Dr. DeSheil L. Echols, Assistant Superintendent of Curriculum and Instruction
Loriann Bell, Literacy Supervisor
Stacey Jackson, Math Supervisor
Jennifer Dean, Data and Assessment Coordinator
Stephanie Nimene, MTSS Coordinator
Who Do We Serve?

Student Enrollment Population:

- Approximately 4,000 Student Population
- 280 Homeless Students
- 805 Special Education Students - 13%
- 1,025 English Language Learners - 29%
- 166 Adult Education Students
Curriculum Audit

- Conducted School Learning Walks with Curriculum & Instruction Team
- Distributed District Wide Teacher Needs Assessment Surveys
- Reviewed Current Curriculum on Atlas Rubicon
- Conducted School Visits with Instructional Leaders
Learning Walk Results

- Guided Reading, Readers Workshop, and Writers Workshop are not being taught with fidelity
- Need resources aligned to Common Core State Standards for English/Language Arts (ELA) standards and Math standards
- Need math interventions during 90 minute instructional block
Learning Walk Results

- Need support and training for 58 long term substitute teachers
- Need for student discourse during instruction
- Need for special education resource room teachers to utilize resources aligned to Common Core State Standards & IEP goals
- Need updated textbooks that are aligned to the Common Core Standards
- Need for Level 3/Level 4 depth of knowledge questioning and strategies
Learning Walk Results

Webb's Depth of Knowledge

**DOK Level 1** (Recall)

**Verbs:** arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

**Focus:** on specific facts, definitions, details, or procedures

**Note:** there's one correct answer; and a combination of Level 1s does not make it a Level 2

**DOK Level 2** (Skill / Concept)

**Verbs:** categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

**Focus:** on applying skills and concepts explaining how or why

**Note:** there's one correct answer

**DOK Level 3** (Strategic Thinking)

**Verbs:** assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

**Focus:** on reasoning and planning in order to respond complex and abstract thinking required defending reasoning or conclusions

**Note:** multiple answers or approaches

**DOK Level 4** (Extended Thinking)

**Verbs:** apply concepts, analyze, connect, create, critique, design, prove, ...

**Focus:** on complex reasoning, planning, and thinking make real-world applications in new situations

**Note:** has multiple answers or approaches often requires extended periods of time with multiple steps

https://www.tes.com/lessons/Cs9_SP3hAFwC8g/dok-questions
Professional Development Needs Assessment Results

- 50% of teachers requested ELA Training
- 54% of teachers requested Mathematics Training
- Request for more Common Planning Time
- 80% teachers are willing to stay after school for training and Common Planning Time
# M-STEP Data Trends

## ELA (% Proficient or Above)

<table>
<thead>
<tr>
<th>ELA % Proficient or Above</th>
<th>Overall District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>14</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>15</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>14</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>13</td>
</tr>
</tbody>
</table>
M-STEP Data Trends

<table>
<thead>
<tr>
<th>Math % Proficient or Above</th>
<th>Overall District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>7</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>13</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>10</td>
</tr>
</tbody>
</table>

MATH (MSTEP): % Proficient or Above

- Spring 2015
- Spring 2016
- Spring 2017
- Spring 2018
- Spring 2019
## 2019 M-STEP Data

<table>
<thead>
<tr>
<th>Partially Proficient</th>
<th>Overall District</th>
<th>3rd grade (current 4th)</th>
<th>4th grade (current 5th)</th>
<th>5th grade (current 6th)</th>
<th>6th grade (current 7th)</th>
<th>7th grade (current 8th)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA # of Students</strong></td>
<td>346</td>
<td>80</td>
<td>78</td>
<td>70</td>
<td>53</td>
<td>65</td>
</tr>
<tr>
<td><strong>Math # of Students</strong></td>
<td>406</td>
<td>80</td>
<td>124</td>
<td>82</td>
<td>45</td>
<td>75</td>
</tr>
</tbody>
</table>
## 2019 PSAT Data

### PSAT Partially Proficient

<table>
<thead>
<tr>
<th></th>
<th>Overall District</th>
<th>8th Grade (Current grade 9)</th>
<th>9th Grade (Current grade 10)</th>
<th>10th Grade (Current grade 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td>76</td>
<td>43</td>
<td>18</td>
</tr>
<tr>
<td># of Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td>40</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td># of Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our Next Steps

- Targeting M-Step ELA deficits
  - Identifying key events & central ideas
  - Revising for organization, format, editing grammar, punctuation, capitalization, and spelling

- Targeting M-Step Math deficits
  - Operations w/fractions & decimals
  - Communicating Reasoning
Our Next Steps

1. Adopt Teacher-Lead iReady Instructional resources aligned to Common Core State Standards for English/Language Arts (ELA) standards and Math standards
   - Ready Teacher ToolBox - virtual filing cabinet of instructional resources for Reading and Math that includes detailed lesson plans and teacher led activities for Kindergarten - 8th grade standards
2. Pilot iReady Online Instruction - Blended Learning (K-5 students)
   - digital instruction and practice for grades K-5 that engages students across a broad range of levels that is customized to meet each student’s individual need
     - Additional support for ELL students
     - Reports alert teachers when students need support on a particular skill
     - Reading & Math Lessons on one platform
Students grouped automatically in 1 of the 3 instructional grouping tiers

- on/or above grade level
- 1 grade level below
- 2 or more grade levels below

3. Address students immediately who are 2% - 5% away from being proficient on M-STEP
Our Next Steps

4. High School Interventions
Advisory Classes - 1 hour and 30 minutes tutorial support

- Khan Academy - standards aligned to on-line practice and lessons for 9th - 12th grades through early college and SAT; customize students individual needs
- NWEA MAP Skills Navigator - identifies specific skill gaps, so lessons are personalized instruction to assist with closing the student achievement gap
Our Next Steps

- Conduct data digs with Principals to triangulate student data (MSTEP, NWEA, & Fountas & Pinnell)
  - Goal: increase proficiency levels by 10%
  - Develop School Level Action Plans
Our Next Steps

- Curriculum and Instruction Team will conduct a minimum of two school visits per week
  - Monitor classroom instruction and student achievement

- Administer sample set of M-STEP & PSAT release items