

Legislative Study Session

9/27/2010

Lynne D Spiller EdD Creighton School District

Spiller, L. (2010). The What Works Panel: Creighton School District Legislative Study Session. Presented at the Arizona K-3 Standards-Based Assessment and Education Symposium, Phoenix, AZ, September 28, 2010.



Creighton Elementary
School District



Annual Student 2009-2010 Academic Achievement Report

COMPILED BY THE RESEARCH AND EVALUATION DEPARTMENT OF EDUCATIONAL SERVICES
SEPTEMBER 1, 2010





Vision

Creighton Community: empowering students to contribute globally with excellence.

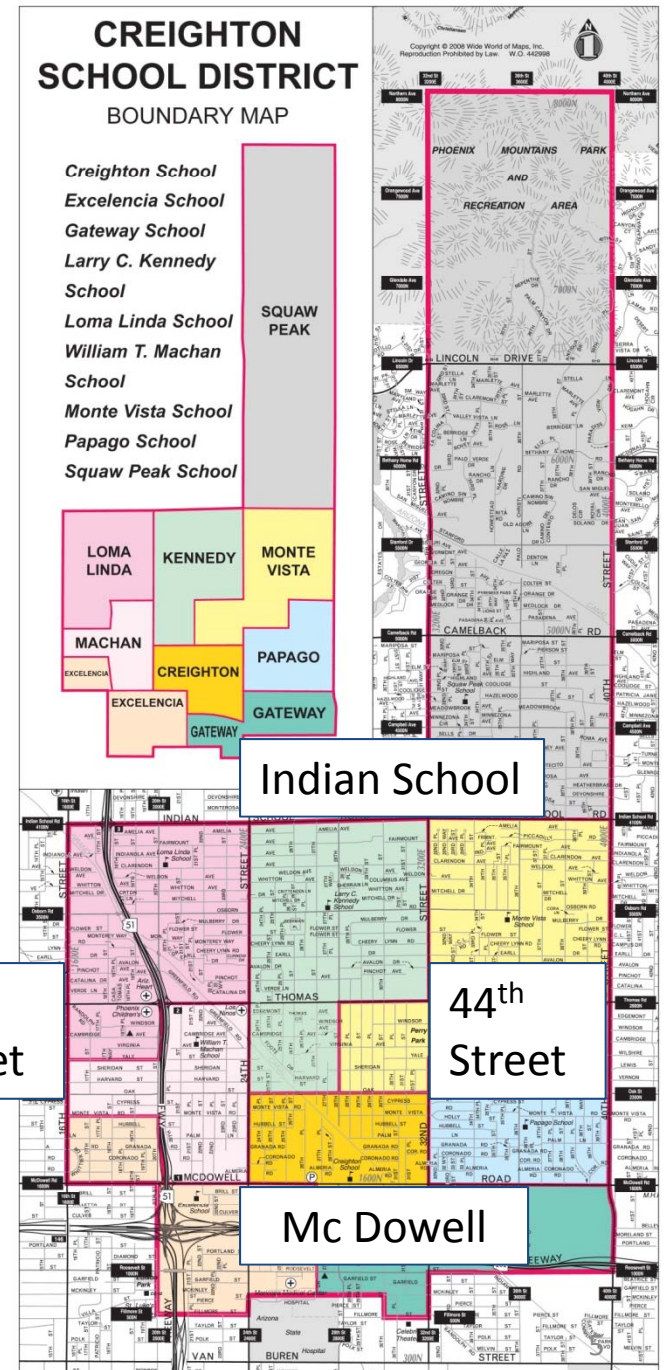


Mission

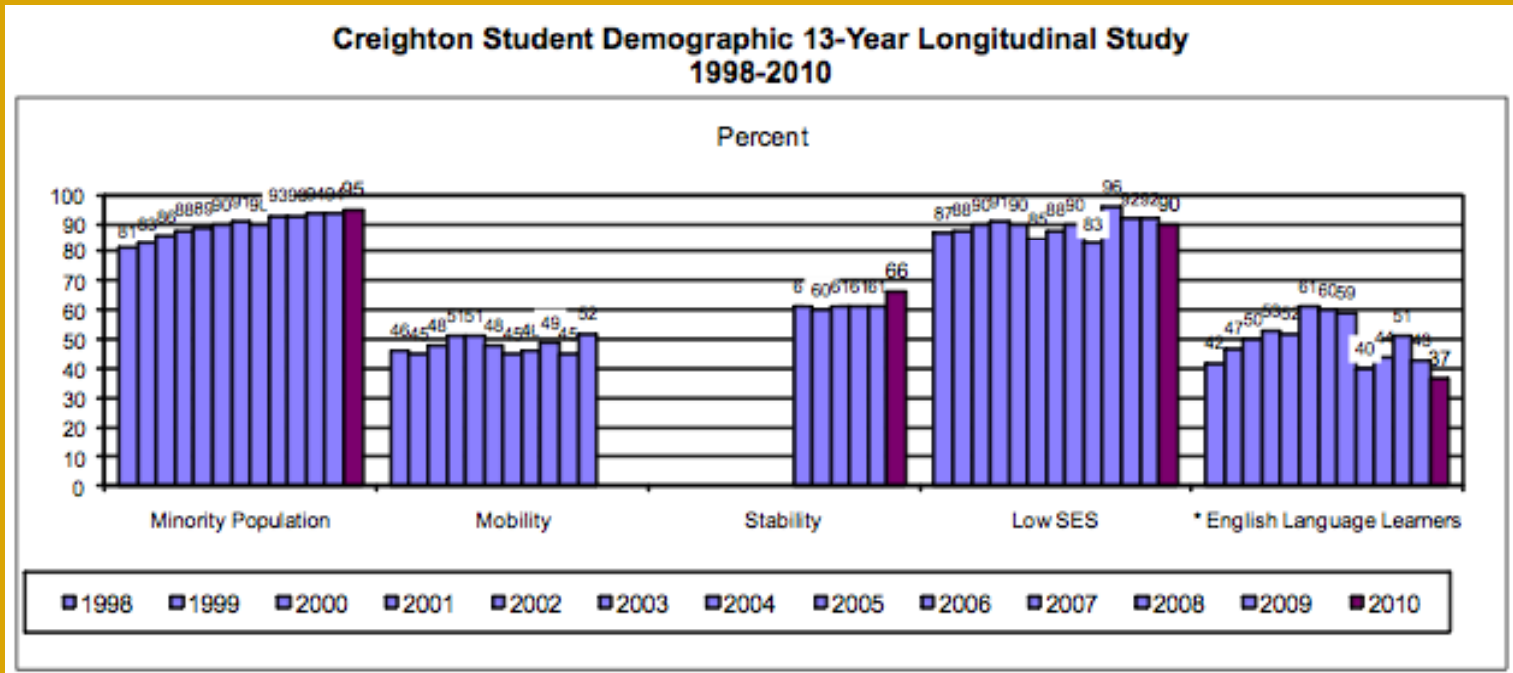
