



***Implementing a Cohort Design Model to
Effectively Guide School Improvement***

**Sam Adkins
Burke County High**



*“Success is when preparation
meets opportunity”*

**Darrell Royal
1924-2012
College Football Hall of Fame**



Our “Opportunities” Came in 2010...

1. BCCHS reached “Needs Improvement -5 Status”
2. Graduation rate was 68.9% (placed on the “list” by .3%)
3. “Never thought it would happen to us” mentality
4. SIG Grant (1003g) awarded
5. Transformation Model adopted by our BOE

This was our reality



Being Average

“Average” is the top of the bottom, the best of the worst, the bottom of the top, the worst of the best. Refuse to accept mediocrity.”

Lou Holtz



Plan – Do – Check – Act

We had to establish our vision and develop a plan:

Where do we want to go...

How are we going to get there...

How will we measure ourselves...

How will we know when we've arrived...

“Begin with an end in mind”

Covey



Our “Preparation” Began...

1. Replace the Principal
2. Intensify the evaluation system
3. Implement reward incentives for achievement
4. Provide targeted professional development
5. Build the capacity for career growth
6. Conditions to recruit , place, and retain teachers
7. Design and monitor an effective instructional program
8. Use data to inform and differentiate instruction
9. Increase the learning time for all students
10. Establish a network for family and community support
11. Incorporate a mechanism for operational flexibility
12. Plan for the sustainability of the implemented reform initiatives



“The key to success is not innovation; it is simplicity and diligence applied with fierce devotion to our highest priorities.”

Jim Collins

At Burke County High, our priorities were placed on the following 3 tenets needed for student success:

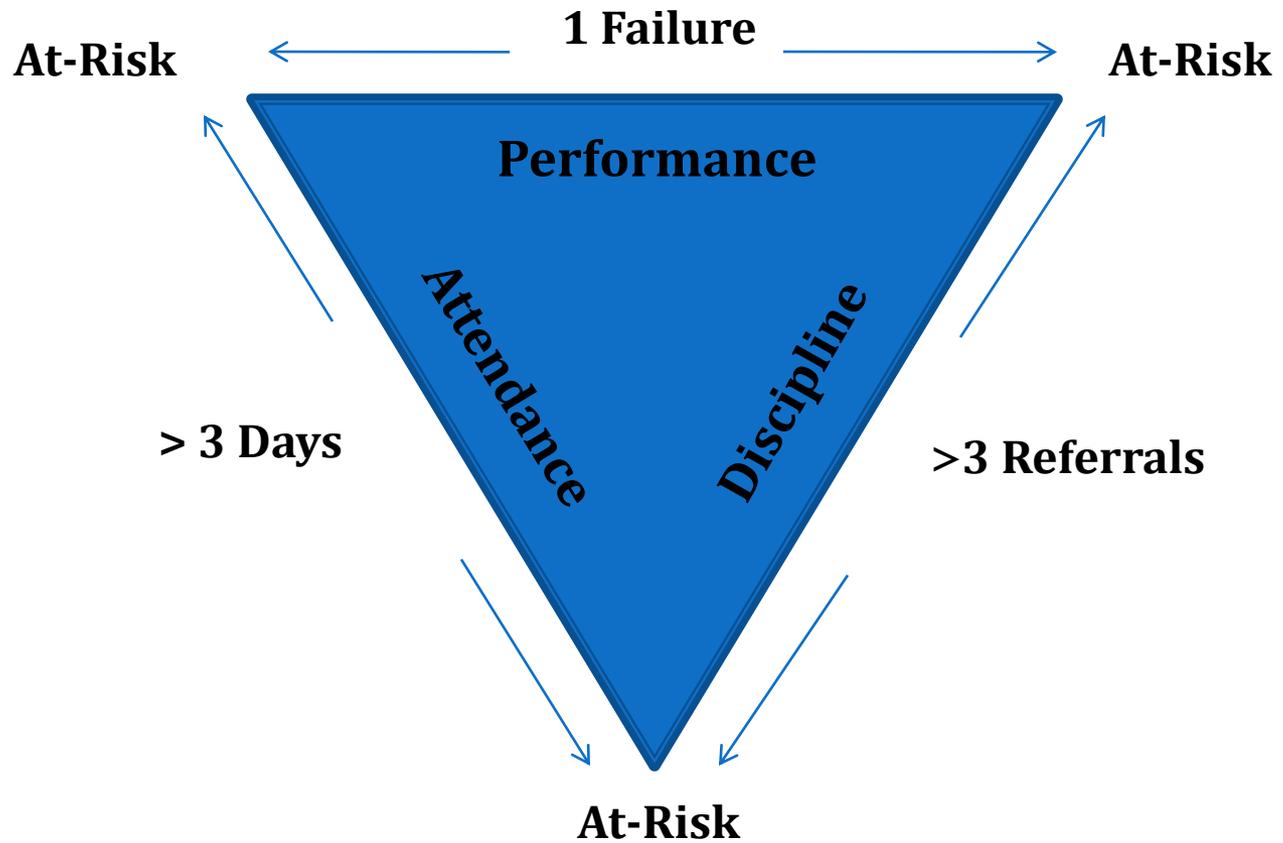
Academic Performance

Behavior

Attendance



BCHS Cohort Design Model





BCHS Cohort Design Model

Cohort Teams

Cohort Action Teams

Cohort Advisors

Looping personnel with each cohort is the key



Sustainability

Factors	2010	2016
Assistant Principals	6	4
Instructional Coaches	4	2
Graduation Coach	1	1
1003g (SIG) Grant	Y	N
RT3 Funding	Y	N
Cohort Teams	Y	Y
Cohort Action Teams	Y	Y
Looping AP / CA / C	Y	Y
Attendance Teams	Y	Y
Grade Replacement	Y	Y
Credit Recovery	Y	Y
PBIS	Y	Y
TKES / LKES	Y	Y

