

Agenda/Discussion Items for February 6, 2011
Student Achievement Committee

1. Attendance

2. Old Business

- February Speakers for Committee - Metrics Report – discuss data points presented in November and what will be reported again February 2012 by District Data Team representatives
- Accuplacer - Update on Pilot Design/Sampling Plan, Timeline, and Anticipated Costs Formalized – C. Fernandes
- January 25, 2012 Work Group Session– Report Out on Timeline and Next Steps – J. Kelleher

3. New Business

- March testing – dates, promotion at schools, outreach to parents about testing
- Resources necessary for Student Achievement initiatives for 2012-13 budget
- Update on CSDE initiatives – SIG, CALI, SRBI, IDEA 2004 or other mandated items for 2012-12

4. Adjournment

Bridgeport Public Schools
Student Achievement Committee Agenda

December 5, 2011 3:30-5:00 PM

Agenda/Discussion Items:

1. Attendance – Hernan, Jacqui, Judy, John, Cynthia
2. Old Business

Finalized List – cannot post until I get permission to post on website***

Work Group 1 = Early Childhood Ed/Kindergarten (ages 3-6)

Work Group 2 = Elementary (Grades 1-5)

Work Group 3 = Middle Schools (Grades 6-8)

Work Group 4 = High School and Adult Education

Findings from the Student Achievement Meeting November 11, 2011 – run through but hold off on work for the Committee

Useful –

Align this to the work of the DIP/strategic plan, doesn't cover all of this but look at the work of the data team, objective person from the data team to report to the Student Achievement group – Teresa Carroll – report 3-4 times per year – data piece

Metrics around new three year plan – we expect consistency – work groups should have access to the data teams as well – can serve as a resource to the workgroup.

Timing on new plan – new Commissioner – approval was for Dec. 2011.

How are we looking at consistency – school ed plans aligned with the district ed plan – schools report to district ed plan. Schools are presenting data – new action – report out on what's been happening...look at what is affecting student achievement and pull out what is not working. Ex. School leadership supports. Tiering school based on the achievement – less to more central office intervention – there have been different intervention models for the schools. Depends on the area of deficit or need. Fantastic models are also available in some areas but maybe not on others –

Data teams – same measures – data pulled from same source –

We work in pieces here – achievement and metrics are in one shop – parent engagement is in another shop –

Alignment –

Procedures and policies – are these effective? These are two different entities – what policies are there to support? Procedures – gone from a hybrid –

School leadership – how policies are enforced, supported, understood, consequences – related to student achievement

What is a way to measure consistency? SRBI, PBIS...walk-through protocol – school leaders – are they familiar with the tool? Are they using the tool? Central works with the staff to improve – not on deep engagement level. How does the teacher know what is expected of them? Opening Days – how quick are we at being responsive?

What is the role of Central Office in supporting schools?

Resources: Central Office can send admin/leaders to schools to check out what's working, how something is being implemented

Leadership study – what is the template to measure effectiveness and consistency of implementation – not a system in place to

Cambridge review – reviewing consistency of going from building to building – showed inconsistency was an issue – how we look at schools in terms of what

Distractability in our system

What if work groups took the design of a school leadership/organizational/operational systems assessment tools and/or approaches – PK-2, 3-8, Secondary Ed, Adult Ed – look at policies, procedures, necessary resources, and expectations – how do we use of implementation

Having building leaders in this discussion

Have it focused – ex. What are the five attributes of a school leader -

Part of what the work groups come up with is fine – go beyond and augment – two way information system – refine the work of the

Task: Review literature on best practices, discussion on assessment tool/procedure, training on best practice tools, pay attention to the five priority areas, learn how to validate best practices (Cynthia) tool –

Find incentives for best practices

Elaborate on slides and send to the work group

3. New Business

- School Climate Survey

Change in bullying and peer harassment language – new plan to go into effect by July 1, 2012 – designated coordinators in each building – plan and assessments and designees

must go through – materials submitted by January 1, 2012 – schools must follow the plan. Plans for in the building – training, timeframe,
Look in advance at this by Monday – it’s in the 5000 series – BPS has developed its own climate survey tool – needs to be approved -

Learning from incidences that do happen

We are doing this work in terms of PBIS – state is catching up – we’ve been doing this work.