- The diverse urban community of Creighton School District educates all learners to achieve high academic, social and personal standards to develop compassionate, responsible citizens who contribute to their neighborhood and the global society.

Challenges in Implementing Standards-based Education System

- District Location with Student Demographics
- District Culture and Traditions in
 - Site decision making
 - Instruction and Assessment
- District Finances



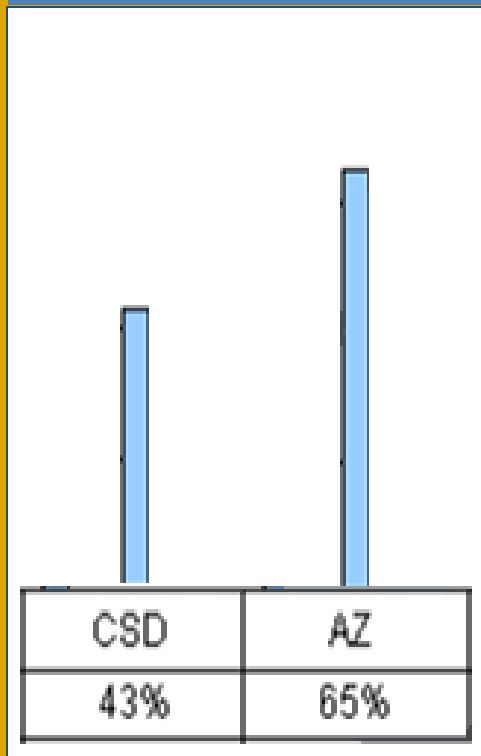
CSD Historic Student Demographic Data



- CSD is an urban district with demographics that historically correlate to low student achievement
 - High minority,
 - High numbers of student where English is a second language
 - High mobility and
 - High numbers of students who participate in free and reduced lunch programs

