

# Equitable, Inclusive, & Focused on the Whole Child

SY17 Winter State of the District



# D97 Vision

Create a **positive learning environment** for all D97 students that is **equitable, inclusive, and focused on the whole child.**



# Board Goal 1

Build deeper knowledge and understanding of the four terms framing the District Goals – Equity, Inclusive, Whole Child Focus, and Positive Learning Environment – through community engagement.



# Agenda from 2/6 Data Dive

## District 97 SY17 Winter Data Dive

February 6, 2017 – 12:00-2:30pm

**TOPIC:**  
SY17 Winter Data

**Attendees:** Ad Leadership, Rtl Team Leaders, Instructional Coaches, & APs/SSS

**Facilitator:** Emily Fenske

**Note taker:** Notes will be taken in small groups

**Timekeeper:** To be assigned

### Objectives:

1. **Analyze** multiple types of data from Winter 2017.
2. **Reflect** on where we are in relation to district universal goals & SIP goals.
3. **Develop** next steps for school & district staff.
4. **Plan** for school data dives on Wednesday.

**Schedule:** 150 minutes

TIME	MINUTES	ACTIVITY
12:00-12:20	20	Framing & Vision Metrics
12:20-1:00	40	District-Level Winter Data – Peeling the Onion Protocol in Job Alike Teams
1:00-2:00	60	Guided Reflection & Planning in School Teams
2:00-2:30	30	Introduction to D97 Instructional Framework



Template adapted from *Meeting Wise* by Kathryn  
Parker Boudett and Elizabeth A. City

# What is a data conversation?

A conversation between stakeholders, grounded in facts, ***designed to foster collaboration*** around...

- Aligning system supports to needs
- System goals
- Students of concern
- Other problems of practice

In order to...

- Change adult practices
- ***Improve student learning***



# What is a learning organization?

A group of people working together collectively to enhance their capacities to create results they really care about.

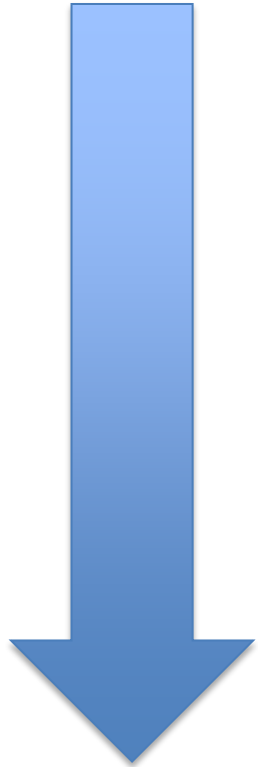
## Characteristics of a Learning Organization

1. Systems thinking
2. Personal mastery
3. Mental models
4. Shared vision
5. Team learning



**SOURCE:** *The Fifth Discipline: The Art & Practice of the Learning Organization* by Peter M. Senge

# Continuum of Adopting Data-Driven Instruction



Challenging the test

*"Question #3 is poorly worded."  
"Answer 'b' is a trick answer."  
"The students made silly mistakes."*

Feeling inadequate  
or distrustful

*"How can two questions establish mastery?"  
"We don't teach it in this format."*

Confusion, overload

*"This is too much!  
How can I really use all of this?"*

Analytical but surface

*"Students do poorly on word problems, so  
we'll do more word problems."  
"We need more reading."*

Looking for causes

*"The wrong answers show that students can't  
tell the difference between a summary  
and a theme."*

Changing teaching practice and  
improving student learning

*"I need to write lesson plans for re-teaching that differentiate  
between the different needs of my  
student groups."*



**SOURCE:** "Using Test Score Data to Focus Instruction"  
by Susan Trimble, Anne Gay, and Jan Matthews in  
*Middle School Journal*, March 2005

# D97 Vision Goals & Metrics



**Create a positive learning environment for all District 97 students that is equitable, inclusive, and focused on the whole child.**

The metrics below represent the high-level quantitative ways we will measure the successful advancement of the district vision that we co-created with our stakeholders. While these are the primary criteria we will use to evaluate our overall progress, we plan to utilize additional internal data points in concert with these factors, along with qualitative data collected from students, faculty, staff, parents/guardians and community members, to conduct a comprehensive analysis of our efforts.

Key Term	Vision Element	Goal	Metric	Excellence Target	Data Availability
<b>Positive Learning Environment</b> <i>Is a place where all members of the school community are engaged in hands-on, real-world experiences and feel safe, empowered, supported and valued.</i>	Engage the entire community in support of our schools and each & every student	Every community member feels like a partner in supporting our schools & each & every student	<b>5Essentials Teacher-Parent Trust</b> 1. "Teachers & parents are partners in improving student learning"  <b>5Essentials Human &amp; Social Resources in the Community</b> 2. "Students come from communities where there are adults they can trust who provide a safe environment"	<b>Most Implementation</b> (80th percentile)	Annually
	Incorporate the perspectives & needs of students & teachers	Students & staff feel empowered, valued, & respected	<b>Education For the Future (EFF) % favorable responses to "When I am at school, I feel:"</b> 3. "My teachers listen to my ideas" 4. "My teachers treat me with respect"  <b>5Essentials Teacher Influence</b> 5. "Teachers have influence in a broad range of decisions regarding school policies & practices"	90% favorable 95% favorable  <b>Most Implementation</b> (80th percentile)	Fall & Spring  Annually
Key Term	Vision Element	Goal	Metric	Excellence Target	Data Availability
<b>Equity</b> <i>Is the practice of beliefs and creation of systems that provide access and opportunities for all students in order to eliminate the predictability of outcomes associated with race, gender and socioeconomic status.</i>	Engage & challenge <u>all</u> students	Every student is challenged & engaged	<b>Education For the Future (EFF) % favorable responses to "When I am at school, I feel:"</b> 6. "I am challenged by the work my teachers ask me to do" 7. "I have fun learning"  <b>Attendance</b> 8. % of students with greater than 95% attendance	90% favorable  90%	Fall & Spring  Monthly
	Provide equal opportunity for all students	All students have access to programs & supports to prepare them for success in high school	<b>Course Taking</b> 9. % of D97 students placed into Plane Geometry, Advanced Algebra, or Geometry in 9th grade  <b>School-Wide PBIS Tiered Fidelity Inventory</b> 10. % of possible points for access to behavioral supports & practices	75%  90%	Annually  Annually

