

# SCHOLASTIC

ACHIEVEMENT PARTNERS



## Broad Ripple Magnet High School *End of Year Report for Lead Partner Initiative*

August 1<sup>st</sup>, 2012

# Executive Summary

- During the 2011-2012 school year Broad Ripple Magnet High School and Scholastic Achievement Partners completed Phase 1 of a school transformation effort using a Lead Partner model
- Using a highly collaborative approach that secured the buy-in of all key stakeholders, we partnered to pursue focused initiatives to impact student achievement
  - Improving instruction
  - Supporting struggling readers
  - Building instructional leadership
  - Connecting to the community
- Year 1 achievement results are strong, and we are poised to use Year 2 as a way to establish BRMHS as a “model school” in the state

# Agenda

- Scope of Work
- Results
- Teacher Feedback
- Next Steps

# Needs Assessment Process

- Reviewed current data  
[demographic, qualitative, achievement, etc.]
- Completed *We Survey*<sup>TM</sup> suite  
[We Teach, We Learn, We Lead, We Support]
- Conducted site visits
- Developed Data Assessment Report

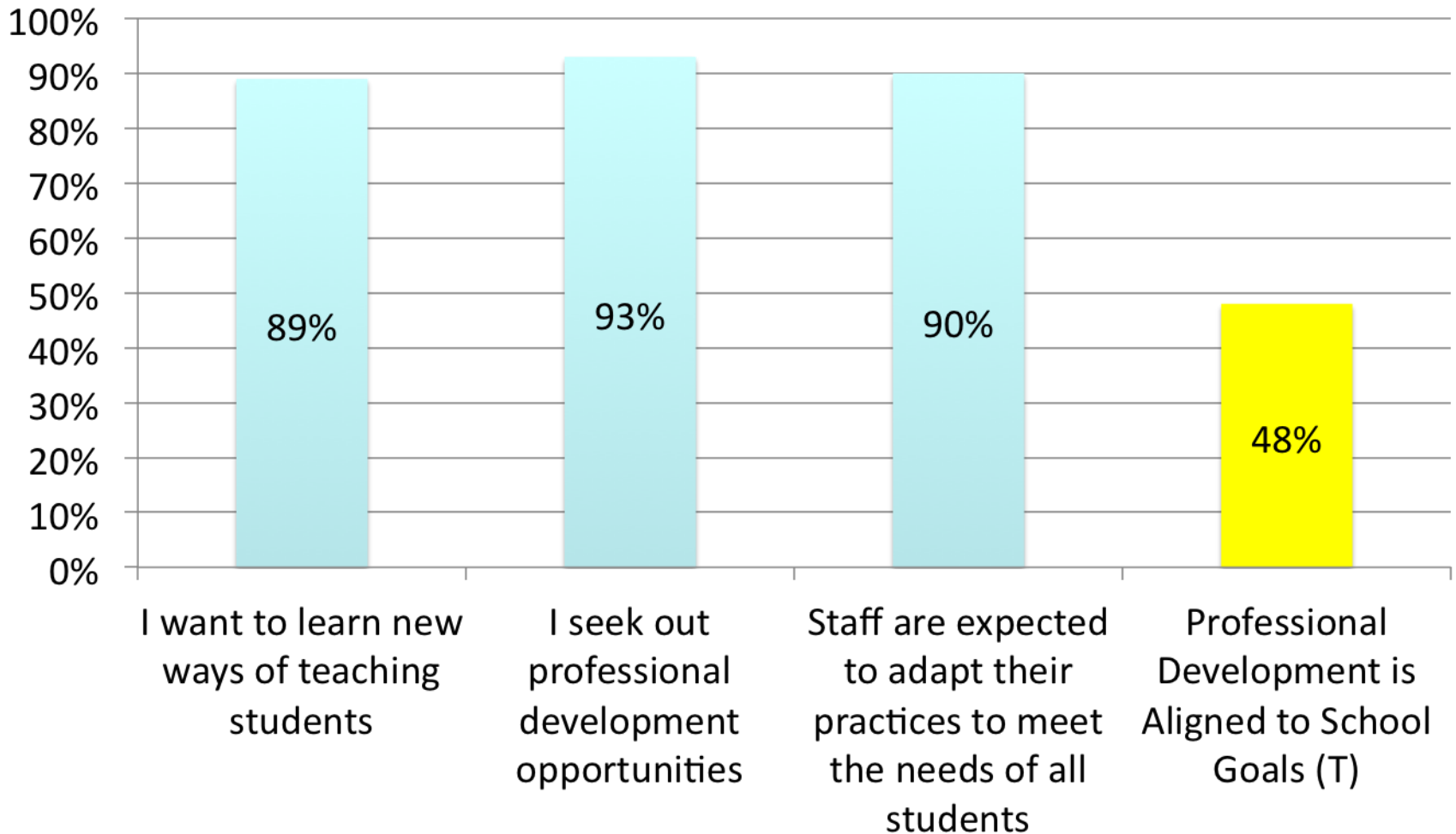
# Key Insights (1/2)

