How We Beat the Odds

90/90/90 Schools™ Summit

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The Leadership and Learning Center™

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Supporting Documents

BEAT THE ODDS

I. DIRECT THE RIDER

A. **Find Bright Spots**: Identify one or two "bright spots" in your school improvement efforts? What contributing factors or circumstances could be replicated with new or current initiatives you are undertaking?

BRIGHT SPOT	CONTRIBUTRING FACTORS

B. **Script the Critical Moves Needs Assessment**: What does data-driven teacher collaboration look like NOW in your school/district? Check all that apply.

- ☐ My teams are clearly defined and meet at least twice per month or more during pre-scheduled meeting times.
- ☐ My teams consistently use/analyze common assessment results (e.g., data) several times a year to guide instructional practices.
- ☐ My teams consistently set clear student achievement SMART goals AND review progress towards these goals several times per year.
- ☐ My teams consistently review AND try *new* instructional strategies that target identified student needs.
- ☐ My teams consistently establish clear criteria to monitor the degree of implementation (e.g., adult actions) and effectiveness (e.g., results) of instructional strategies.
- ☐ I (leader) provide clear guidelines, helpful support, and effective feedback to help my teams grow/learn.

II. MOTIVATE THE ELEPHANT

A. **What's Your Mindset?** Decide whether you agree (A) or disagree (D) with each of the following statements. Be prepared to discuss you answers with a colleague.

_____ 1. You are a certain kind of person, and there is not much that can be done to really change that.

_____ 2. No matter what kind of person you are, you can always change substantially.

_____ 3. You can do things differently, but the important parts of who you are can't really be changed.

_____ 4. You can always change basic things about the kind of person you are.

B. **Grow Your People:** What actions or activities could you consider to help grow your staff (e.g., Science Fair, Data Teams, Data Walls, etc.)?

C. **Shrink the Change:** Identify what is NOT changing in your school/district. What "energy sappers" could you stop doing?

WHAT WILL NOT CHANGE	ENERGY SAPPERS: STOP DOING

III. SHAPE THE PATH

A. **Tweak the Environment Learning Activity:** Please read the following story and make a prediction on the final result.

One Saturday in 2000, some unsuspecting moviegoers showed up at a suburban theater in Chicago to catch a 1:05 p.m. matinee of Mel Gibson's action flick *Payback*. They were handed a soft drink and a free bucket of popcorn. These movie fans were unwitting participants in a study of irrational eating behavior.

There was something unusual about the popcorn they received. It was wretched…carefully engineered to be wretched. It had been popped five days earlier and was so stale that it squeaked when you ate it. One moviegoer later compared it to Styrofoam packing peanuts, and two others, forgetting that they'd received the popcorn for free, demanded their money back.

Some of them got their free popcorn in a medium-size bucket, and others got a large bucket—the sort of huge tub that looks like it might once have been an above-ground swimming pool. Every person got a bucket so there'd be no need to share. The researchers responsible for the study were interested in a simple question: Would the people with bigger buckets eat more?

Both buckets were so big that none of the moviegoers could finish their individual portions. So the actual question was a bit more specific: Would somebody with a larger inexhaustible supply of popcorn eat more than someone with a smaller inexhaustible supply? [Excerpt from *Switch: How to Change Things When Change is Hard, Heath and Heath,* 2010]

Make A Prediction: Choose answer choice a, b, or c. If you chose b or c, answer the second half of the question.

☐ a. Everyone eats generally the same amount of popcorn.

☐ b. Individuals with *larger* buckets eat more popcorn.

How many more hand-dips do you think these individuals will eat?

____ *slightly more (less than 10 hand-dips)*
____ *moderately more (more than10, but less than 20 hand-dips)*
____ *significantly more (more than 20 hand-dips)*

☐ c. Individuals with *smaller* buckets eat more popcorn.

How many more hand-dips do you think these individuals will eat?

____ *slightly more (less than 10 hand-dips)*
____ *moderately more (more than10, but less than 20 hand-dips)*
____ *significantly more (more than 20 hand-dips)*

Explain the reason(s) for your answer. Be prepared to discuss this at your table.

_____

_____

_____

B. **Tweak the Environment Next Steps**: What behavior do you want to promote and/or eliminate? What tweaks to the environment could you consider to help you achieve your goal?