CSD HISTORICAL STUDENT ACHIEVEMENT DATA

- 2008 3RD GRADE AIMS READING



- Historically
- CSD = 43%
- State = 65%

CSD 3rd Grade below most students in the state of AZ:

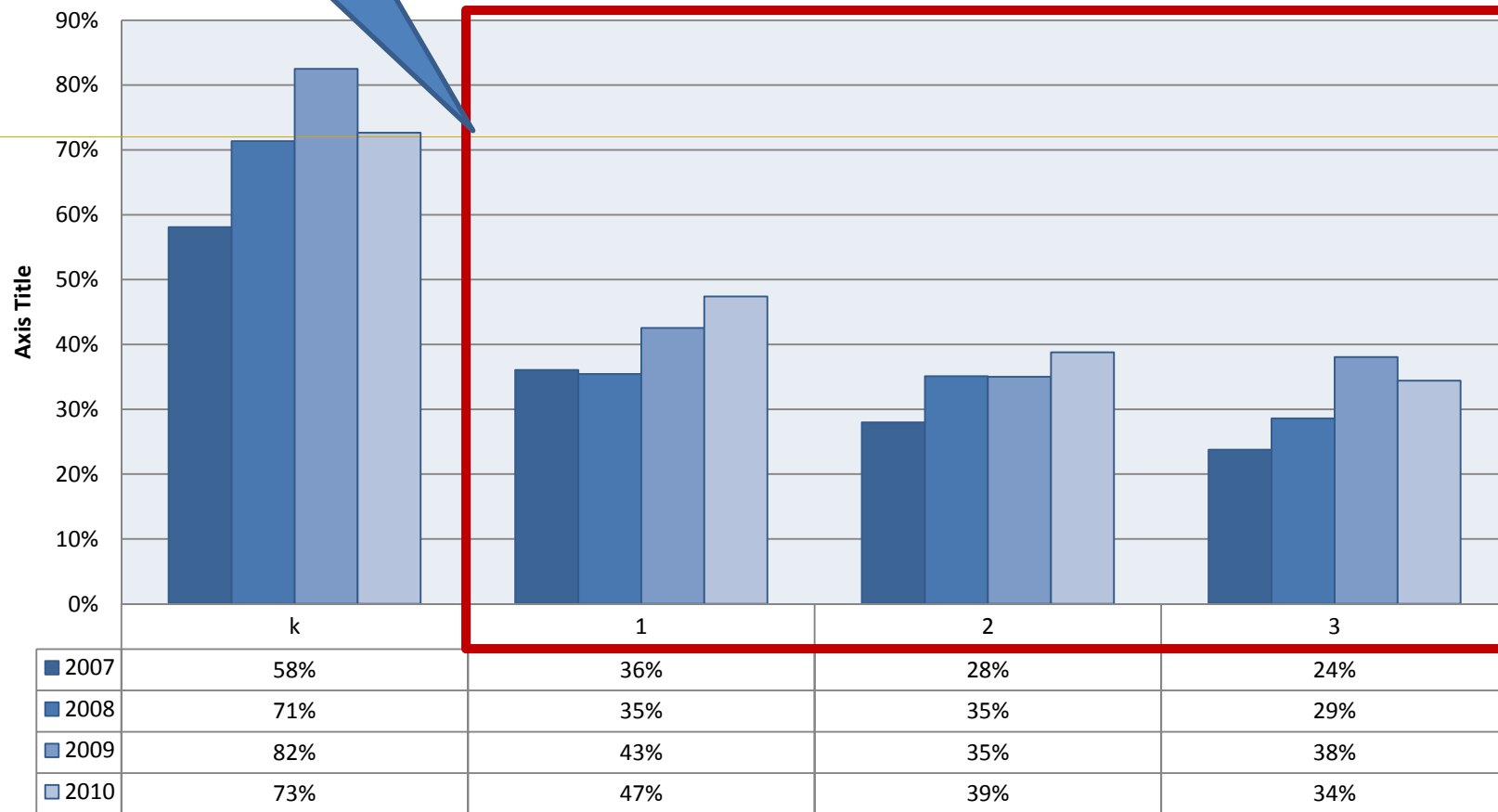
Lack of opportunities to learn English,
Lack of continuity of educational program due to mobility,
Lack of opportunity to learn due to family earning potential

Goal: to close the gap between CSD students and the proficiency of AZ Students!