- Broad Ripple has a unique, exciting culture
- Staff and students have an incredibly high degree of mutual respect
- Staff is bought in to the need to improve student performance, and there is a willingness to “think differently”
- There are a set of processes and protocols in place that have laid a strong foundation for improved student performance

# Key Insights (2/2)

- The staff needs a clear articulation of improvement goals and would benefit from focus on a targeted set of initiatives
- There is not a broad sense for how many current initiatives “fit” together and these initiatives thus lack implementation fidelity- staff needs to ensure that current initiatives (PLCs, Success Periods, etc.) are working together and are aligned towards common goals
- There is a need for stronger approaches to intervene with struggling students, and all teachers need to be better equipped with strategies to address needs of struggling readers
- Staff does not feel that they have a voice- we need to ensure that there are mechanisms and structures in place this year for whole staff participation in improvement efforts

# Teachers want to grow professionally, but current PD approaches may not be addressing needs



# The BRMHS-Scholastic Partnership Consists of 5 Main Focus Areas

## “Operation Rocket Fuel”

Focus Area #1: Improve Instruction

Focus Area #2: Support Struggling  
Readers

Focus Area #3: Build Instructional  
Leadership

Focus Area #4: Analyze Curriculum and  
Make Recommendations For  
Improvement

Focus Area #5: Involve Community



# Focus Area #1: Improving Instruction

## Goals

- Conduct collaborative discussions to agree on target instructional strategies for classroom implementation
- Conduct needs assessment to better understand instructional practices within the school
- Conduct ongoing PD/PLC facilitation and ongoing coaching to ensure target instructional strategies are implemented

## Progress to Date

- Authored detailed Professional Learning Plan to guide instructional improvement efforts
- Partnered with school to target 3 key instructional strategies for classroom implementation (questioning strategies, use of graphic organizers, writing)
- Enrolled all teachers in online professional learning course
- Facilitated PLCs and provided intensive coaching to teachers
- Monitored fidelity of implementation

# Professional Learning Plan

- **STEP 1:** Identify a focused set of high-impact strategies that we want to implement in every classroom and that we think will “move the needle” with student achievement (Constructed Response Practice/Test Taking Strategies, Questioning, Use of Graphic Organizers)
  - *Aligned to 5-5-3-3 framework adopted by district*
- **STEP 2:** Implement a multi-faceted PD model to ensure that teachers are comfortable with these strategies
  - *Online (Scholastic U)*
  - *Use of PLC time for delivery of foundational PD and reflection*
  - *Use of Success Periods*
- **STEP 3:** Support with intensive job-embedded coaching and progress monitoring to ensure high fidelity implementation

# Focus Area #2: Support Struggling Readers

## Goals

- Identify students reading below proficiency
- Implement technology-based/teacher-directed reading intervention approaches for these students (READ 180/System 44)
- Train participating teachers and provide coaching and consultation to ensure successful implementation

## Progress to Date

- Successfully implemented READ 180 with 88 struggling readers at BRMHS
- Carefully managed implementation fidelity
- Trained (2) participating teachers and provided ongoing coaching
- Providing rigorous progress monitoring
- Final Scholastic Reading Inventory (SRI) post-test available in early June

# Focus Area #3: Building Instructional Leadership Capacity

## Goals

- Identify cohort of key leaders/teachers to form a Teacher Advisory Leadership Committee
- For these individuals, conduct an Instructional Leadership Institute to build a solid foundation of instructional leadership skills
- Facilitate development of individualized leadership growth plans for every Fellow
- Conduct executive coaching for every leader to ensure progress against Leadership Growth Plans

## Progress to Date

- Formed Teacher Advisory Leadership Committee (TALC) and facilitated 16 weekly meetings of this team
- TALC served as an invaluable advisory body and a way for teacher voice to be heard throughout the process
- Scholastic coaches built instructional leadership skills by mentoring TALC members to facilitate PLCs (TALC members facilitated 4 PLCs focused on instructional strategies for rigor/relevance)

# Focus Area #4: Analyze Curriculum

## Goals

- Analyze current curriculum, with recommendations for where curriculum might be streamlined
- Analyze fidelity with which current curriculum is being implemented across classrooms
- Analyze instructional materials being used
- Create report of gaps and recommendations for improvement
- Partner with school to oversee implementation of agreed upon recommendations

## Progress to Date

- Review completed
- Recommendations provided to school and will be implemented in 2012-2013

# Focus Area #5: Involve Community

## Goals

- Analyze current community involvement practices as barriers towards greater involvement
- Make recommendations to district leadership to improve and optimize current practices and follow up with school leadership team to ensure successful completion
- Work with district leadership to develop and implement a robust awareness campaign for school improvement activities
- Communicate student achievement results and progress toward goals of initiative