"RIGHT" BEHAVIORS YOU WANT TO PROMOTE	TWEAK THE ENVIRONMENT POSSIBILITIES

"WRONG" BEHAVIORS YOU WANT TO ELIMINATE	TWEAK THE ENVIRONMENT POSSIBILITIES

PHS IMPLEMENTATION RUBRIC: DATA TEAM STEPS

DATA TEAM 5 STEPS	Beginning 1	Basic 2	Proficient 3	Advanced 4
1 Collect and Chart Data	• DT primarily uses annual summative data • Members do not consistently complete and/or bring data agreed upon to meetings, or provide to DT LEADER as requested	• Members bring required data with them to the meeting • DT has a schedule to regularly collect student data throughout year	• "Pre assessment" and "post assessment" data are used throughout the year • Data assembled for discussion purposes prior to start of meeting • Results include number and percentage of students proficient, almost proficient, and far to go • Team members maintain a data wall that reveals to students and other stakeholders progress in meeting learning goals • Data assembled regularly includes a variety of student work products • Data regularly include "adult actions"	• Results are disaggregated according to specific learning goal (standard) • Data results are shared and celebrated with stakeholders
2 Analyze Strengths and Obstacles	• Data is not analyzed • Data analysis focuses only on obstacles—no review of strengths is completed • Team struggles to set priorities for teacher actions or student learning that are based on student needs • Discussion focuses mostly on factors that teachers cannot influence	• Data is analyzed to identify student needs for the team as a whole • Little time or priority is given to individual teacher data to identify classes or student-specific needs and strengths • Team rarely sets priorities based on leverage or use of "power standards" • Team identifies so many priorities that focus will be problematic	• Identification of student strengths and needs are within the direct influence of teachers • Needs/strengths identified result directly from thorough analysis of student work from all team members • Student academic needs are prioritized to reflect those areas that will have greatest impact within subject area and/or targeted standards	• Targeted needs have impact in multiple subject areas—ex. identifying supporting details, cause and effect, writing, summarizing, problem solving, critical thinking
3 Goals	• Goals are not established • If established, goals are general/not specific • Goals are not measurable	• Goals are established, but not based on most critical student needs • Goals may target critical needs, but are not measurable • Team rarely, if ever, revisits goals or actions set in the beginning of the year	• Goals are SMART ✓ Specific to targeted subject area, grade level, and student population ✓ Measurement instrument to be used and the element examined must be measurable ✓ Achievable percentage gains or increases ✓ Relevant target tending to urgent needs ✓ Time when the assessment will take place • Goals are reviewed and adjusted as needed	• SMART Goals are set relative to and/or support individual students (e.g., "far to go," "already close" "proficient")

PHS IMPLEMENTATION RUBRIC: DATA TEAM STEPS (CONTINUED)

DATA TEAM 5 STEPS	Beginning 1	Basic 2	Proficient 3	Advanced 4
4 Instructional Strategies	• Team spends little, if any of their time discussing instructional strategies which produce student results • Team members may lack good understanding of, familiarity with, or experience using a variety of research-based instructional strategies • No agreements are made relative to trying new/different approaches	• Team uses some research based instructional strategies, but they are not consistently used on a daily basis by all team members • Some members of team are reluctant to implement, discuss, or consider using new strategies or bringing evidence of use (e.g., student work) • Strategies used are inconsistent in promoting high levels of critical thinking or student engagement	• Strategies selected are research-based and battle-tested (e.g., evidence of success exists) • Strategies are clearly linked to student needs identified by careful analysis of student work or data • All teachers know/understand strategies, agree to implement, and bring evidence of use to meetings (e.g., student work samples) • Strategies target both procedural (skills) and declarative (concepts) knowledge • Strategies clearly promote critical thinking and engagement	• Strategies promote literacy development (e.g., reading, writing, listening, speaking) • Strategies promote skill/concept development in other subject matters (e.g., number sense)
5 Determine Results Indicators	• Team does not identify results indicators	• Team may have identified some results indicators, but do not monitor results • Results indicators may exit, may be monitored, however, they are not directly tied to critical student needs (e.g., SMART goals)	• Describe teacher behaviors that will be seen if the selected strategies are implemented • Evidence of teacher actions are monitored and/or exist • Describe student actions/results that demonstrate strategy use • Describe the change in student performance to be expected if the strategy is having the desired impact • Indicators align to SMART goals	• Established interim time-frame to monitor the implementation of the strategy • Clear and detailed descriptions that allow others to replicate the described practices

