

**VENUE: Convention Center**

**NETWORK: NYSSBA**

*No password required*

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**WiFi Access**

**VENUE: Rochester Riverside Hotel**

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# W E L C O M E

## Odds-Beating Schools and Continuously Improving School Systems

2019 NYSSBA Convention  
Rochester Riverside Convention  
October 25, 2019

Amanda J. Lester, Outreach Coordinator, NYKids

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# Session Learning Objectives

Participants will be able to:

- Identify salient characteristics of the processes and systems for improvement in their own school districts
- Locate odds-beating school research of relevance to their own settings.
- Identify improvement science-based processes and procedures that might work well in their own settings

# School Improvement & Research: The Challenge



Educators are expected to develop research-based, practice-relevant school improvement solutions



Research-Practice Gap: Assumptions Vs. Reality

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# Improvement Science: Problem-Specific & User-Centered

Improvement science offers a process for school board members to work with school & district leaders to co-create improvement plans and reflect on lessons learned.

## Encourages participants to...



» See the system that produces the outcomes



» Work in a disciplined way to make deliberate, strategic decisions for improvement



» Share ownership for improvement efforts

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“How do we tap wisdom of others and accomplish together?”

“How and where do we start small, learn fast, and improve quickly?”

“How do we know if a change results in improvement?”

“What specifically is the problem we are trying to solve?”

“What works, for whom and under what set of conditions?”

“How do local conditions shape our work?”

See: <https://www.carnegiefoundation.org/>

**Slide 6**

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**LAJ1**

Lester, Amanda J, 10/21/2019

# Processes and Systems

“A system is defined as a collection of interdependent elements that interact to achieve a common purpose.”

- It is the interaction of systems that makes them tricky to manage – something that affects one part of a system may have an unforeseen impact later on another part of the system.
  - A **process** is a series of steps that turns an input into an output.
  - A **system** is a group of processes with a common aim.



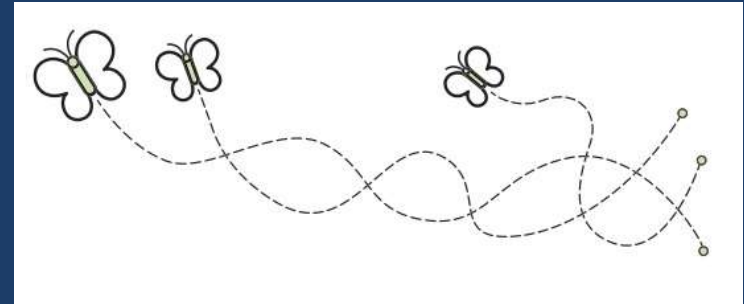
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# The Butterfly Effect Game

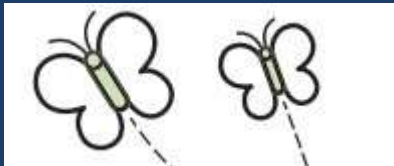
## Learning Objectives:

- Understand that systems are complex.
- Appreciate how the parts of a system are interrelated.
- Understand the importance of pilot-testing planned changes in a process or system.

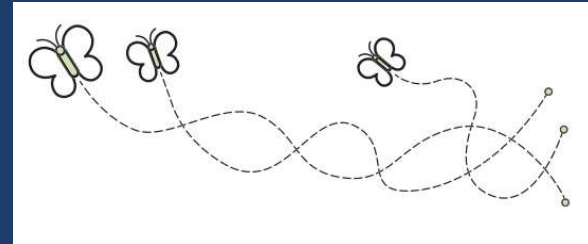


# The Debrief: The Game

What did you notice happening as we played the game?

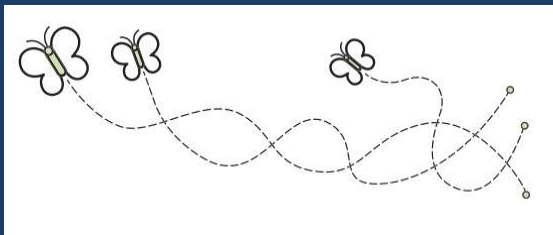


Which parts of the system affect other parts of the system?



What happened when changes were made in their system?

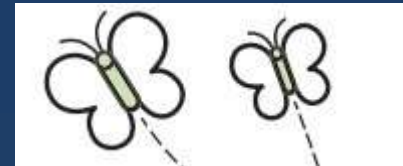
# The Debrief: Your Context



What are the key components of your school system?

