FREE WiFi Access

VENUE: Convention Center
NETWORK: NYSSBA
No password required

VENUE: Rochester Riverside Hotel
NETWORK: RadissonRochesterRiverside
No password required
Odds-Beating Schools and Continuously Improving School Systems

2019 NYSSBA Convention
Rochester Riverside Convention
October 25, 2019

Amanda J. Lester, Outreach Coordinator, NYKids
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
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
“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/
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.
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?
What is the Butterfly Effect Theory?

https://youtu.be/lvg7QarDJh4
Mitigating the Butterfly Effect

Six Principles

- Be problem-focused and user-centered
- Organize as networks
- Learn through disciplined inquiry
- Attend to variability
- See the system
- Embrace measurement

CORE PRINCIPLES OF IMPROVEMENT

DISCLAIMER: The views and opinions expressed in this presentation are not those of the New York State School Boards Association (NYSSBA), and do not necessarily reflect the official policy or position of the Association. Should you have any questions about the information contained herein, please contact NYSSBA at 1-800-342-3360.
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
Visualizing Odds Beaters

Expected Performance Taking into Account Demographic Characteristics of Schools

Typical Performer

Odds-Beater

Lower Student Performance $\rightarrow$ Higher

Lower $\rightarrow$ Economic Disadvantage $\rightarrow$ Higher

Lower $\rightarrow$ Higher

Lower Economic Disadvantage $\rightarrow$ Higher
The Four C’s of Odds-Beating Schools

1. Co-Constructing a Humanizing School Community
2. Collaboratively Defining and Achieving Success
3. Cultivating Culturally-Responsive, Inclusive, and Facilitative Leadership
4. Customizing Innovative Programs and Practices
NYKids COMPASS Process

- **Monitor** ("check the pulse")
- **Action Plan**
- **Implement Plan**

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

- **Act**
  - Recalibrate as needed and continue cycle

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

- **Do**
  - Action Plan
  - Implement Plan

**NYKids COMPASS Process**

**Plan**

**Act**

**Study**

**Do**
COMPASS Workshops

By June 2020: 61% of Students will meet or exceed the grade level benchmark as measured Fastbridge reading (baseline 51% - 62% of students will meet grade level of the year goal in Fastbridge).
How does COMPASS work?

**SUMMER:**
- COMPASS~AIM
- Intensive Institutes (Planning)

**LATE FALL/EARLY WINTER:**
- Mid-year "Check the pulse" follow-up session (Doing, Studying, Acting)

**LATE SPRING/EARLY SUMMER:**
- End-of-year "Check the pulse" follow-up session (Doing, Studying, Acting)

**SUMMER:**
- Continued Monitoring, Networking, and Repeat Cycle
<table>
<thead>
<tr>
<th></th>
<th>ES</th>
<th>Jr-Sr HS</th>
<th>New York State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades Served</td>
<td>K-6</td>
<td>7-12</td>
<td>K-12</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>434</td>
<td>329</td>
<td>2,640,250</td>
</tr>
<tr>
<td>Free/Reduced Price Lunch</td>
<td>63%</td>
<td>60%</td>
<td>54%</td>
</tr>
<tr>
<td>African-American</td>
<td>2%</td>
<td>1%</td>
<td>18%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5%</td>
<td>4%</td>
<td>26%</td>
</tr>
<tr>
<td>White</td>
<td>87%</td>
<td>89%</td>
<td>45%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
<td>6%</td>
<td>10%</td>
</tr>
</tbody>
</table>
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.
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.
### SMART Goal:
To improve student attendance by the end of the 2017-2018 school year as evidenced by the following priorities: monitor student attendance, support students social and emotion well-being, and foster positive parent communication.

#### Specific Activities & Action Steps
- What will be initiated to achieve this SMART goal?

#### Who is Responsible
- Who will be responsible for initiating or sustaining the action step?

#### Time Frame or Target Dates
- What is a realistic time frame for each phase of this activity/goal?

#### Results - Evidence of Success
- What evidence will you present to show that you are making progress toward your activity/goal?

---

**Questioning process - Once SMART goals are established, ask:**

- What are the potential action steps for this goal?
- Who is involved and how can they be engaged in implementation?
- When would the work towards this goal take place? Deadlines?
- What would the evidence of success look like?
- How will goals be shared within the Fort Plains Jr.-Sr. H.S.?
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
What were the student outcomes?

Percentage of students receiving Tier 2 interventions by grade level

Numbers of HS students in summer school

DISCLAIMER: The views and opinions expressed in this presentation are not those of the New York State School Boards Association (NYSSBA), and do not necessarily reflect the official policy or position of the Association. Should you have any questions about the information contained herein, please contact NYSSBA at 1-800-342-3360.
“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.
Inform, Inspire, & Improve

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)

Visit ny-kids.org
Subscribe to the NYKids Newsletter (Sign-Up Sheet)

DISCLAIMER: The views and opinions expressed in this presentation are not those of the New York State School Boards Association (NYSSBA), and do not necessarily reflect the official policy or position of the Association. Should you have any questions about the information contained herein, please contact NYSSBA at 1-800-342-3360.
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

Information about COMPASS Professional Development including the process and resources.

