NYKids: _Tools for Building School Teams' Capacity for Data-Guided Decision Making_

Nancy Andress
Janet Angelis
Know Your Schools~for NY Kids
University at Albany School of Education
www.albany.edu/nykids

"The problem-solving work of innovation requires access to 'sticky' information regarding user needs and the context of use . . . we need design which explicitly aims to function in the hands of diverse individuals working in highly varied circumstances."

Bryk et al, 2011

"A system's context might not determine what needs to be done, but it does determine how it is done."

Mourshed et al., 2010

www.albany.edu/nykids

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NY Kids Home

About Us

Research Results

Find Your School

Survey Your School

Best Practice Frameworks

Publications and Presentations

COMPASS Professional Development

Know Your Schools~for NY Kids
School of Education B9
University at Albany
1400 Washington Avenue
Albany, NY 12222
518-442-5171

Contact Us

Home

New & Related Research!

NY Kids

Welcome to a resource to support school improvement in New York State.

The mission of Just For the Kids~ NY Kids is to:

1. *Inform* schools about best practices. See our...

- "Find Your School" and Survey Tools to help you look at your own school's practices
- Collections on specific issues related to school improvement:
  (Response to Intervention RTI)
  English Language Learners
  Special Education Students
  Parent/Community Involvement
  Professional Learning Communities (PLCs)
  Role of the Board of Education

2. *Inspire* schools by reporting best practices from the field. See our...

- Elementary, Middle School, and High School case studies of the higher-performing schools whose practices are featured
- Reports about best practices at the elementary, middle, and high school levels

3. *Improve* schools through localized, targeted programs of professional development. See our...

