

2019

OSSEO AREA SCHOOLS

ISD  279


# Identifying and Expanding Promising Practices

*Transforming Learning Summit – August 8, 2019*


# Presenters

- ▶ Osseo Area Schools
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- ▶ Bloomington Public Schools
  - Dave Heistad, Director, Research, Evaluation and Assessment

# Outcomes for this Session

- ▶ Learn about gap-closing practices.
  - ▶ Explore connections between adult actions and student outcomes.
  - ▶ Identify next steps for conducting similar studies in your district or school.
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# Talk with an elbow partner...

- ▶ Your name and role in your school, district or organization
  - ▶ Describe your school/district/organization in three words
  - ▶ Are teachers and other staff regularly recognized for their impact on student outcomes?
  - ▶ Which student indicators are used most to infer teacher impact?
  - ▶ Would you say that most teacher teams in your school or district have a good understanding of how their actions impact student outcomes?
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Section 1

# **OSSEO – PROMISING PRACTICES**

# Osseo Area Schools

- ▶ 5<sup>th</sup> largest district in MN (21,472 students).
- ▶ Serves all or parts of Brooklyn Center, Brooklyn Park, Corcoran, Dayton, Maple Grove, Osseo, Plymouth, and Rogers.
- ▶ 43% White, 25% Black, 16% Asian, 9% Hispanic, 7% Multiracial, 2% Indigenous.
- ▶ 41% FRPM, 14% Spec Ed, 11% EL.
- ▶ More than 80 languages/dialects spoken.

# Goals of Our Promising Practices Studies

- ▶ Students will experience equitable achievement (proficiency, growth and gap closing).
- ▶ Students will achieve their dreams, contribute to community and engage in lifelong learning.
- ▶ Teachers and other staff will receive recognition for and reflect on work that is contributing to equitable student achievement and students living out the mission.
- ▶ Staff will learn about the practices that seem to be contributing most to the student outcomes.
- ▶ Staff will use lessons learned to improve our work at the class, grade, school and district levels.

# Considerations for Indicators/Measures

- ▶ Multiple indicators – capture some of the many ways teachers help students succeed.
- ▶ Reasonableness standard – achievable by at least 20%. This helps to avoid double vision (ideal vs. real), disengagement and promiscuous change.
- ▶ Ideally, equal opportunity for teachers to be identified in any role, level or school.
- ▶ Technical adequacy (consistency, validity evidence)
- ▶ Relevant for accountability, school improvement, PD processes.
- ▶ For new/non-standard indicators, opportunity for principal feedback prior to recognition.



# Osseo Promising Practices Study Timeline

2011

2012

2013

2014

2015

2016

2017

2018

2019

2020

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Assessment and Differentiation

Instruction

English Learners

Digital Learning

Equity

Special Education

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MAP Growth

MCA Proficiency

MCA Growth

K-2 Fluency

MCA Reading & Math Value-Added

MCA Sci. Val-Add

Student Stakeholder Surveys


ACCESS for ELLs Growth

GPA Improvement


Principal Nominations

District Coach Nominations

# Evolution of Recognition and Data Collection

- ▶ From interviews to pre-surveys and follow-up interviews (interviewer and notetaker roles).
  - ▶ From surveying only recognized teachers to surveying all instructional staff (to better see connections between practices and outcomes).
  - ▶ From an individual study to a collaborative interdepartmental project (integrated in department improvement process).
  - ▶ From “following year” to “current year” conversations.
  - ▶ From research identification to recognition from superintendent.
  - ▶ From narrow focus to more comprehensive scope.
  - ▶ From team recognition to individual and/or team recognition.
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# Findings on Assessment & Differentiation

- ▶ Clear Standards and Expectations
  - ▶ Common Assessments & Pre-Assessment
  - ▶ Common Instructional Strategies
  - ▶ Student Self-Assessment and Revision
  - ▶ Pacing Based Upon Class Mastery
  - ▶ Interventions and Enrichment
  - ▶ Validation with Outcome Data
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# Priority Active Ingredients

- 1. Clear Standards and Expectations.** Alignment, unwrapping and mapping.
- 2. Student Voice and Choice in Learning.** Student values, opinions, beliefs, perspectives and cultural backgrounds present. Differentiation based on interests.
- 3. Collaborative Teaming.** EL Teachers support what is happening in the classroom. EL and Non-EL teachers engage in co-teaching. Students complete interdisciplinary work.
- 4. Accountable Relationships.** Administrators and teachers model strong relationships, authenticity, vulnerability with students and other staff. Knowing & using names well.
- 5. Incorporating Prerequisites.** Instructional practices are utilized to identify and address the individualized learning needs of students. Teachers incorporate culturally responsive instructional strategies and differentiate instruction to provide students with the prerequisite learning needed to successfully engage in academic tasks.

