE RESEARCH TELLS US ABOUT THEIR CONNECTIONS

Higher-performing schools create conditions that enable students to address some of the challenges of teaching high concentration students living in poverty.

By Janet I. Angellis & Kristen C. Wilcox



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What Makes Elementary Schools Work for Critical Needs Students }



Overview of COMPASS Steps

Step 1: **Compare** your practices to higher-performing schools

Step 2: **Assess** priorities

Step 3: **Select** levers to improvement

Step 4: **Set** SMART Goals



Stage 1: Understanding

Framing/Analyzing



Stage 2: Formulating

Identifying Possible Solutions/Selecting Solutions



Stage 3: Applying

Applying Solutions



Stage 4: Reflecting

Assessing Outcomes/Evaluating Outcomes



Stage 5: Improving

Refining Solutions/Repeating the Cycle

# New Tools: COMPASS

What Makes Elementary Schools Work for Critical Needs Students }



Know Your Schools for NY Kids

COMPASS (Compare, Assess, Select Levers to Improve, Set Goals) Tool Kit  
for Elementary Schools

*Kristen Campbell Wilcox*

*University at Albany*

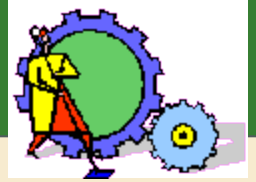
*School of Education*

*Albany Institute for Research in Education (AIRE)*

February 2012



# Elementary Level Findings – Critical Needs



**Higher performance among critical needs students is related to**

- 1. Close engagement with and understanding of the population**
- 2. Literacy- and technology-enriched instruction**
- 3. Enlightened approach to curriculum and data**
- 4. Fluid adaptation and deployment of resources**



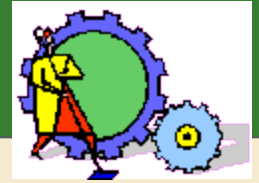
***I appreciated having the time to inquire into the work of my own school. The inquiry-based approach stands in contrast to traditional PD where an outside “expert” presents “what works.”***

***This was an excellent opportunity to create a team to move forward in creating a new school community.***

***Excellent summer institute. Very hands on. Providing working time and direction to meet goals made this very different from other conferences.***

***COMPASS participants, June 2012***

# Overview of COMPASS steps



1. **COMPare** practices – take a multi-component self-assessment (also available on line) **(1 component)**
2. Assess priorities – with colleagues consider your scores and which priority it makes sense for your school to investigate first **(we chose sample)**
3. **Select** potential levers to improve – **read cross-case** report and case studies and of higher performers for ideas
4. Set SMART goals – based on all of the above

# DIRECTIONS: Step 1. COMPare Your Practice



## Element 3: Enlightened Approach to Curriculum and Data

### What is your school like?

For each aspect (column 1), make two decisions: Decision **A** is to choose the description that is more like your school; then go to **B** in the column you select and circle 1, 2, 3 **or** 4 to indicate how much the description is like your school. Place your page total and average score in the last row.

Aspect	<b>A: My school is more like this</b> ↓		OR	<b>My school is more like this</b> ↓	
Curriculum	Curriculum revision is seen as a product-oriented endeavor and something that is finished until scheduled for revisiting; curriculum may be out of sync with programs and materials.			Curriculum revision is seen as a continuing, revelatory process that includes revamping, rethinking, and retooling to deliver curricula in new ways.	
	<b>B:</b> If my school is more like this, about how much? Circle #1 or #2	very similar 1	somewhat similar 2	<b>B:</b> If my school is more like this, about how much? Circle #3 or #4	very similar 4
Data	<b>A: My school is more like this</b> ↓		OR	<b>My school is more like this</b> ↓	
	Classroom performance data are seen as disconnected from what is important and therefore results are not effectively used; discussions of data between teachers and administrators are infrequent and optional.			A variety of useful performance data (oftentimes selected with teacher input) are generated regularly, shared vertically, and then acted upon to inform instructional changes and curriculum revision.	
	<b>B:</b> If my school is more like this, about how much? Circle #1 or #2	very similar 1	somewhat similar 2	<b>B:</b> If my school is more like this, about how much? Circle #3 or #4	very similar 4
Adjustments	<b>A: My school is more like this</b> ↓		OR	<b>My school is more like this</b> ↓	
	No specific adaptations for special education and ESL students are articulated in the curriculum.			Curriculum has been adapted to the needs of special education and ESL students.	
	<b>B:</b> If my school is more like this, about how much? Circle #1 or #2	very similar 1	somewhat similar 2	<b>B:</b> If my school is more like this, about how much? Circle #3 or #4	very similar 4
<p><b>Add together the 3 numbers you circled and place that number here: Total:</b> _____</p> <p><b>Average (Total divided by 3):</b> _____</p>					

Example:

# Step 2: Assess Priorities. Sample Scoresheet



## Step 2: Assess priorities

For each of the themes, record your averages.

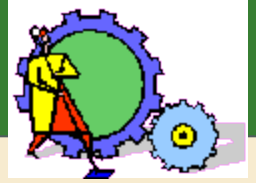


	Your Average	Group Average	Priority	See Pages
<b>Engagement and Understanding</b>				pp. 11-12
<b>Literacy- and Technology-Enriched Instruction</b>				pp. 13-14
<b>Enlightened Approach to Curriculum and Data</b>				pp. 15-16
<b>Fluid Adaptation and Deployment of Resources</b>				pp. 17-18

Once you have identified your priority area, refer to the relevant pages to find suggested levers for improvement in Step 3.