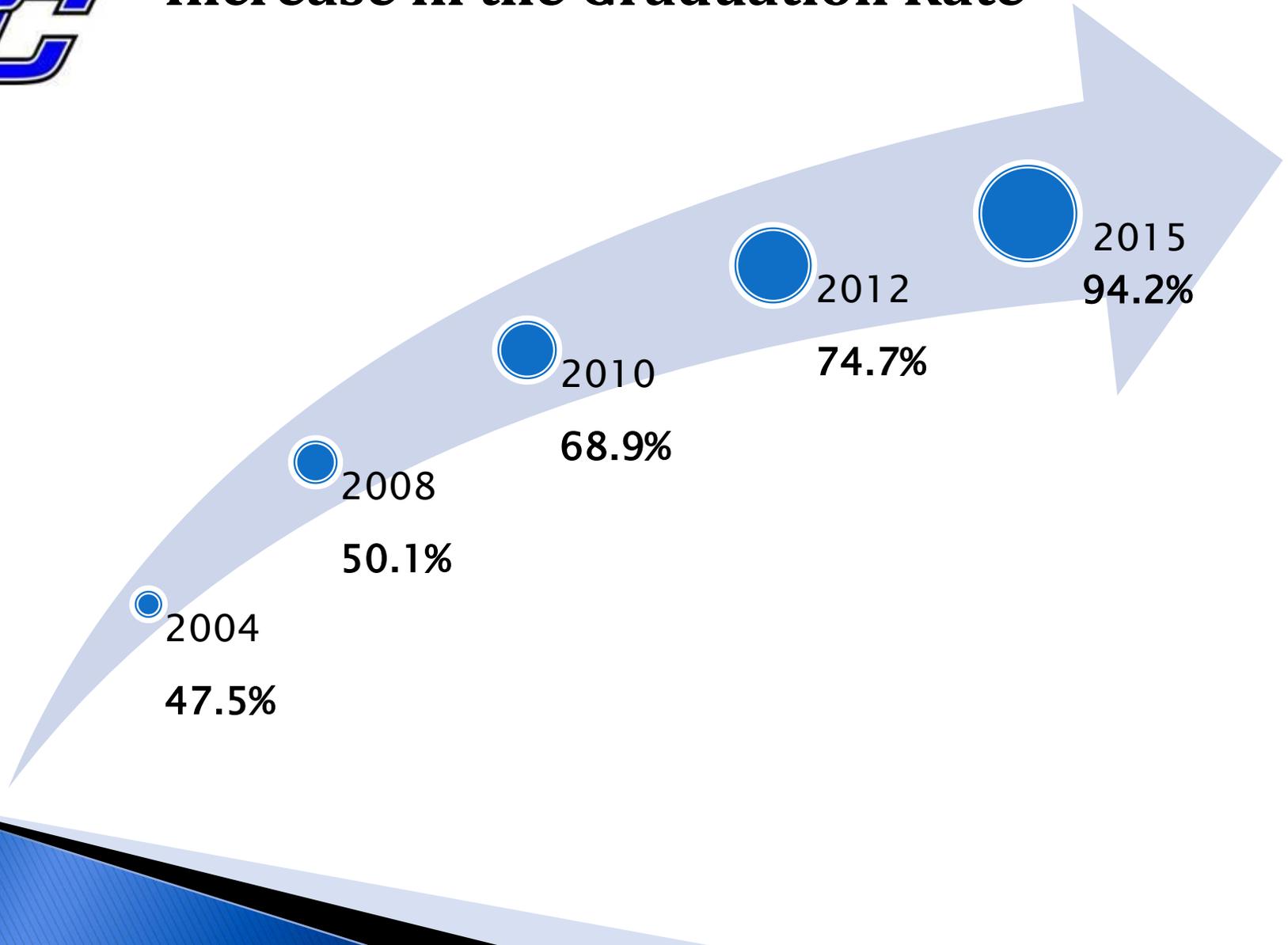


Student Performance – Year 1 GHSGT Results

GHSGT	Spring 10	Spring 11	+ / -
Math	68	89.9	+21.9
ELA	81.8	91.7	+9.9
Science	77.7	91	+13.3
Social Studies	60.1	80.2	+20.1



Increase in the Graduation Rate





The Law of the Big Mo

“...Just as every sailor knows you can't steer a ship that isn't moving forward, strong leaders understand that to change direction, you first have to create forward progress...when you have no momentum, even the simplest tasks can seem to be insurmountable problems. But when you have momentum on your side, the future looks bright, obstacles appear small, and trouble seems temporary...with enough momentum, nearly every kind of change is possible.”

