The 8-Step Process for Continuous Improvement of Instruction

MSD of Warren Township
Dr. Peggy Hinckley, Superintendent
Dena Cushenberry, Deputy Superintendent
November 15, 2011
CELL Conference
The Warren Story

• 3 years of declining test scores
• Fall, 2001 - Lowest scores among township schools in the metro area
• Less than half of Warren students passing ISTEP
The Warren Story

Questions

• What is the problem?
• What works in other schools?
• What can we do right now?
• What is our long-term solution?

Our goal is clear .........................
EVERY CHILD

MASTERS

EVERY STANDARD
The Warren Story

Brazosport, Texas - 1993

8-Step Process for Continuous Improvement

System change

Data-driven, results-oriented

Proven effective across all levels
Birth of the 8-Step Process

Plan-Do-Check-Act

Total Quality Management  Effective Schools
We no longer fix the blame, we fix the system by using the Eight Steps!
1. **Data Disaggregation**
   Use student test scores to identify instructional groups.
   Identify weak and strong objective areas.

2. **Instructional Timeline**
   A timeline that encompasses all academic standards and is a pacing guide for instruction based on the needs of the student group and the weight of the objective.

3. **Instructional Focus**
   Using the timeline, deliver instructional lessons that target specific needs of students.

4. **Assessment**
   After the instructional focus has been taught, administer an assessment to identify mastery and nonmastery students.

5. **Tutorials**
   Provide tutorial time to reteach nonmastered target areas.

6. **Enrichment**
   Provide enrichment opportunities for mastery students.

7. **Maintenance**
   Provide ongoing maintenance and reteaching.

8. **Monitor**
   Continuous monitoring and evaluation of the process and progress of students.
1. **Data Disaggregation**

Use student test scores to identify instructional groups. Identify weak and strong objective areas.

All available test data is disaggregated by gender, race, ethnicity, poverty level, and special needs to identify gaps in achievement and specific areas of the academic standards to be addressed.
Data Disaggregation

Data comes from the use of standardized tests (like ISTEP+) and other summative assessments.

“Data Walls” are established for staff to study and refer to frequently.

Instruction is designed around the Indiana Academic Standards and what the data prescribes.
Data, Data, and More Data!

• How do we keep track of what we’re finding out about our students?

• How do we use what we’ve learned to help students?

• How do we keep this information visible and real?

• How do we use data to drive teaching decisions?
Create a Data Wall
Why a Data Wall?

- Visual Representation of Student Progress
- Every child is represented – data has a face
- An interactive display of data
- A way to show change over time
- Non-threatening form of accountability
David

LNF: 11  PSF: 3  NWF: 1
WUF: 0
2005-2006 - Fall

-23

David

PSF: 47  NWF: 26  O:
RTF:  WUF: 27
2005-2006 Winter

-13

+8
2. Instructional Timeline

A timeline that encompasses all academic standards and is a pacing guide for instruction based on the needs of the student group and the weight of the objective.

A district-wide, common timeline for pacing the instruction, review, assessment and maintenance of individual indicators (subskills) of the Indiana Academic Standards and Common Core Standards for reading/language arts, math and science. The highest priority standards are highlighted for emphasis.
## MATH INSTRUCTIONAL CALENDAR

### GRADE FIVE

<table>
<thead>
<tr>
<th>4th Nine Weeks</th>
<th>Number Sense/Algebra</th>
<th>Computation/Problem Solving</th>
<th>Geometry/Measurement</th>
<th>Data Analysis/Probability</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>Indicators which are addressed and assessed</strong></td>
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<tr>
<td>5.3.1 Use a variable to represent an unknown number.</td>
<td>5.7.4 Express solutions clearly and logically by using the appropriate mathematical terms and notations. Support solutions with evidence in both verbal and symbolic work.</td>
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<tr>
<td>5.3.2 Write simple algebraic expressions in one or two variables and evaluate them by substitution.</td>
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<tr>
<td><strong>Indicators which are addressed (not necessarily assessed)</strong></td>
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<tr>
<td>5.5.5 Understand and use the smaller and larger units for measuring weight (ounce, gram, and ton) and their relationship to pounds and kilograms.</td>
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<tr>
<td>5.5.6 Compare temperatures in Celsius and Fahrenheit, knowing that the freezing point of water is 0 degrees Celsius and 32 degrees Fahrenheit and that the boiling point is 100 degrees Celsius and 212 degrees Fahrenheit.</td>
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### REVIEW AND MAINTENANCE (OPTIONAL PLANNING GUIDE)

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Warren promotes the delivery of effective lessons built on scientifically based research and best practices.

Instruction to individuals, small groups or the whole class is driven by the Instructional Calendar and what the data prescribes.

3. Instructional Focus
   Using the timeline, deliver instructional lessons that target specific needs of students.
Lesson Plan

Anticipatory Set
State the Objective
Teach the Lesson using Best Practices and High Yield Strategies
Check for Understanding
Guided Practice
Assign Independent Practice
Lesson Closure
Schedule Maintenance
Anticipatory Set

• Emphasize to the students the learning task, its importance, and the learning (prior knowledge) that led to this objective.
State the Objective

- Know where you are going!
- By stating the objective, and its relevance, you are expecting the students to go along with you.
Teach the Lesson

• This includes main concepts and skills, emphasizing clear expectation and includes active student participation.

Strategies to Use

Variety of examples
Wait time
Graphic Organizers
Proximity

Diagrams
Modeling
Q & A w/ Discussion
Build on prior knowledge
Check for Understanding

• Observe and interpret student reaction

• Frequent formative assessments

• IMMEDIATE feedback

• Adjust instruction and RETEACH if necessary
Guided Practice

• Allows student to answer questions, demonstrate skills, or solve problems
• Check for understanding
• Adjust instruction as needed and reteach as necessary
Independent Practice

• Allows students to solidify and demonstrate skills and knowledge on their own.

