Academic Progress Review

Presentation by:
Student Learning Department
3.12.18

2017-2018

- Speed of Trust
- District Leadership Action Team
- Transition Ready and New Opportunities
- Thinking Focus Work
- Personalized Learning
- Assessment Update
- PLC Process Refinement

Speed of Trust Work

- Trust = Confidence
- 13 Behaviors of High Trust
  - Character Behaviors: Talk Straight, Demonstrate Respect, Create Transparency, Right Wrongs, Show Loyalty
  - Competence Behaviors: Deliver Results, Get Better, Confront Reality, Clarify Expectations, and Practice Accountability
  - Character and Competence: Listen First, Keep Commitments, Extend Trust
- Leadership Team Meetings
- Common Language

District Leadership Action Team-Special Ed

- **Speed of Trust**
  - Extend Trust
- **Closing the Achievement Gap**
  - Gap Closure Toolkit
- **DLAT**
  - Bullitt Day Meetings
  - Plans of Action
  - Ongoing Training Imbedded
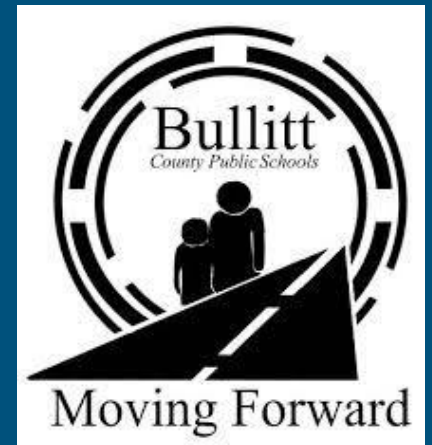
Transition Ready & New Opportunities