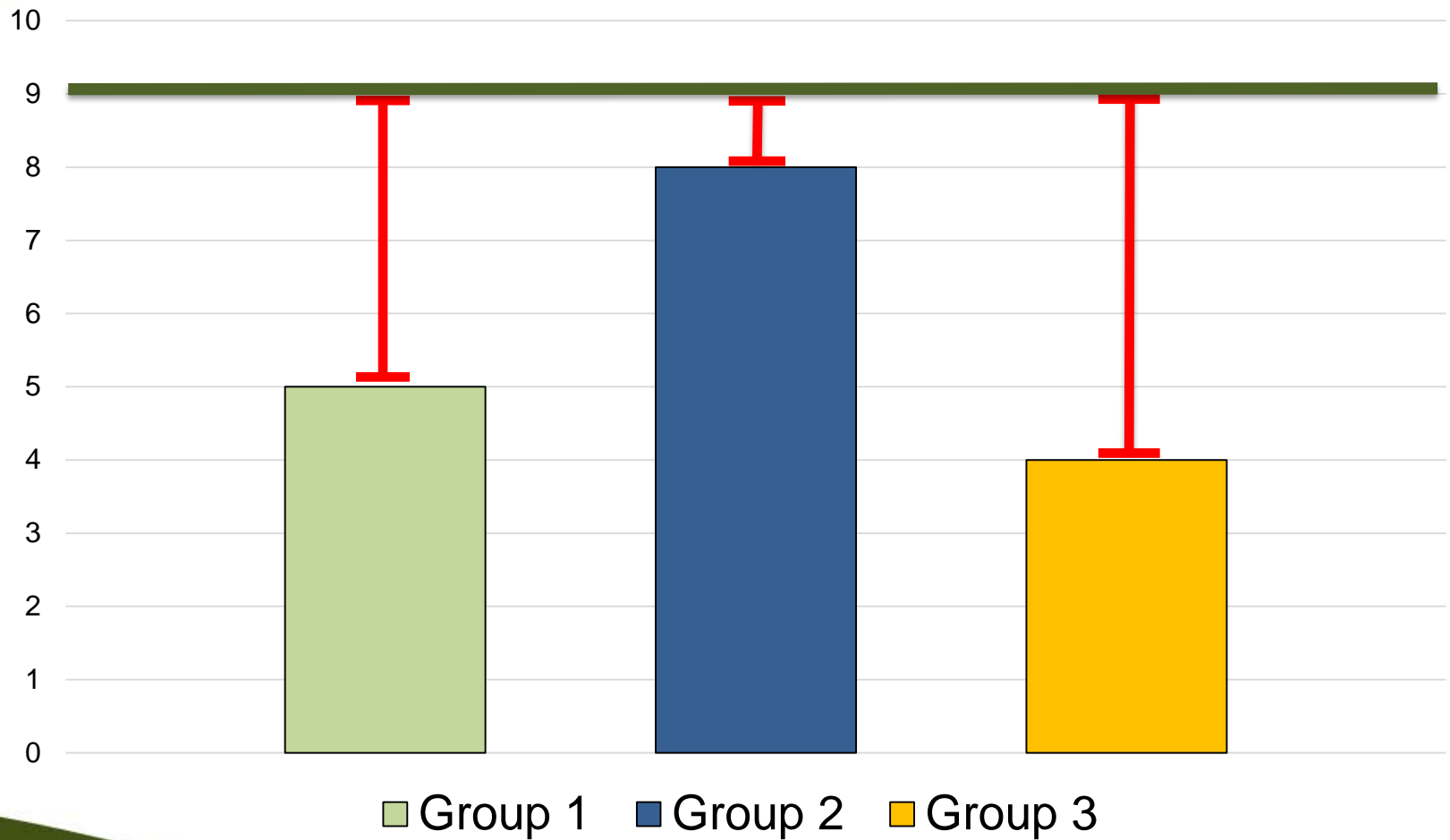


# D97 Vision Baseline Metrics & Targets

## Vision Action & Alignment Metrics - Baseline Data & Targets

Metric	Baseline	2016-2017 Target	Excellence Target	Data Availability	Progress Monitoring
5Essentials Teacher-Parent Trust 1. "Teachers and parents are partners in improving student learning"	Most Implementation (84th percentile)	Most Implementation (85th percentile)	Most Implementation (80th percentile)	Annually	
5Essentials Human & Social Resources in the Community 2. "Students come from communities where there are adults they can trust who provide a safe environment"	Average Implementation (58th percentile)	More Implementation (60th percentile)	Most Implementation (80th percentile)	Annually	
Education For the Future (EFF) % favorable responses to "When I am at school, I feel:" 3. "My teachers listen to my ideas"	72% favorable	75% favorable (143 more students)	90% favorable	Fall & Spring	
Education For the Future (EFF) % favorable responses to "When I am at school, I feel:" 4. "My teachers treat me with respect"	84% favorable	87% favorable (143 more)	95% favorable	Fall & Spring	
5Essentials Teacher Influence 5. "Teachers have influence in a broad range of decisions regarding school policies and practices"	Average Implementation (45th percentile)	Average Implementation (48th percentile)	Most Implementation (80th percentile)	Annually	
Education For the Future (EFF) % favorable responses to "When I am at school, I feel:" 6. "I am challenged by the work my teachers ask me to do"	59% favorable	62% favorable (143 more)	90% favorable	Fall & Spring	
Education For the Future (EFF) % favorable responses to "When I am at school, I feel:" 7. "I have fun learning"	59% favorable	62% favorable (143 more)	90% favorable	Fall & Spring	
Attendance 8. % of students with greater than 95% attendance	69%	72% (175 more)	90%	Monthly	Daily, weekly attendance
Course Taking 9. % of D97 students placed into Plane Geometry, Advanced Algebra, or Geometry in 9th grade	46%	50% (25 more)	75%	Annually	Algebra I pass rates
School-Wide PBIS Tiered Fidelity Inventory 10. % of possible points for access to behavioral supports & practices	34%	40%	90%	Annually	SAPSI-D, SAPSI-S

# Disaggregated Universal Goal Attainment



SOURCE: The National Equity Project

# Modified Peeling the Onion Protocol

1. The keepers of the data present and describe the data to the group.
2. Clarifying questions from group members to the presenters – these must be purely informational.
3. Peeling the Onion Whip Around:
  1. A round where everyone says: “What I heard [the presenters say] is...”
  2. A round where everyone says: “A question this raises for me is...”
  3. A round where everyone asks: “What if..?” Or, “Have we thought about...?” Or, “I wonder...? Questions in this round focus on short-term, or immediate ideas.
  4. Another round where everyone asks: “What if..?” Or, “Have we thought about...?” Or, “I wonder...? Questions in this round now focus on long-term ideas or strategies.



