System Assessment Documents: School Focus on Results

School Focus on Results: We assess our effectiveness on the basis of results rather than intentions.   Individuals, teams and schools seek relevant data and information and use that information to promote continuous improvement.

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DATA TRANSPARENCY AND EFFICACY - MEASURING WHAT MATTERS MOST: *The identification, collection and comparison of key data, along with the appropriate sharing of those data, to inform considerations around improvement –* *"the right data for the right people"*
Measuring What Matters
1. Describe the school improvement/continuous improvement process. Include a timeline that moves from reviewing data to setting goals through monitoring and reporting goal attainment.   Describe training that has been provided to assist stakeholders with the school improvement/continuous improvement process.
• Spring-School wide plan analysis of year's data • Summer-Admin data retreat • Fall-MAP & Next Step Guided Reading Inventory (GRI) • Fall Analysis of data • Fall-Determining of GAN (Greatest Area of Need) based on data [district, schoolwide and grade level (or individual Professional Growth Plan PGP)] and then setting SMART goals based on GAN • Fall, Winter & Spring-Data Days with specialists/resource • Throughout the year-Pre & Post tests per unit and analyzing at Big Team Planning Meetings to use for differentiating/enriching/supporting • SIP Meetings twice a month (all certified staff-optional for other staff) • Progress monitoring for students that need support • Winter MAP & Next Step GRI • Parent/Staff/Student surveys • Big Team Plans 2 times a month (except for Kindergarten & ECE) • Spring MAP & Next Step GRI • AIMS Web behavior screener • Round Table meetings (district meetings where SMART goals are presented/shared)
2. Describe the key indicators and measures used by staff to set district, school, team and classroom improvement goals. (Student Growth and Achievement; Learning Environment; Working Environment; Family Engagement, Finance and Facilities)

- MAP Progress and Achievement is used by District and Schools to set broad goals (closing the achievement gap and having our highest learners progress)
- Most classrooms used MAP as one measurement to set their goals
- Next Step GRI was used as a measure for classroom goals and individual student goals
- Pre and post tests FOR UNITS
- Parent/teacher/student surveys (district survey and 5 Essentials-ALTERNATING)

3. Describe how the key indicators and measures align with grade level/department performance. (What indicators/measures are owned by Kindergarten, Grade One, Grade Two, etc. What indicators/measures are owned by secondary math department, ELA department, science department, etc.)

Schoolwide goal is to have our 85% and higher students show their expected progress, as deemed by MAP. Attached are our grade level SMART goals that are based on our GAN.

Setting SMART Goals

4. Provide examples of your school improvement goals. Are they specific, measurable, attainable, results-oriented, and timely? Do all staff members know the goals? Do they know how the school is doing in achieving its goals? How do you know?

Attached are our grade level SMART goals that are based on our GAN.
All SMART goals are shared with staff during SIP meetings
After winter benchmarks, we will revisit our goals to see how we are progressing
We update each other on our progress during SIP meetings

5. Describe how you set targets. Do your targets align with your GANs (Greatest Area Needs)? Do you have long-range targets? Do you have annual targets? Are the targets aligned to your key indicators and measures? Provide examples of targets.

As a school, we first determine our GAN and then each grade level sets their SMART goals based on their needs. These SMART goals are annual.

We are interpreting the long term target as meaning a 3-5 year target. Our district has the following long term goals:
- All students that entered District 105 in Kindergarten will be reading on grade level by the end of third grade
- 90% of the district students will make yearly progress equal to, or greater than national averages in reading and math
- 90% of the district students that have been in District 105 at least two years will meet or exceed state standards on ISAT reading and math tests
- Students will achieve district learning goals in all curricular areas
- Students will be challenged and motivated by a rigorous, well-executed curriculum
- Students will make a successful transition to high school
- Students will attend school in a safe and supportive learning environment

The District Administration sets our targets for progress. Our District Goal is to be ranked in the top 10% of schools. This means 71% of our students need to make adequate progress.