Teaching Practices
Remain the Same
Resulting in Getting The
Same Results.

Need a Change in Culture

**CSD % OF STUDENTS AT BENCHMARK ON U
LITERACY SCREENERS IN THE SPRING**



Culture and Traditions

- Creighton School District historically honored the
 - Site-based decision processes
 - Some sites resisted the Standards movement
 - Traditional Teaching Staff
 - Individual “silos” of instruction
 - Resistance to new ideas and research

CSD Adopted the Continuous Improvement Process

Won over resisters with scientifically and evidence based strategies.

- Identify the Learner Centered Problem

1. Identify and Define Needs

2. Analyze for Causes

**DECISION
MAKING
PROCESS**

3. Develop a Plan

5. Evaluate and Adjust the Plan

4. Implement and Monitor the Plan

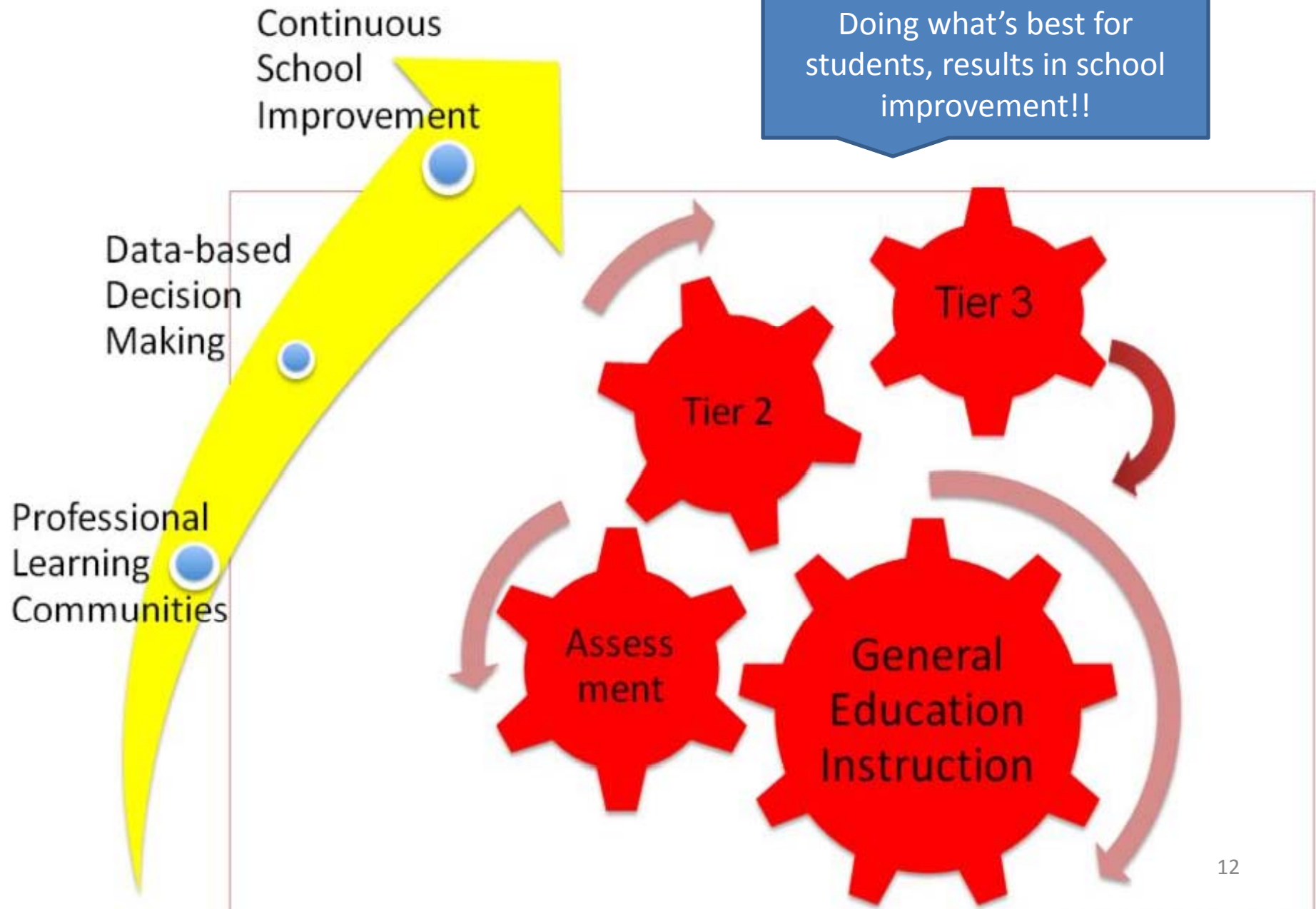
What's best for kids??
Our Primary Focus