# Universal Goals

- Students & staff feel empowered, valued, & respected
- Every student is challenged & engaged
- All students have access to programs & supports to prepare them for success in high school
- We support every student to be a critical thinker, ready to contribute to their community
- Each student is known for who they are & their unique needs are met
- Students feel safe & a sense of belonging

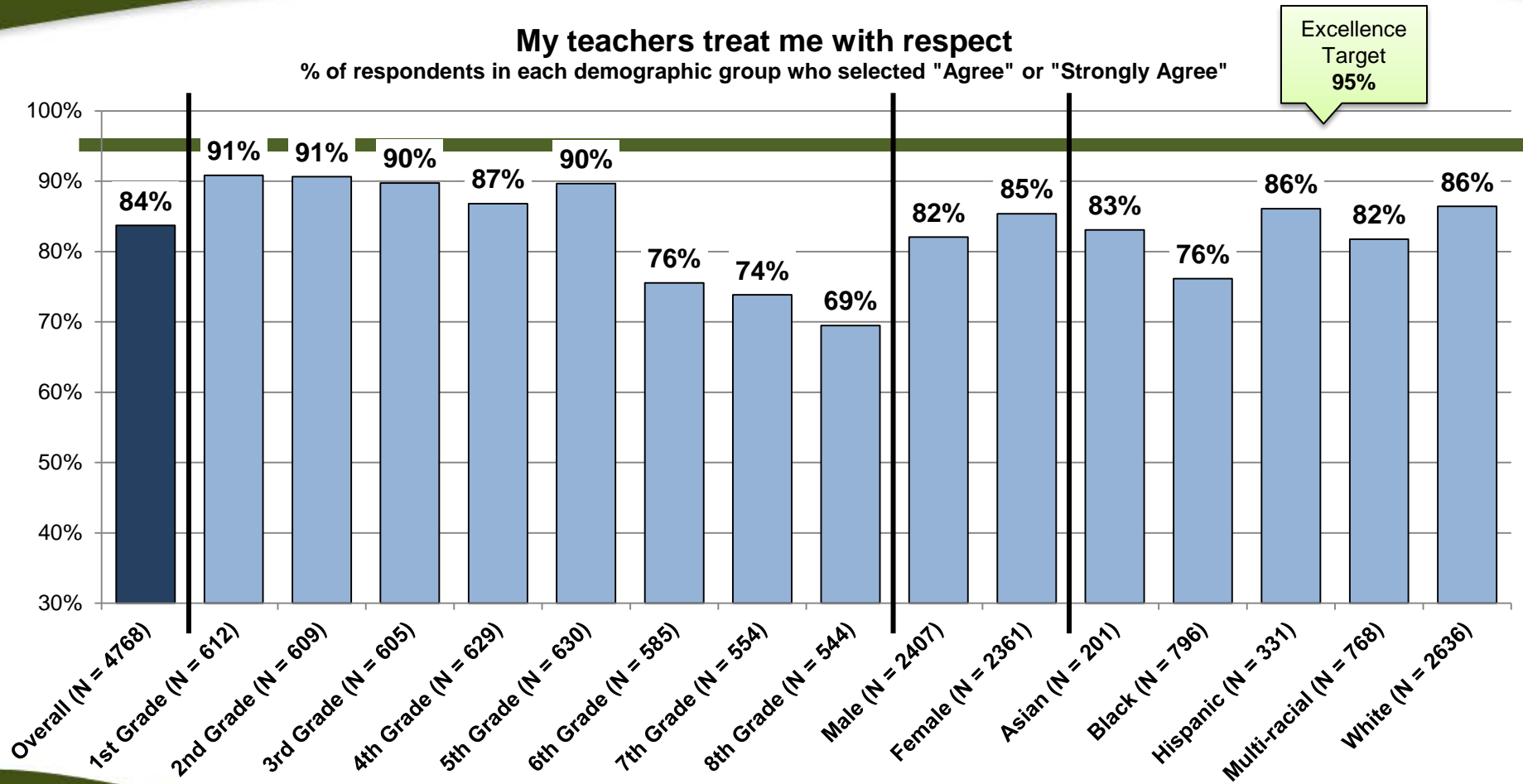


# Focus Universal Goals: Positive Learning Environment

Key Term	Vision Element	Goal	Metric	Excellence Target	Data Availability
<b>Positive Learning Environment</b> <i>Is a place where all members of the school community are engaged in hands-on, real-world experiences and feel safe, empowered, supported and valued.</i>	Incorporate the perspectives & needs of students & teachers	Students & staff feel empowered, valued, & respected	<b>Education For the Future (EFF)</b> % favorable responses to “When I am at school, I feel:” 4. “My teachers treat me with respect”	<b>95%</b> favorable	Fall & Spring