Grade level teams determine their targets for achievement after analyzing MAP scores in the Fall. Teams identify how many students will meet or exceed 50%. This is based on grade level team success and individual student history.

6. How do you ensure the alignment of school goals with district goals and vice versa?

It is an expectation. They are presented to the district at the round table meetings 2-3 times per year. Continual discussion and analysis of these expectations increases focus on these goals. Our SIP/GAN requires our staff to review current status and strategies towards our goal at each SIP meeting.

Aligning Leader Performance Evaluation

7. How do you ensure the alignment of leaders' goals with school and district goals and vice versa?
Provide an example.

Each summer the administrators all meet off site for several days to analyze data, determine the district's GAN and then set the district and school targets. For example, they look at where we are, where we've come and where we want to go. These discussions and practices for how we set targets is then carried out with each staff.

Aligning Teacher Performance Evaluation

8. How do you ensure the alignment of teachers' goals with school and district goals and vice versa? Provide an example.

The principal helps each grade level team to set the goals and assure they align with the district goal. This is the first year that each grade level's SMART goal is under the same umbrella of the school wide goal. Our staff believed that aligning out SMART goals would help us have a better focus and common strategies to reach these goals. For an example, see our SMART goals by grade level teams.

Aligning Student Performance Evaluation

9. How do you ensure the alignment of students' goals with school and district goals and vice versa? Do student goals align with unit essential learning outcome mastery? Do student goals align with growth targets?   Provide an example.

Students create goals for themselves based on their own strengths and weaknesses in several subject areas. The student goals do, at times, align with the unit standard(s) but if they have already mastered the standard(s), their goal is individual.

See sample student goal sheets.

Using Data Effectively

10. Describe how teachers and teams of teachers use common assessment data to:
A) Identify students who need additional time and support for learning,
B) Discover strengths and weaknesses in teaching,
C) Help measure progress toward goal accomplishment and
D) Define action plans.

   A. Teachers use pre-assessments, informal assessments, and our Running Record/Individual Reading Conference to evaluate the levels of understanding, group students, scaffold curriculum and determine needs.
   B. We look at longitudinal data to see areas of strengths and weaknesses in teaching as well
        as post tests, formative and informal assessments to evaluate the learning.
   C. Unit post tests help measure mastery of standards. For SMART goals, benchmark assessments are used to monitor progress toward the goals.
   D. Results from pre-assessments are used to create action plans for units. Results from post
        tests also inform any reteaching or support needed.

Inspiring Shared Accountability

11. How comfortable is it for staff to share classroom achievement results with their colleagues? Is the relationship among team members trusting and safe to share data and information? Do team members learn from one another? How do you know?

Our teachers are comfortable with sharing their information and the relationship is safe. During meetings we freely share the data by grade level and use it to set goals and base our discussions on them. Additionally, we analyze data in SIP meetings and share strategies that worked. Grade levels are given opportunities to meet with each other to share strategies that work with certain students.   We know this because the staff is given multiple opportunities to share their feelings anonymously and no one had a complaint.

Monitoring and Reporting Progress

12. How do you report school formative and summative results internally?   Externally?   Does the school have a scorecard? Provide a copy. Do you have an annual report? Provide a copy. Do you have quarterly or trimester reporting? Describe what the quarterly or trimester reporting process looks like.
Does the reporting include both celebrations and opportunities for focused improvement?

Provide an example.
Internally, they are shared at SIP meetings when we are given a comprehensive packet/folder of information to review. Externally we have a school dashboard that is posted on our website. http://spring.d105.net/modules/groups/homepagefiles/cms/498449/File/Spring%20Avenue%20FY15%20Dashboard%20revised(1).pdf?sessionid=ac379e5723078f9d55003789340f75de We have an internal collection of data at the end of the year that is shared with certified staff. During data days once a trimester, grade level teams report and analyze data with the specialists, resource team and administration. Yes, celebrations and opportunities are the two questions on the board every data day!