# Priority Supports

**Unpacking Standards and Curriculum Mapping.** Stronger PLT process and Osseo Data Process. Facilitation for unpacking standards. Scope and sequence. “I can” statements.

**Menu of Common Instructional Strategies.** Easy access to research-based strategies and PD. Collaborative time for planning, unit design, common assessments. PD on PLT.

**Support for Creating Digital Content.** Digital Learning for All Plan support for personalized and flexible learning. PD on system tools. Blended learning collaborative.

**Collaboration between EL, Special Ed, Intervention and Classroom Instructional Staff.** Collaboration time, clearer expectations, PD, PLT inclusion, training, observation.

**Continued Support on CLEAR and NUA.** Ownership of culturally responsive practices through summer institute, system PD days with choice options, and monthly PD’s for modeling.

## Section 3

# **CONSIDERATIONS FOR CONDUCTING A STUDY IN YOUR SCHOOL OR DISTRICT**

## Potential Study Goals

- ▶ Gains on accountability or school improvement indicators
- ▶ Gains on indicators in district mission, strategic plan or balanced scorecard
- ▶ Teacher recognition, reflection, investment
- ▶ Staff learning about evidence-based practices
- ▶ Staff improving work at the class, grade, school and district levels

# Considerations for Indicators/Measures

- ▶ Multiple indicators – capture some of the many ways teachers help students succeed.
- ▶ Reasonableness standard – achievable by at least 20%. This helps to avoid double vision (ideal vs. real), disengagement and promiscuous change.
- ▶ Ideally, equal opportunity for teachers to be identified in any role, level or school.
- ▶ Technical quality (consistency, validity, transparency, impact)
- ▶ Relevant for accountability, school improvement, PD processes.
- ▶ For new/non-standard indicators, opportunity for principal feedback prior to recognition.



# Decisions on Recognition and Data Collection

- ▶ Pre-surveys, surveys, and/or interviews?
- ▶ Who will define, develop, implement and share findings?
- ▶ Surveying only recognized teachers, samples of teachers or all instructional staff? Include teaching assistants?
- ▶ What data files and tools will you need (MDE, HR, etc.)?
- ▶ Start within a department, as a partnership or full collaboration?
- ▶ Do you want “following year” or “current year” conversations?
- ▶ Do you want teachers to be recognized by the superintendent?
- ▶ How big will your scope be (assessment, differentiation, digital learning, EL, equity, special education, standards-based instruction)?
- ▶ Recognition for individuals, teams or both?


# Simple & Fair MCA Growth Comparison

- ▶ Go to MDE website, then under the Data Center menu, choose Data Reports and Analytics.”
- ▶ Choose “Assessment and Growth”, then “Growth” and “2018.”
- ▶ Click “List Files.”
- ▶ Download the TAB file.
- ▶ Open and save in Excel, then filter the top row.
- ▶ Filter to include only your school and statewide.
- ▶ Compare school to statewide percent making med-hi current year and prior year (last few columns) for each student group.

# Potential Fair and Simple MCA Growth Goals

Level	At this level, all school groups are this much above same state group on MCA Med-Hi Growth 17 & 18	Average Growth Z score	% of grade level teams statewide that are at or above this level in 1 subject
Gold	10% or more above	+.28	9%
Silver	At or above	+.16	22%
Bronze	-4% or above	+.10	35%

# Next Steps for You - Talk with your elbow partner...

- ▶ Are studies like this conducted in your school or district?
  - ▶ Have you been part of such a study?
  - ▶ What would be the best reason to conduct a study like this in your district?
  - ▶ What would be the biggest hurdle for your school or district to conduct such a study?
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