## Progress to Date

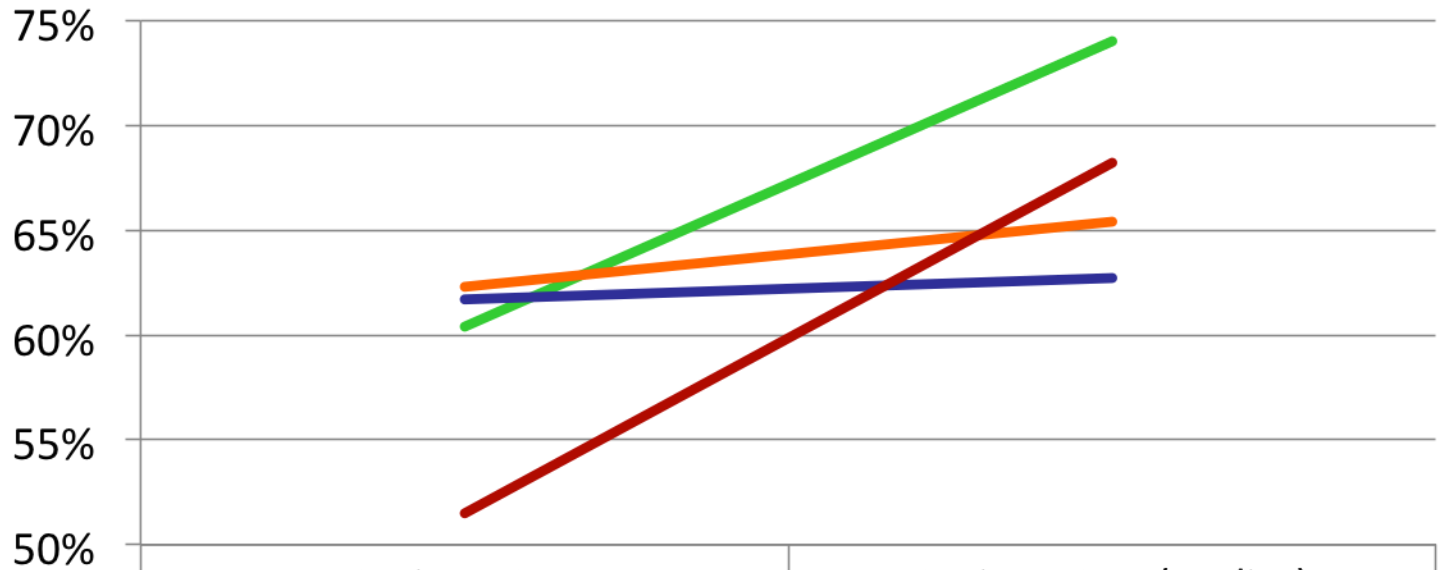
- Conducted initial community awareness session on September 8, 2011
- Analyzed community interactions as part of needs assessment process
- Facilitated meeting with BRMHS Alumni Association on Feb 14<sup>th</sup>
- Organized and hosted (2) Community Open Houses on 2/23 and 5/29
- Provided ongoing advice and assistance to school staff on increasing community involvement

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# BRMHS showed significant academic improvement in 2011-2012

## End of Year Test Score Changes from 2011-2012



	Spring 2011	Spring 2012 (prelim)
iSTEP Math	60%	74%
iSTEP ELA	62%	63%
Alg 1 ECA	62%	65%
English 10 ECA	52%	68%



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# Results were achieved with buy-in and support of BRMHS staff

*“What I especially enjoyed was the relationship that the Scholastic Team built with the staff at BRMHS. As we all know, everything comes down to relationships, and this team showed their understanding of that, as they took a reluctant group of adults kicking and screaming through the process. In the end, we all (the staff) were grateful for the dignity and understanding that they offered to us.”*

*“Thank you. I have really enjoyed being a part of the Scholastic initiative. It has been many years since I have taken a course or participated in a workshop environment that provided me with this many tools that I could begin to use immediately and see the growth of the students so quickly. I always wanted to be a teacher who made a difference. Now I am the student who sees what a difference utilizing better teacher strategies can make :-)”*

# Teacher Survey Data

Question	Percentage of Teachers Answering “Very Satisfied” or “Satisfied”
The organization, content and focus of PLCs was effective for increasing my knowledge of instructional strategies	94%
In-classroom support helped me deepen my knowledge of instructional strategies	95%
Communication between Scholastic and faculty was open and effective	98%
My overall rating of the professional learning experiences to support student learning with Scholastic were positive	100%

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## Year 2: Setting the Stage

- While Year 1 results for BRMHS have been significant, our goal is to make BRMHS a “Model School” in the state of Indiana and nationally
- It is also critical to build additional internal capacity in the school to ensure the gains are sustainable
- We have worked collaboratively with key stakeholders to create a plan for Year 2 that reinforces key focus areas from Year 1 while selectively introducing new initiatives in targeted areas of need