PHS DATA TEAM IMPLEMENTATION ACTION PLAN—2010-2011

Data Team: _____ Today's Date: _____

What the data tell us (from self assessment):

_____

_____

_____

SMART Goal(s):

_____

_____

_____

Key Actions	Responsible Person(s)	Timeline	Result Indicators?

Appendix

SCIENCE FAIR

Guidelines for Data Walls

"The Science Fair for Grownups"

By Douglas B. Reeves, Ph.D.

One of the most powerful techniques that educators and school leaders can use to improve decision-making in the classroom, school, and district is the "Data Wall." Ideally, the Data Wall is a portable display, using the cardboard three-panel display frequently used for student science fairs. When administrators gather to discuss their ideas for improving student achievement, the Data Walls provide a rich source of information about the strategies employed in each school. Within each school, the Data Walls can be the focal point for faculty discussions on improving student achievement. For principals and teachers who are already using data to guide their instructional decision-making, the use of a Data Wall will not create any additional work. For leaders who are not using data to guide their decisions, the Data Walls provide a valuable technique to jump-start their work. Most importantly, this technique will insure that the analysis of student data is not isolated to a single seminar or a staff development program on data, but rather it becomes a continuous part of faculty and administrative decision-making throughout the school year.

Three Essential Parts of the Data Wall

1. External data, such as state test scores.
2. Internal data (classroom assessments or other school measurements involving teaching practices chosen by the school that reflect its unique needs).
3. Inferences and conclusions (drawn from the data).

Information for the Panels

Left Panel: Includes tables, charts, and graphs that illustrate state test scores for the school and district. There may also be narrative comments, such as:

> "84% of our students are proficient or higher in mathematics according to the state test scores and 78% are proficient according to a district test. A review of the last three years of data show consistent progress on both state and district measurements, with particular gains in the problems-solving portion of the math assessments."

Middle Panel: Includes data on teaching strategies associated with mathematics followed by another brief narrative, such as:

> "The charts above show that the number of mathematics assessments including student writing has increased significantly in the past three years. Those assessments have emphasized the problem-solving portions of the state test. The charts also show a strong increase in interdisciplinary mathematics instruction, with the frequency of math instruction in music, art, physical education, technology, science, and social studies much greater for the most recent school year than was the case in earlier years."

Right Panel: Includes inferences and conclusions, such as:

> "Our analysis of the data suggests that multidisciplinary instruction in math and writing in math have both been effective strategies to improve student performance. Therefore, we have planned to expand these strategies in the following ways (provide examples of the strategies specifically applicable to the individual school). We remain very concerned about the 16% of students who are not proficient on the math portion of the state tests and have developed individualized learning plans for each of these students. In addition, we have added the following intervention strategies for all non-proficient students (include specific strategies applicable to your school)."

Other Notes to Prepare for the 'Science Fair for Grown-Ups'

1. Data Team leaders do not have to make formal presentations—the Data Walls speak for themselves. Leaders should be prepared to respond to questions from colleagues about their Data Walls.
2. The primary function of the Data Wall and Science Fair is to allow teachers, teacher leaders, and administrators to ask one another questions, learn, and share with each other how they achieved their successes, overcame challenges, and planned next steps.
3. The process of continuous collaboration must continue all year, not just at the Data Fair event. The Data Walls can be the focus of internal staff development, joint faculty meetings with other schools, and planning for instructional interventions and professional development activities.
4. CRITICALLY IMPORTANT: The Data Walls are not for the purpose of impressing outside observers, the superintendent, or any other external audience. The primary purpose of the Data Walls is for school staff to share information about what works and what doesn't work.
5. Data Team leaders will have to make choices regarding which data and adult actions to highlight. Ideally, they will want to show the information that has been most important, drawing clear conclusions, and making the point to other faculty members that they are not merely displaying data, but USING data to inform their teaching decision making.