- COMPASS Professional Development tools
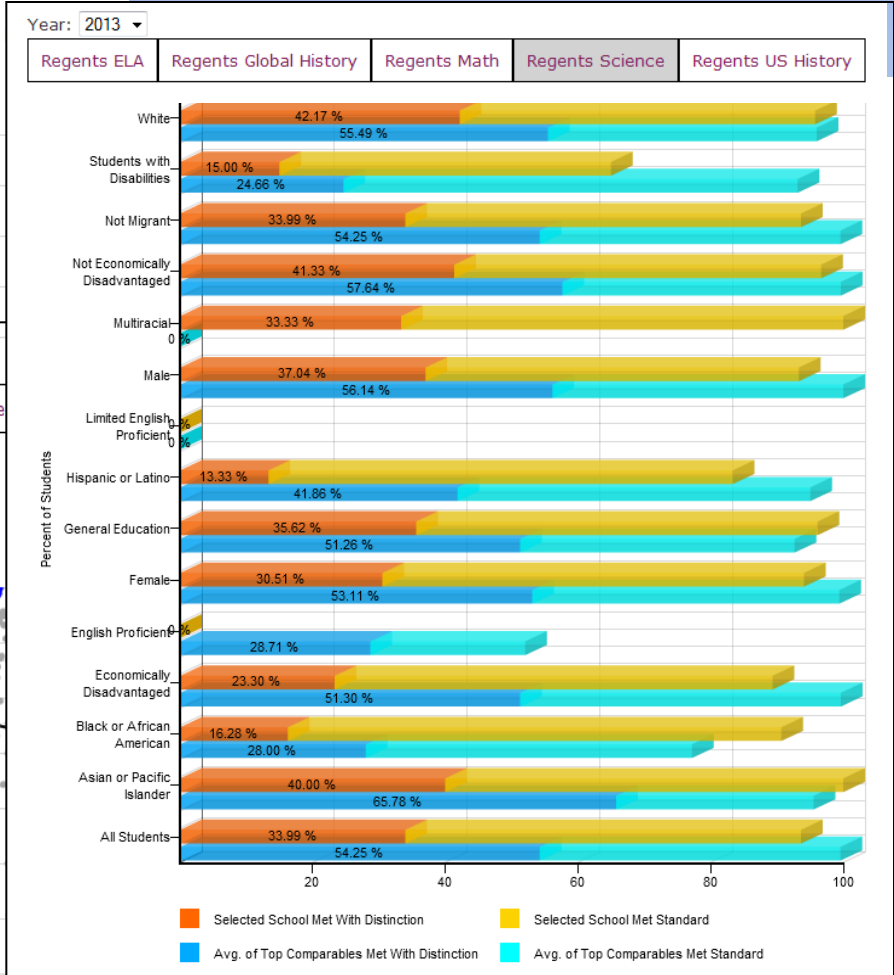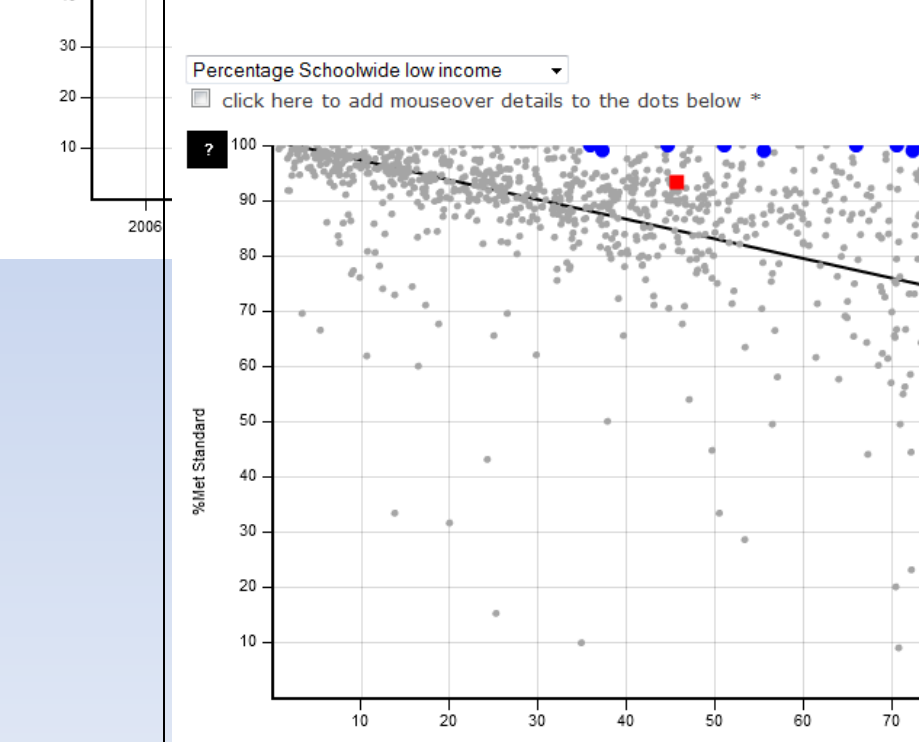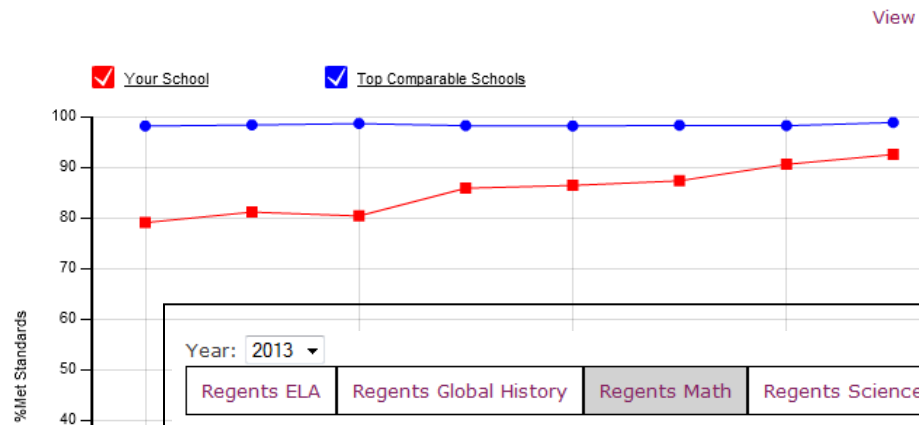- Framework of best practices at each level, with evidence to support them

Interactive displays of data to *inform*

File   Edit   View   History   Bookmarks   Tools   Help

Books | West Vir...   Rural America i...   Handouts Download   Conference Program   New York State ...   Hotel & Travel   Sheraton Times ...   SNYSellersDiagramS...   Critical Nee...

www.surveymonkey.com/s/Critical_Needs_Elementary_Self_Survey

university of est virginia press

Most Visited   Getting Started   Suggested Sites   Web Slice Gallery

Critical Needs Elementary Self-Survey

Exit this survey

Dear Visitors,

Based on the findings of our elementary school critical needs study, we developed this survey as a tool for school- and district-based educators to take the pulse of their own organizations in terms of the four key elements of what works for critical needs students in elementary school.