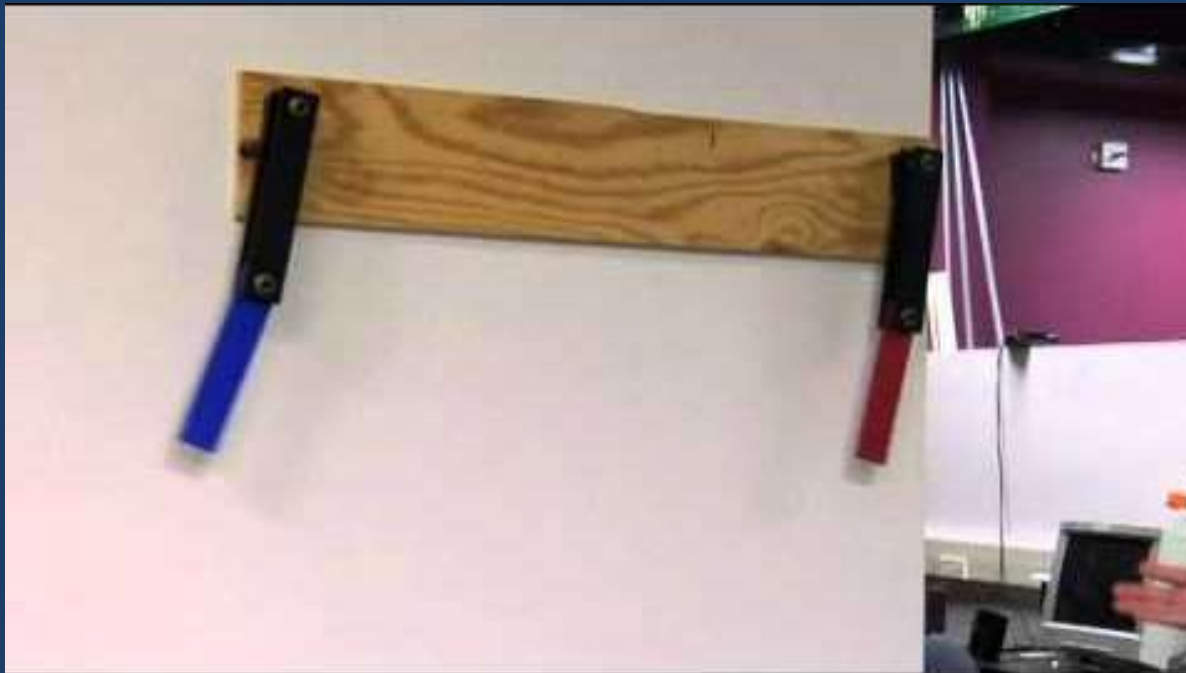
Which parts of that system affect other parts of the system?

What has happened when improvement initiatives have been tried in the past?

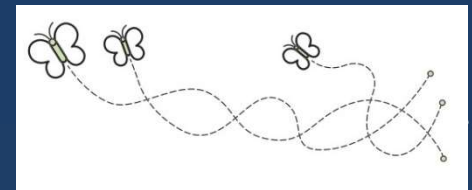
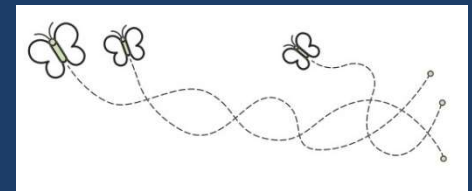
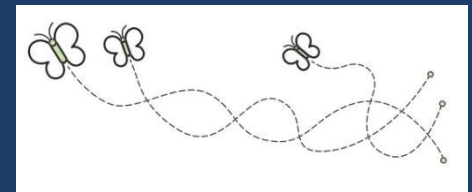


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# What is the Butterfly Effect Theory?



<https://youtu.be/lvg7QarDJh4>



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# Mitigating the Butterfly Effect



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Learn from schools that beat the odds

# Inform, Inspire, & Improve

SEARCH

**NYKids mission is to:**

- **Inform educators** and others about school performance in comparison to other schools in the state
- **Inspire educators** through case studies and other reports of promising practices in odds-beating schools
- **Improve schools** through professional development in continuous improvement processes (COMPASS-AIM)

<https://ny-kids.org/>

*No password required*

# NYKids Research: Lessons from Odds-Beating Schools

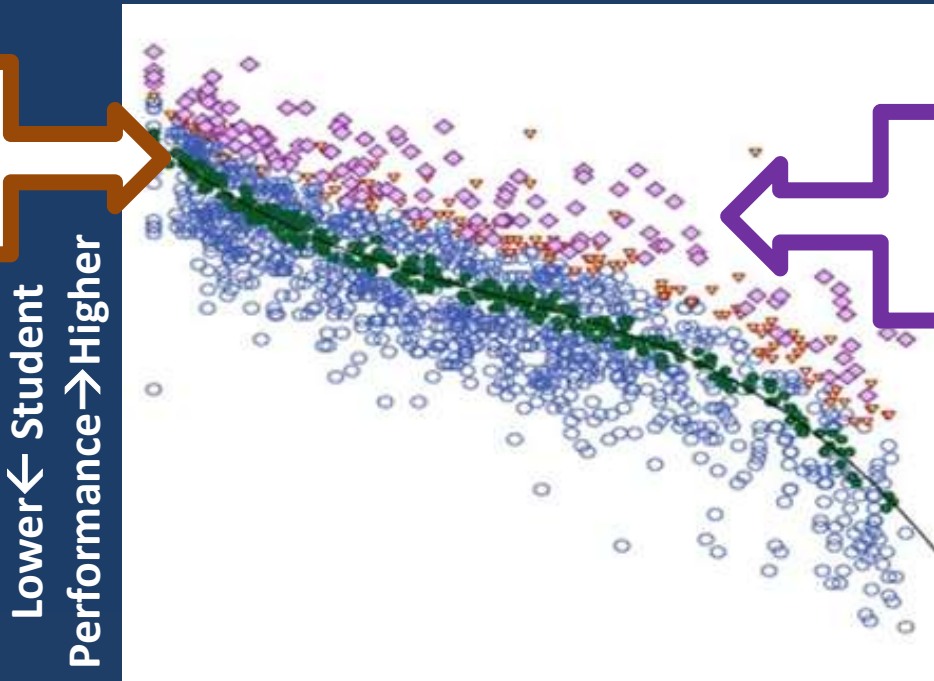


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# Visualizing Odds Beaters

Typical Performer



Odds-Beater

Expected Performance Taking into Account Demographic Characteristics of Schools

Lower ← Economic Disadvantage → Higher

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# The Four C's of Odds-Beating Schools



