Connecting the Pieces: Using Coherence to Improve Effectiveness, Efficiency & Outcomes

Learning Forward New Jersey
August 2, 2018

presented by
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PARCC scores skyrocket

Results of 2016 PARCC exams show MO students are performing well above state averages

DATA recently released by the New Jersey Department of Education shows that Mount Olive students scored significantly higher on PARCC assessments than in 2015, and significantly higher than their peers around the state.

Increases were seen in the percentages of Mount Olive students earning levels of "meeting expectations" (the minimum score considered to be passing) and "exceeding expectations" (the highest possible score). District-wide, the average improvement from 2015 was 47%.

Mount Olive's PARCC results were also significantly higher than the state averages. In
District in top 13% in state

Test scores show Mount Olive students are achieving at highest levels in district history

Mount Olive School District is in the top 13% of the best New Jersey school systems, according to rankings recently released by SchoolDigger. The website, which annually evaluates U.S. schools based on standardized test scores, ranks Mount Olive in the 87th percentile in the state and in the top 10 of Morris County districts. The SchoolDigger ranking confirms we stand for excellence. They worked together with district administrators to craft policies, programs, and procedures that ensure that our kids are getting the best education they can.

About 99% of Mount Olive students took the PARCC exams – the standardized tests in language arts and math that are the foundation for the SchoolDigger rankings.

New high-tech HS spaces

MOHS open house set for Tuesday, November 29, from 6-7:30 p.m.

NEWLY renovated instructional spaces at Mount Olive High School are providing students with experiences not found in any other high school in the country.

The highlight is a new design lab that enables
HOW
DID YOU DO
THAT
District

School School School School School School School

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Yes, but...
Build Coherence!

Coherence is when the entire school community works in specific, intense & sustained ways to ensure learning for all students.
Coherence makes the work

- Meaningful
- Measurable
- Manageable
Coherence requires:

- Collective accountability
- Common objectives
- Collaborative culture
- Individual & organizational capacity
Levels of Coherence

- Community
- District
- School
- Classroom
What do you see as connected?

Sketch a relationship that impacts your outcomes.
Cultivate educationally powerful connections (Robinson, 2009)

- Curriculum, Instruction, Assessment
- Home and School
- Central Office, School, Classroom
- BOE, Administrators, Teachers, Students
- Community, District, Schools
The Board of Education
Focus on what matters.
Unless I know the goal...
Integrate and Align Goals & Plans

Board of Education

Superintendent

Principal  Principal  Principal
Superintendent
Systems Thinking
Authors include Senge, Fullan, Hargreaves

The cultivation of a we-we or collective identity laterally across schools and vertically between schools.

When principals become almost as concerned about the success of other schools as they are about their own.

- Hargreaves
District Responsibilities

Building Responsibilities

August
- Transition Planning
- Interventions (Teacher, Student)

September
- Initial Universal Screening
- Data Analysis
- Interventions (Teacher, Student)
- Ensuring Standards-Aligned Instruction (PLCs, Walkthroughs)
- Benchmark Assessment
- Data Analysis (Teacher, Student)
- Ensuring Standards-Aligned Instruction (PLCs, Walkthroughs)
What systems are in place?

Aug. – Transition Planning
Sept. – Universal Screening
Sept. – Data Analysis

Tailored supports students & teachers

Quarter 1 – Ensure standards-aligned instruction (PLCs and evidence walks)

End Q1 – Benchmark Assessment
Repeat
Cycle of Improvement

Assessment

Action

Analysis
DATA SUMMIT
UNLEASH THE POWER OF YOUR DATA
Research to Guide Inquiry and Action

School Leadership and Student Outcomes: Identifying What Works and Why
Best Evidence Synthesis Iteration

Robinson, Hohepa and Lloyd (2009)
http://educationcounts.govt.nz/goto/BES
The Dimensions of School Leadership that Make a Difference to Students

a. Establishing goals and expectations
b. Resourcing strategically
c. Planning, coordinating and evaluating teaching and the curriculum
d. Promoting and participating in teacher learning and development
e. Ensuring an orderly and supportive environment
School-Level Coherence

Leaders in high performing schools:

- focus on academic goals that are specific, unifying (school-wide) and embedded in school and classroom routines and procedures.
- clearly communicate goals and expectations, as well as academic accomplishments
- develop a high level of capacity, commitment and consensus around goals.
Establishing Goals

Schools do not have goals. Only people can have goals, and until people have translated goals into specific performance targets, there is little reason to anticipate improvement.