BCPS - 39 Pathways
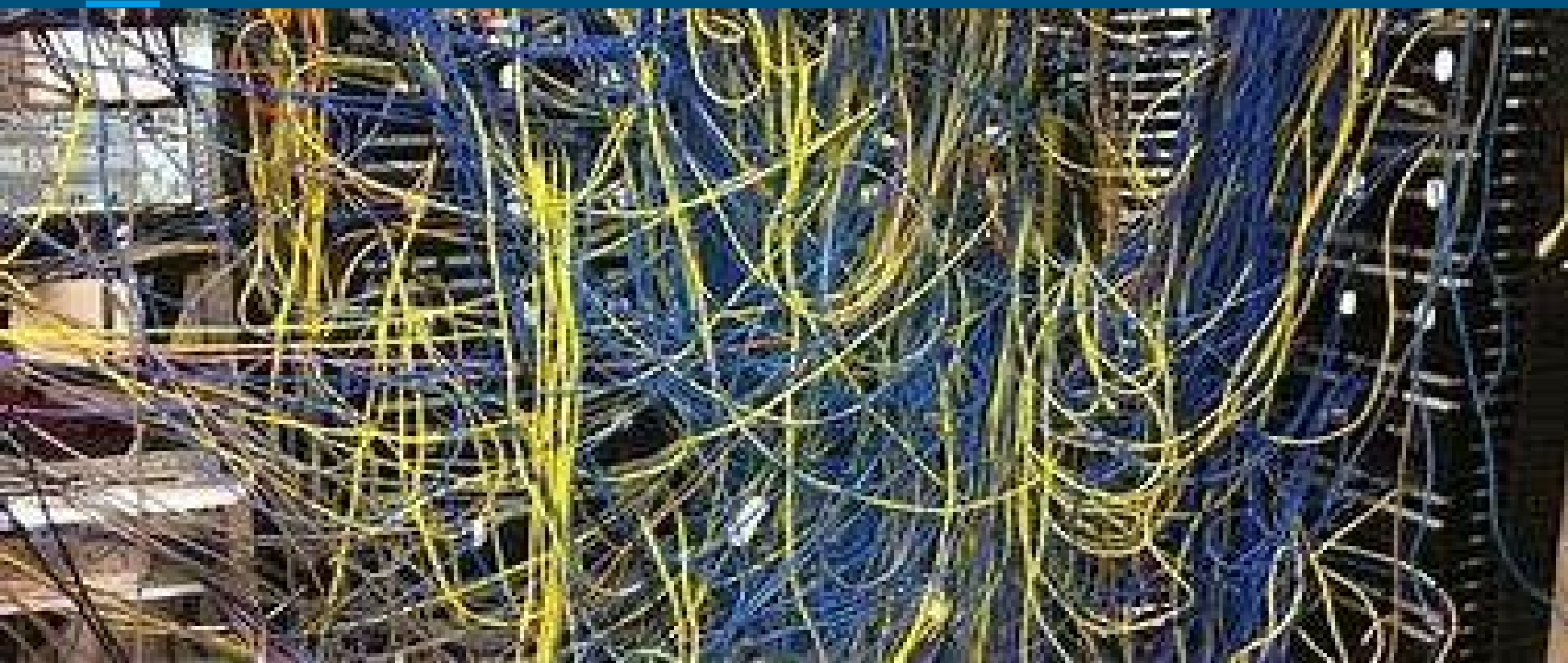**2018-2019**

LAW ENFORCEMENT

Information Technology TRACK

Geospatial Technologies & Drone Certification
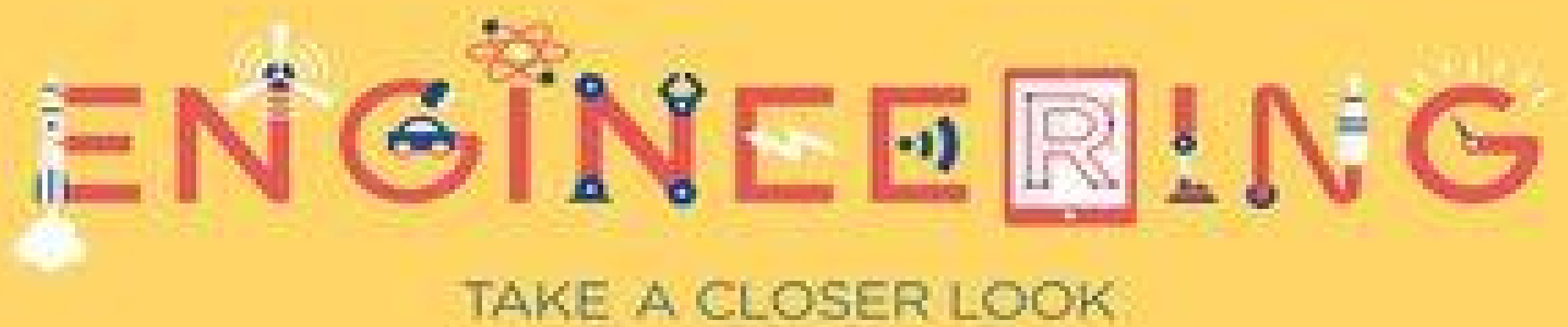
Network Administration

Aircraft Maintenance Technician

CTE-Engineering Hybrid Pathways

Hospitality, Travel, Tourism & Recreation

CareerClusters®
PATHWAYS TO COLLEGE & CAREER READINESS

Hospitality & Tourism

Lesson Plan Format

1. Mini Lesson
   a. Learning Target
   b. Catch
   c. Teach
   d. Active Engagement
   e. Launch
2. Work Time
   a. Catch-and-Release
   b. Conferring
3. Reflection

WORKSHOP WHEEL

Reflection

Mini Lesson

Work Time

C:
T:
AE:
L:

Adapted from *That Workshop Book* by Samantha Bennett

District-Wide

Better Learning
Through Structured Teaching

2ND EDITION

A Framework for the Gradual Release of Responsibility

DOUGLAS FISHER • NANCY FREY
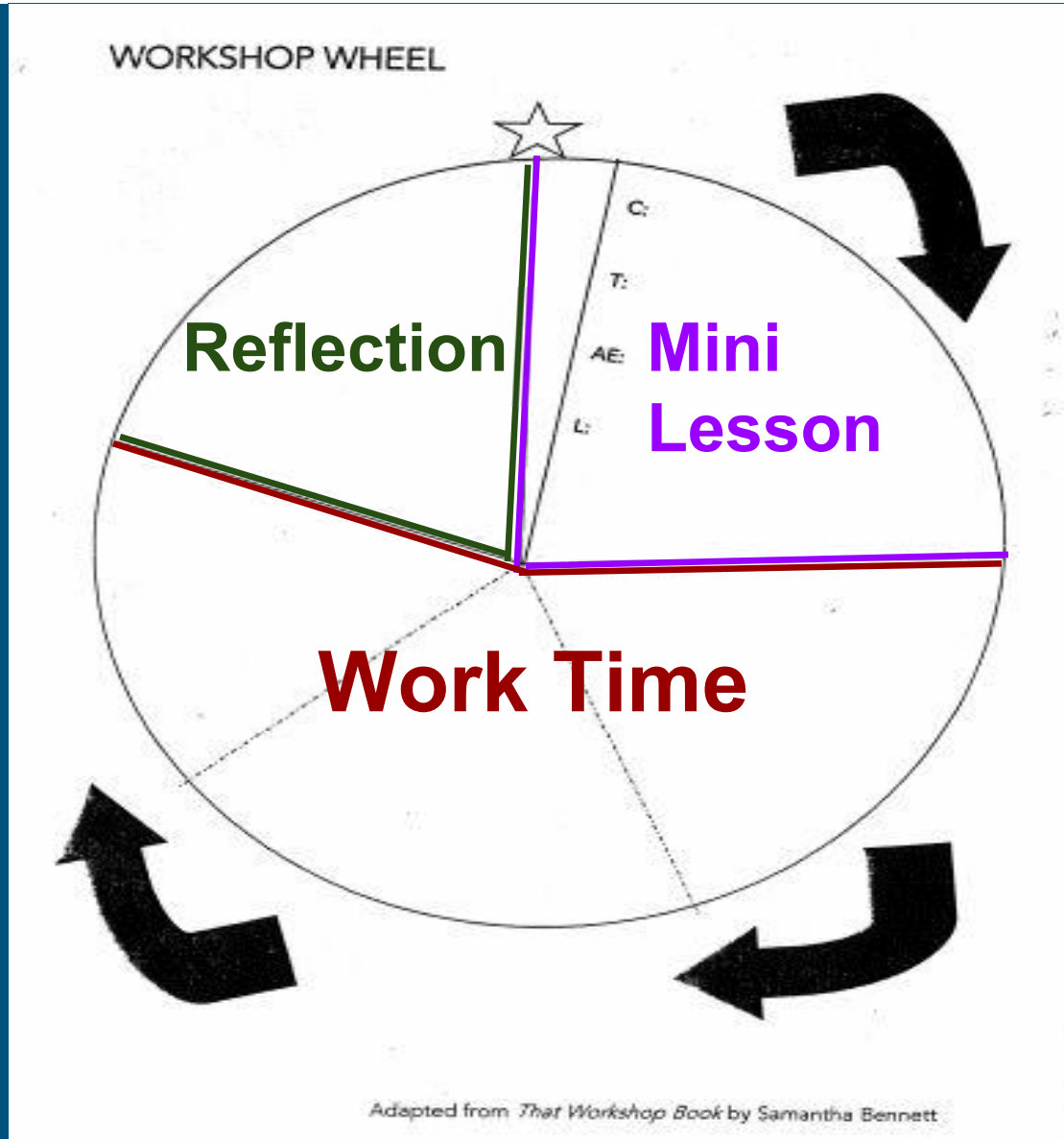
❖ **Elementary**
  ➢ 47 teachers
  ➢ 4 Instructional Coaches are facilitating the growth
❖ **Moving forward** -
  ➢ Bring on more Instructional Coaches and revisiting each teacher
  ➢ Use January Think Camp to recruit more teachers
  ➢ Build slow to move fast
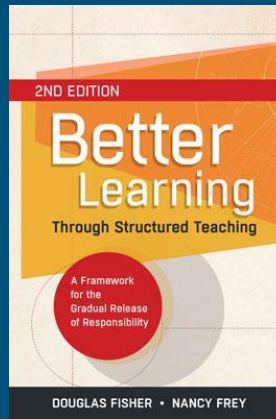
❖ **Secondary**
  ➢ High School: 47 teachers
  ➢ Middle School: 46
  ➢ All AP's going through lab classroom visits
  ➢ All Instructional Coaches & Content Specialists are facilitating their growth.
❖ **Moving forward** -
  ➢ Continue lab classroom visits within schools
  ➢ Expand based on interest