For more about each element, see the full report (available as a PDF) on the NY Kids Website. To access it, please copy and past the following URL into your Web browser:

http://www.albany.edu/nykids/files/NY_Kids_Critical_Needs_Elementary_Full_Report_2011.pdf

and we invite you to use this survey with colleagues in your own setting.

Note that absolute confidentiality cannot be guaranteed due to the limited protections of Internet access. As you will see in this brief survey, no questions as to your name or other identifiable personal information is required.

Thank you for your responses.

Sincerely,
The NY Kids Team

Please indicate how well you think your school or district is addressing the following:

[Not at all well; somewhat well; well; very well]

＊1. Close Engagement with and Understanding of the Population . . . What is your school like?

Consider how well you think your school or district is addressing each of the following:

	not at all well	somewhat well	well	very well	N/A
(1) We are a "family" that takes care of and takes responsibility for children's emotional and social growth AND academic achievement.	○	○	○	○	○
(2) We consistently and actively forge parent/legal guardian relationships, and our efforts are supported by school-level activities that recognize and celebrate our community's diversity.	○	○	○	○	○
(3) Teachers, teacher-leaders or coaches, principals, and district administrators consistently analyze student performance data and use these	○	○	○	○	○

10:27 AM
9/3/2014

Inspire with findings about higher-than-predicted performance

- Select "beating the odds" schools based on 3 years of NYS data
- Find similar, average-performing schools
- Oversample high-poverty schools
- Conduct two-day site visits
- Analyze data looking for differences in practice
- Produce individual and cross-case reports

Details about methodology, all studies, and findings:
www.albany.edu/nykids

6 Studies to Date (2005-2014)

- Elementary schools, 2005 (math, ELA)

- Middle schools, 2007 (math, ELA)

- High schools, 2008 (5 required Regents)

- Middle school science, 2009 (science)

- Critical needs, elementary level, 2011 (math, ELA)

- High school graduation, 2013 (4-yr grad rate, AR stu)

- (English Learners, 2016)

High schools that "beat the odds" to graduating their at-risk populations in 4 years:

- **A**lign goals, curriculum, program, instruction
- **B**ridge divides within school and between school and community
- **C**raft engaging instruction that is differentiated and flexible, with experiential options
- **D**rive a "whole-child" intervention loop that addresses social/emotional and academic needs with evidence-based interventions
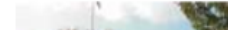
Inspire

Know Your Schools ~
for NY Kids

Best Prac
Vincent Amodeo,

Know Your Schools ~
for NY Kids

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

Dianne Walshhampton, April 2011

Columbus Elementary School
New Rochelle City School District

Jefferson
stown

The ABCs of graduating at-risk students on time }
Promising practices from higher-performing high schools

ool Context

mbus Elementary
w York City borderi
tudents than th
: 31%

What works for diverse and special needs students }
Best practices from higher-performing elementary schools

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(6)

Best Practices Case Study: *Supporting High School Completion*

Kathy Nickson, March 2013

(55)

Eastridge High School
East Irondequoit Central School District

School Context

The East Irondequoit Central School District, in Monroe County (NY), serves approximately 3600 student s in two primary schools, two intermediate schools, one middle school, and one high school. At first glance, the district appears to encompass a suburban community of single family homes bordering two bodies of water and the north side of Rochester. A closer look, however, reveals many families struggling economically, with approximately 50% of students eligible for free or reduced-price lunch. The district has little in the way of an industrial base and not much land on which new industry might locate. It is very dependent on State aid, and as one administrator explained, when it comes to finances, "We try to be as creative as we can be . . . creative and careful about how grant money is used."