# Universal Goal: Students & staff feel empowered, valued, & respected



# Focus Universal Goals: Equity

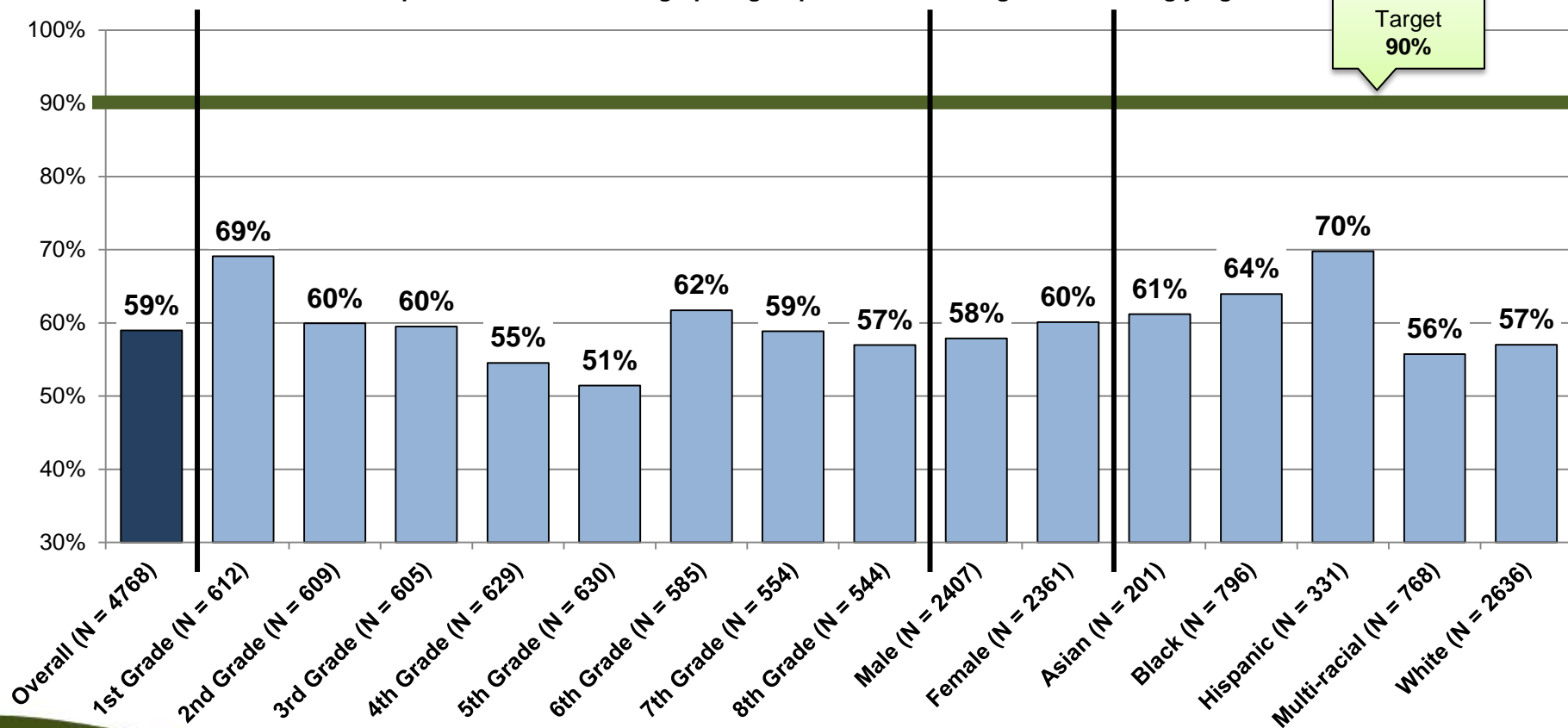
Key Term	Vision Element	Goal	Metric	Excellence Target	Data Availability
<b>Equity</b> <i>Is the practice of beliefs and creation of systems that provide access and opportunities for all students in order to eliminate the predictability of outcomes associated with race, gender and socioeconomic status.</i>	Engage & challenge <u>all</u> students	Every student is challenged & engaged	<b>Education For the Future (EFF)</b> % favorable responses to “When I am at school, I feel:” 6. “I am challenged by the work my teachers ask me to do”  <b>Attendance</b> 8.% of students with greater than 95% attendance	<b>90%</b> favorable   <b>90%</b>	Fall & Spring   Monthly
	Provide equal opportunity for all students	All students have access to programs & supports to prepare them for success in high school	<b>Course Taking</b> 9.% of D97 students placed into Plane Geometry, Advanced Algebra, or Geometry in 9th grade	<b>75%</b>	Annually
	Develop critical thinking skills & support students as global citizens ready for our ever-changing world	We support every student to be a critical thinker, ready to contribute to their community	<b>PARCC</b> % of students meeting or exceeding expectations by: 15. Showing they can compose well-developed writing, using details from what they have read	<b>80%</b>	Annually



# Universal Goal: Every student is challenged & engaged

**I am challenged by the work my teachers ask me to do**  
% of respondents in each demographic group who selected "Agree" or "Strongly Agree"

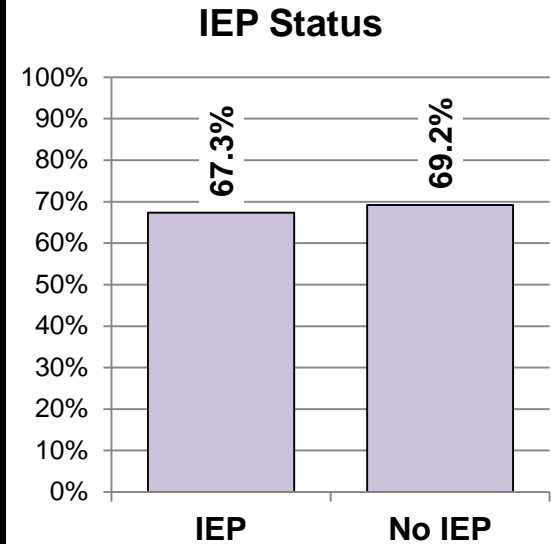
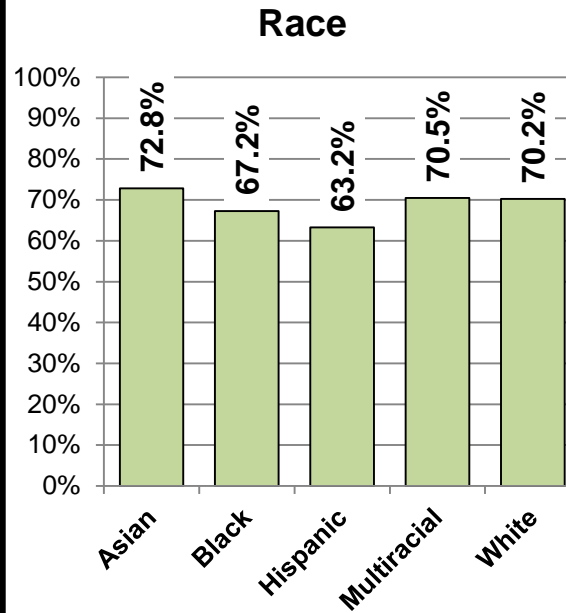
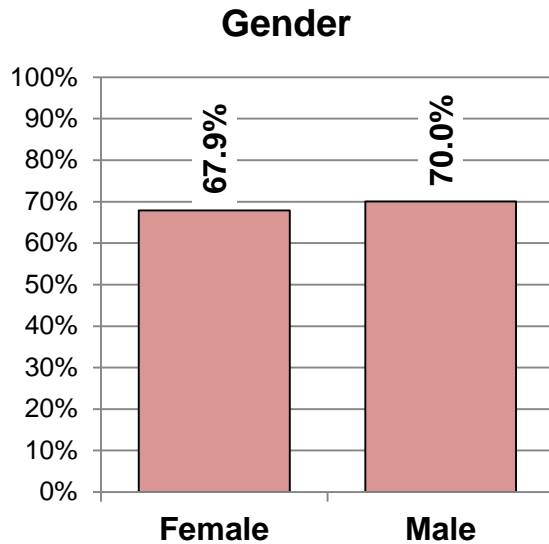
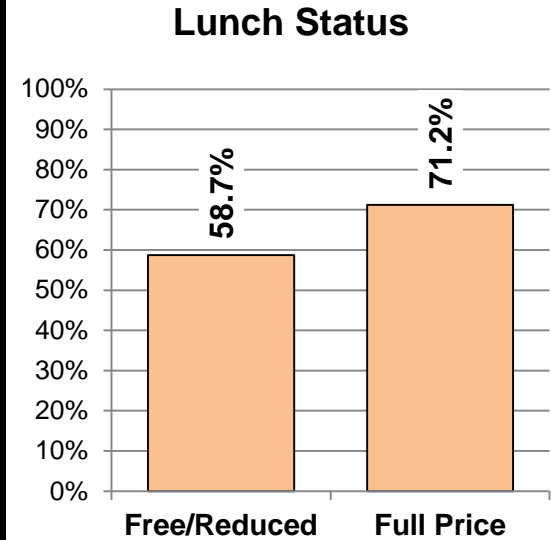
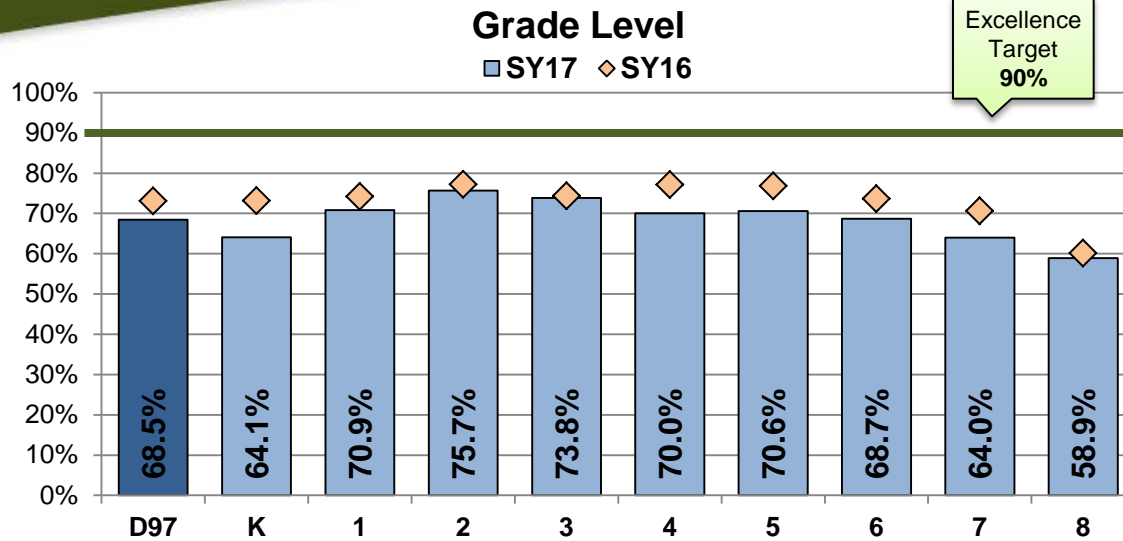
Excellence  
Target  
90%