# Year 2: DRAFT Plan

## “Operation Rocket Fuel Version 2.0”

Focus Area #1a: Continue School Wide PD to Improve Instruction

Focus Area #1b: Provide Supplemental Professional Support to Deepen Math Instruction

Focus Area #2a: Continue and Expand to HS Successful Literacy Interventions

Focus Area #2b: Introduce Academic Interventions for Students in Math

Focus Area #3: Deepen Building Wide Leadership Capacity

# Appendix

# Qualitative Results: *We Survey*<sup>TM</sup>

## WHAT is Measured

We Teach	We Learn	We Lead
<ul style="list-style-type: none"><li>• rigor</li><li>• relevance</li><li>• relationships</li><li>• leadership</li></ul>	<ul style="list-style-type: none"><li>• rigor</li><li>• relevance</li><li>• relationships</li><li>• leadership</li></ul>	<ul style="list-style-type: none"><li>• coherent vision</li><li>• empowerment</li><li>• school management</li><li>• culture of learning</li><li>• community partnerships</li></ul>

*n* sizes:

We Teach: 64

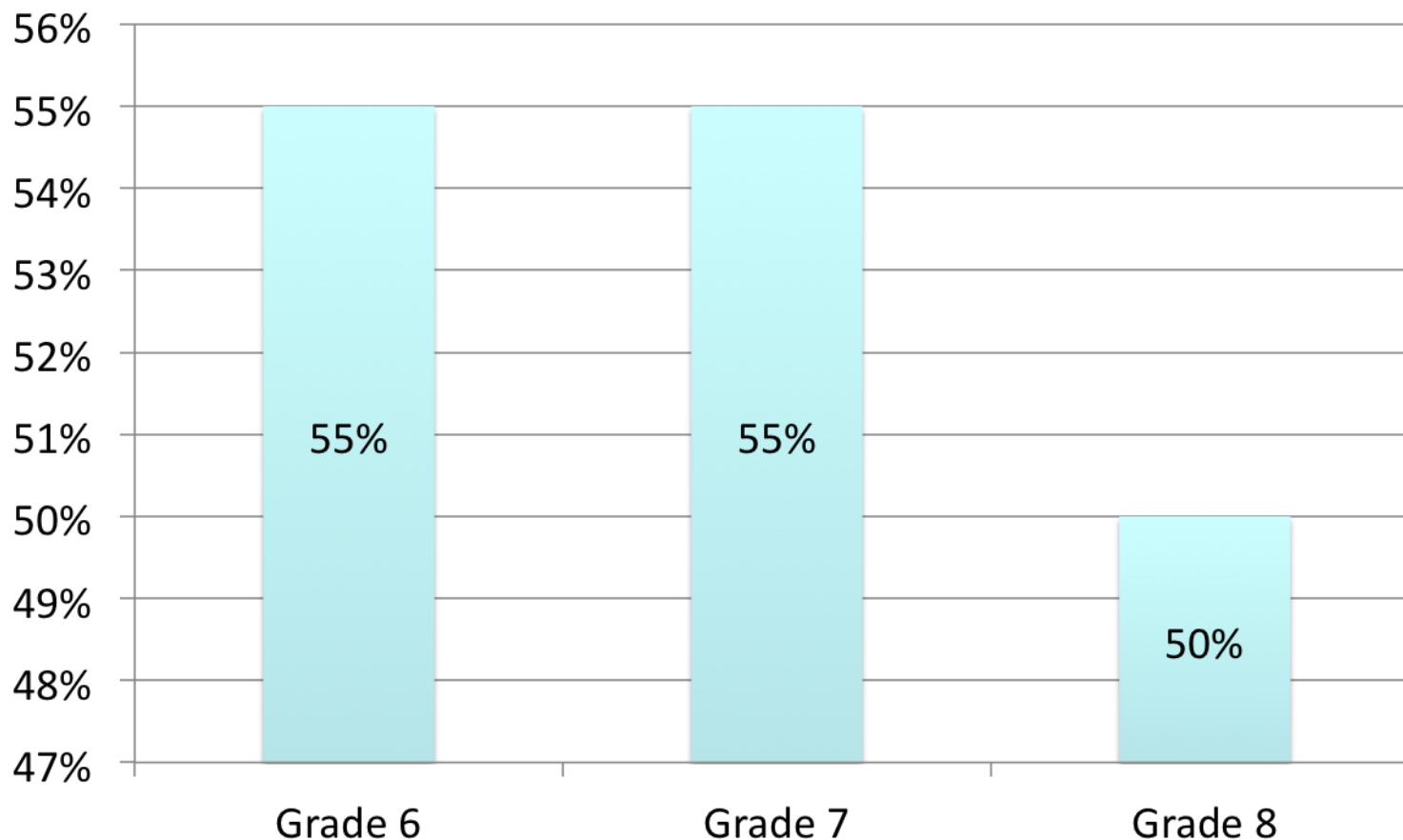
We Learn: 483

We Lead: 64



# Lexile analysis of students confirms a critical mass of students reading below proficient

Percent of Students Reading Below Proficient (SRI)