Continuous Improvement Plan

- **Align Curriculum, Instruction and Assessments** to grade level standards
 - Identified the Guaranteed and Viable Curriculum
 - Common District Adopted Materials
 - Common Pacing Guide
 - Develop Common Formative Assessments (2 forms) in Reading and Mathematics
 - Develop action plans each quarter identifying students who need a change in their intervention plan to accelerate achievement.
- **Identified Exemplar Instructional Strategies**
 - Provided professional development of what it looks like
 - Collected classroom observational data
 - Refined Professional Development based on data
- **Developed Professional Learning Communities that work!!**

RTI as School Improvement

Doing what's best for students, results in school improvement!!



CSD District
Assessment Calendar –
Identified only the
needed assessments

Purpose for Testing – Identify the Learner Centered Problem

- AZELLA
- Universal Screening
- Common Formative Assessments
- Quarterly Benchmark Assessments
- AIMS/SAT10

	Test	Grades	Comments	Test Dates*	Data Entry Due Date
Start of School	Teacher Rosters of Current Students - August 9	1st - 8th	Teacher Re-Rostered Student Scores	Prior SY	Prior SY
1st Quarter	AzELLA	K-8	Initial testing of new students within 30 days of beginning of school or enrollment.		9/21/10
	CSD CFAs Math and Reading	K-8		Aligned to Curriculum Calendars	
	CSD-Q1 BMA Math, Reading	2-8		9/20 - 9/24	9/24/10
	Writing	2-8	K-8 Writing Group Scored	9/13 - 9/17	9/24/10
	ISTEEP CBM	K-8	Q1 Benchmark	Report Card-P/T Conf	10/6th - 8th
2nd Quarter	CSD CFAs Math and Reading	K-8		Aligned to Curriculum Calendars	
	CSD-Q2 BMA Math, Reading	2-8		11/22-11/24	11/24/10
	Writing		K-8 Writing Group Scored	11/15 - 11/19	11/24/10
	ISTEEP CBM	K-8	Q2 Benchmark	Report Card	12/17th
3rd Quarter	CSD CFAs Math and Reading	K-8		Aligned to Curriculum Calendars	
	CSD-Q3 BMA Math, Reading Science (4th and 8th)	2-8		2/22 - 2/25	2/25/11
	Writing	2-8	K-8 Writing Group Scored	2/14 - 2/18	2/25/11
	ISTEEP CBM	K-8	Q3 Benchmark	Report Card-P/T Conf	3/9th - 11th
4th Quarter	AzELLA	K-8	Continuing students yearly assessment K-7th (8th Grade)	April - May	May
	State Mandated: Reading, Math, and Writing, and Science	2-8 5, 6, 7 4&8	AIMS and SAT 10	2/2 - 2/28	2/28/2011
	CSD-Q4 BMA Math, Reading	1-8			
	Writing	1-8	K-8 Writing Group Scored	5/2 - 5/6	5/6/11
	Progress Monitoring	K-8	Year Long Interventions	Report Card	5/26th

Collecting DATA is not enough...

“You can’t grow a pig bigger by weighing it!!

No matter how many times you weigh it”



Used Data to Make Instructional Decisions to accelerate student mastery!



We have evidence that...