# Universal Goal: Every student is challenged & engaged

## % of Students w/ Attendance $\geq 95\%$ as of 1/31



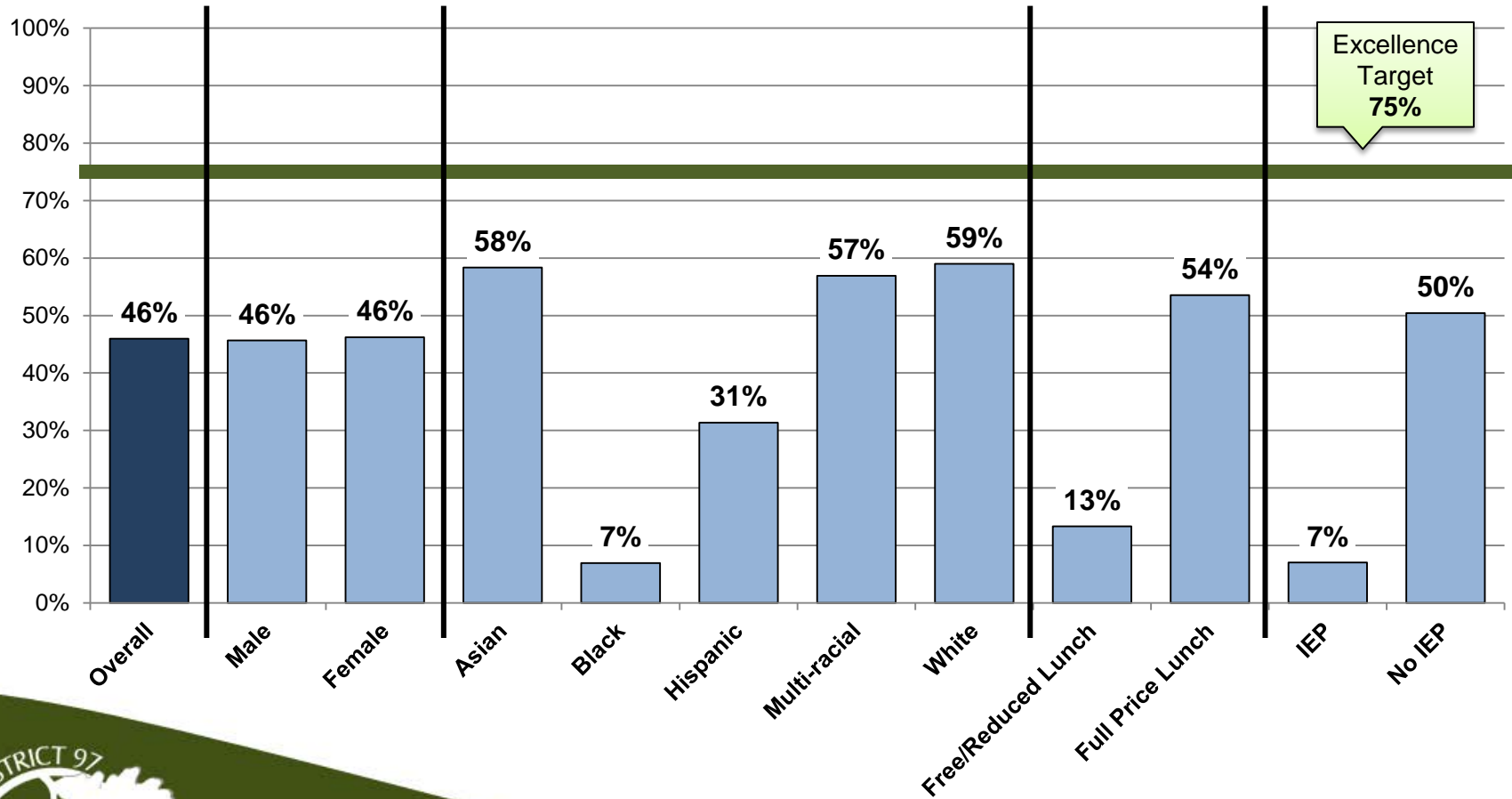
# Universal Goal: All students have access to programs & supports to prepare them for success in high school