Data Collection available through

- Early Childhood Data/ District Needs -

61% no preschool – Preschool with BPS or with community
Current 4 year old children in district:

Child is either 4 or 5 – some times a state agency will recommend that the early intervention happens

672	265	407	39%
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We are catching up on reading readiness compared to our peers – ratio matters – need to keep the early childhood paraprofessional – more rigorous preparation – under the general education and school readiness line items – early childhood – we draw teachers from the para ranks in this area.

- Accuplacer – fits with the CT Advisory 2006 panel on data points, resources needed, BHEA commitment and BPS liaison, alignment with national common core, pro and con of Accuplacer and remediation program

Do we want to recommend this or not? Challenges with the assessment tools themselves – Dr. Rosa/Mathematics – identified SRBI in math as a need – Accuplacer test could be a pilot of 30 at each high school and look at scores below benchmark, but use our resources for the intervention/benchmarking – use the tool as a measure and grow our own support system based on what we have...can’r pull away from regular math work. Build into our system so its something we can sustain. No calculator – we learned about this and are fixing – how will we sample? Fairness, equity, resources...
Need to fund on a model of 120 – try out and see if it works with our current – sampling plan – don’t bring on Monday.

- Tri-annual or Quarterly Reporting Metrics – Can we have a presentation on Data Teams and Proposed Metrics – presented Metrics: DIP, PBIS, Attendance, Suspension, Discipline – February 2012 – you provided us with data in

November

- Work Group Evaluation Tool – Selecting Best Practices Process and Rubric: School Leadership –Approaches, Style, Balanced, Distributed*

School leadership is focused on enhancing the skills, knowledge, and motivation of the people in the organization and creating a common culture of high expectations based on the use of skills and knowledge to improve the performance of all students. Leadership fosters a collaborative atmosphere between the school and the community while establishing positive systems to improve leadership, teaching, and student performance. School leaderships maintain and manage an organized, operational system aligned to the needs of students and school-based personnel and plan for programs that help students reach standards.

- Work Group – January Meeting – School Leadership Topic and Process

Bridgeport Best Practice Application tools – application,

Incentive – gifts...recognize through rigorous validation process – critical application – five awards for each category

How long will it take? Seek to replicate it –

Work groups together in January – before Feb vacation

- Invitation to Gear Up, Total Learning, BLC, Skane, Beardsley, Multi-cultural, Comm-PACT, NUA, Central Magnet?? Who should present on their models?
- Evaluation reports from existing partnerships – should we review? What reports are available? Internal review by our research and evaluation department?

4. Adjournment

Work Group Process: Need to Discuss and Modify as a Committee

December

- ✓ *Review district improvement plan, strategic plan, and themes from community conversations to understand expectations of student achievement. Separate into grade levels and concentrate on first and second priorities.*
- ✓ *List stakeholder expectations for student achievement from community forums and share priority areas to BOE.*

January – Face to Face

- ✓ *Review research on predictors of student achievement and identify 3-5 policies, practices, and/or measures with the greatest potential to improve outcomes for students at the preschool, elementary, and secondary levels. Suggestions – task out literature reviews based on predictors and have work group members report on themes electronically or in person.*
- ✓ *Training on evaluation tool.*
- ✓ *Request for best practice model submissions.*

February – March

- ✓ *Identify proven models of practices and policies that lead to improved outcomes for students in-District; Identify what BPS does that aligns with research-based predictors and models of excellence.*
- ✓ *Review districts models; Identify what BPS does that aligns with research-based predictors and models of excellence.*
- ✓ *Compile list of in-district practices that align with the list of expectations and predictors.*
- ✓ *Request district data as necessary.*

April – Face to Face

- ✓ *Identify areas we may need to strengthen or that perhaps are not consistently or equitably integrated across all schools.*
- ✓ *Review in-district best-practice models (or reports from those reviewing best practice models)*