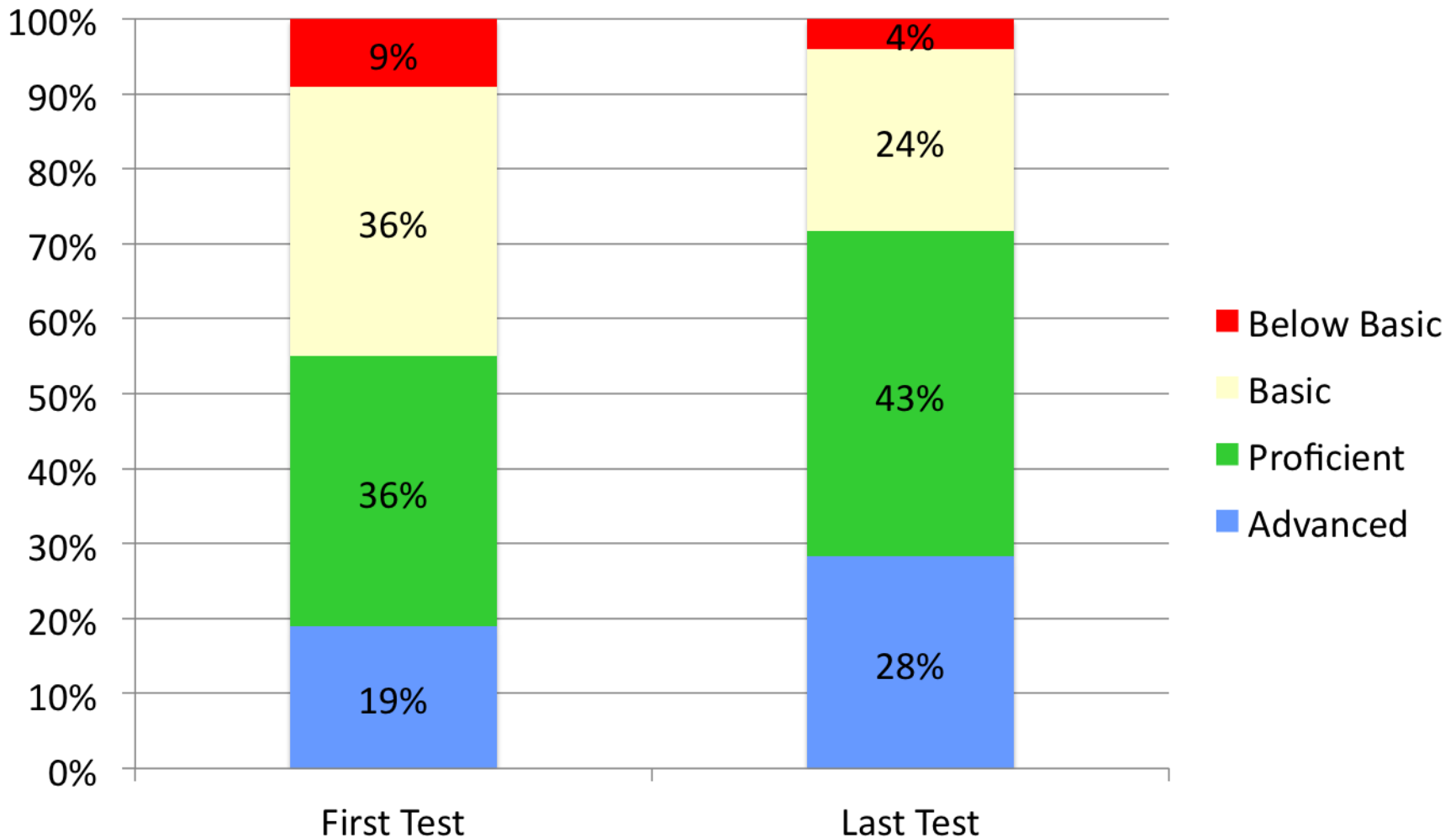
# The project included a significant on the ground coaching and support presence

# of Scholastic Achievement Partners consultants working with school: **6**

Individual teacher coaching visits conducted: **571**

Number of professional learning community (PLC) sessions facilitated: **175**

# Literacy Proficiency increased from 55% to 71% over the course of the year



# Progress Monitoring Rubric Used for Improving Instruction

**SCHOLASTIC**  
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**Broad Ripple Magnet High School**  
**Strategy Use Continuum**  
*Operation Rocket Fuel*