Promoting Student Responsibility for Their Own Learning
13. Describe the expectations for teachers to enable students to take responsibility for their own learning.(goal-setting, action planning, monitoring progress, and reporting progress)   How do these expectations align with teacher performance evaluation?   Is the process for ensuring student responsibility systematic (within each grade level/department across all schools) and systemic (K-12)? How do you know?
We discuss and share goal-setting ideas at SIP meetings and Big Team Plans. There is not a defined, consistent framework for this at this time. These expectations align with Domain 3 in the Danielson evaluation model. At this time, we have not developed a consistent framework, therefore we know it is not systematic or systemic.

Reporting and Acting on Satisfaction Data
14. How do you collect, analyze and report student, parent/family and staff satisfaction data? When? How does your school use satisfaction data in making improvement action plans?
We have a district survey and we have the 5 Essentials. The results are shared with all of the certified staff in a comprehensive packet of information. Staff reviews the survey data together to determine how to communicate more often, consider more parent training evenings, provide extra clarification about homework, address foreign language concerns and consider other requests made in the surveys by students, parents and staff.

CREATING A DATA-BASED PICTURE OF RESULTS: *The utilization of various types of data and data expressions to develop an overall picture of progress toward improvement and then acting upon those data to further improve*

Examining Trend Data
15. Provide **trend** data (at least 2-3 years where possible) that summarizes **School Results** for the following: - **Student growth and achievement results**: Include common assessment data for all grade levels (state tests, norm-referenced tests, district tests, final course examinations, other common assessments). Include student report card, course grades as appropriate. Include assessment data the district will use to measure student growth. · **Learning environment**: Include student attendance, mobility and safety data. Include demographic, discipline and class size data. Include other engagement, participation in extra curricular activities as appropriate. · **Student, parent/family, and staff satisfaction:**
ISBE Interactive Report Card- http://www.illinoisreportcard.com/School.aspx?schoolId=060161050022005 See also example of growth and achievement data results shared at data days. (attached) See School Overview for demographics as well as Culture and Climate examples. See Survey results (5 Essentials for 2012-13; District Survey results for 2013-14).
Examining Cohort Data
16. Provide **cohort** data that summarizes **School Results** for the following: · **Student growth and achievement results**: Include common assessment data for all grade levels (state tests, norm-referenced tests, district tests, final course examinations, other common assessments). Include student report card, course grades as appropriate. Include assessment data the district will use to measure student growth.
See cohort data. See dashboard.
Examining Comparative Data
17. What similar or high performing school do you benchmark against?
We measure our school against our virtual school results. Instead of being a group of 357 students, however, we are compared with thousands of students with similar demographics.
18. Provide **comparative** data that summarizes School Results for the following: · **Student growth and achievement results**: Include common assessment data for all grade levels (state tests, norm-referenced tests, district tests, final course examinations, other

common assessments). Include student report card, course grades as appropriate. Include assessment data the district will use to measure student growth.

· **Student, parent/family, and staff satisfaction:**
· **Financial and Facilities:** Include district state financial profile rating, instructional costs per pupil, audit findings, debt, reserves, facility utilization, life-safety, etc.

ISBE Interactive Report Card-
http://www.illinoisreportcard.com/School.aspx?schoolId=060161050022005
See Dashboard on School Website.

Closing Achievement Gaps

19. Provide **disaggregated** data by student subgroups for the following:
· **Student growth and achievement results**: Include common assessment data for all grade levels (state tests, norm-referenced tests, district tests, final course examinations, other common assessments).

ISBE Interactive Report Card-
http://www.illinoisreportcard.com/School.aspx?schoolId=060161050022005
 See Dashboard on School Website

Meeting Adequate Yearly Progress

20. Is your school meeting Adequate Yearly Progress in mathematics, English language arts or both. Provide your current status.

