Note-Taking Guide for Next Steps

Infrastructure: *Knowledge, resources, and organizational structures necessary to operationalize all components of the framework in a unified system to meet the established goals*

	Recover	Re-examine	Re-engage
Prevention Focus			
Leadership			
Professional Learning			
Schedules			
Resources			
Family and Community Engagement			
Communication with and Involvement of All Staff			
Effective Teaming			
Cultural Linguistic Responsiveness			

Houston County School District
Tiered Support Framework

The tiered support framework categorizes all schools into three levels of support: universal (Tier 1), strategic (Tier 2), and intensive (Tier 3). The universal tier includes foundational supports available to all schools, whereas school-specific improvement plans inform supports for schools in the strategic tier. Schools in the intensive tier receive district support for accelerated improvement and school redesign. The tiered support framework leverages district capacity to provide support for all schools while ensuring that higher-need schools receive additional and differentiated supports and resources. Altogether, the district identifies, plans, supports, and monitors school performance in order to help all schools improve.

The tiered support framework will be implemented through three distinct identification phases. Phase 1 identifies schools based on school characteristics that have been shown to have the greatest effect on student achievement. In Phase 2, schools will be differentiated based on an analysis of historical student performance, as defined by school performance on specific components of the College and Career Ready Performance Index. Phase 3 will use behavior and other school climate data to further differentiate tier level support for schools.

Phase 1 – School Characteristics

- Use of school characteristics to identify schools which, due to variables beyond their control, may benefit from additional district supports
- The following school characteristics are used to calculate the tier level of each school:
    - Percentage of economically disadvantaged students
    - Percentage of students with disability
    - Percentage of English language learners
    - Student mobility

Phase 2 – Historical Performance

- Use of historical student achievement and growth data to identify schools who may benefit from additional district supports
- The following historical CCRPI data are used to inform the tier level of each school:
    - Three years of content mastery data, including the weighted proficiency scores from ELA, Math, Science, and Social Studies
    - Three years of progress data, including weighted progress scores and district-generated aggregation of student growth percentiles

Phase 3 – School Climate

- Use of behavior and other school climate data to further identify schools who may benefit from additional district supports
- The following data are used to inform the tier level of each school:
    - Weighted suspension rate accounts for half of the weight in assigning tier level in this phase
    - Survey data to include: student, teacher, and administrator data
    - Safe and substance-free learning environment data