Teacher \_\_\_\_\_

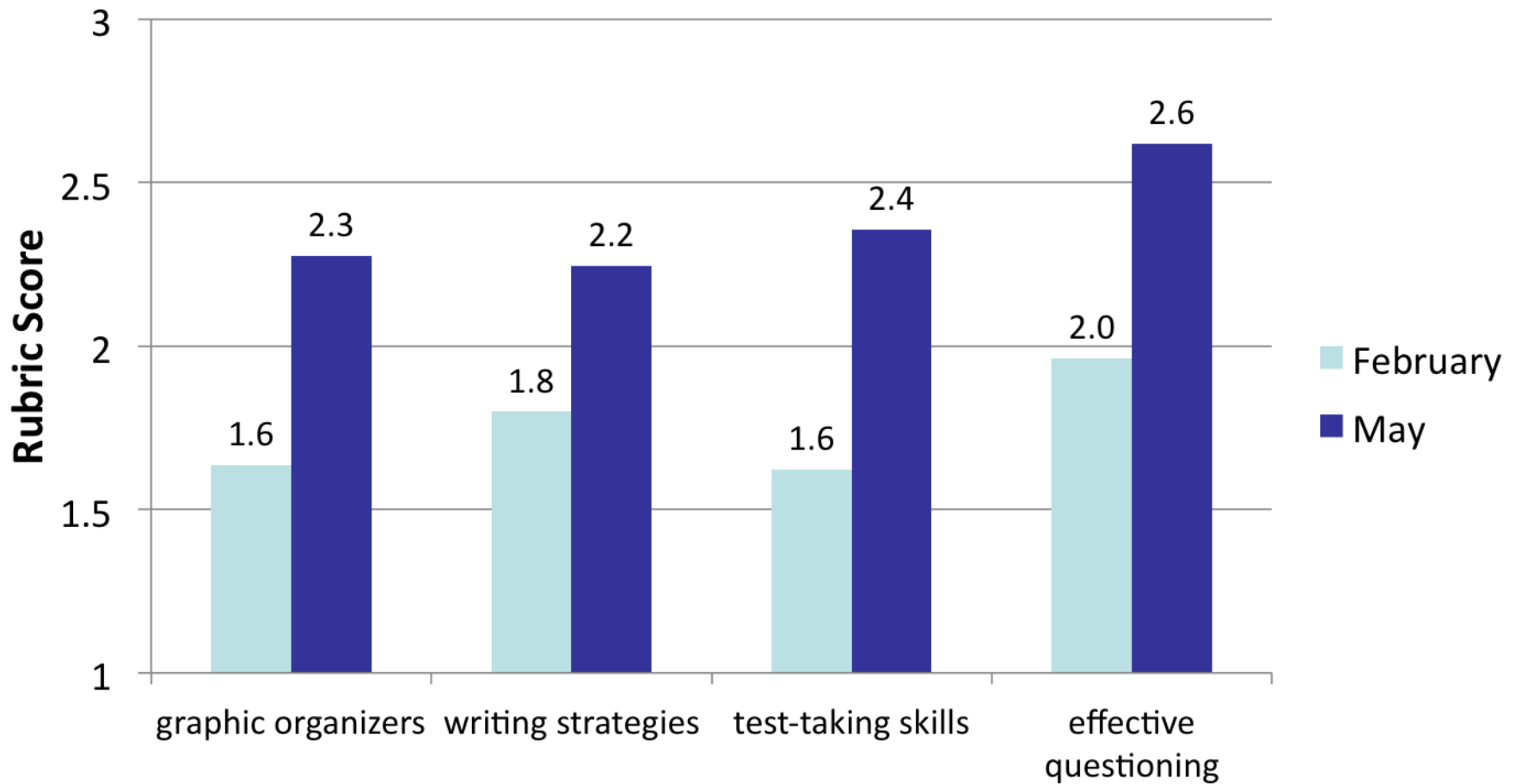
Benchmark Date \_\_\_\_\_

Use the *Strategy Use Chart* to document teacher's use of targeted strategies in classroom instruction (observation, student evidence). Report application for pre and post benchmarks to demonstrate progress.

Baseline Target: February 24, 2012  
End-of-Year Target: May 18, 2012

	1 = Beginning	2 = Developing	3 = Meeting	4 = Surpassing
Questioning Strategies	Rarely uses questioning strategies to facilitate students' thinking and participation	Shows some use of questioning strategies to facilitate students' thinking and participation	Uses a variety of questioning strategies to facilitate students' thinking and participation (e.g., questioning the text, types of questions)	Frequently uses a variety of questioning strategies to facilitate students' thinking and participation; encourages students to ask questions for clarification and to deepen understanding
Graphic Organizers	Shows limited use of graphic organizers to support and engage students	Shows some use of graphic organizers to assist students in classifying information	Consistently uses graphic organizers to classify information before, during, and after reading	Consistently uses graphic organizers to classify information before, during, and after reading; engages students in discussion to deepen understanding and to clarify information
Writing Strategies	Shows little or no evidence of targeted writing strategies in classroom instruction (e.g., Think-Write-Pair-Share, constructed response)	Occasionally uses targeted writing strategies in classroom instruction (Think-Write-Pair-Share, constructed response)	Consistently uses targeted writing strategies in classroom instruction to engage students in thinking and learning (Think-Write-Pair-Share, constructed response)	Frequently uses a variety of targeted writing strategies to engage students in thinking and learning (Think-Write-Pair-Share, constructed response); requires students to support answers with text-based evidence
Test-Taking Strategies	Rarely incorporates test-taking strategies in classroom lessons	Occasionally incorporates test-taking strategies in classroom lessons	Consistently incorporates high-impact test-taking strategies in classroom to prepare students for state test	Consistently uses a variety of high-impact test-taking strategies in classroom instruction; provides opportunities for discussion and clarification to ensure test-taking best practices