At Eastridge High School, with nearly 1,000 students in grades 9 through 12, the faculty and student body embrace the school's socio-economic, racial, and ethnic diversity. As one teacher said, "Diversity creates a very tolerant climate where there's a lot of understanding: faculty with
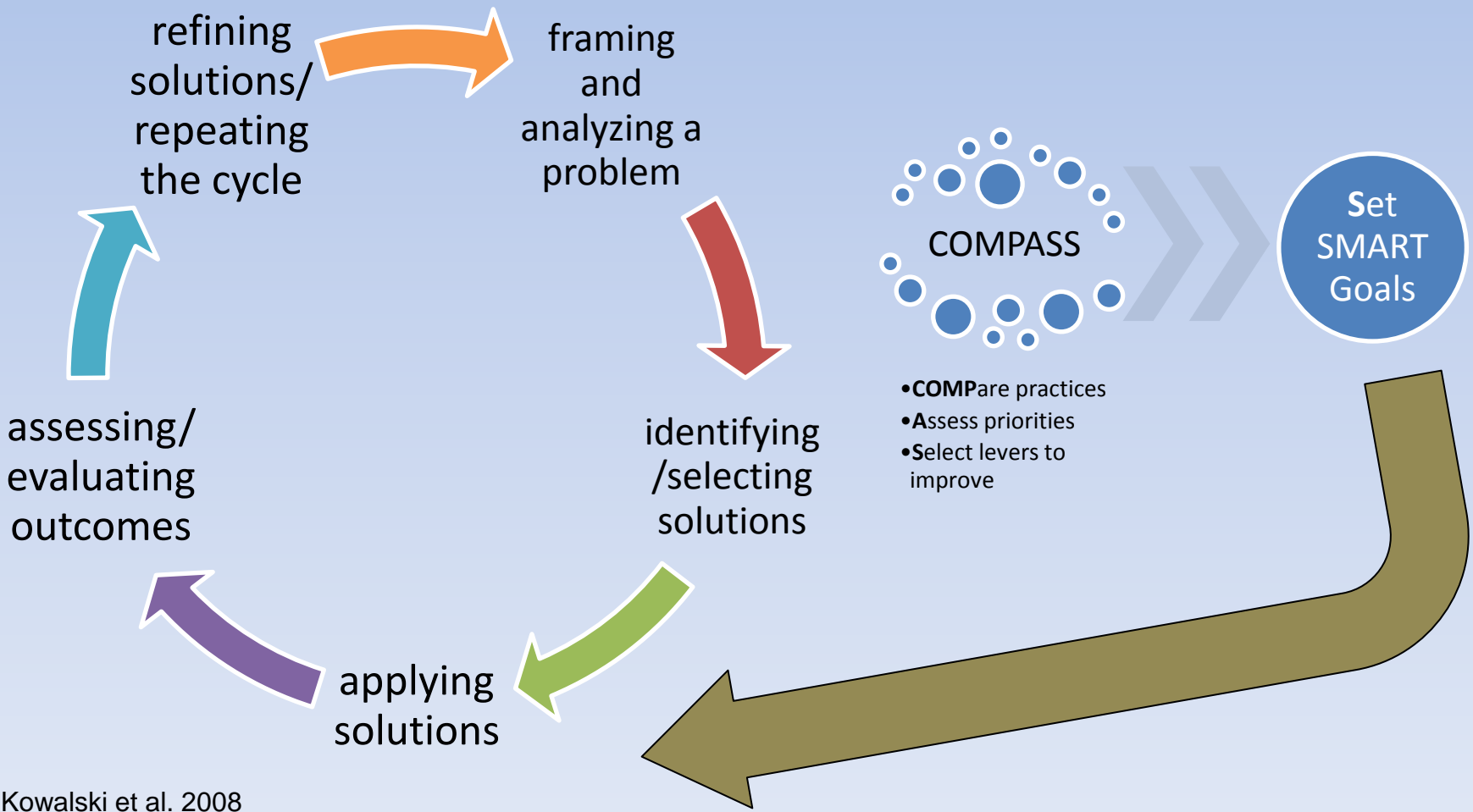
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9

Improve

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

Then **AIM:**

- **A**ction planning,
- **I**mplementation,
- **M**onitoring progress

refining solutions/ repeating the cycle

framing and analyzing a problem

COMPASS

Set SMART Goals

- •**COMP**are practices
- •**A**ssess priorities
- •**S**elect levers to improve

assessing/ evaluating outcomes

identifying /selecting solutions

applying solutions

Kowalski et al. 2008

Agenda 2-day initial institute

Day 1

- Team building
- Compare own practices to BP; Assess priorities
- Overview all NY Kids research findings
- Begin to select potential solutions

Day 2

- Determine potential solutions
- Learn to set SMART goals
- Develop SMART goal
- Develop action plan

Goal: Action Plan in hand

Element 1: Aligning Goals and Curriculum. . . . What is your school like?