HCBE Tiered Support Framework

School	Direct Cert	Mobility	SWD	ELL	Exp Score	Phase 1 Tier	Diff in CM Score	Phase 2 Tier	Climate Score	Phase 3 Tier	FINAL Tier	CCRPI 2018	Content Mastery	Progress
Birch Elementary School	59.0	30.6	11.5	11.3	59.3	3	-18	3	87.2	3	3	60.2	41	81.2
Pinewood Elementary School	64.6	36.2	13.5	17.3	55.1	3	-10	3	87.7	3	3	58.4	45	70.7
Red Oak Elementary School	50.5	23.7	8.3	0	66.1	3	-10	3	89.2	3	3	69.1	55.9	76
Loblolly Elementary School	53.8	30.2	18	8	60.7	3	-10	3	93.4	1	3	69.3	50.7	79.8
Longleaf Elementary School	73.0	36.3	16	10.7	49.9	3	-7	2	89.4	3	3	65.8	43.3	80.4
Maple Elementary School	51.3	27.1	14.5	9.2	63.6	3	-6	2	90.3	2	3	63.7	58.1	74.2
Boxwood Elementary School	36.4	16.5	15.5	1	73.7	2	-11	3	89.4	3	3	60.4	62.9	65.1
Hickory Elementary	26.0	13.6	11.1	13.6	80.1	2	-13	3	91.8	1	2	68.6	66.9	77.4
Cedar Elementary School	52.1	26.4	18	2.1	62.7	3	2	1	91.5	2	2	77.2	64.8	96
Redbud Elementary School	36.5	15.9	10.8	0.2	75.1	2	-8	2	90.6	2	2	72.4	67.4	67.9
Persimmon Elementary School	38.0	22	15.1	6.8	71.9	2	0	1	88.1	3	2	67.8	71.9	77.8
Dogwood Elementary School	20.0	14.7	14.9	3.5	82.5	1	-11	3	91.1	2	2	74.2	71.2	79.6
Beechwood Elementary School	40.9	24.2	20.3	11.8	68.4	2	-2	1	91.4	2	2	76.4	66.2	87.7
Holly Elementary School	11.5	12.3	8.1	14.1	88.6	1	-5	2	93.0	1	1	80	83.3	86.1
Walnut Elementary School	23.7	14	15.2	1.9	81.2	1	-5	2	95.6	1	1	82.5	76.4	93.5
Red Cedar Elementary School	8.1	11.5	10.1	6.9	90.5	1	-4	1	89.8	3	1	81.5	86.4	69.7
Crabapple Elementary School	22.0	14.9	14.5	6.7	81.6	1	4	1	91.9	1	1	87.5	85.5	96.2
Sycamore Elementary School	21.1	12.9	14.1	4.6	82.8	1	-2	1	92.2	1	1	74.8	80.7	78.2
Scarlet Oak Elementary School	14.4	10.3	15.8	0.9	86.5	1	-1	1	94.4	1	1	78.9	85.9	82.3
Red Oak Elementary School	18.3	11.3	16.8	1	84.3	1	3	1	97.3	1	1	78.4	87.4	84.9
Elementary Average	36.1	20.2	14.1	6.6	73.2	2	-5.7	2	91.3	2	2	72.4	67.5	80.2
Magnolia Middle School	41.9	26	15.3	4.9	68.5	3	-11	3	85.5	3	3	70	57.9	88.2
Willow Oak Middle School	49.7	25.8	15.4	5.3	64.7	3	-9	2	78.9	3	3	76.8	55.8	82.5
Sassafras Middle School	40.0	20.5	16.1	6.8	70.7	2	-10	3	82.4	3	3	69.4	60.6	82.5
Baldcypress Middle School	29.9	12.3	14.1	0.8	78.3	2	-9	2	86.3	3	2	78.1	69.8	82.2
American Elm Middle School	35.0	23.6	16.6	3	72.6	2	-3	1	82.3	3	2	79.3	69.5	84.9
Cherry Middle School	9.8	11.7	8.6	1.2	90.2	1	-8	2	87.8	2	2	85.5	82.4	85.9
Poplar Middle School	11.3	11.6	14.6	3.2	88.0	1	-6	2	92.1	1	1	87.2	82.1	86
Sugar Maple Middle School	15.1	10.5	15	3	85.9	1	-4	1	93.5	1	1	78.1	81.9	81.8
Middle Average	29.1	17.8	14.5	3.5	77.3	2	-7.3	2	86.1	2	2	78.1	70.0	84.3
Ironwood High School	35.1	20.9	14.4	3.7	73.3	2	-19.8	3	88.7	2	3	65.3	53.5	75.2
Aspen High School	35.0	16.4	14.3	2.7	74.4	2	-16.3	3	81.8	3	3	70	58.1	76.5
Spruce High School	54.7	349.6	22.2	1.5	-4.1	3	34.7	1	63.7	3	2	46.9	30.6	76.7
Elmwood High School	20.9	13.2	10.9	0.7	83.4	1	-14.4	3	87.1	2	2	77.4	69	88.2
Pecan High School	9.4	9.7	12	0.5	89.9	1	-7.4	2	85.7	3	2	83.6	82.5	93.4
Live Oak High School	10.3	7.8	12.3	3.4	89.6	1	-1.6	1	88.1	2	1	92.5	88	97.3
High Average	27.6	69.6	14.4	2.1	67.8	2	-4.2	2	82.5	3	2	72.6	63.6	84.6