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# NYKids COMPASS Process

- **Compare** processes and practices to evidence-based practices
- **Assess** priorities based upon local constraints and affordances
- **Select** evidence-based practices
- **Set** SMART goals/AIMS

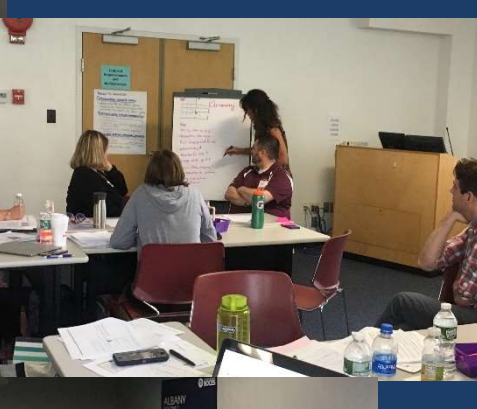
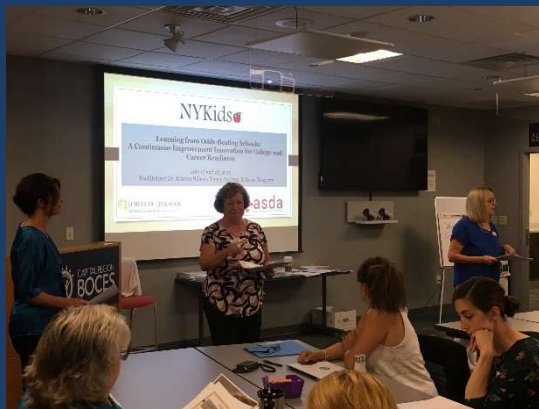


- Action Plan
- Implement Plan

- Monitor ("check the pulse")

- Recalibrate as needed and continue cycle

# COMPASS Workshops



**Step 1: Comparing Practices**

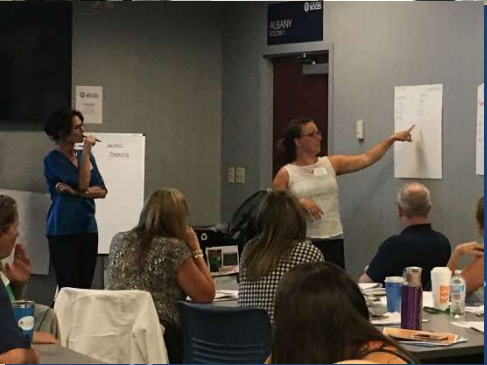
2 decisions for each row:  
 A. Is your school more like column A or column B? **CHOOSE ONLY 1**  
 B. Is it very similar or somewhat similar to the description in whichever column you chose?

In this example, the rater chose the description in the first column and decided that it was "somewhat similar" to his/her school, so circled # 2.

Aspect	A: My school is more like this	B: My school is more like this
Relationship Building	Relationship building between educators and students and a priority is consistently articulated by leaders and educators, through individual educators take actions to build student relationships on an individual basis.	Relationship building between educators and students is a priority, consistently articulated by leaders and educators, formal expectations, policies and practices facilitate relations that build equity across the school.
	1: if my school is more like this, about how much? Circle # 1 or #2	2: if my school is more like this, about how much? Circle # 3 or #4

Follow this same procedure for all aspects of each element. You should have 4-5 scores on each page. Once you have determined your 4-5 scores, add them up and put the total in the space designated in the last row. Then divide by 4 or 5 to get your average score.  
 For example, this rater chose 2 for relationship building and 3, 2 and 2 for the other two dimensions for a total of 9: 2+3+2+2=9. Dividing 9 by 4 gives an average score of 2.25.

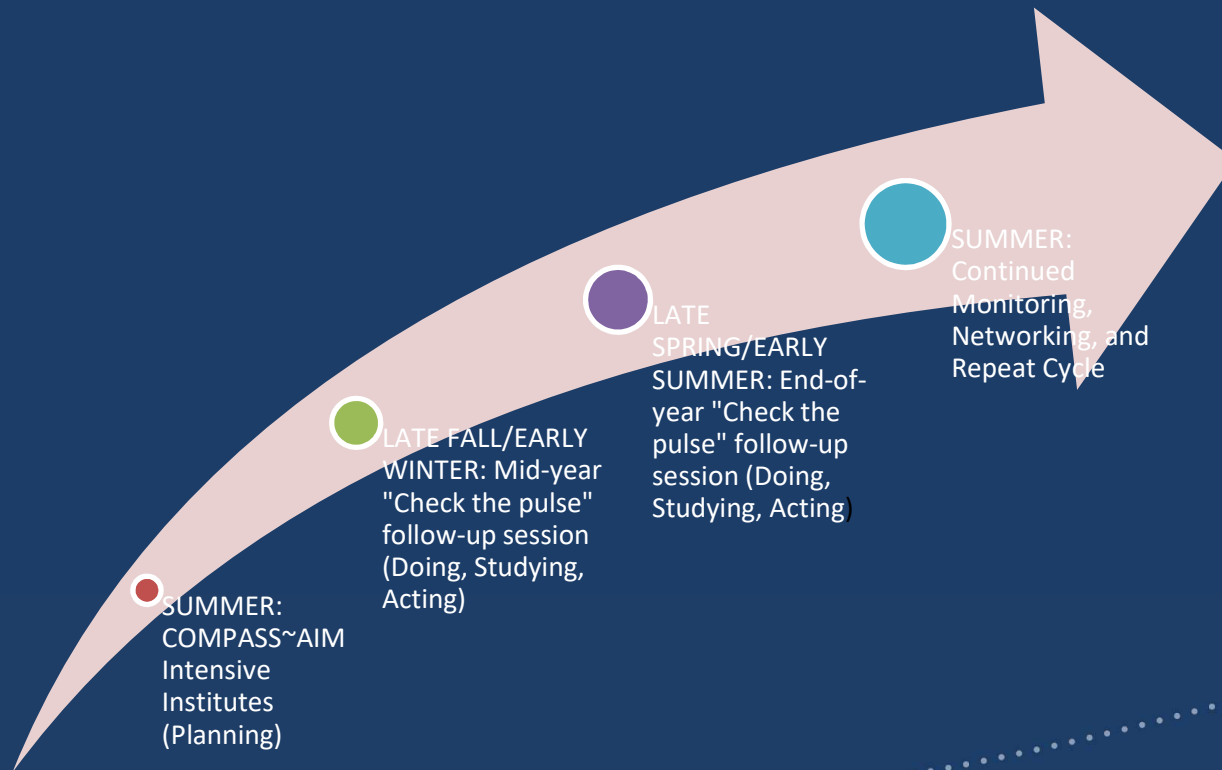
By June 2020: -61% of students will meet or exceed the grade level benchmark as measured Fastbridge reading (baseline 51% of the year goal in Fastbridge (baseline 53%, June 2019).



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# How does COMPASS work?



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# Fort Plain Central School District



	ES	Jr-Sr HS	New York State
<b>Grades Served</b>	K-6	7-12	K-12
<b>Total Enrollment</b>	434	329	2,640,250
<b>Free/Reduced Price Lunch</b>	63%	60%	54%
<b>African-American</b>	2%	1%	18%
<b>Hispanic/Latino</b>	5%	4%	26%
<b>White</b>	87%	89%	45%
<b>Other</b>	6%	6%	10%

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# Fort Plain Junior-Senior High School (7-12)

- Small rural school (330 students)
- Graduation rate: Between 83 – 88%
- Duration of involvement in RPP:
  - Team formed 2015 with new superintendent. Team meets throughout the year (a minimum of 4 times) with intensive summer planning sessions
- COMPASS team members:
  - Principal, school counselor, 2 middle level teachers, 2 high school teachers, 1 special area teacher, 1 teaching assistant

# Importance of district-wide support

- District leaders resolved the bottom-up versus top-down dilemma by embracing the concept of “defined autonomy” (Marzano & Waters, 2009) and distributed leadership (Spillane, 2005).
- The superintendent worked with the board of education and principals to articulate clear, nondiscretionary goals for the district as a whole, for each school and for subgroups of students.
- The schools then established a common framework of research-based strategies for achieving those goals.

# Fort Plain School District Board of Education Smart Goals, 2016-2017

## Safety and Student Social and Emotional Developmental Health 2016-17 SMART Goal

By June 1, 2017, the superintendent, school leaders and staff will identify, implement and evaluate action steps tailored to meet school safety needs such as health issues, bus safety and building cleanliness. The superintendent will plan appropriate professional development, parent outreach and community education and monitor progress in these areas.

## Curriculum Development and Support 2016-17 SMART Goal

During the 2016-17 school year the district will prepare 100% of all students to be college and career ready as evidenced by graduation rate, attendance, and college and career choice data.

## Fiscal Resources 2016-17 SMART Goal

During the 2016-17 school year the Board of Education in partnership with the superintendent, business manager and school leaders will make, monitor and communicate appropriate budgetary decisions as evidenced by budget reports and external audits.

## Family and Community Engagement 2016-17 SMART Goal

The Board of Education will build trust and expand parent and community engagement Prek-12 in 2016-17 as evidenced by reciprocal communication, attendance at events and parent workshops, school website, outreach to the business community and increased response on social media.

## Use of Data to Inform Teacher Practices and Improve Learning 2016-17 SMART Goal

The Board of Education will use data to progress monitor goals and charge the Superintendent and Principals with ensuring that 100% of teachers use school achievement data to improve instructional practices by June 1, 2017.