## 9<sup>th</sup> Grade Course Taking in Mathematics

% of D97 students placed into Plane Geometry, Advanced Algebra, or Geometry

OPRF Class of 2020, Current Freshmen

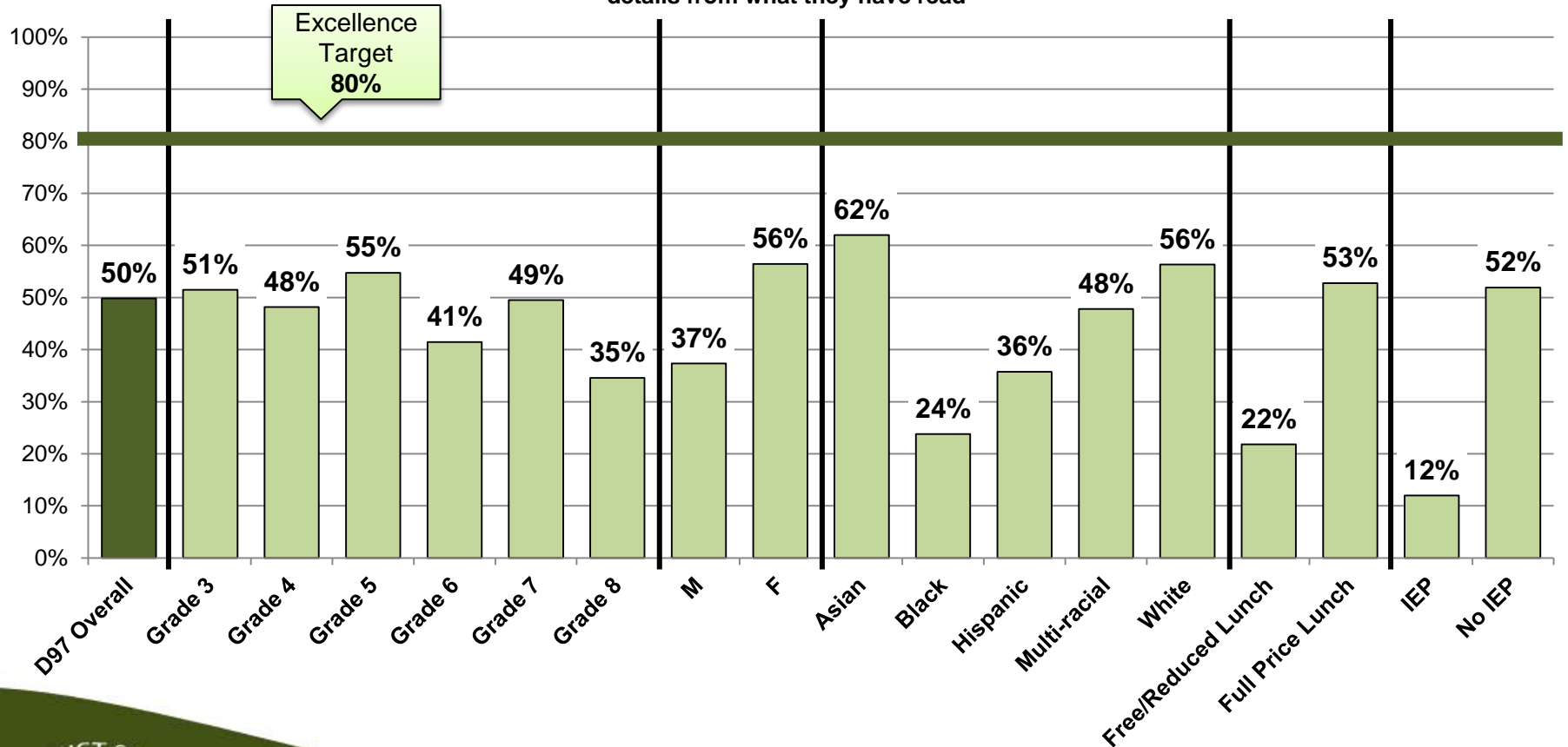
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# Universal Goal: We support every student to be a critical thinker, ready to contribute to their community

## Writing Expression

% of students meeting or exceeding expectations by showing they can compose well-developed writing, using details from what they have read



# Focus Universal Goals: Inclusive

Key Term	Vision Element	Goal	Metric	Excellence Target	Data Availability
<b>Inclusive</b> <i>Is the collective responsibility to provide equitable opportunities for access and promote active participation of all stakeholders in an accepting and supporting environment.</i>	Meet the diverse needs of all students	Each student is known for who they are & their unique needs are met	<b>NWEA MAP</b> % of students meeting or exceeding individual growth targets in: 17.Reading 18.Mathematics	<b>70%</b>	Fall, Winter, & Spring
	Support students to develop tolerance, empathy, & care for each other & the world	Students feel safe & a sense of belonging	<b>Education For the Future (EFF)</b> % favorable responses to “When I am at school, I feel:” 19.“I belong”	<b>90%</b> favorable	Fall & Spring