• Teachers check for understanding, give immediate feedback and reteach as needed.
Lesson Closure

• Recite or retell the prior learning and the objective

• Share what was learned and what is next
Maintenance

• Schedule maintenance to review and re-teach the concepts and skills learned.

• Reviews occur after:
  1 hour, 1 day, 1 week, 3 weeks, 9 weeks, and 18 weeks
Teachers need enough data to determine where each student is at any given point and what to do next.

4. **Assessment**

After the instructional focus has been taught, administer an assessment to identify mastery and nonmastery students.
The Assessment Process

1. Teachers assess students at the end of each 3 week calendar block after they have taught the standard indicators.

2. Teachers compile and analyze the data from the assessments.

3. Teachers enter the data on the learning log.

4. Teachers at each grade level meet with the principal or department chair at the end of the 3-week block.
   a. Share learning logs, data and observations to determine which instructional practices were successful and which were not.
   b. Collaborate with each other concerning difficult learners and topics and best practices.
   c. Answer the question, “What will I do differently to improve student achievement in the future?”
   d. “What will I do next with the students who have not yet mastered the skill?”

5. Teachers plan for Tutorials and Enrichment, steps 5 & 6 in the 8-Step Process.
5. **Tutorials**
Provide tutorial time to reteach nonmastered target areas.

6. **Enrichment**
Provide enrichment opportunities for mastery students.

Teachers use the data to determine **what to do next** with students who have not mastered the skill and with students who have demonstrated initial mastery.
Steps 5 & 6 at High School

1. Each day third period is extended by 30 minutes.

2. Students who need remediation in Algebra I or English 10 move to 14 “reteach” instructors. We focus on students who have not yet passed the ECA on the first try.

3. Children with special needs or language issues may remain with their teacher to focus on special goals.

4. All other students remain in third period to participate in ACT Prep. activities.
The Tutorial/Correctives and Enrichment Process

1. At PreK-6, teachers group and regroup students utilizing “centers” in the classroom in order to work with individuals or small groups that need more intense assistance in mastering reading/language arts and math skills.

2. Utilizing the 30-minute daily Success Period at K-8, teachers group and regroup students across the grade level in order to work with individuals and small groups that need more intense interventions.

3. Where possible, Extended Day, an after-school tutorial and small group session, is available for students needing even more assistance in mastering skills.

4. Where possible, teachers recommend students for Summer School and Intersession remediation who have not mastered the academic standards during the regular school interventions.

5. For students who have shown initial mastery, the Success Period is used to enhance knowledge of the standards taught, provide intellectually challenging activities and promote higher-order thinking skills.
7. Maintenance
Provide ongoing maintenance and reteaching.

Teachers help students maintain skills learned through periodic and cyclical review of standard indicators taught. This often occurs during class starters such as bell work, “Daily Oral Language” and “Daily Oral Math.” Software is used to support on-going skill maintenance.
Mastery of skills, facts and concepts takes time. Some students can learn a new idea in one lesson. Most of us, however, need the lesson repeated several times for mastery to set in. Model teaching includes regular review of skills and concepts previously taught. Review and maintenance of what has been learned begins immediately after a new idea has been introduced.

**Model Review Timeline:**

- Immediate rehearsal of new facts in the short term.
- Repetition or testing of the facts a few minutes later.
- Review of the facts an hour later.
- A short recap of them after a night’s rest.
- Short review a week later.
- Short review 3 weeks later.
- Review and check for understanding 9 weeks later.
- Review and check for understanding 18 weeks later.
The instructional process is continually monitored by teachers, principals, parents and central-office administrators. Accountability for students mastering standards is shared by all.
Examples of the Monitoring Process

Learning Logs of the 3-week assessments
Grade-Level Team Meetings
Data Wall
Classroom Walk-Through
Test Talks
Standards-Based Report Cards
Central Office Administrator Classroom Visits
Test Review Meetings with Building Staff
“Closing the Achievement Gap” Reports to the Board of Ed
Monitor
and
Adjust
## Warren by the Numbers

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Math Scores

![Math Scores Graph](image-url)
Language Arts & Math Scores

![Bar chart showing Language Arts & Math scores for 3rd, 4th, and 5th grades across 2009, 2010, and 2011.](chart.png)
Language Arts Scores

6th Grade
7th Grade
8th Grade

2009
2010
2011
Math Scores

![Math Score Chart]

- **6th Grade**:
  - 2009: [Score]
  - 2010: [Score]
  - 2011: [Score]

- **7th Grade**:
  - 2009: [Score]
  - 2010: [Score]
  - 2011: [Score]

- **8th Grade**:
  - 2009: [Score]
  - 2010: [Score]
  - 2011: [Score]
Language Arts & Math Scores

6th Grade
7th Grade
8th Grade

2009
2010
2011
English 10 ECA Scores

Test administered in Grade 11
Biology ECA Scores

2009: [Bar Height]
2010: [Bar Height]
2011: [Bar Height]
### New Castle Community School Corporation

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### South Bend Community School Corporation

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### Muncie Community Schools

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### Lafayette School Corporation

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### Notes
- The scores represent the percent of students passing ELA and Math for the specified schools.
- The data is organized by school corporation and shows the percent of students passing ELA and Math for the years 2009 and 2011.
- The District Average for Cohort 1 schools is calculated for each corporation.
- There is a 14.36% increase in the District Average for Cohort 1 schools.
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Contact Information

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Superintendent
phinckle@warren.k12.in.us

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Deputy Superintendent-Elementary and Intermediate
dcushenb@warren.k12.in.us