John C. Maxwell



Contact Information

sadkins@burke.k12.ga.us

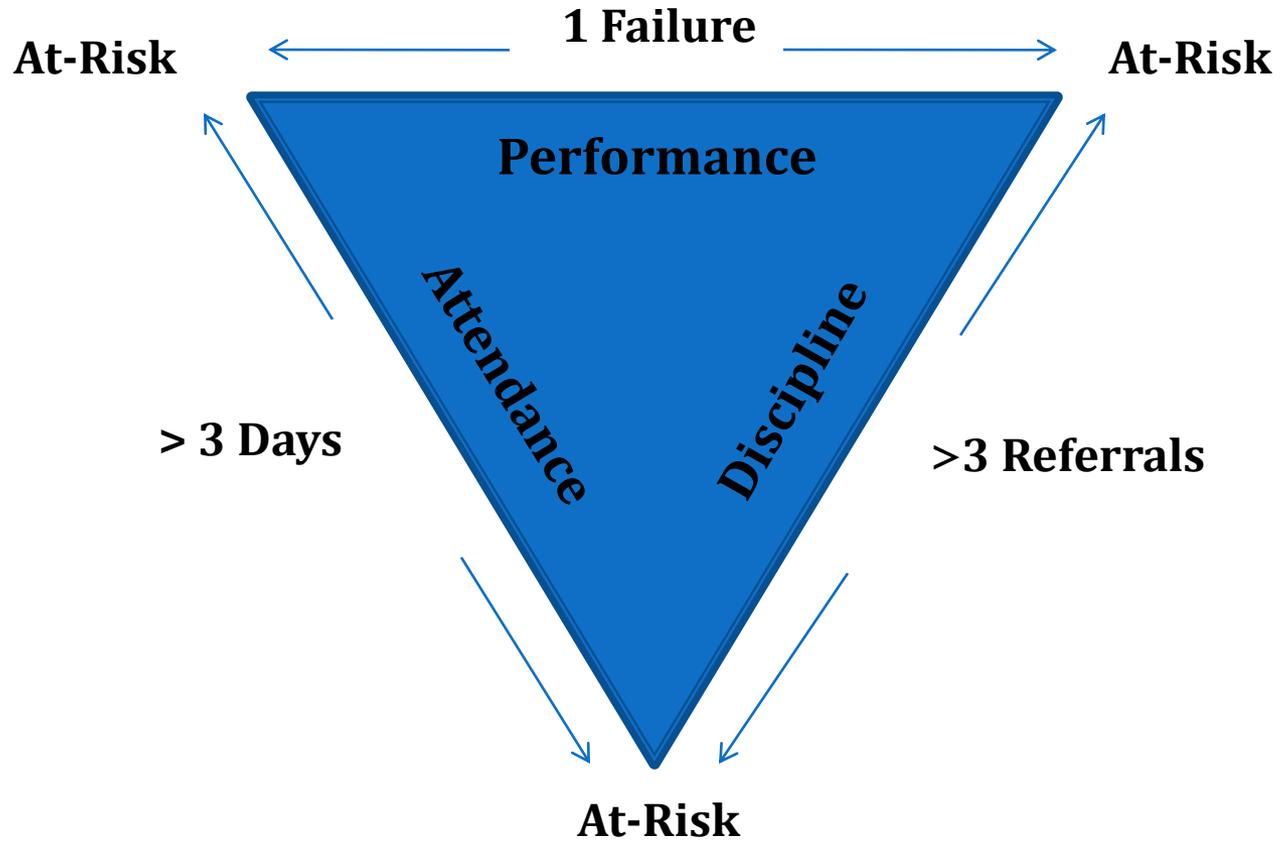
706.554.6691 (O)

706.466.0007 (C)

Go Bears!



BCHS Cohort Design Model





Effective Instructional Delivery System (Based on SBI) Safety Nets

Credit Recovery & Grade Replacement – PLATO

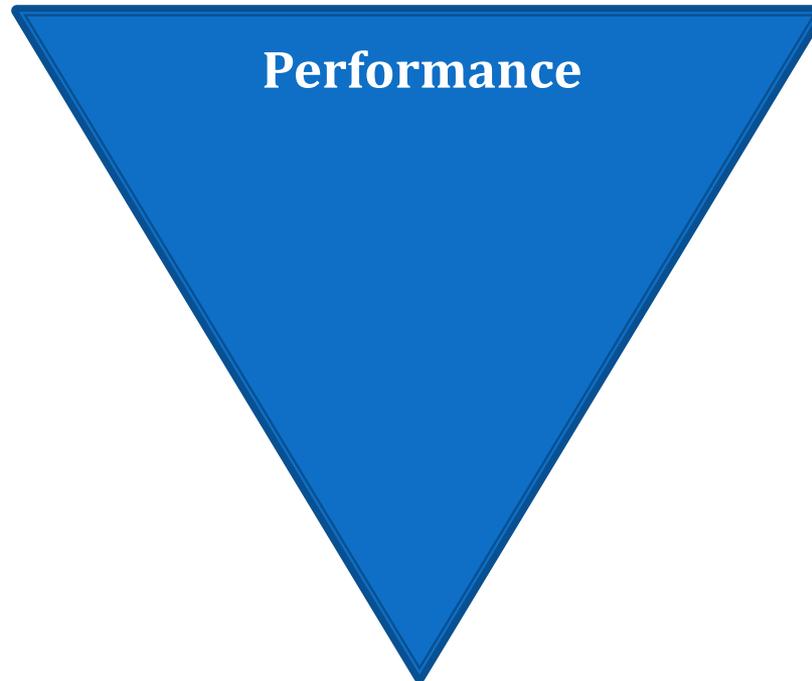
Tutoring – Teacher (Before/After School) , Student (During)