For each *row*, read the two statements and choose the description that is more like your school; then go to **B** in the *column* you selected and circle 1, 2, 3 *or* 4 to indicate how much the description is like your school. Place your page total and average score at the bottom.

A: My school is more like this		OR	My school is more like this		
Teacher collaboration is limited to a few colleagues in the same department or grade level and does not routinely extend across disciplinary boundaries or beyond the local community.			Faculty members continuously seek networking opportunities with not only local colleagues from multiple subject areas and grade levels but also with educators in other districts.		
B: If my school is more like this, about how much? Circle #1 or #2	very similar 1	somewhat similar 2	B: If my school is more like this, about how much? Circle #3 or #4	somewhat similar 3	very similar 4
A: My school is more like this		OR	My school is more like this		
Ability to support students to reach mastery is seen as limited by a lack of resources, family or student apathy.			Expectations of students reaching the mastery level and able to achieve a college degree are promoted through ambitious, student-centered goals.		
B: If my school is more like this, about how much? Circle #1 or #2	very similar 1	somewhat similar 2	B: If my school is more like this, about how much? Circle #3 or #4	somewhat similar 3	very similar 4
A: My school is more like this		OR	My school is more like this		
Decision making at both school and district are hierarchical and not necessarily aligned around shared goals.			Shared leadership is consciously cultivated around aligned goals.		
B: If my school is more like this, about how much? Circle #1 or #2	very similar 1	somewhat similar 2	B: If my school is more like this, about how much? Circle #3 or #4	somewhat similar 3	very similar 4
A: My school is more like this		OR	My school is more like this		
Setting of goals, analysis of data, and revision of curriculum occur infrequently and do not always involve classroom teachers.			Teachers and other school personnel are constantly engaged in systematic, evidence-informed goal setting, data analysis, and curriculum revision.		
B: If my school is more like this, about how much? Circle #1 or #2	very similar 1	somewhat similar 2	B: If my school is more like this, about how much? Circle #3 or #4	somewhat similar 3	very similar 4

Add together the 4 numbers you circled and place that number here: Total: _____

Average (Total divided by 4): _____

NYKids COMPASS Tool–Graduation. © State University of New York   Page 7

Element 1: Aligning Goals and Curriculum. . . . What is your school like?

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Add together the 4 numbers you circled and place that number here: Total: _____

Average (Total divided by 4): _____

Step 2: Assess Priorities

For each of the elements, record your averages.

	Your Average	Group Average	Priority	See Pages
Aligning Goals and Curriculum				pp. 12-13
Bridging Divides				pp. 14-15
Crafting Engaging Instruction				pp. 16-17
Driving a Whole-Child Intervention Loop				p. 18

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

Step 3: Select levers to improvement

☑ *Check those actions that might have impact in your context; consider these "levers" to prompt the next step – setting SMART Goals and crafting an action plan for continuous improvement*

Element 1: Aligning Goals and Curriculum

Case in Point: Otselic Valley Junior-Senior High School

for full case studies:
www.albany.edu/nykids/casestudies_higherperforming_hs_completion.php

Other cases to refer to:

- *Downsville Central High School (smaller rural)*
- *Eastridge High School (medium suburban)*
- *Elmont Memorial High School (larger urban)*

1. Send a high expectations message – make this explicit, shared, and owned

> *We believe that there's a higher ed option out there for everybody. – Amityville*

> *Mastery is the school-wide goal. – Elmont*

To push this lever consider:

☐ Including mastery and post-secondary education as school and district-wide goals

☐ Incorporating these goals into school and district improvement plans and encouraging teachers to incorporate these into learning objectives. See references (pp. 22-24).

To push this lever consider:

Best Practices Case Study: *Supporting High School Completion*

Susan Tangorre & Janet Angelis, February 2013

Otselic Valley Junior-Senior High School
Georgetown-South Otselic Central School District

> *Every kid counts is more than a slogan.*
> *I don't think it's the paperwork that makes us unique.*
> - principal

School Context

A visit to Otselic Valley Junior-Senior High School involves driving a scenic country road that curves one way then the other, many miles from any city, major grocery store, or mall of any kind. The school is nestled in a valley about an hour south of Syracuse and east of New York State's Finger Lakes, where the hillsides are dotted by farms and fields. As one teacher explained,

The spreadsheet we use is a living document on every student junior to senior year. How many credits they need, the exams they still need, PSAT and SAT scores, that's definitely the lifeline. We have weekly meetings every Wed...