(DuFour and Marzano, Leaders of Learning, 2011)
Types of goals (Smith & Smith, 2015)

- Performance goals – to achieve a *specific outcome*
- Learning goals – to improve the *knowledge and skills* needed to achieve a performance goal

Think of an example of each.
Sound familiar?

- Performance goals – SGOs
- Learning goals – PDPs

How can you create a synergistic effect?
Redefine SGOs as *Shared* Growth Objectives

SGO Guidelines

My SGO:
1. Is aligned to standards in my content area and the CCSS.
2. Is based on relevant data.
3. Is “reasonably ambitious.”
5. Is *not* based on content or skills students have never been taught.
6. Reflects the shifts in the CCSS
7. Will be achieved by using effective instructional strategies.
Let’s try a “work” problem

A principal has 100 certificated faculty members. Each faculty member needs to develop two 2 SGOs and 1 PDP.

Estimate the amount of time it will take to read, review, critique, return, re-collect, re-evaluate, (re-revise?), record, support, monitor and measure each SGO and PDP.

Now recalculate based on teams of 5, 10 or 100!
Strategic Resourcing

Align resources to meet pedagogical goals

- Time
- Money
- Material
- Human Resources
SMART

Specific
Measurable
Attainable
Relevant
Time Based
Best faculty meeting EVER!
Short Constructed Response Results for 8th Grade Red Team
Student improvements in SCRs

- **Text citations:** Before, students completely eliminated citations or selected random quotations. Now, they are better at introducing, incorporating and explaining their selections and connecting them to the original text.

- **Connections:** Before, they made very basic connections. Now, they are thinking more deeply about the prompts and their connections.
Student improvements in SCRs

- **Word choice and sentence structure:** Before, students repeated themselves over and over in word choice and writing style. Now, students are constructing different styles of sentences and incorporating higher level vocabulary.

- **Introductions:** Before, students used very basic intros. Now, they are attempting different “hooking” elements instead of just restating the prompts.
“The key to generating widespread impact on student learning then, resides in mobilizing the group to work in specific, intense, sustained ways on learning for all students.”

(Fullan, 2014)
Collaborative Culture

What do your groups look and sound like?
The Dimensions of School Leadership that Make a Difference to Students

1. Promoting & participating in teacher learning & development (.84)
2. Establishing goals and expectations (.42)
2. Planning, coordinating and evaluating teaching and the curriculum (.42)
3. Resourcing strategically (.31)
4. Ensuring an orderly and supportive environment (.27)
Build Individual & Organizational Capacity
Read something worth reading!

LEADERS OF LEARNING
How District, School, and Classroom Leaders Improve Student Achievement
RICHARD DUFOUR ROBERT J. MARZANO

VISIBLE LEARNING
A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT

IMPROBABLE SCHOLARS
THE REBIRTH OF A GREAT AMERICAN SCHOOL SYSTEM AND A STRATEGY FOR AMERICA'S SCHOOLS
DAVID L. KIRP
Strategies for Success

Focus! Unify efforts around a common purpose.
- Use student outcome data to create common goals.
- Integrate and align all improvement plans.
- Require the collection of data and artifacts that provide evidence of coherent implementation.
How will you create coherence?

Claims

I set and communicate educational goals that are clear, compelling, & unifying.

I create systems that build educationally powerful connections.

I obtain & allocate resources to achieve learning goals.

Evidence

Tasks
What are you wondering?
Dr. Tracey Severns

An experienced presenter

Dr. Tracey Severns has dedicated her career to the service of students, teachers and administrators in New Jersey since 1992. She has served as a special education teacher, vice principal, principal, superintendent, adjunct professor, and Chief Academic Officer for the New Jersey Department of Education.

Upcoming Seminars

South Brunswick: Using Data to Move It & Prove It

January 23 & 30, 2018

Only 50 seats available, register today!

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A Look Ahead

Data Leadership

Jan 3, 2018

School leaders from 13 districts in PA will convene at the Bucks...

Using Data to Move It & Prove It

Jan 23 & 30, 2018

Learn how to lead an inquiry-based approach to data analysis that will...

Data as a Barometer of Social Justice

April 21, 2017

During this keynote and conversation, we will take a hard look at...

A Look Back

Using Feedback in High School to Improve Effort, Independence & Outcomes

Nov 20, 2017

Students who are provided with feedback that addresses task, process and self...

Read More Testimonials

"You are a rock star! The keynote really resonated with the crowd – over 400 people!"

– Connie, MSU