➔ **Safety and Student Social and Emotional Developmental Health**

➔ **Curriculum Development and Support**

➔ **Fiscal Resources**

➔ **Family and Community Engagement**

➔ **Use of Data to Inform Teacher Practices and Improve Learning**







# Organizing Networks to Solve Problems of Practice



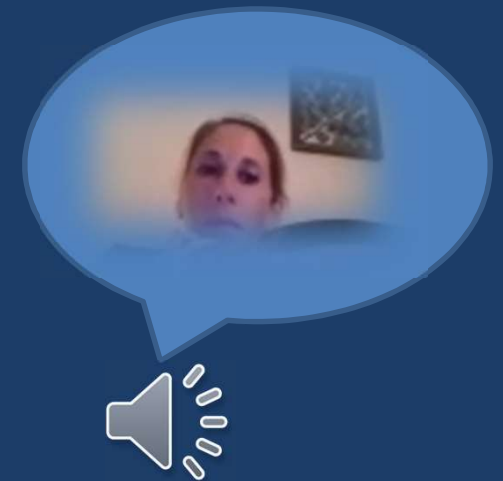
**Problems of practice:**

**Level:** Elementary

- Aligned and rigorous literacy instruction

**Level:** Jr/Sr High School

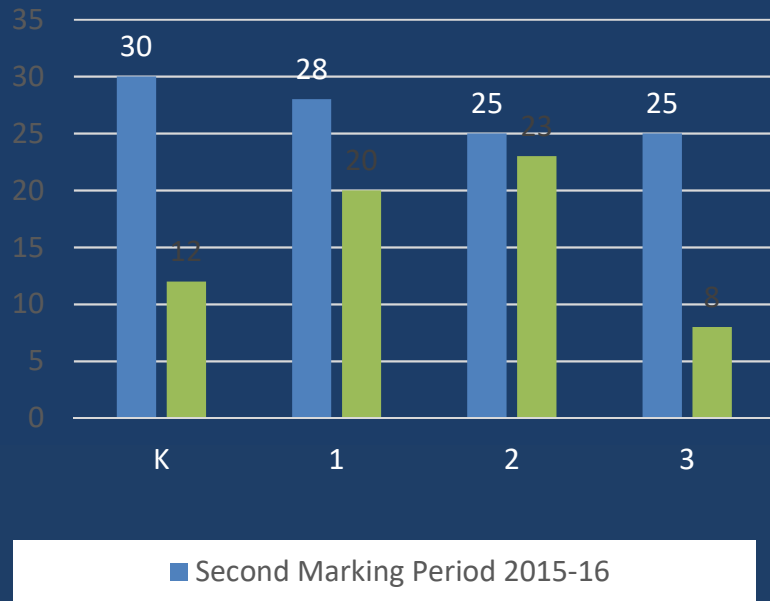
- Absenteeism
- Credit recovery
- Academic Counseling Center



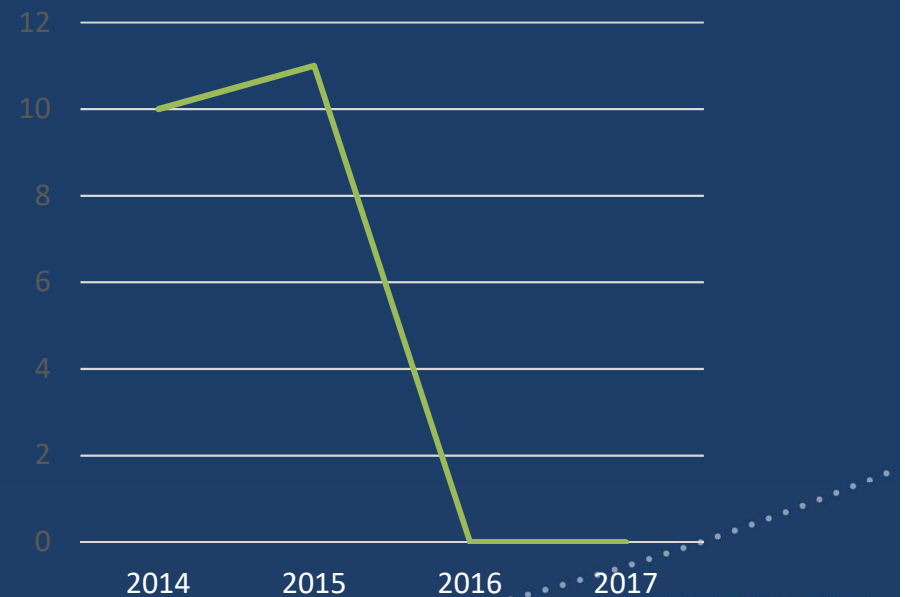
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# What were the student outcomes?

Percentage of students receiving Tier 2 interventions by grade level



Numbers of HS students in summer school



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# Final thought...