# Measured by the rubric, significant improvements in instruction were seen



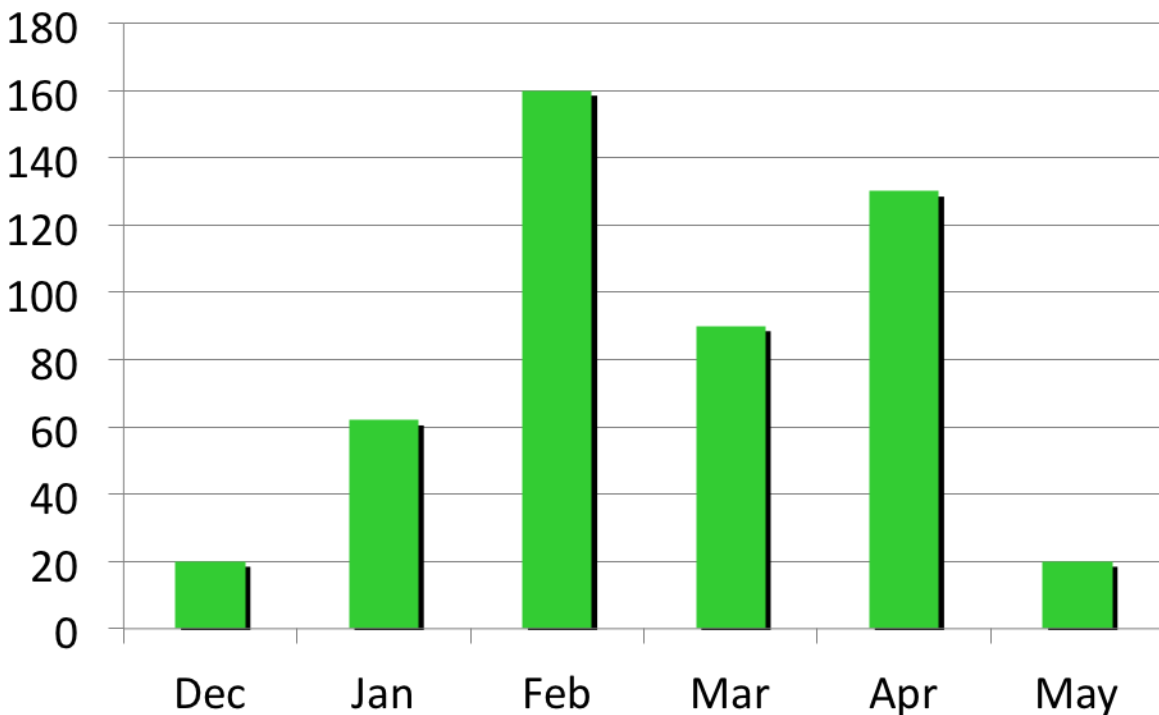
# # of times teachers demonstrated new strategies in the classroom (as of 4/25)

<b>PLCs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4 &amp; 5</b>	<b>7 &amp; 8</b>	<b>9</b>	<b>10</b>
<b>INSTRUCTIONAL STRATEGIES</b>							
<b>GIVE One, Get One</b>	<b>190</b>	<b>115</b>	<b>140</b>	<b>120</b>	<b>60</b>	<b>18</b>	<b>80</b>
<b>Literal and Inter Questions</b>	<b>114</b>	<b>76</b>	<b>221</b>	<b>125</b>	<b>127</b>	<b>76</b>	<b>126</b>
<b>Building Background Knowledge</b>	<b>181</b>	<b>50</b>	<b>202</b>	<b>80</b>	<b>94</b>	<b>50</b>	<b>41</b>
<b>Constructive Response</b>	<b>172</b>	<b>192</b>	<b>112</b>	<b>75</b>	<b>59</b>	<b>30</b>	<b>27</b>
<b>Think (Write) Pair-Share</b>	<b>194</b>	<b>304</b>	<b>225</b>	<b>137</b>	<b>104</b>	<b>50</b>	<b>68</b>
<b>Creating an Outline</b>	<b>36</b>	<b>27</b>	<b>75</b>	<b>21</b>	<b>36</b>	<b>54</b>	<b>45</b>
<b>Previewing Questions</b>	<b>92</b>	<b>229</b>	<b>232</b>	<b>82</b>	<b>392</b>	<b>28</b>	<b>40</b>
<b>TEST TAKING STRATEGIES</b>							
<b>Using Text Evidence</b>	<b>66</b>	<b>302</b>	<b>425</b>	<b>85</b>	<b>258</b>	<b>25</b>	<b>90</b>
<b>Justify Your Answers</b>	<b>68</b>	<b>268</b>	<b>225</b>	<b>89</b>	<b>456</b>	<b>93</b>	<b>95</b>
<b>Open-Ended Questions</b>	<b>188</b>	<b>201</b>	<b>268</b>	<b>173</b>	<b>304</b>	<b>215</b>	<b>42</b>
<b>Making an Educated Guess</b>	<b>143</b>	<b>54</b>	<b>292</b>	<b>187</b>	<b>394</b>	<b>39</b>	<b>65</b>