Achievement Status & Growth with Quadrant Report Prompts

What?	So What?
Percentage of Students Met or Exceeded Projected RIT Reading / Math	• Locate the **percentages** in the summary table at the bottom of the report • *How do your students compare to typical growth? (equal to, greater than, less than 50-55%)* • *How does student growth in each area compare? Are students meeting/exceeding their projections at higher rates in one area?* • *Which students met/exceeded? Which students did not? Surprises? Wonders? Questions?* • *What are your hypotheses about the results of the data? What might have contributed to the growth percentages achieved?*
Median Conditional Growth Percentile Reading / Math **Conditional Growth Percentile Range** Reading / Math	• Locate the **median conditional growth percentile** in the summary table at the bottom of the report • Determine the **range** by identifying the lowest and highest values in the conditional growth percentile column on the report • *How are your students growing as a group?* • *How does student growth in each area compare? Are students achieving growth at higher rates in one area?* • *Which students are meeting growth projections (=50%ile)? Which students are exceeding growth projections (≥ 51%ile)? Which students are not meeting growth projections (<50%ile)? Surprises? Wonders? Questions?* • *What are your hypotheses about the results of the data? What might have contributed to the growth percentiles achieved?*
Number of Low Achievement/Low Growth Reading / Math **Number of High Achievement/Low Growth** Reading / Math **Number of Low Achievement/High Growth** Reading / Math **Number of High Achievement/High Growth** Reading / Math	• Determine the number of students in each of the growth categories by counting how many students are in each quadrant* (<u>Note</u>: It is easier to count students if you filter the report by subject on the right side of the quadrant) • **Pink** = low achievement/low growth • **Yellow** = high achievement/low growth • **Orange** = low achievement/high growth • **Green** = high achievement/high growth • *Which students are achieving high growth? Which students are achieving low growth? Surprises? Wonders? Questions?* • *Do you notice any trends in the data?* • *How does student growth compare between low and high achieving students? Is one group growing better than the other?* • *What does your data suggest regarding the responsiveness of your instruction to student instructional readiness to learn? In other words, did you target and meet students in their "sweet spots" (zones of proximal development – ZPD)?* *You can apply filters to drill down into the data by groups (genders, ethnicities, special populations identified on your district roster import) – use the checkboxes on the right side of the quadrant
Use of MAP data and Learning Continuum	• Describe your **use of MAP data and the Learning Continuum** across the comparison periods • *Which reports did you access, interpret, and apply? How often?* • *How did you determine flexible groups? When and how often did you regroup students?* • *When and how did you use the statements in the Learning Continuum to support your instruction?* • *What did your formative assessment practice look like?* • *What impact do you think your use of MAP data and the Learning Continuum might have had on your students' results?*

Now What?

Action Planning:

- *Which metrics do you want to maintain or improve? Why?*
- *What goals do you want to set moving forward? Why?*
- *What level of challenge do you anticipate in meeting these goals? (research says to strive for moderately challenging goals)*
- *What might you need to do differently in the future to reach your goals? (ex. data analysis and use, instructional planning, instructional delivery, flexible grouping, formative assessment practice, mastery assessment)*
- *What might you need to sustain that is already producing positive results? (ex. data analysis and use, instructional planning, instructional delivery, flexible grouping, formative assessment practice, mastery assessment)*
- *What next steps might you take based on the analysis of your ASG w Quadrant?*
- *What support do you need to carry out your action steps and goals?*

Data Analysis
Notice & Wonder Protocol
A protocol for analyzing data both descriptively and inferentially

Time: 40 minutes

Step 1: Participants are presented with a table and/or graph of data pertaining to their practice. The data may be displayed on a screen for all to see, or it may be given to each member in hardcopy form. (I prefer the former, since graphs and sometimes data in table form are often illustrated in color.)

Step 2: Each participant is given an index card. Quietly and individually, participants write three observations evident in the graph or table. These observations must be free of inference or speculation; they are factually based from objectively examining the display. Each observation starts with the phrase "I notice that…" (5 min)
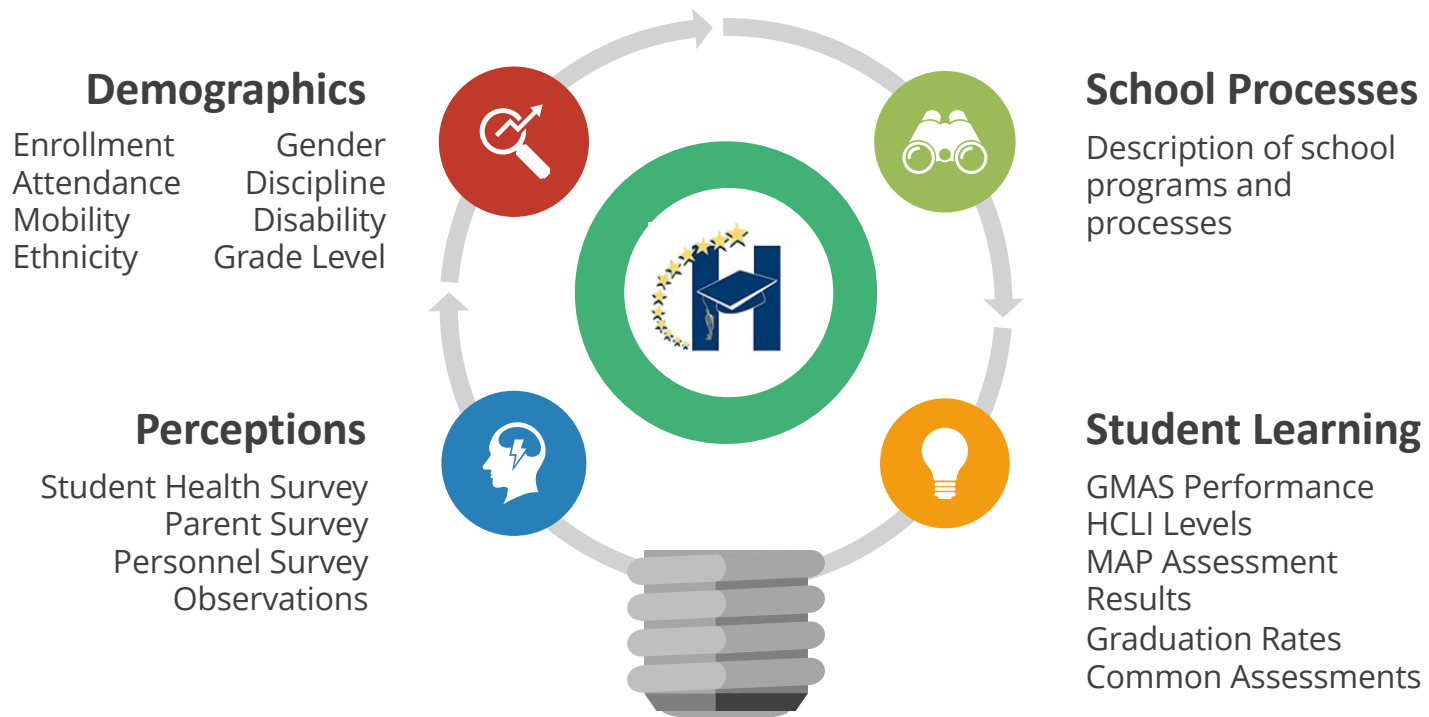
Step 3: <u>Round 1.</u> In turn, each participant reads aloud one new observation that has not yet been shared, each time beginning with the phrase "I notice that…" The facilitator records the responses on chart paper. After the last participant shares one new observation, the first participant offers a second new observation and the process continues until all observations have been shared aloud, without discussion. (5 min)

Step 4: Each participant turns over his or her index card and quietly writes three speculations or question-statements based on the observations heard in Round 1. These speculations attempt to offer possible explanations for the observations, or pose suggestions for pursuing additional data. No attempt should be made to solve the problems that surface; the intent is to gain insights into what the data suggest, how the data are connected and what the data imply. Each speculation starts with the phrase "I wonder why…" or "I wonder if…" (5 min)

Step 5: <u>Round 2.</u> In turn, each participant reads aloud one new speculation that has not yet been shared, each time beginning with the phrase "I wonder…" The facilitator records the responses on chart paper. This process continues as in Round 1 until all speculations have been shared aloud, without discussion. (10 min)