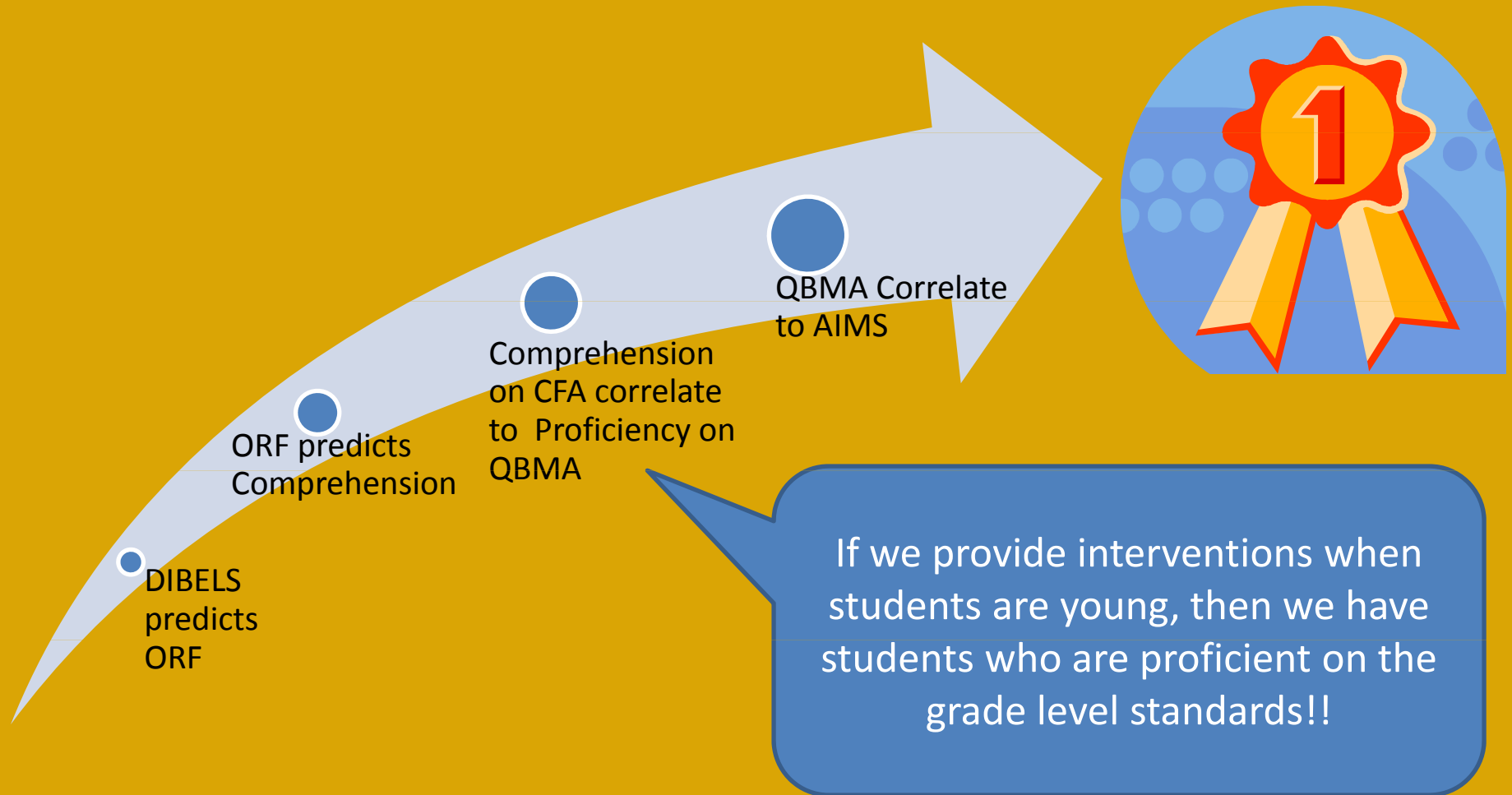
This slide represents hundreds of pages of statistics!!