A SMART goal is:

- **S**trategic and Specific – Linked to district and school goals and strategic plan, focused on student learning, and targeted to what is likely to have the greatest impact on student performance. Answers the question - <u>What</u> exactly do we want to improve? (Underlying question – How do we know this is important?)

- **M**easurable – The success toward meeting the goal can be measured in student achievement. Answers the question - <u>What</u> will be the measures for effectiveness?

- **A**ttainable – Can be achieved in a specific amount of time, with resources available. It should be a stretch from current performance. Answers the question - <u>When</u> will the actions be implemented and with what resources?

- **R**esults Oriented /Relevant/Rigorous – Aligned with district and building goals and focused on increased student achievement in a defined area. Answers the question – <u>How</u> does this goal relate to our school/district mission?

- **T**ime Bound – Has a clearly defined time frame including a target date. Answers the question – <u>When</u> will the goal be assessed?

4.2. Other Resources

	A. Recommended References
Aligning Goals and Curriculum	Most subject area professional associations offer a variety of opportunities to receive updated information electronically (e.g., www.nctm.org for mathematics; www.ncss.org for social studies; www.ncte.org for English language arts; www.nsta.org for science; www.iste.org for technology).

B. Other NYKids Resources (www.albany.edu/nykids)

- Ask your school community to take a self-survey:

  www.surveymonkey.com/s/HSG_Self_Survey

- Download the cross-case report:
  www.albany.edu/nykids/files/high_school_graduation_full_report.pdf

Bridging Divides
- Explore the Best Practices Framework(s) and dig down to sample documents from the higher-performing schools. The five themes are

  o Curriculum and academic goals

  o Staff selection, leadership, and capacity building

  o Instructional programs, practices, and arrangements

  o Monitoring: Compilation, analysis, and use of data

  o Recognition, interventions, and adjustments.

  Click in any row to learn more, including key

http://www.albany.edu/nykids/frameworks_high_school_completion.php

The ABCs of graduating at-risk students on time

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Organizing Themes	Critical Needs, Elementary Schools (2011)	Elementary Schools (2005)	Middle Schools (2007)	High Schools (2008)	Middle School Science (2009)
			Best Practices		
Curriculum & Academic Goals	• Goals are aligned from classroom to district, and goal-setting is a collaborative process. • Within each building teachers feel that they are working toward shared goals and collaborate extensively to achieve those goals. • The goals for student achievement apply to all students, including English learners and those with special needs. Learn more...				
Staff Selection, Leadership, & Capacity Building	• Care is taken to hire educators who will fit well with the school culture and philosophy and who value and desire to work with diverse and challenging populations. • When teachers are asked to adopt new practices ongoing support is provided formally and informally. • Approaches to curriculum and instruction are not "cookie cutter" but expect teachers to be problem solvers. Learn more...				

SMART Goal Template

Align goals to district/school/department goals and strategic plans; identify who will be responsible for actions; identify a time frame for implementation and measuring impact. Consider "testing" your goals against SMART goal examples while you do this.

	S	M	A	R	T
Goal 1:					
Goal 2:					
Goal 3:					

Planning Sheet adapte

4.4 SMART Goals Action Worksheet

Record specific actions attached to each of the goals you have identified. Use levers to improvement, NYKids resources, and/or other resources.