We have made AYP for the past 5 years. We did not make AYP last year. We went down in math from 88 to 85 and down in reading from 88 to 84.

ENSURING A FOCUS ON RESULTS:
An organization's "alignment constants" – clear, committed organizational support for resource allocation, training, and aligned appraisal systems - embedded within the organization's policies, practices and procedures - that all support a focus on results

Managing Data

21. How do you assist teams/departments, staff, and students with the management and access to essential data?   Describe structures and processes for team and staff data analysis.

We have access to all the data. We are given a comprehensive packet in the beginning of the year. In addition, we all have access to our own data for Next Step and MAP. We have a program that is called inform-that helps up to aggregate/compare the data.
We have data meetings every trimester and we are all comfortable analyzing the data and using it to inform teaching. Teachers openly share strategies that are working, as well as brainstorm ideas about how to improve. For example, 1st grade shared a very successful spelling strategy that is now being carried out in 3rd and 4th grades. (chunking and

creating words with patterns.)

Providing Meaningful Data-based Evaluation Systems
22. Describe how you are preparing to meet the new requirements of PERA and Senate Bill 7 to use student growth data in leader and teacher evaluation.
We have an evaluation system that already incorporates all current aspects of the law. Plans are in place to be in compliance with the law, provided by a district-wide committee of administrators and teachers.   By 2016, part of the evaluation will include student growth, which is the only component our system is missing. The district has an end of the year 1% bonus based on achievement and satisfaction data.
Providing Job-Embedded Training
23. Describe how you provide training and support to your stakeholders to use critical data for decision-making, improvement efforts, student achievement and student learning growth. What training has been done? When? By Whom?
Our principal has led the charge in helping staff identify the GANs and create SMART goals. This year, more certified staff members have taken part in specialized training, such as SMART Goals, and Blackbelt (CCSS). These staff members have shared information and/or facilitated sessions at SIP meetings, PLDs and teacher academies throughout the summer and current school year. During Data Day meetings, student achievement and growth are discussed and decisions are made to implement new learning opportunities.
Organizing and Allocating Resources
24. Provide any examples of how you have allocated or aligned resources of people, time and money to ensure a focus on results.   What changes have been made in allocating or reallocating resources to align and support critical improvement actions?
As a district, we send people to SMART goal training. We also spent time and money in the creation of the first SMART goals last year. We, as a team, learned together and spent SIP time evaluating data and using it to determine GAN's as a grade level. We then used that information to set our SMART goals. Each group had a mentor/helper to assist them in the process. In addition, we have added more resource teachers in the Advanced Academics department with a focus on mathematics (K-4 Resource teacher for advanced students in math) and in language arts. We have a full-time district Advanced Academics Coordinator, as well as a shared Advanced Academics teacher to support the higher level learners. We have also revamped planning schedules to include more Common Plan Times. This

requires support staff and our librarian to facilitate lessons so grade level teachers can meet with the other resource and support staff to plan lessons and assessments that will include modifications, more rigor and enrichment ideas.

Other Resources available:
Our After 3 program provides students with opportunities to engage in interesting and enriching classes after school during the winter months. Classes include chess club, lego mania, yoga, dough making, and art classes. In addition, teachers can provide additional classes and support through their own homework time with students before and after school, a formal homework club, newspaper club, (over 50 members), intramurals/sports clubs, and a Green Club.

