
WHITFORD STANDARDS-BASED LEARNING PILOT UPDATE

Summary of Pilot Proposal

- 1) Learning targets driving classroom practices.
- 2) Continuous use of formative practices, feedback between teachers and students to facilitate immediate classroom adjustments and greater student learning.
- 3) The use of rubrics to focus on growth and accurate reporting.
- 4) Consistent teacher collaboration time to support effective teaching and greater consistency.
- 5) The elimination of a single mark to represent achievement in a class.

Pilot update

Student Achievement: Whitford has been using standards-based progress reports for each grading period during the 2011-12 school year. All Whitford teachers are measuring student achievement using growth and progress towards mastering academic learning targets. Student progress towards meeting these targets is used to differentiate instruction and identify students for placement in extension and intervention courses. This data is also used to recognize honored students for their achievement of academic and behavioral learning targets. The conversation in parent conferences and the conversation between students and teachers has shifted from, "what do I need to do to get a 'B'" to, "what do I need to do to master this learning target". Students are using rubrics to self-assess their progress and set academic and behavioral goals.

Parent Communication: Newsletters, Back-to-School Night, parent nights, and conferences have all focused on providing information to our parent community and collecting feedback about our standards-based teaching, learning, and reporting system. We conducted parent surveys in the spring of 2011, fall of 2012 and winter of 2012. We were not satisfied with the participation rate for the 2011 surveys. In response, we conducted a random phone survey of parents for our 2012 survey.

Next steps:

- Monitor current 8th grade students' progress throughout 9th grade.
- Explicit 8th grade transition activities that include a focus on grade point average: How it is determined, its role in admission to college, the relationship of letter grades to academic and behavioral progress.
- Exit slips at Spring Conferences to gather parent and student feedback.
- Continue rubric development for academic learning targets and behavioral learning targets.
- Continued moderations and calibrations within and between middle schools and high schools.
- Articulation work with middle school and high school teachers to refine the 6-12 learning progression.
- Refine formative practices.
- Critical need to find a way to support 5-stage professional learning community (PLC) time for teachers

Whitford Middle School Reading State Test Trend Data

Figure 1: The percentage of current 8th grade students meeting or exceeding the State READING Benchmark as 6th grade students in 09-10 and as 7th grade students in 10-11. (We do not yet have testing data for this year).

	Overall	SES	LEP	IEP	Asian	Black	Hispanic	White	Multi. Rac.	AM. Ind.
2009-10 (6th Grade)	69	52	28	32	>95	38	43	82	77	*
2010-11 (7th Grade)	84	74	51	44	>95	63	73	90	89	*
2011-12 (8th Grade)										
Change (6th -7th Grade)	+15	+22	+23	+12	0	+25	+30	+8	+12	NA

**Suppressed due to insufficient data-sample size
NA: Not Applicable. Data not available for all years.*

Figure 2: The percentage of students meeting or exceeding the State READING Benchmark for Whitford's most recent "cohort" with 3 full years of data.

	Overall	SES	LEP	IEP	Asian	Black	Hispanic	White	Multi. Rac.	AM. Ind.
2008-2009 (6th Grade)	68	49	15	39	88	*	36	82	*	*
2009-10 (7th Grade)	73	55	31	49	>95	*	50	84	78	*
2010-11 (8th Grade)	75	61	32	39	>95	67	58	87	60	*
Change (6th -8th grade)	+7	+12	+17	0	+8	NA	+22	+5	NA	NA

**Suppressed due to insufficient data-sample size
NA: Not Applicable. Data not available for all years.*

Whitford Middle School Math State Test Data

Math trend data not included due to a standards change in 2010-11.

Source of data: ODE website: Assessment Results

<http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx>