

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**April 2016****REPORT ON LESSONS LEARNED FROM JENNINGS SCHOOL DISTRICT****STATUTORY AUTHORITY:**

Sections 161.092, 162.081, RSMo

Consent
ItemAction
ItemReport
Item**DEPARTMENT GOAL NO. 1:**

All Missouri students will graduate college and career ready.

SUMMARY:

Dr. Tiffany Anderson will share the critical decisions and actions taken to improve student performance in the Jennings School District. The “Lessons Learned” format will provide a perspective on what can be replicated in other similarly positioned districts.

PRESENTERS:

Chris Neale, Assistant Commissioner, Office of Quality Schools; and Tiffany Anderson, Superintendent, Jennings School District, will assist with the presentation and discussion of this agenda item.

TRANSFORMING SCHOOLS: LEADING FOR EXCELLENCE

Accountability in Action

Presented by Dr. Tiffany Anderson, Superintendent



Closing the Achievement Gap: Transforming Schools for Excellence

Below 50% = Unaccredited 70% = Full Accreditation

MSIP Movement	2012	2013	2014	2015
APR Total Points	80/140	92/140	109.5/140	113.5/140
Percent of Points	57.1%	65.7%	78.2%	81.1%

MSIP 5 Standards	Points Possible	Points Earned 2014	Points Earned 2015
1. Academic Achievement	56	42	46
2. Subgroup Achievement	14	9.5	10
3. College and Career Ready	30	20	18
4. Attendance	10	8	9.5
5. Graduation Rate	30	30	30
Total	140	109.5	113.5



Closing the Achievement Gap: Transforming Schools for Excellence



Closing the Achievement Gap: Transforming Schools for Excellence

Jennings School District's Journey Towards Accreditation

The transformation of Jennings School District began in 2012-13. We began with creating new norms for behaviors. We added supports systems for families and staff, increased expectations, and we implemented a systematic processes for school improvement as a team. They system we implemented focuses on alignment with the state standards and college readiness aimed at meeting full accreditation standards. Collaboration through PLCs is incorporated. The district stopped focusing on external programs that could not be sustained. Continued improvement is ongoing.

Lessons Learned:

Replicating Academic Success

Jennings began annually visiting and researching practices in other accredited schools in 2012

- In 2012-13 training began on state accreditation standards and processes for improvement (Breaking ranks training, core data training, school improvement process training, data team training etc..)
- Wrap around services were implemented in 2012-13 and services increased each year focused on food insecurity issues and trauma (Example: The Community Cupboard, the Hope House, the SPOT Clinic etc..)
- Jennings visited local high performing schools and out of state schools (example: Metro, Pattonville, and local Blue Ribbon schools etc..)
- Access and exposure for families and staff increased with providing greater access to data, instructional supplies, college readiness resources and support services. (Example: college prep courses expanded, industry credential courses integrated, parent and staff online data access integrated through a data warehouse etc..)

Effective Schools Research: What we already know

Ron Edmonds, L. Lezotte
and Ron Ferguson

We know that the research-based effective school correlates are:

- Instructional Leadership
- Focused Vision/Mission
- Safe and Orderly Climate
- Climate of High Expectations
- Frequent Monitoring of Progress
- Positive Home-School Relations
- Student Time-on-Task/
Opportunities to Learn

As we work to understand disparities, we know that a tripod of three things have the greatest impact on instruction and these 3 were the focus for Jennings:

- **Content** – Curriculum
- **Relationships-Home School**
- **Pedagogy** – Having a highly qualified staff with effective instructional techniques



Closing the Achievement Gap: Transforming Schools for Excellence

Curriculum and Pedagogy

- Teacher selection changed using assessments and ongoing recruitment and retention efforts
- Teachers trained in social justice issues with an ongoing early induction process
- Master teachers utilized for curriculum supports, induction and training
- Utilized DESE audits to evaluate and reaffirm progress
- Incorporated PLTW, STEM K-12, and phonics

- We began focusing on literacy and incorporated literature and novel sets.
- Staff disaggregates data by student, classroom, grade level, subgroup, and skills tested to identify trends and patterns over time. Data dashboards utilized with access to data in real time.
- We examine data in vertical teams (team up grade levels such as elementary and middle, etc.)
- Staff assesses and reteach frequently – Utilized benchmark assessments
- The district utilizes state curriculum documents and resources

DATA CONSULTATION

AUGUST SEPTEMBER OCTOBER NOVEMBER DECEMBER
 JANUARY FEBRUARY MARCH APRIL

SCHOOL _____

SUPERINTENDENT Dr. Tiffany Anderson PRINCIPAL _____

APR POINTS POSSIBLE FOR THE SCHOOL: _____ APR PROJECTED _____

GOAL: _____

Schools will improve classroom instruction and student performance using data to guide improvements on a 30 day cycle.

OBJECTIVES: _____

- Analyze your teachers' data in order to evaluate the effectiveness.
- Analyze Acuity results to increase your pass-advanced rate.
- Analyze departmental instructional practices and formative assessment results.
- Reflect on instructional engagement from the principal, teachers and students

ACTIVITY: _____

1. ANALYSIS:

Data (Attitude/Engagement)	Student	Staff	Principal
Attendance			
Overall Discipline Incidents/ Job Targets			
Budget GOB ___ / Title ___			

Math Projection by Teacher	Pass/ Fail Rate	Acuity	Highly Tested GLE/CLE Mastery	# of Written Observations Completed	# of Interventions That Change & Improve Instructional Practices	Projected MAP/EOC Pass Rate
Teacher A						
Teacher B						
Teacher C						
Teacher D						

Communication Arts Projection by Teacher	Pass/ Fail Rate	Acuity	Highly Tested GLE/CLE Mastery	# of Written Observations Completed	# of Interventions That Change & Improve Instructional Practices	Projected MAP/EOC Pass Rate
Teacher A						
Teacher B						
Teacher C						
Teacher D						

Analysis - Reflections

- Is the instructional climate within your school effective as evidenced by data on attitudes and engagement?
- Are there positive correlations between data points?
- Is attendance consistently meeting 98%? If not, what will you do to improve in 30 days?
- How many teachers are projected to have the majority of their student's proficient and advanced as measured by 75% mastery?
- Did the majority of your students pass or fail as evidenced by Acuity?
- Did the majority of your students pass or fail as evidenced by class grades?
- How often are you checking lesson plans and ensuring instruction is aligned to MAP/EOC state standards and pacing is appropriate?
- What are you doing to monitor and change pacing to ensure state performance mastery?
- Is attendance where you want it to be? If not, what will you do to improve in 30 days?
- What would you change to improve student performance in 30 days?
- Who are your most effective teachers and how are you replicating their effective practices?
- What conclusions can you make from the data?
- Using your pacing guide and current results, are there any changes you will make to your pacing and courses for the next quarter?
- Have you spent time in all classrooms?
- Has your observation feedback changed behaviors in observable ways?
- Who are your teachers in tested and in non-tested areas that have the greatest difficulty in management and in instruction? Thirty days from now what changes will you implement and how will you assess improvements?
- Are students learning at one grade or two above? If not, what will you change?
- Who have under-performing teachers observed and how did you debrief?
- Have you or your AP or coach modeled a lesson for struggling staff?
- What does the data tell you that you need to change in order to ensure continued high rigor is in place?
- Who on the team is checking webpages?

TRANSFORMING SCHOOLS: LEADING FOR EXCELLENCE

Questions?



Closing the Achievement Gap: Transforming Schools for Excellence