Personalized Learning: The Journey Begins
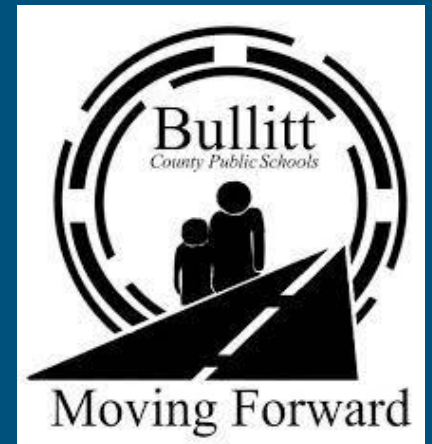
Tailoring learning for each student's strengths, needs and interests-including enabling student voice and choice in what, how, when and where they learn-to provide flexibility and supports to ensure mastery of the highest standards possible.

District-Wide

- ❖ 5 schools: Maryville, Mt. Washington Elementary, Old Mill, Overdale, Pleasant Grove
- ❖ Bullitt Days: Teachers met in a Professional Learning Communities to participate in a book study: <u>Students at the Center</u> **By: Kalllick and Zmuda**
  - ➢ Discussion of the chapter read
- ❖ Problem Solving/Share:
  - ➢ What is working?
  - ➢ What is not working?
- ❖ PL Framework Share
  - ➢ Host teachers shared the work from their school
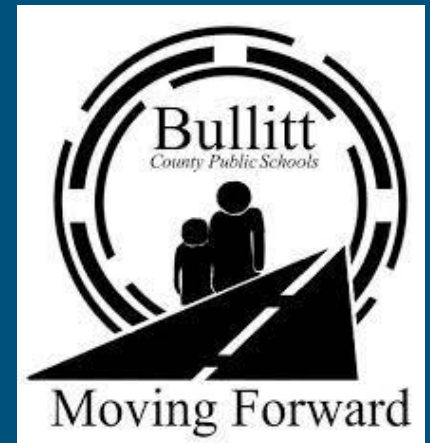
Next Steps

- Personalized Learning Lab Visits: March 12th ZMS Summitt rescheduled , 20th, 21st and 22nd Elementary Sites
- April Bullitt Day PL Agenda Focus: Reflection and Next Steps
- Building Capacity:
  - MWES 4th grade teachers are already working with their 5th grade teachers to launch PL next year
  - Brooks 4th grade teachers have been to MWES to observe and are planning to transition to PL in math
- Train the Trainer Model: Our vision is for our teacher leaders to lead the work on Bullitt Days next year with new teachers beginning the PL journey.
- Middle School Expansion: ZMS adding 7th grade, BLMS submitted application for approval for 6th only.

Reflections

When thinking about personalized learning, I had an idea of what it meant for me and my students. Yet, through the changes, idea development and reflection, it has taken on a new meaning. I thought PL was just exploration, but now I see what I need to be doing is building a framework so students know **_how_** to explore and take responsible risk…
--Sarah Thornsberry, OMES Teacher

"Although the "shift" for teachers to be listeners rather than storytellers is not an easy one, what you end up with is a group of students who are highly motivated in creating their own learning...even at age 9...and there's something to be said about that.
-Beth Fox, MWES Teacher

Reflections

Personalized learning has changed the way students learn. My vision has changed as the year has gone on. The students enjoy seeing their progress and have worked hard so they can meet their goals.
-Whitney Voyles, OES Teacher

Expect the Unexpected

- Increases student engagement
- Holds students accountable for their work
- Allows students to set goals and monitor their learning
- Gives students a sense of community
- Fills in the gaps of their learning
- Allows for the mastery of standards

-Tiffany Williams and Ashley Gallusser, MES Teachers

Reflections

Personalized learning maximizes the minutes in a school day for **_each_** student. Students who did not previously master skills because it was time to move on, now get the extra time they need to get to mastery. Students who master concepts quickly are not held back by having to wait for others to catch up. Everyone learns at their own pace. The result is more students meeting mastery in more skills.