Take a sample self-assessment.
NYKids Resources: Blogs

Weekly blog entries of original research content from NYKids as well as highlights of important news connect to the team’s research agenda.
Know Your Schools Performance Tracker

Sort by school, district or county.

https://knowyourschoolsny.org/newsite/schoollist.php
Know Your Schools Performance Tracker

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

https://knowyourschoolsny.org/newsite/schoollist.php
### CROWN POINT CENTRAL SCHOOL

**CROWN POINT CENTRAL SCHOOL**

**CROWN POINT CSD**

**Year:** 2016

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

<table>
<thead>
<tr>
<th>Grade Span:</th>
<th>264</th>
<th>Caucasian:</th>
<th>99.02%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students:</td>
<td>NA</td>
<td>African-American:</td>
<td>0.00%</td>
</tr>
<tr>
<td>Special Education:</td>
<td>NA</td>
<td>Asian:</td>
<td>0.00%</td>
</tr>
<tr>
<td>Low Income:</td>
<td>64.30%</td>
<td>Hispanic:</td>
<td>0.00%</td>
</tr>
<tr>
<td>English Language Learners:</td>
<td>0.00%</td>
<td>Native American:</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Summary data provided for each school.

[https://knowyourschoolsny.org/newsite/schoollist.php](https://knowyourschoolsny.org/newsite/schoollist.php)
KYS Performance Tracker: Opportunity Gap

Generate opportunity gap by subject area.

https://knowyourschoolsny.org/newsite/schoollist.php
**KYS Performance Tracker: Top Comparable Schools- Main Chart**

Review comparison schools by subject area.

```plaintext
<table>
<thead>
<tr>
<th>School Name</th>
<th>%Net Standard and Above</th>
<th>%Net Standards with Distinction</th>
<th>% on Grade</th>
<th>%EL</th>
<th># Students Enrolled</th>
<th># Taking Test</th>
<th>% Taking Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>CROWN POINT CENTRAL SCHOOL</td>
<td>35.29%</td>
<td>11.76%</td>
<td>64.39%</td>
<td>0.00%</td>
<td>17</td>
<td>17</td>
<td>100.00%</td>
</tr>
<tr>
<td>HINSDALE CENTRAL SCHOOL</td>
<td>74.19%</td>
<td>6.45%</td>
<td>59.59%</td>
<td>0.26%</td>
<td>32</td>
<td>31</td>
<td>98.88%</td>
</tr>
<tr>
<td>JOHNSTOWN CENTRAL SCHOOL</td>
<td>74.07%</td>
<td>6.70%</td>
<td>58.15%</td>
<td>0.16%</td>
<td>58</td>
<td>58</td>
<td>98.16%</td>
</tr>
<tr>
<td>JOHNSTOWN CENTRAL SCHOOL</td>
<td>74.07%</td>
<td>6.70%</td>
<td>58.15%</td>
<td>0.16%</td>
<td>58</td>
<td>58</td>
<td>98.16%</td>
</tr>
<tr>
<td>CUBA-RUSHFORD ELEMENTARY SCHOOL</td>
<td>71.52%</td>
<td>15.77%</td>
<td>63.50%</td>
<td>0.60%</td>
<td>63</td>
<td>57</td>
<td>98.34%</td>
</tr>
<tr>
<td>CUBA-RUSHFORD CSD</td>
<td>71.52%</td>
<td>15.77%</td>
<td>63.50%</td>
<td>0.60%</td>
<td>63</td>
<td>57</td>
<td>98.34%</td>
</tr>
</tbody>
</table>
```

https://knowyourschoolsny.org/newsite/schoollist.php
KYS Performance Tracker:
Top Comparable Schools- Map

Review schools plotted on the map by subject area.

https://knowyourschoolsny.org/newsite/schoollist.php
KYS Performance Tracker: Top Comparable Schools- Scatterplot

Please note that this graph may take a couple of seconds to load.

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

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

Comparable options:
- Yearly Changing Comparables
- Yearly Changing Comparables
- Constant Base-year Comparables

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

DISCLAIMER: The views and opinions expressed in this presentation are not those of the New York State School Boards Association (NYSSBA), and do not necessarily reflect the official policy or position of the Association. Should you have any questions about the information contained herein, please contact NYSSBA at 1-800-342-3360.
Thank you

• Related research:

Like us on Facebook: https://www.facebook.com/NYKids.UAlbany/
Follow us on Twitter: https://twitter.com/nccpep
Subscribe to Our Newsletter: https://ny-kids.org/
Contact us: nykids@albany.edu
SURVEY

DON’T FORGET to fill out the SURVEY and RATE THIS SESSION by using the CONVENTION APP.