Focus on Results: Self Assessment

Rating System Explanation:

RATING	RATING DESCRIPTOR
1	**NOT YET: *There is no evidence that this effective practice is a common expectation throughout the organization.*** It might be that the organization is not familiar with this practice or that it has other priorities to address before it considers such practice. Or it might be that the organization is at various stages of awareness of the practice. There has been no organizational commitment to this effective practice. **(AWARENESS)**
2	**PLANNING: *There is evidence that this effective practice will be a common expectation throughout the organization.*** There is organizational commitment to this effective practice. The organization is developing an implementation plan. The plan defines the strategies and resources necessary to move from current practice to the new practice. **(PLAN)**
3	**IMPLEMENTING: *There is evidence that this effective practice has become a common expectation throughout the organization.*** Everyone knows this practice is a requirement. The organization has moved its commitment to this practice to action. A few are effectively implementing this practice. **(DO-STUDY)**

4	PROGRESSING: *There is evidence that this effective practice is being implemented with fidelity throughout multiple levels of the organization.* The organization is providing support, training and resources necessary for implementation. Many (at least 50%) are effectively implementing this practice. **(STUDY-REFINE even deeper)**
5	SUSTAINING: *There is evidence that this effective practice is sustained and supported throughout all levels of the organization.* This practice is aligned to performance evaluations. Most (at least 80%) are effectively implementing this practice. **(ACT)**

Assessing the School's Effective Practices

The Professional Learning Community's vision of a high performing school represents the framework necessary to examine information to **focus on results** and add value to system improvement. The following assessment documents how fully and effectively each is currently being practiced in your district. Please complete the continuum to represent the collective thinking of your district leaders. (School Leadership Team, School Improvement Team, and/or Self-Study Team.

Choose by consensus 1-2-3-4-or 5. DO NOT MARK between numbers.

Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, schools and districts seek relevant data and information and use that information to promote continuous improvement.		1	2	3	4	5
		A W A R E	P L A N	D O	S T U D Y	A C T
Data Transparency & Efficacy: Measuring What Matters gies						

A.		**Measuring What Matters Most:** We align key data indicators, measures and targets throughout the organization — district to school to grade level team/department to individual --- to establish effective ways to monitor and report progress.					X
B.		**Setting SMART Goals:** School, team and individual staff goals are specific, measurable, attainable, results-oriented and timely (SMART). They address gaps identified through key data sources that focus improvement efforts.			X		
C.		**Aligning Leader Performance Evaluation:** Administrative performance goals align with the organization's improvement plans.				X	
D.		**Aligning Teacher Performance Evaluation:** Teacher performance goals align with district, school and team improvement plans.				X	
E.		**Aligning Student Performance Evaluation:** Student performance goals align with unit-based learning outcomes and other assessment data and information.			X		
Creating a Results Orientation							
F.		**Using Data Effectively:** We expect all staff to use assessment data to: a) identify students who need additional time and support for learning; b) discover strengths and weaknesses in their own job performance; c) measure and report progress toward goals, and d) define action plans.				X	
G.		**Inspiring Shared Accountability:** We create a safe data culture so students and staff feel comfortable sharing their results in an effort to learn from others to improve results.				X	
H.		**Monitoring and Reporting Progress:** We view, monitor and report progress to all stakeholders on a regular basis to identify what to celebrate and what to focus on next in terms of improvement.				X	
I.		**Promoting Student Responsibility for Their Own Learning**: We expect staff to assist students in taking responsibility for their own learning by collecting data in order to monitor and track their performance compared to high expectations and performance results of others.			X		

J.	**Reporting and Acting on Satisfaction Data:** We collect, analyze, prioritize and act upon student, parent and staff satisfaction data to be certain it is addressing the needs and requirements of our stakeholders.					X
Creating a Data Based Picture of Results						
K.	**Examining Trend Data:** We have evidence to show our trend achievement results are improving compared to the past. Our achievement results include measures of growth.			X		
L.	**Examining Cohort Data:** We have evidence to show our student cohort achievement results are improving from grade to grade. Our achievement results include measures of growth.			X		
M.	**Examining Comparative Data:** We have evidence to show our achievement results are improving compared to others (state and other benchmark districts).					X
N. WE DO NOT HAVE A SIGNIFICANT ACHIEVEMENT GAP	**Closing Achievement Gaps**: We have evidence to show our results have narrowed or closed achievement gaps between groups of students.					
O.	**Meeting Adequate Yearly Progress**: We meet adequate yearly progress requirements as defined by federal and state legislation. Our students are ready for the next level. (elementary to middle, middle to high school, high school to college/career readiness)				X	
Ensuring a Focus on Results						
P.	**Managing Data:** We examine policies and processes related to data collection, management and analysis to be certain they are effective and efficient. Data are easily accessible and user-friendly in their formats.					X
Q.	**Providing Meaningful, Data-based Evaluation Systems:** We ensure the aligned evaluation system includes data-based evidence of results.					X
R.	**Providing Job-embedded Training:** We ensure professional development and training around data and results is job-embedded and ongoing.				X	
S.	**Organizing and Allocating Resources:** We organize and allocate our resources of people, time and money with a focus on results.			X		