- DIBELS predicts fluency by 3rd grade
- Fluency predicts Comprehension
- Comprehension on CFAs predicts proficiency on Quarter Benchmark Assessments
- QBMA predicts performance on AIMS
- AIMS is a summative measure of Grade Level Standards

DIBELS- Dynamic Indicators of Basic Early Literacy Skills
ORF- Oral Reading Fluency
CFAs- Common Formative Assessments
QBMA- Quarterly Benchmark Assessments
AIMS – Arizona Instrument to Measure the Standards

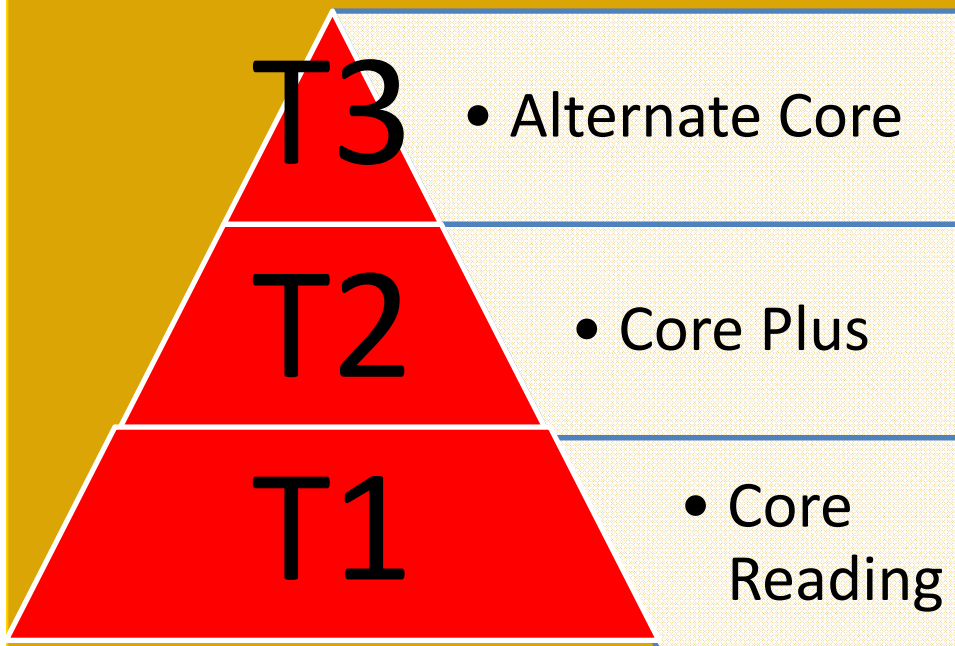


If.....Then



CSD has implemented a very ambitious and aggressive intervention program for all students.

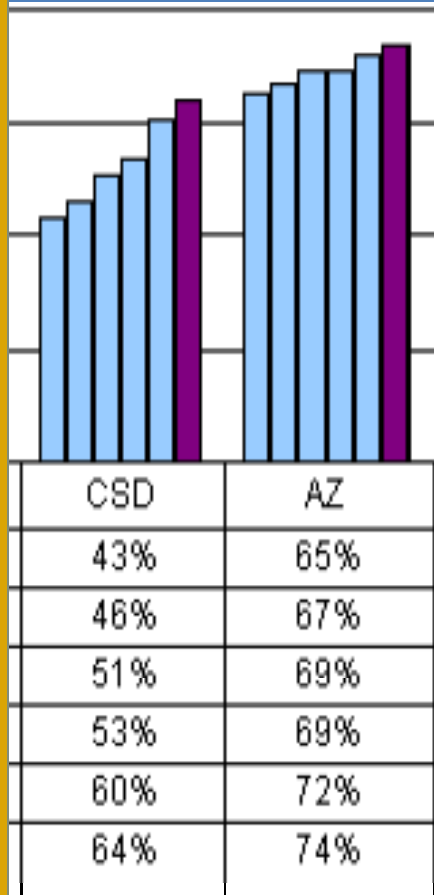
Students are placed in Tiered Interventions



- Identify students at appropriate instructional levels
- Assign to appropriate intervention programs
- First 2 weeks of school
 - UNIVERSAL SCREENINGS
 - CAN'T DO WON'T DO
 - Diagnostics
 - » Instructional Level Placement Tests
 - Intervention Placement