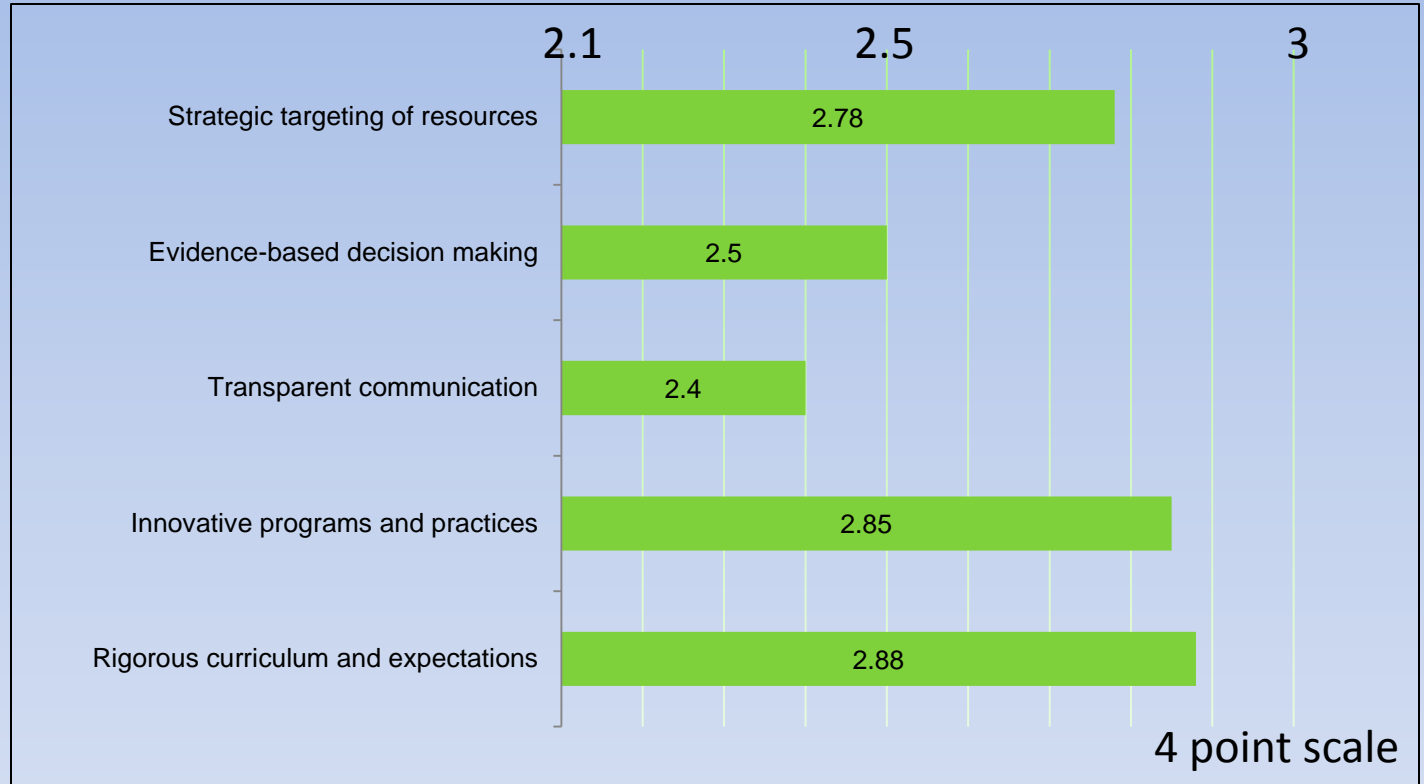|	*Specific Actions/Levers to Improvement Related to Goals (What will we do/use to reach this goal?). Ensure goals and levers are connected to a strategic plan.*
Goal 1:	
Goal 2:	
Goal 3:	