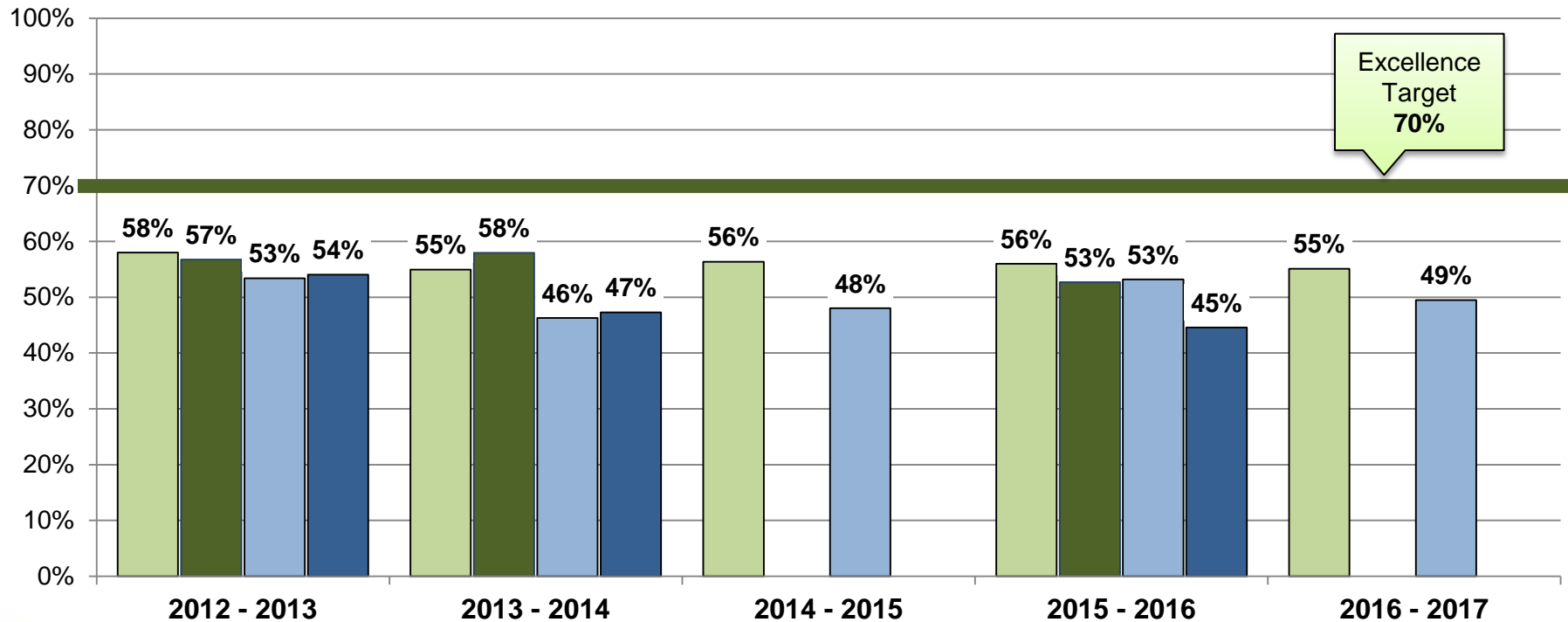


# Universal Goal: Each student is known for who they are & their unique needs are met

## % of Students Meeting MAP Growth Targets Over Time

Fall–Winter & Fall–Spring Growth Comparison

Reading F-W   Reading F-S   Math F-W   Math F-S

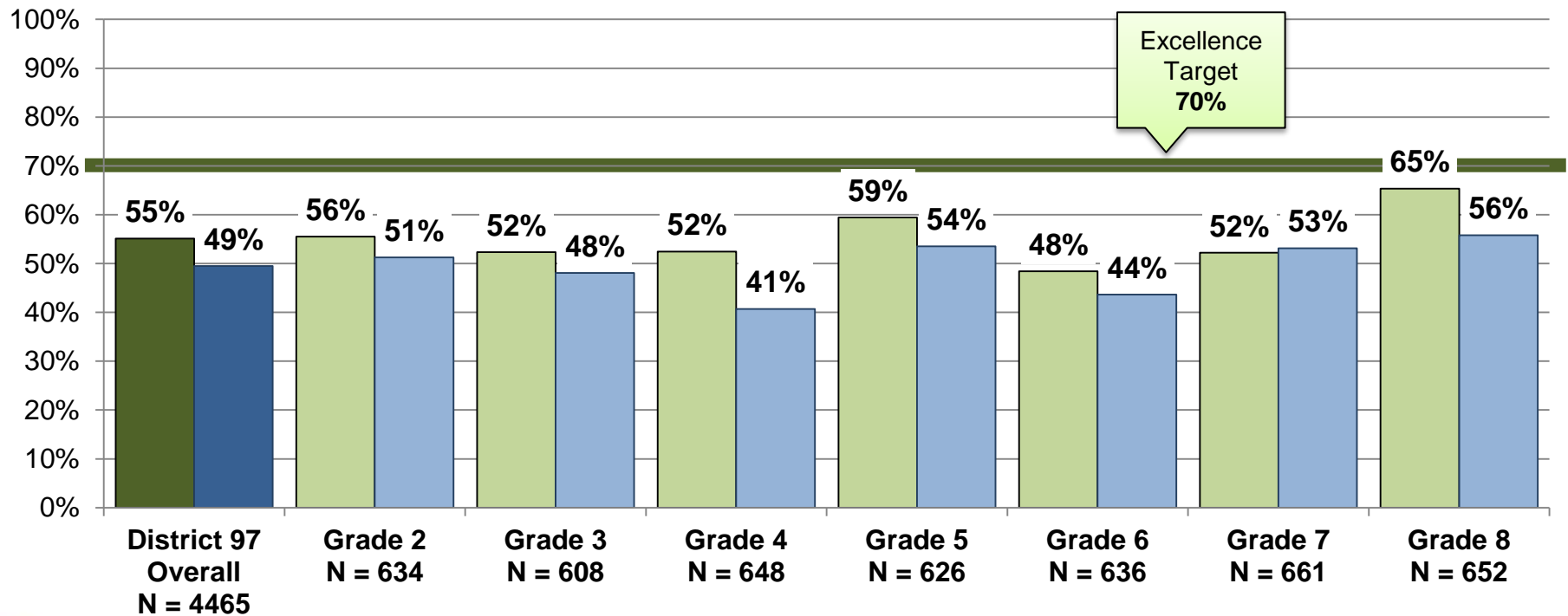


# Universal Goal: Each student is known for who they are & their unique needs are met

## % of Students Meeting MAP Growth Targets, by Grade Level

Fall 2016 – Winter 2017

■ Reading ■ Math

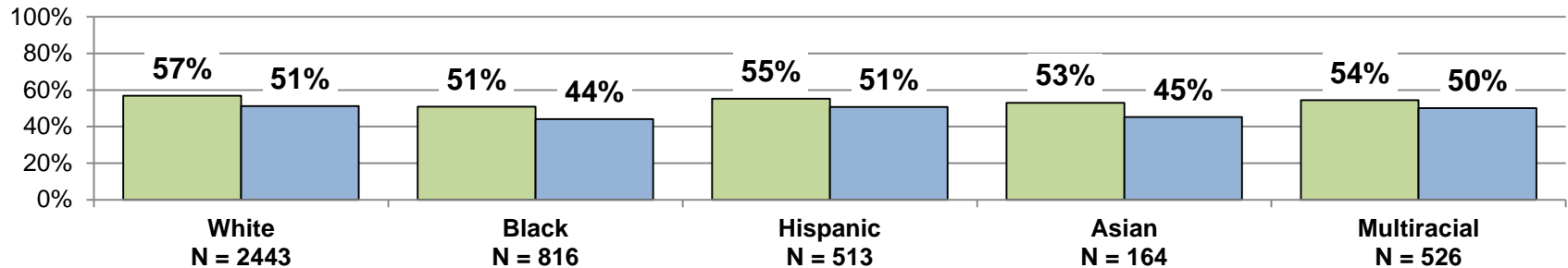


# Universal Goal: Each student is known for who they are & their unique needs are met

## % of Students Meeting MAP Growth Targets, by Race

Fall 2016 – Winter 2017

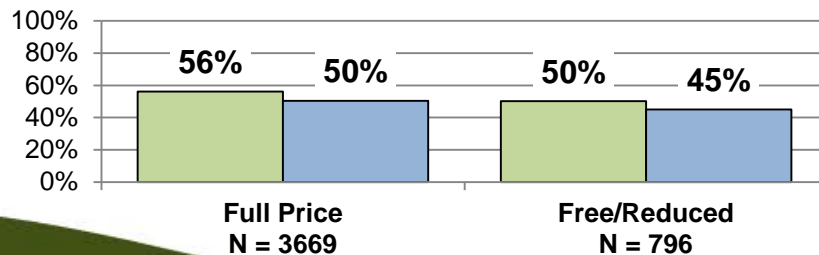
■ Reading ■ Math



## % of Students Meeting MAP Growth Targets, by Lunch Status

Fall 2016 – Winter 2017

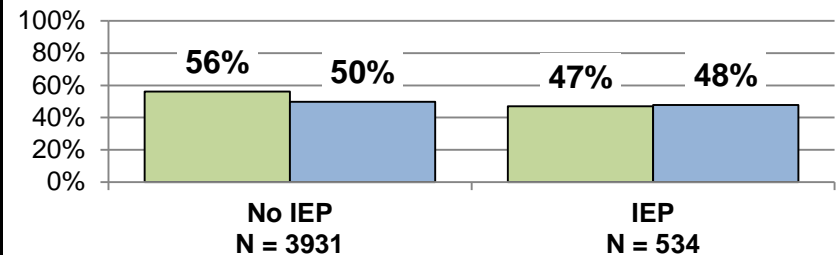
■ Reading ■ Math



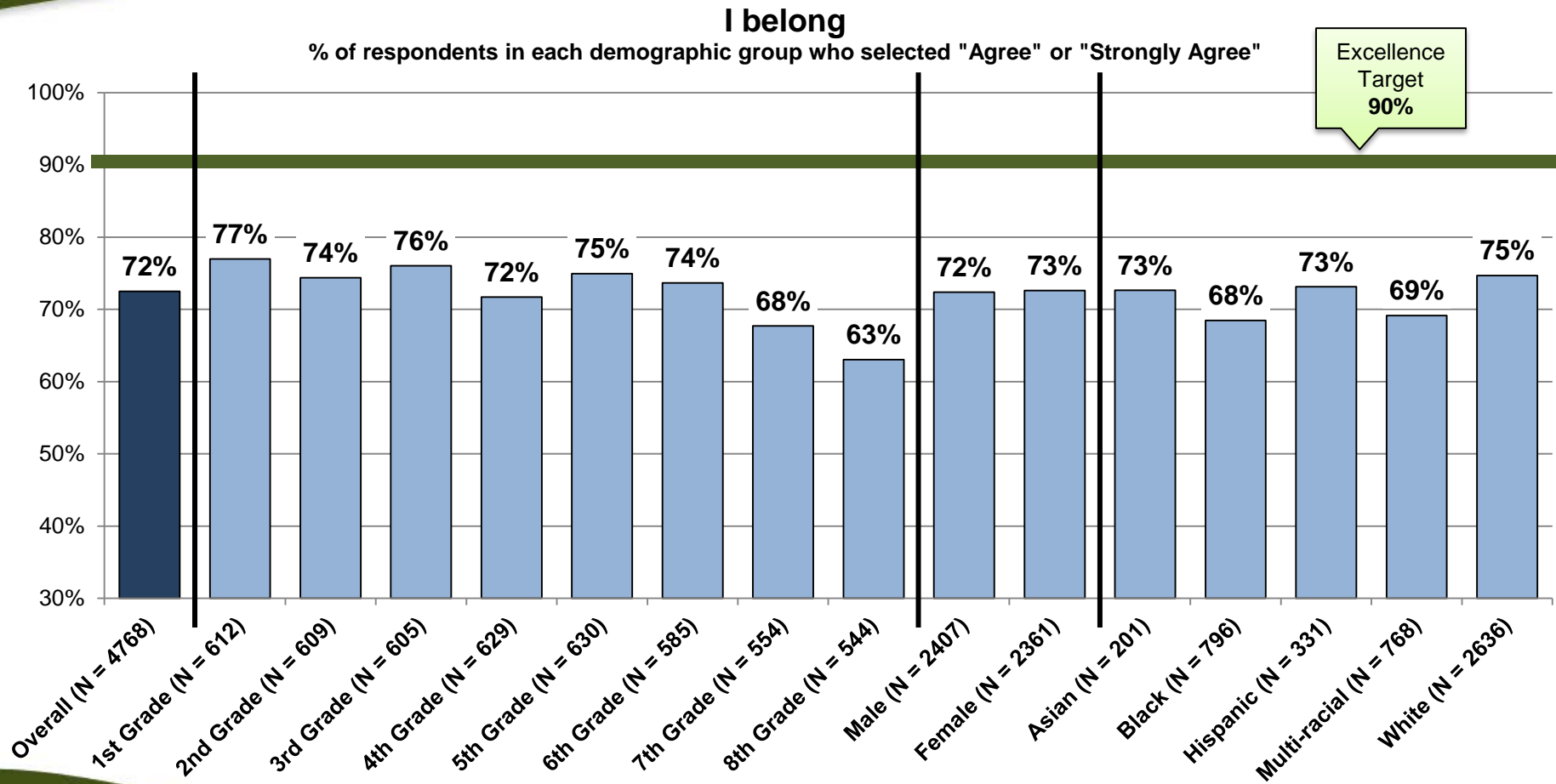
## % of Students Meeting MAP Growth Targets, by IEP Status

Fall 2016 – Winter 2017

■ Reading ■ Math



# Universal Goal: Students feel safe & a sense of belonging





# Modified Peeling the Onion Protocol

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  4. Another round where everyone asks: “What if..?” Or, “Have we thought about...?” Or, “I wonder...? Questions in this round now focus on long-term ideas or strategies.



# What is Targeted Universalism?

Developing targeted strategies for groups in order to reach the established universal/common goals as outlined in the district vision.



# Targeted Universalism

1. Set universal goal(s)
2. Understand the opportunity structures that support attainment of goal(s)
3. Analyze how populations are situated relative to the goal and structures
4. Identify strategies that are targeted depending on what specific populations need to reach the goal(s)



# Next Steps

- On the 1/27/17 Institute Day, school staff identified the opportunity structures, such as programs, resources, and conditions that support or block attainment of the universal goals.
- By the end of the Data Dive on 2/6/17, school teams and the district office team walked away with next steps based on their Winter data. Dr. Carol Kelley, Dr. Amy Warke, and Emily Fenske will follow up on these action plans in the March SIT check-ins to monitor progress and offer support.
- Cab-VAAT and the Superintendent's Advisory Panel completed a Situatedness Protocol around this vision data last night (2/27/17), led by Dr. Carrie Kamm and April Capuder. Teams identified targeted strategies that would support individuals in attaining the universal goals. These targeted strategies will be shared back with the Cab-VAAT team, who will determine which goal(s) will be examined in greater depth (working group, research review, recommendations/action steps).
- Dr. Kelley will be conducting community conversations around the vision and universal goals on 3/22/17, 4/18/17, and 5/31/17.
- The next "State of the District" will be provided to the Board in June 2017, after Spring assessment and survey data becomes available.



***Questions?***



# Closing

Complete the sentence:

I used to think \_\_\_\_\_,  
but now I think \_\_\_\_\_.