*“I have learned a great deal and grown not only as an educator but a person as well. I feel a deeper connection to the district, the community, our students and the overall environment for which we all spend a great deal of our time. I have embraced the COMPASS model, which at first glance, appeared to be like many other educational initiatives...futile, but COMPASS works. I need structure and direction and the COMPASS model facilitates this. We are able to analyze issues, develop solutions, implement ideas and see our successes or failures and then begin again. It has been a very satisfying and productive journey and I am honored to work with such an intelligent, driven and passionate team.” - C.C.*

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Learn from schools that beat the odds

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SEARCH

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Subscribe to the [NYKids Newsletter](#)  
(Sign-Up Sheet)

# NYKids Resources: Research Results

**Filters**

ORDER RESULTS BY  
Relevance

FULL TEXT  
Type any text here

FORMATS  
All Formats

LEADERS  
All Leaders

LEVELS OF SCHOOLING  
All Levels of Schooling

PUBLICATION YEARS  
All Publication Years

REGIONS  
All Regions

SUBPOPULATIONS  
All Subpopulations

TOPICS  
All Topics

URBANITIES  
All Urbanities

APPLY

is research to determine practices that distinguish odds-beating and higher-performing from

multiple formats and include reports that summarize the results of each study; best practice frameworks that offer comparisons of higher- and average-  
ts from the odds-beating performers; and case studies of the individual higher-performing, odds-beating schools studied.

## Filter Results by:

- **Format** (e.g. case study, reports, presentations, etc.)
- **Level of Schooling** (Elementary, Middle, High)
- **Regions** (e.g. Capital Region, Central NY, etc.)
- **Subpopulations** (e.g. Economic Disadvantage, Racial/Ethnic subgroups, English language learners)
- **Topics** (e.g. college and career ready, leadership, community partnerships, etc.)

# NYKids Resources: Improvement Methods

Take a sample self-assessment.

NYKids

HOME RESEARCH RESULTS IMPROVEMENT METHODS PERFORMANCE TRACKER BLOG ABOUT US CONTACT US

## SCHOOL IMPROVEMENT

Home > School Improvement

### COMPASS Professional Development

A unique professional development opportunity for system-wide continuous improvement.

What is COMPASS?

COMPASS is a professional development program that:

- Enables faculty to demonstrate professional growth and development within the APPR system.
- Contributes hours toward New York State Continuing Teacher and Leader Education (CTLE) requirements.
- Assists in district and school planning.



Information about COMPASS Professional Development including the process and resources.

## NY Kids

### School Self-Assessment

How does your school compare to odds-beating schools?

Consider whether your school or district is more like A or B or somewhere in between. Select one of the response choices that best fits your experience.

OK

0 of 11 answered

powered by SurveyMonkey

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# NYKids Resources: Blogs

UNIVERSITY AT ALBANY  
State University of New York

NYKids

HOME RESEARCH RESULTS IMPROVEMENT METHODS PERFORMANCE TRACKER BLOG ABOUT US CONTACT US

BLOG

Home > Blog

**23**  
JANUARY

**Spotlight on an Odds-Beater: Sherburne-Earville Building a Workforce for and with the Community**

By Catherine Kramer, Research Assistant for NYKids (Edited by Kristen C. Wilcox, Director NYKids) Educators at Sherburne-Earville Senior High describe the school district as the center of the community. They expressed a deep and sincere commitment not only to students ...

READ MORE

**16**  
JANUARY

**Talking About Leadership: How Leaders Talk in Odds-Beating High Schools**

By Francesca Durand, NYKids Co-Investigator and edited by Kristen C. Wilcox, NYKids Research & Development Director The language used by leaders sets the tone for "the way we do things" in a school or district and it extends to the ...

READ MORE

**09**  
JANUARY

**Seven Defining Features of Odds-beating Secondary Schools**

Weekly blog entries of original research content from NYKids as well as highlights of important news connect to the team's research agenda.

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# Know Your Schools Performance Tracker

The screenshot shows the NYKids website interface. At the top left is the NYKids logo with a red apple icon. Below it is a purple navigation bar with links for 'Home', 'Find Your School', and 'More NYKids Resources'. A yellow banner below the navigation bar reads 'Find Your School'. On the left side, there is a vertical yellow sidebar with 'Find Your School' and 'More NYKids Resources' links. The main content area is titled 'Find your school' and contains the following elements:

- 1) Filter the schools using one of the options below:
  - School:
  - District:
  - County:
- 2) Choose who to compare to: ⓘ
  - Auto Generated (Inc. NYC)
  - Auto Generated (Exc. NYC)
  - Select Your Own

Sort by school,  
district or county.

[https://knowyourschoolsny.org/  
newsite/schoollist.php](https://knowyourschoolsny.org/newsite/schoollist.php)

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# Know Your Schools Performance Tracker

**NYKids**

Home Find Your School More NYKids Resources

Find Your School

Find Your School  
More NYKids Resources

**Find your school**

1) Filter the schools using one of the options below:

School:

District:

County:

2) Choose who to compare to: ⓘ

- Auto Generated (Inc. NYC)
- Auto Generated (Exc. NYC)
- Select Your Own

Choose whether you would like the system to select comparison schools or customized comparisons.

<https://knowyourschoolsny.org/newsite/schoollist.php>

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# KYS Performance Tracker: School Profile



Home Find Your School More NYKids Resources

## School Profile

### School Profile

Main Chart

Opportunity Gap Bar Chart

Map

Scatter Plot

Multi-Year Summary Chart

More NYKids Resources

### CROWN POINT CENTRAL SCHOOL

CROWN POINT CSD

Year: 2018

School Summary - CROWN POINT CENTRAL SCHOOL (All data for each year are as reported by the New York State Education Department.)