## Step 2: Assess Priorities



### Other considerations

- Results of previous efforts to identify needs
- Emerging practices needing more support
- Practices that are inconsistent across the school
- Expectations or norms that are implicit rather than explicit

## Step 3: Select Levers to Improvement



### Overview

- Read the handout: pp. 18-21 of *What Works for Diverse and Special Needs Students*. (Can also **access the full report from front page of [www.albany.edu/nykids](http://www.albany.edu/nykids)** ).

# Step 3: Select Levers to Improvement



## Also consult individual case reports.

### **Enlightened Approach to Curriculum and Data**

Case in Point: Centennial Avenue Elementary, Roosevelt

[http://www.albany.edu/nykids/files/ECN\\_RooseveltCentennialfinal.pdf](http://www.albany.edu/nykids/files/ECN_RooseveltCentennialfinal.pdf)

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1. Use a council to connect curriculum, instruction and assessment in a continual process of revision.

*We have a curriculum, instruction, and assessment council with union-selected teachers. The goals are jointly worked on with this committee 4-5 times a year. [At the end of each year] we review the prior year's goals. . . . When there's a core curriculum change that needs to happen it goes smoothly.*

- Valley Stream 30 (Forest Rd ES) administrator

2. Build data literacy through the use of in-house expertise when available. Alternatively use an outside provider for this professional development.

*When we gather ~~or~~ our data meetings, we bring information and evidence that gives us reliable indicators of a student's academic performance, Assessment tools are used by all teachers, and they have been trained to use the information gathered from these assessments to inform/change their daily small group lessons.*

- JFK (Port Chester) report to the Board of Education


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Other cases to refer to:


- Forest Road Elementary School, Valley Stream 30
- Columbus Elementary School, New Rochelle

[http://www.albany.edu/nykids/casestudies\\_es\\_critical.php](http://www.albany.edu/nykids/casestudies_es_critical.php)

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 To push this lever consider:

Creating a "curriculum council" whose charge is to look across curriculum, instruction and assessment issues and engage in a continual review and revision of curricula. Invite teachers and administrators who can ensure this process is smooth and productive on this council.

 To push this lever consider:

Using assessment specialists and teachers who are "data-inclined" to provide in-house professional development in how to collect and report performance (and other social/emotional) data.

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NYKids, COMPASS Tool-Elementary Level. © State University of New York Page 15

# Know Your Schools~ for NY Kids



## Report out

- What surprised you in what you read?
- What do you want to investigate further?
- Which school's case studies would you recommend for your school/district?

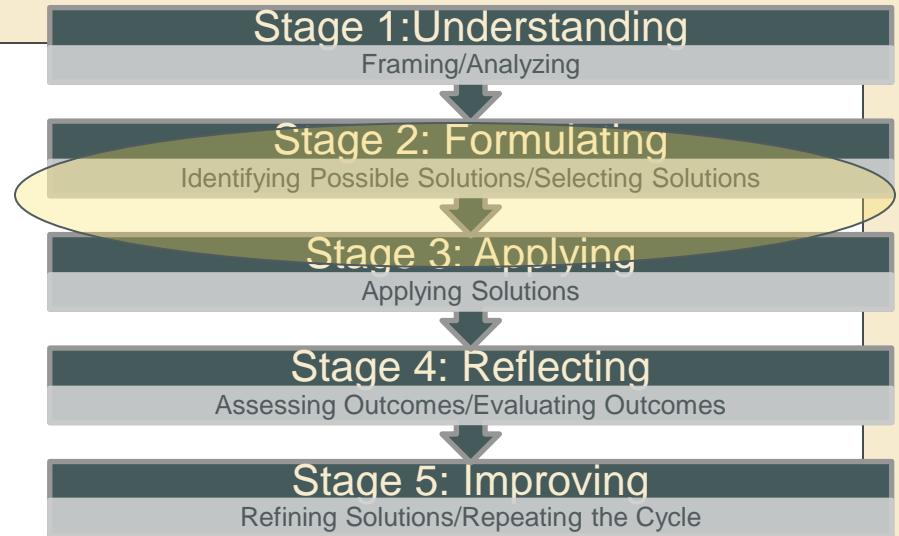
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## Step 4: Set SMART Goals

*A SMART goal is:*

- Specific
- Measurable
- Attainable
- Results Oriented /Relevant
- Time Bound





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## Sample Goals

**By the end of the 2012-13 school year, all students will increase their state test scores (ELA and math) by at least a 2 percentile rank.**

**- MS, Oct. 2011**

Draft

## Elementary Level

By June 2013, all staff will work from a clear shared vision of every adult taking responsibility for the social, emotional, and academic learning of every child, to be measured by a 25% decrease in students identified as "need", measured by the DESSA-Mini social, emotional screening.



By 2013, we will

attain a 90% graduation rate

for students in each 4 yr. cohort by

consistently monitoring student progress

on a quarterly basis<sup>and</sup> by using a pyramid of

interventions to support<sup>all</sup> students.

# Know Your Schools~ for NY Kids



## Next Steps: Setting SMART Goals, Making Action Plans

Know Your Schools~for NY Kids District: \_\_\_\_\_ School: \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

**COMPASS Action Plan 2012-2013**

Goal: \_\_\_\_\_

\_\_\_\_\_

Action Steps	Evidence	Who	Target Date

# Know Your Schools For NY Kids



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