May

- ✓ *Gap-frequency - evaluate our offerings compared to the research/literature and where we aspire to go as a pathway model – determine resources to sustain and expand.*
- ✓ *Identify measures and indicators for monitoring and evaluating progress and performance – using existing measures, determine how to use as indicators in assigned work group area and align with work areas.*
- ✓ *Examine Strategic Plan and make recommendations on measurable objectives, indicators and benchmarks in work group areas.*

June

- ✓ *Inventory resource needs*
- ✓ *Recommend partnership or community involvement criteria for ensuring successful implementation.*
- ✓ *Identify measures and indicators for monitoring and evaluating progress and performance.*
- ✓ *Present findings to Board of Education through the Committee process.*

Definition of Best Practices in Education – Connecticut State Education Resource Center

The term "Best Practice" has been used to describe "what works" in a particular situation or environment. When data support the success of a practice, it is referred to as a *research-based practice* or *scientifically based practice*. As good consumers of information, we must keep in mind that a particular practice that has worked for someone within a given set of variables may or may not yield the same results across educational environments. Grover J. Whitehurst, as assistant secretary for Educational Research and Improvement at the U.S. Department of Education, defined evidence-based education as "the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction." Professional wisdom allows educators and family members to adapt to specific circumstances or environments in an area in which research evidence may be absent or incomplete. But without at least some empirical evidence, education cannot resolve competing approaches, generate cumulative knowledge, and avoid fads and personal biases.

Nine Standards

1: A Clear and Common Focus

In high-performing schools, administrators, teachers, students, and parents share and commit to clearly articulated and understood common goals based on the fundamental belief that all students can learn and improve their performance. There is clear evidence of school practices to support this belief.

2: High Standards and Expectations

High-performing schools show evidence that each teacher believes "all students can learn and I can teach them." Staff members are dedicated to helping every student achieve challenging state and local standards. All students are engaged in an appropriately ambitious and rigorous course of study in which the high standards of performance are clear and consistent and the conditions for learning are modified and differentiated. This results in all students being prepared for success in the workplace, postsecondary education, and civic responsibilities.

3: Strong Leadership

School leadership is focused on enhancing the skills, knowledge, and motivation of the people in the organization and creating a common culture of high expectations based on the use of skills and knowledge to improve the performance of all students. Leadership fosters a collaborative atmosphere between the school and the community while establishing positive systems to improve leadership, teaching, and student performance.

4: Supportive, Personalized, and Relevant Learning

In high-performing schools, supportive learning environments provide positive personalized relationships for all students while engaging them in rigorous and relevant learning.

5: Parent/Community Involvement

In high-performing schools, parents and community members help develop, understand, and support a clear and common focus on core academic, social, and personal goals

contributing to improved student performance and have a meaningful and authentic role in achieving these goals. The school community works together to actively solve problems and create win-win solutions. Mentoring and outreach programs provide for two-way learning between students and community/business members.

6: Monitoring, Accountability, and Assessment

In high-performing schools, teaching and learning are continually adjusted on the basis of data collected through a variety of valid and reliable methods that indicate student progress and needs. The assessment results are interpreted and applied appropriately to improve individual student performance and the instructional program.

7: Curriculum and Instruction

High-performing schools have aligned curriculum with core learning expectations to improve the performance of all students. Students achieve high standards through rigorous, challenging learning. Staff delivers an aligned curriculum and implements research-based teaching and learning strategies. Students are actively involved in their learning through inquiry, in-depth learning, and performance assessments.

8: Professional Development

Ongoing professional development aligned with the school's common focus and high expectations to improve the performance of all students is critical in high-performing schools. These professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.

9: Time and Structure

High-performing schools are flexibly structured to maximize the use of time and accommodate the varied lives of their students, staff, and community in order to improve the performance of all students. The structure of programs extends beyond the traditional school day and year as well as beyond the school building. The program draws on the entire community's resources to foster student achievement.