<b>Grade Span:</b>		<b>Caucasian:</b>	99.00%
<b>Number of Students:</b>	264	<b>African-American:</b>	0.00%
<b>Special Education:</b>	NA	<b>Asian:</b>	0.00%
<b>Low Income:</b>	64.39%	<b>Hispanic:</b>	0.00%
<b>English Language Learners:</b>	0.00%	<b>Native American:</b>	0.00%

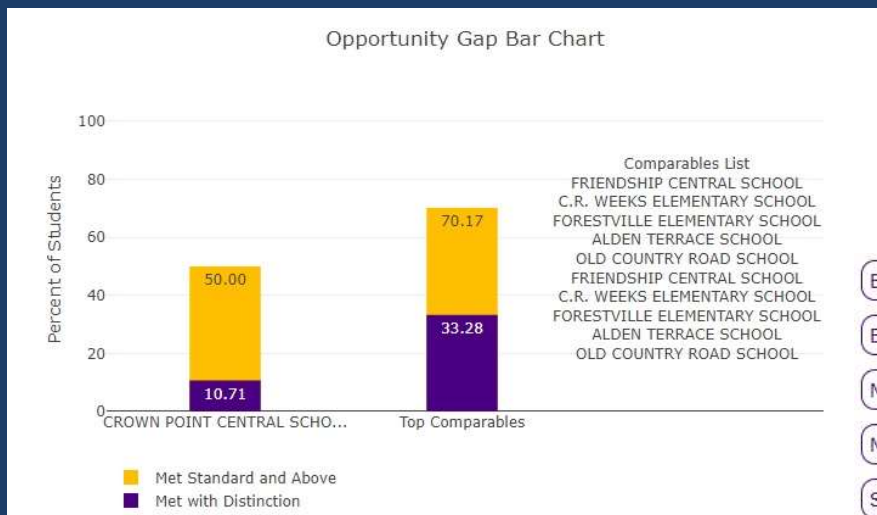
Summary data provided for each school.

<https://knowyourschoolsny.org/newsite/schoollist.php>

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# KYS Performance Tracker: Opportunity Gap



Generate opportunity gap by subject area.

<https://knowyourschoolsny.org/newsite/schoollist.php>

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# KYS Performance Tracker: Top Comparable Schools- Main Chart

School Name (Grade Span) District Name	%Met Standard and Above	%Met Standards with Distinction	%Econ Disad	%ELL	#Students Enrolled	#Taking Test	%Taking Test
CROWN POINT CENTRAL SCHOOL ( ) CROWN POINT CSD	35.29%	11.76%	64.39%	0.00%	17	17	100.00%
HINSDALE CENTRAL SCHOOL ( ) HINSDALE CSD	74.19%	6.45%	59.59%	0.26%	32	31	96.88%
HINSDALE CENTRAL SCHOOL ( ) HINSDALE CSD	74.19%	6.45%	59.59%	0.26%	32	31	96.88%
JOHNSBURG CENTRAL SCHOOL ( ) JOHNSBURG CSD	74.07%	3.70%	58.15%	0.00%	28	27	96.43%
JOHNSBURG CENTRAL SCHOOL ( ) JOHNSBURG CSD	74.07%	3.70%	58.15%	0.00%	28	27	96.43%
CUBA-RUSHFORD ELEMENTARY SCHOOL ( ) CUBA-RUSHFORD CSD	71.93%	15.79%	63.32%	0.00%	63	57	90.48%
CUBA-RUSHFORD ELEMENTARY SCHOOL ( ) CUBA-RUSHFORD CSD	71.93%	15.79%	63.32%	0.00%	63	57	90.48%

Review comparison schools  
by subject area.

[ELA 3](#) [ELA 4](#) [ELA 5](#)  
[ELA 6](#) [ELA 7](#) [ELA 8](#)  
[MATH 3](#) [MATH 4](#) [MATH 5](#)  
[MATH 6](#) [MATH 7](#) [MATH 8](#)  
[SCIENCE 4](#) [SCIENCE 8](#) [SOCIAL STUDIES 5](#)  
[SOCIAL STUDIES 8](#) [Regents ELA](#) [Regents Global History](#)  
[Regents Math](#) [Regents Science](#) [Regents US History](#)  
[Graduation Rates](#)

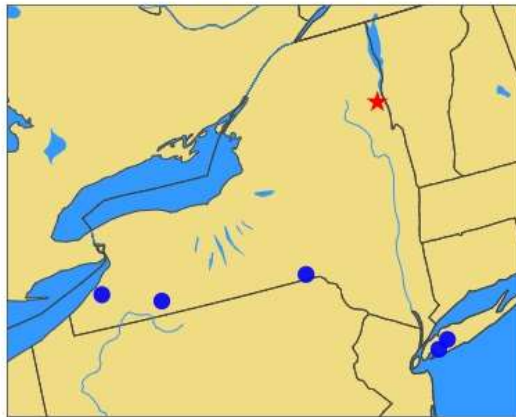
<https://knowyourschoolsnyc.org/newsite/schoollist.php>

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# KYS Performance Tracker: Top Comparable Schools- Map

Review schools plotted on the map by subject area.