Assessing the School's Core Values

The Baldrige Core Values represent the organizational best practices determined to create a culture for continual improvement. The following assessment documents how fully and effectively each is currently being practiced in your School.   Please complete the continuum to represent the collective thinking of your district leaders (School Leadership Team, School Improvement Team, and/or Self-Study Team.)

Choose by consensus 1-2-3-4-or 5. DO NOT MARK between numbers.

		1	2	3	4	5
Core values that contribute to a Focus on Results. It is important to recognize that organization health is imperative to improving performance results. The Baldrige Core Values or Best Practices are essential for a results-oriented organization focused on performance excellence. These Core Values/Best Practices must be applied and integrated at all levels of the organization. In a school setting, the evidence for Core Values/Best Practices should be demonstrated in daily actions at the school, classroom, and student level.		AWARE	PLAN	DO-STUDY	STUDY-REFINE	ACT
Focus on Results Core Values						
A.	**Management by Fact:** Leaders/ Teams make decisions based on measurement, information, data and analysis. Teams are responsible for monitoring their own results. Teams can articulate what students know and what they do not know. They can formulate their goals based on evidence of student learning. Decision-making based on measurement, information, data and analysis guides instruction.					X
B.	**Focus on Results & Creating Value:** A focus on the district's performance results that reflect and balance the needs and interests of students and				X	

	parents is valued. Knowing that change makes a difference and adds new value to the current situation is imperative. New programs and strategies are studied to be certain they improve learning. It is clear when new programs and strategies are standardized that old programs and strategies are discarded.					
C.	**Systems Perspective:** Using the core values and the key concepts to form the building blocks for an integrated learning and teaching system is demonstrated. Managing the whole to be certain the parts of the school are well connected and aligned is valued. The district supports school, classroom, grade level, and student needs/ requirements.				X	
D.	**Agility:** Faster and more flexible response to the needs of teachers, students and parents is expected. Progress is shared periodically so that formative results can be addressed before summative results are given. There are no surprises for teachers, students, or parents with progress reports. Cycle time is monitored in responding to important needs and requirements.					X

*Adapted from **Aligning Districts As PLCs,** Van Clay, Soldwedel and Many: Solution-Tree, 2011*

Review your answers to the Worksheet questions and your Self-Assessment of the Focus on Learning Criteria/ Focus on Learning Core Values and then complete this Key Strengths and Opportunities for Improvement Section.
Our Key Strengths and Opportunities for improvement in the First Big Idea: Focus on Learning include:
STRENGTHS:

1. We use several different data sources to draw conclusions, assist our students and plan for instruction.

2. We have grown in our ability to recognize and analyze what data is helpful in drawing conclusions, assisting our students and planning for instruction.

3. We have many people with expertise willing to assist as needed.

OPPORTUNITIES FOR IMPROVEMENT:

1. Continue improving our sources of data (locating new assessments & refining current assessments) in order to better serve our students.

2. Build consistency with the progress monitoring system, specifically establishing a better system for checking progress of students receiving extra support.

*Adapted from **Aligning Districts As PLCs**,* Van Clay, Soldwedel and Many: Solution-Tree, 2011