CSD HISTORICAL STUDENT ACHEIVEMENT DATA

- 3RD GRADE AIMS READING

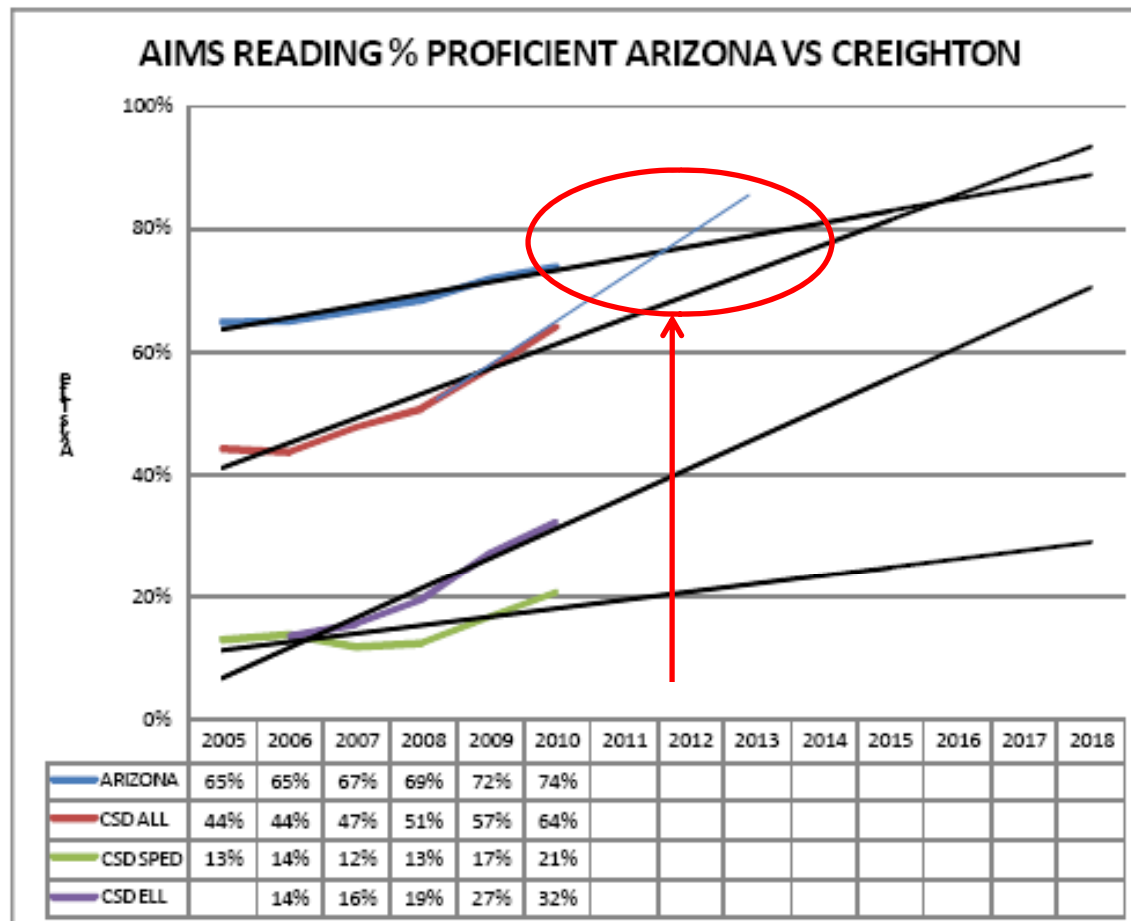


- CSD demonstrates steady growth.
- In order to close the gap with their peers, we have to accelerate student achievement for all students!!!

Goal: to close the gap between CSD students and the proficiency of AZ Students!

CSD is Projected to “Close the Gap” with the state by 2012

CREIGHTON SCHOOL DISTRICT WITH ELLIS AND WESTED PARTNERSHIP



Challenges

- Finances
 - We all face the finance challenge!
 - Teachers matter!!
 - Need to Improve
 - Benefits
 - Working Conditions
 - On the Job Professional Development
 - Keep our best and brightest!!



In Creighton We Will Always:



Strengthen our teaching
by sharing resources, ideas and responsibility

Teach to mastery
Instruct with rigor

Reflect and respond
to the data and our performance

Implement
research-based programs and strategies

Value
respect, collaboration, and collegiality

Expect excellence
Every child, every minute, every day

CREIGHTON
SCHOOL DISTRICT