“One Room School” Concept

Alternative Education

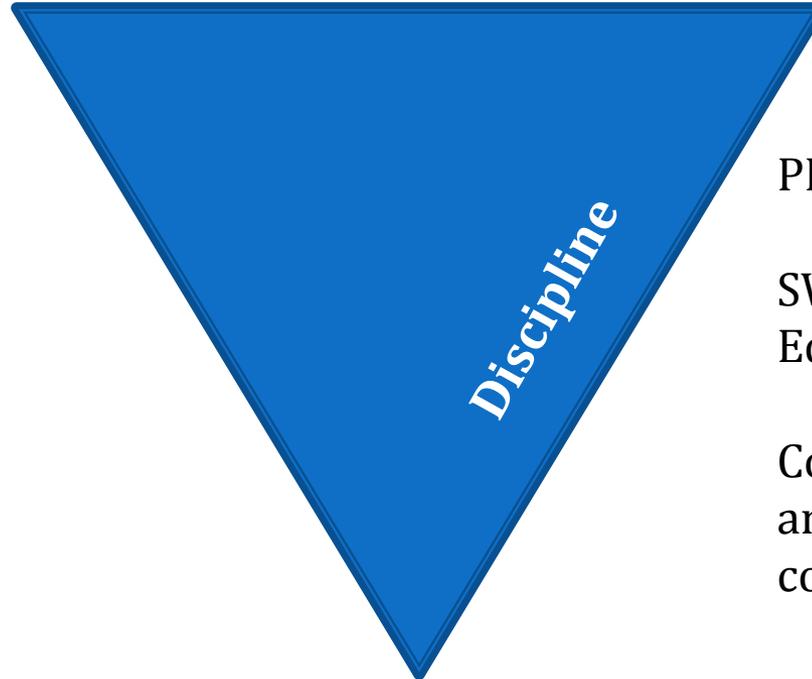
Title 1 After School Program

Lunch Intervention





Identifying the problems and finding solutions often begins with changing student behaviors and school climate.