4.5. Action Plan Timeline: Who will be responsible for doing what by when?

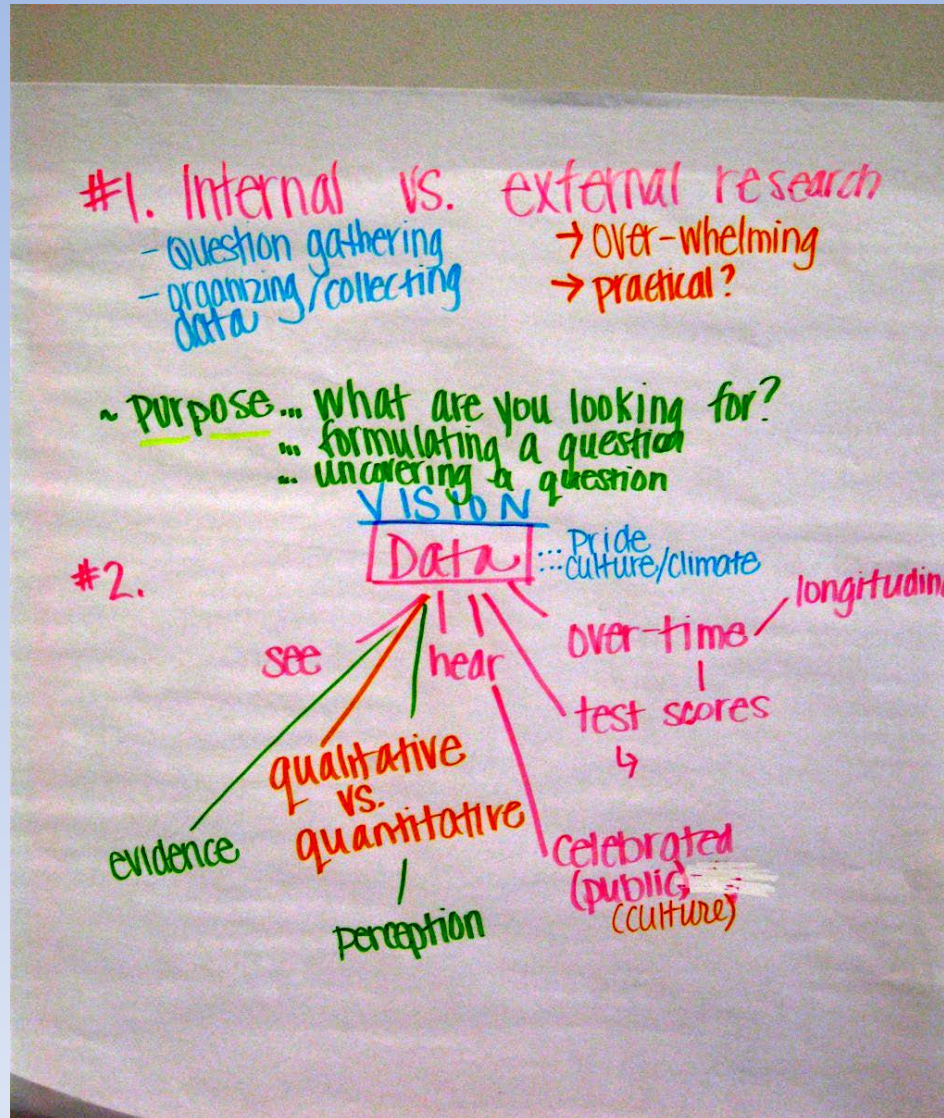|	Fall	Winter	Spring	Summer
Goal 1:				
Goal 2:				
Goal 3:				

Amsterdam High School's Journey

2010

"We didn't know what we didn't know."
- D. Ziskin (2011)

Amsterdam High School's Journey

"There are so many data, getting your arms around them is like wrestling with a mattress."
- D. Ziskin (2011)

Amsterdam High School's Journey

after 1 year of participation

Progress toward goal of *reducing achievement gaps* while *meeting overall performance targets*

Group	ELA	Math
All students	✓ AYP	x 4 points shy
Hispanic	✓ Safe Harbor	✓ Safe Harbor
Econ. Disadv.	✓ AYP	x Not met
Sped.	x Not met	x Not met

"We had to take a look in the mirror, dig in, and decide who we really are."
- D Ziskin (2010)

Echo High School's Journey

4 years after participation

Progress toward goal
of reducing achievement gaps
while meeting overall performance targets

Graduation Rates, 2009-2014	2009	2014
All students	62%	67%
Hispanic Students	32%	49%
Economically Disadvantaged Students	48%	52%
Students with Disabilities	20%	43%

Keeping the Focus

Despite loss of 10.5 teachers in 2010-11 as well as busing for after school tutoring –

Teachers and administrators able to focus on their goals by concentrating on what they *can* do, not what is beyond their control. Have made strategic decisions on curriculum development, CCSS, and professional development to support DI and cooperative learning.

"Capacity-building distributed leadership and COMPASS process keeps us on task and faithful to our goals."
- D. Ziskin (2011)

Where to find more information: www.albany.edu/nykids

- Data displays
- Case reports, all HP schools (55)
- Cross-case reports, each study (6)
- Best practice frameworks (most current 5)
- Documentary evidence (in BP framework)
- Key word collections
- Self-assessments
- COMPASS Institutes to support school teams to use these resources in data-guided decision making

jangelis@albany.edu   nandress@albany.edu