-Erica Harbin, PGES Teacher

K-PREP

Grades 3-8 and 11
Kentucky Performance Rating for
Educational Progress

2018 K-PREP Number of Items and Testing Times

MC=Multiple Choice, MS=Multiple Select, SA=Short Answer, ER=Extended Response, Psg=Passages, NoC=No Calculator

Grade 3	Reading	#Psg	# MC	# SA	Time	Mathematics	# MC	# SA	Time
	Part A	2	18	2	70	Part A	31	2	75
	Part B	2	18		60	Part B (NoC)	13	1	35

Grade 4	Reading	#Psg	# MC	# SA	# ER	Time	Mathematics	# MC	# SA	# ER	Time	Science	#Clusters	# MC *	# MS *	# ER	Time
	Part A	3	17	1	1	85	Part A	32	2	1	90	Part A	2	11-14	0-3	2	60
	Part B	2	18	1		65	Part B (NoC)	12	1		35	Part B	2	11-13	1-3	2	60

Grade 5	Reading	#Psg	# MC	# SA	# ER	Time	Mathematics	# MC	# SA	# ER	Time	Social Studies	# MC	# ER	Time	On-Demand Writing	#Stand Alone	# Psg Based	Time
	Part A	4	17	1	1	90	Part A	32	2	1	90	Part A	22	2	85	Part A	1		30
	Part B	2	18	1		65	Part B (NoC)	12	1		35	Part B	22	1	70	Part B		1	90

Grade 6	Reading	#Psg	# MC	# SA	# ER	Time	Mathematics	# MC	# SA	# ER	Time
	Part A	3	21		1	85	Part A	33	2	1	90
	Part B	3	21	2		80	Part B (NoC)	11	1		35

Grade 7	Reading	#Psg	# MC	# SA	# ER	Time	Mathematics	# MC	# SA	# ER	Time	Science	#Clusters	# MC *	# MS *	# ER	Time
	Part A	4	26	2		90	Part A	34	2	1	90	Part A	2	10-14	0-4	2	60
	Part B	4	16		1	85	Part B (NoC)	10	1		30	Part B	2	10-12	2-4	2	60

Grade 8	Reading	#Psg	# MC	# SA	# ER	Time	Mathematics	# MC	# SA	# ER	Time	Social Studies	# MC	# ER	Time	On-Demand Writing	# Stand Alone	# Psg Based	Time
	Part A	2	22	1		70	Part A	34	2	1	90	Part A	22	2	85	Part A	1		40
	Part B	4	20	1	1	90	Part B (NoC)	10	1		30	Part B	22	1	70	Part B		1	90

Grade 11	On-Demand Writing	# Stand Alone	#Psg Based	Time
	Part A	1		40
	Part B		1	90

Matrix Testing
-vs-
Common Testing

Common and Matrix Testing

Common Testing

- Common testing uses one form.
- All students take the same assessment with the same questions.
- Common testing improves the comparability of student results.

Matrix Testing

- Broad curriculum coverage, minimizing testing time per student
- Involves developing a complete set of items cover the curriculum, then divides the items into subsets
- Increases content coverage with less testing time for students.

Common and Matrix Testing

Common Testing

- Reading and Mathematics, Grades 3-8

- Social Studies, Grades 5 and 8

- On-Demand Writing, Grades 5, 8 and 11

Common/Matrix Testing

- Science, Grades 4 and 7

- End-of-Course Field Tests (Biology, Algebra II and English II)

K-PREP Testing Structure

Subject	Structure
Reading	variety of multiple choice, short answer, extended response*
Mathematics	variety of multiple choice, short answer, extended response*
Science	variety of multiple choice, multiple select, extended response
Social Studies	variety of multiple choice, extended response
On-Demand Writing	one stand alone prompt, one passage-based prompt

*3rd grade does not include extended response

High School End-of-Course Online Field Tests

End-of-Course Testing Structure

Subject	Structure
Algebra II	variety of multiple choice, multiple select, extended response
Biology	variety of multiple choice, multiple select, extended response
English II	variety of multiple choice, short answer, essay

PLC Process

- New Learning, Language and Understanding
  - Solution Tree Facilitation, Fern Creek High School
  - Collaborative Teams
  - Professional Learning Community (PLC) Process
  - Teacher, Instructional Coach and Principal Trainings
  - Teacher Leader Training as facilitators of the process
  - Collaborative Team Observations with Solution Tree
  - Leadership Team Meetings model the PLC Process
  - PLC Process Observations @Fern Creek High School
  - PLC is the Work….is the Initiative...is the Focus
  - Every School, Every Team, Every Classroom Book Study
  - Reflection, Reflection, Reflection

Questions/Comments