PBIS

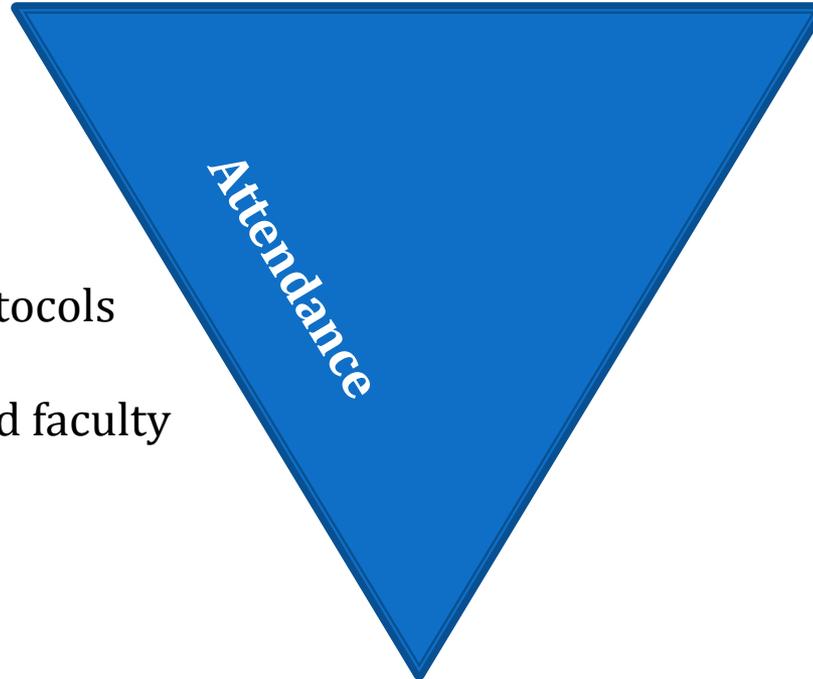
SWIS / ABE

Educators Handbook

Cohort Action Teams
and faculty review
cohort and school data



Monitoring both student and teacher attendance can have positive effects on student performance



Attendance Teams

Student Attendance Protocols

Cohort Action Teams and faculty review attendance data

Cohort Data Report 2013-2014

S1 Report Card

Classification	Cohort 2017 Report	Cohort 2016 Report	Cohort 2015 Report	Cohort 2014 Report	Current Total
Green	214 (73%)	181 (70%)	224 (77%)	226 (88%)	817 (74%)
Red	79 (27%)	77 (30%)	64 (23%)	30 (22%)	285 (26%)
Off Track	15	28	18	24	85
Total Number	293	260	289	260	1102

S2 / Summer School Report Card

Classification	Cohort 2017 Report	Cohort 2016 Report	Cohort 2015 Report	Cohort 2014 Report	Current Total
Green	121 (40%)	130 (50%)	155 (55%)	160 (65%)	566 (52%)
Red	176 (60%)	134 (50%)	128 (45%)	84 (35%)	522 (48%)
Total Number	297	264	283	244	1088

Failure Report Breakdown

Course	2017		2016		2015		2014		Total for School	
	S1	S2	S1	S2	S1	S2	S1	S2		
ELA	45	10	65	28	54	17	25	7	189	62
Math	106	29	70	29	89	24	37	15	302	97
Science	117	19	64	17	40	18	26	9	247	60
Social Studies	49	18	44	26	59	24	17	10	169	78
Elective Courses	57	48	57	30	26	30	24	--	164	108
Foreign Language	5	6	17	12	25	20	7	7	54	45

Bottom Line Summary:

* 30% increase in students passing all classes since beginning of school year

* 85 students off-track

Attendance and Discipline

Description	2017	2016	2015	2014	Total School	Info
Tardies	564	415	684	695	2358	
Attendance +5 students	155	161	175	163	654 st	
ISS # of Students	134	94	139	98	465	42% of students
ISS # of days	800	511	689	445	2445	
OSS # of Students	72	64	65	53	254	23% of students
OSS # of days	704	561	422	319	2006	



BCHS Tuning Protocol

Collaboratively Examining Student Work

A structured process that allows teachers to examine (analyze) student work in a collaborative setting. A positive / professional climate must exist.

Facilitated by our Instructional Coaches

Process:

Teacher “A” brings work samples for group to analyze

10 minute explanation of the work sample

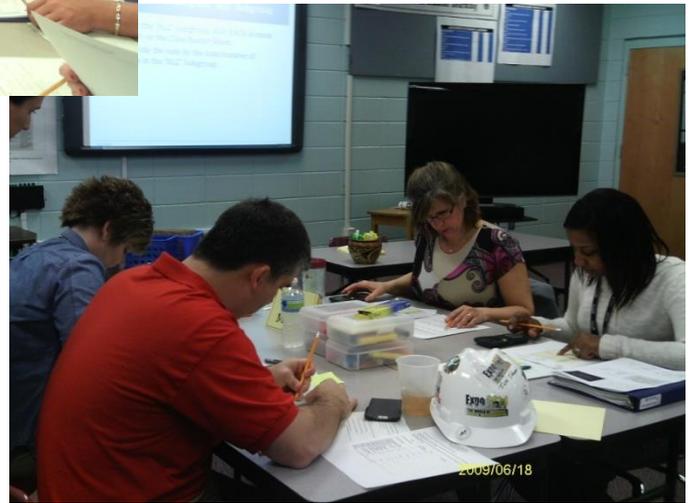
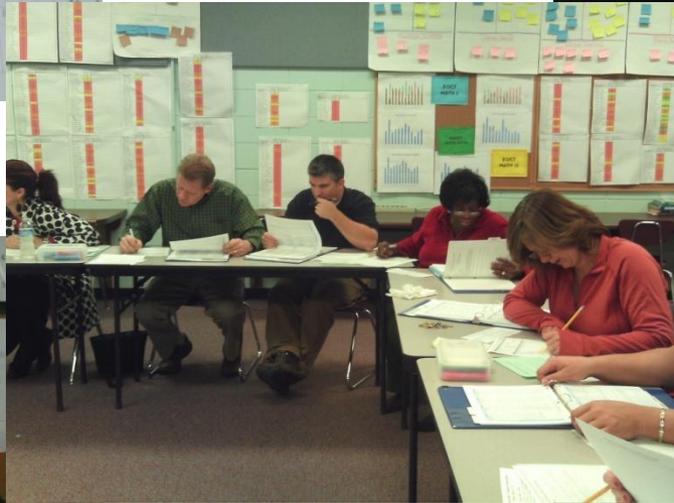
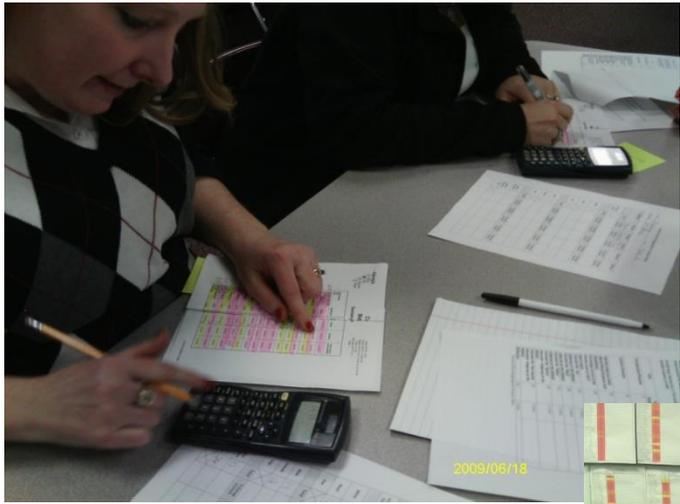
The group may ask clarifying questions

The group provides “warm” and “cool” written feedback about the work sample

The group may share their feedback

The comment sheets are provided to Teacher “A” for his/her reflection

Teacher “A” may provide closing comments



Collaborative Planning Session - EOC Blitz

Burke County High School – Implementation Action Plan End of Course Reviews (For End of Course Assessment (EOC) and Student Learning Objective (SLO) Assessments)				
Beginning Date of Action Plan: <u>Monday, February 22, 2016</u>		End Date of Action Plan: _____		
Teacher: _____		Course(s): _____		
SMART Goal: _____ (Name of Course) will increase the expected and/or high growth level on practice EOC and SLO by _____%.				
#	Action Steps (List each step on a separate line. Add lines as needed.)	Timeline (month and year to start this step)	Person(s) Responsible	Action Step Completed (month and year)
1.	Create a pretest for SLO review. Do NOT label the pretest "SLO Mock Test." Title it "End of Course Mock Assessment."			
2.	Create & identify BLITZ Resources. (BLITZ MUST consist of: <ul style="list-style-type: none"> • Interactive Teaching (ex. Station teaching, manipulative, DOE study guide problems, instructional websites, etc.) 			
3.	Create BLITZ schedule for each SLO and/or EOC class.			
4.	Analyze SLO/EOC mock assessment data.			
5.	Create flex groups based on assessment data.			
6.				
7.				