Comparable Schools Location



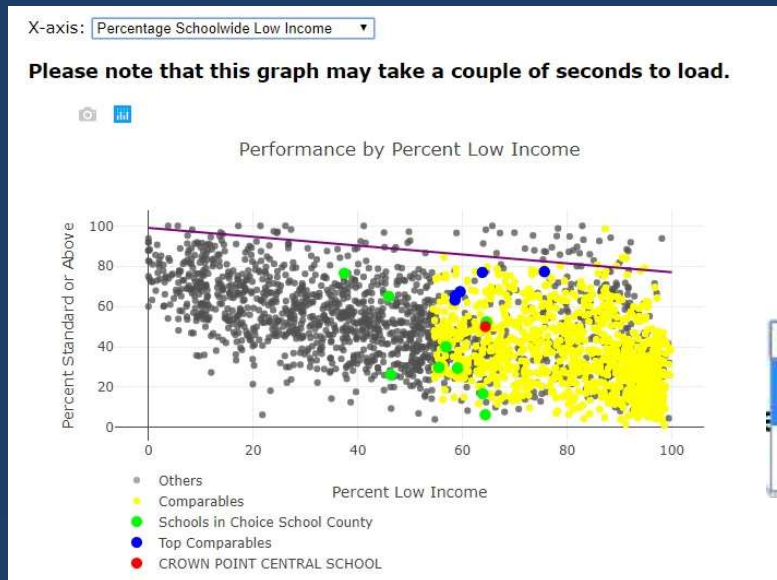
★ CROWN POINT CENTRAL SCHOOL  
● Comparables

- ELA 3
- ELA 4**
- ELA 5
- ELA 6
- ELA 7
- ELA 8
- MATH 3
- MATH 4
- MATH 5
- MATH 6
- MATH 7
- MATH 8
- SCIENCE 4
- SCIENCE 8
- SOCIAL STUDIES 5
- SOCIAL STUDIES 8
- Regents ELA
- Regents Global History
- Regents Math
- Regents Science
- Regents US History
- Graduation Rates

<https://k12newsite/schoollist.php>

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# KYS Performance Tracker: Top Comparable Schools- Scatterplot

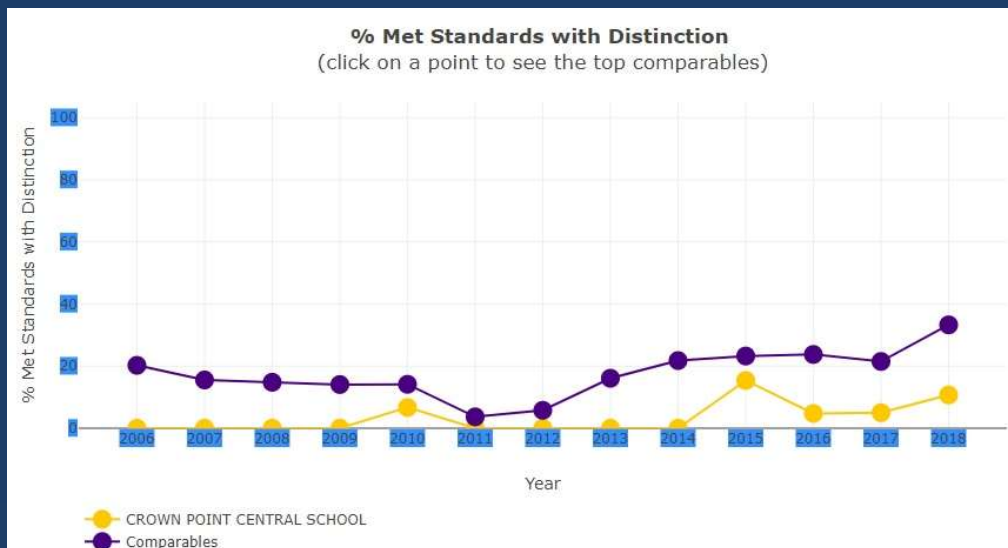


Generate scatterplots of the data that can be adjusted by subject as well as for either % of low-income students or English language learners.

<https://knowyourschoolsny.org/newsite/schoollist.php>

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# KYS Performance Tracker: Top Comparable Schools- Multi-Year Summary



Generate a multi-year summary that can be adjusted by comparable options.

Comparable options:

<https://knowyourschoolsny.org/newsite/schoollist.php>

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# Thank you

- Related research:
- Bryk, A.S., Gomez, L., Grunow, A. & LeMahieu, P. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Publishing.
- Wilcox, K.C., Lawson, H.A., & Angelis, J. (2017). **COMPASS-AIM: A university/P-12 organizational intervention for continuous improvement**. *Peabody Journal of Education*. doi: 10.1080/0161956x.2017.1368654
- Wilcox, K.C., Lawson, H.A., & Angelis, J.I. with Durand, F., Schiller, K, Gregory, K., & Zuckerman, S\* (2017). *Innovation in odds-beating schools: Exemplars of getting better at getting better*. Lanham, MD: Rowman & Littlefield.

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