Step 6: <u>Discussion.</u> The team discusses what has been shared and possible causes, connections and links to classroom instruction and notes other additional data that may be needed. (15 min)

Multiple Measures of Data

Demographics

Enrollment	Gender
Attendance	Discipline
Mobility	Disability
Ethnicity	Grade Level

School Processes

Description of school programs and processes

Perceptions

Student Health Survey
Parent Survey
Personnel Survey
Observations

Student Learning

GMAS Performance
HCLI Levels
MAP Assessment Results
Graduation Rates
Common Assessments

Weekly Collaboration Agenda

Collaboration Dates: **Grade Level:**

Attendees:

Team Norms:

Meeting Topics/Products/Outcomes/Goals:

- _____
- _____
- _____

Collaboration Cycle: Highlight Your Team's Daily Focus

Tuesday – Unit Preview/Overview	Wednesday – Study the data and assessments	Thursday – Plan instruction
- Unpack, discuss, and clarify the standards in upcoming unit - Standards into barrels: nice to know, need to know - Discuss unit overview - Review materials for upcoming unit	- Analyze data of common assessment - Review common assessment for essential standards and balance of questions - Create common assessment	- Make a 20 day plan - Plan daily instruction - Decide when to administer specific common formative assessments

Questions to Guide Collaboration
- What do we want students to know and be able to do?   - How will we know if they can?   - What will we do if they can't?   - What will we do if they already can?

Questions/Concerns:

1.

2.

3.

Things going well:

1.

2.

3.

Next Collaboration Meeting Topics/Products/Outcomes/Goals (copy and paste to the beginning of next week's agenda):

- _____
- _____
- _____

Grade Level Data Team Meeting Template

Date: _____ Time: _____ Location: _____

Attendees:

Sample Meeting Norms:
1. Begin on time.
2. Provide five minutes to share at the beginning.
3. Have a positive perspective.
4. Be willing to be honest and share.

Questions to Guide Collaboration:
1. What do we want students to know and be able to do?
2. How will we know if they learned it?
3. What will we do if they did not learn it?
4. What will we do if they did learn it?

Discussions about Students:
1. Which students are not meeting academic expectations?
2. In what area/areas are students not proficient?
3. What strategies or interventions are we using to address learning gaps?

Topics on Today's Agenda:

Meeting Notes:

Standard: 5NBT1 **Questions: 3,10** Date:		
GOT IT (5/5)	**ALMOST THERE**	**NEEDS HELP**
Enrichment:	**Small Group Ideas/Resources:**	**Misconceptions:**

Standard: 5NBT2 **Questions: 4,5,14,15** Date:		
GOT IT (5/5)	**ALMOST THERE**	**NEEDS HELP**
Enrichment:	**Small Group Ideas/Resources:**	**Misconceptions:**

Standard: 5NBT5 **Questions: 1,2,6,12,17,18** Date:		
GOT IT (5/5)	**ALMOST THERE**	**NEEDS HELP**
Enrichment:	**Small Group Ideas/Resources:**	**Misconceptions:**

Unit 1 Math Assessment Item Analysis

Standards	Questions/Class #	Reteach:
*5.NBT.1 I can recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left	**3:** **10:**	Small Group Whole Group Revisit Later
*5.NBT.2 I can explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10	**4:** **5:** **14:** **15:**	Small Group Whole Group Revisit Later
*5.NBT.5 I can fluently multiply multi-digit whole numbers using the standard algorithm or other strategies	**6:** **12:** **17:** **18:**	Small Group Whole Group Revisit Later
5.NBT.6 I can fluently divide up to 4-digit dividends and 2-digit divisors by using partial quotients or other strategies	**7:** **13:**	Small Group Whole Group Revisit Later
5.OA.1 I can use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols	**1:** **2:** **11:** **16:**	Small Group Whole Group Revisit Later
5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	**8:** **9:**	Small Group Whole Group Revisit Later