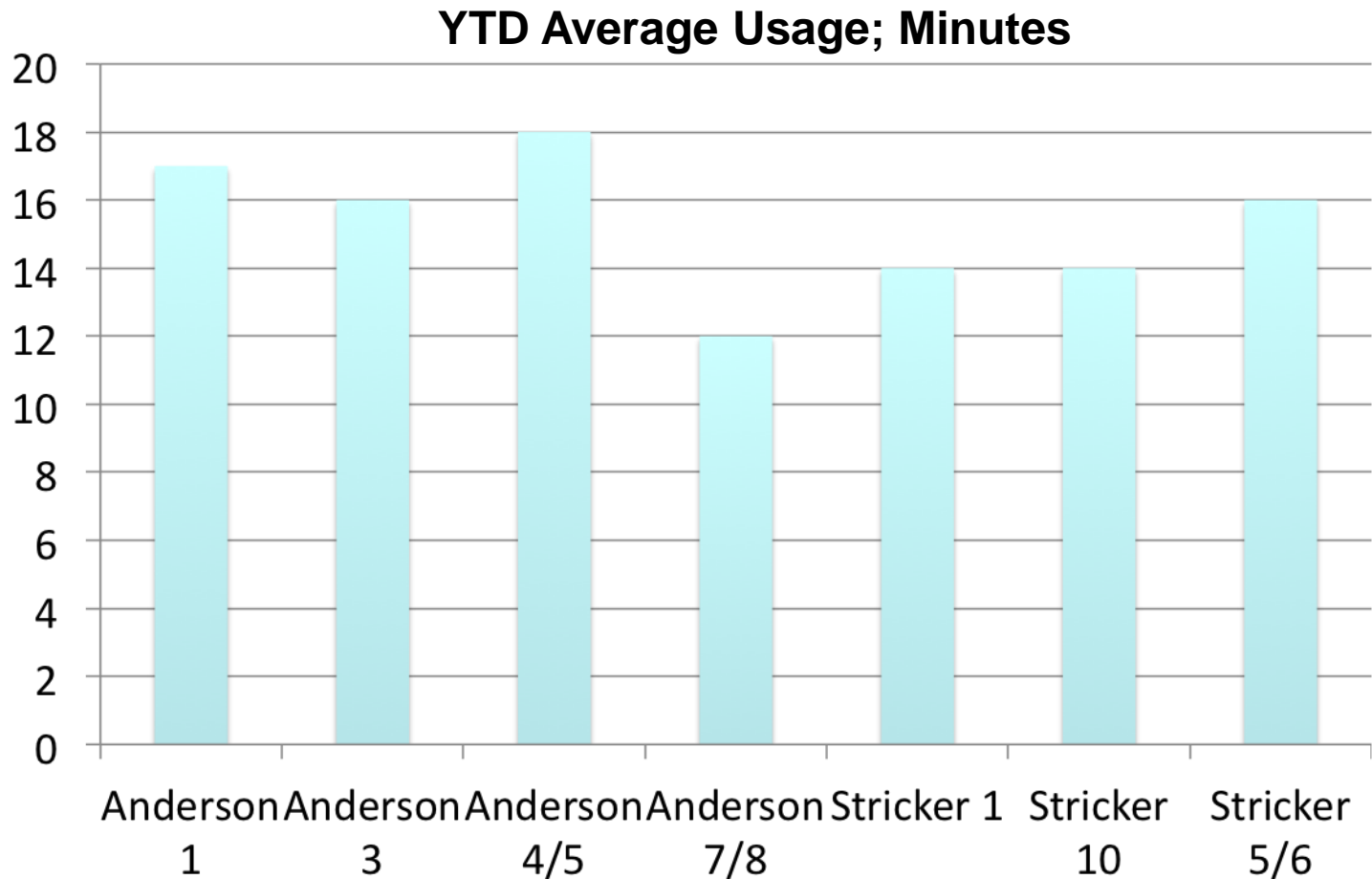
# Scholastic U Data

- 53 course completions (82% completion rate)
- 8 average hours per user
- 11,933 resources accessed
- 555 total hours logged
- Average pre-test score: 55
- Average post-test score: 80

Scholastic U- Total Hours

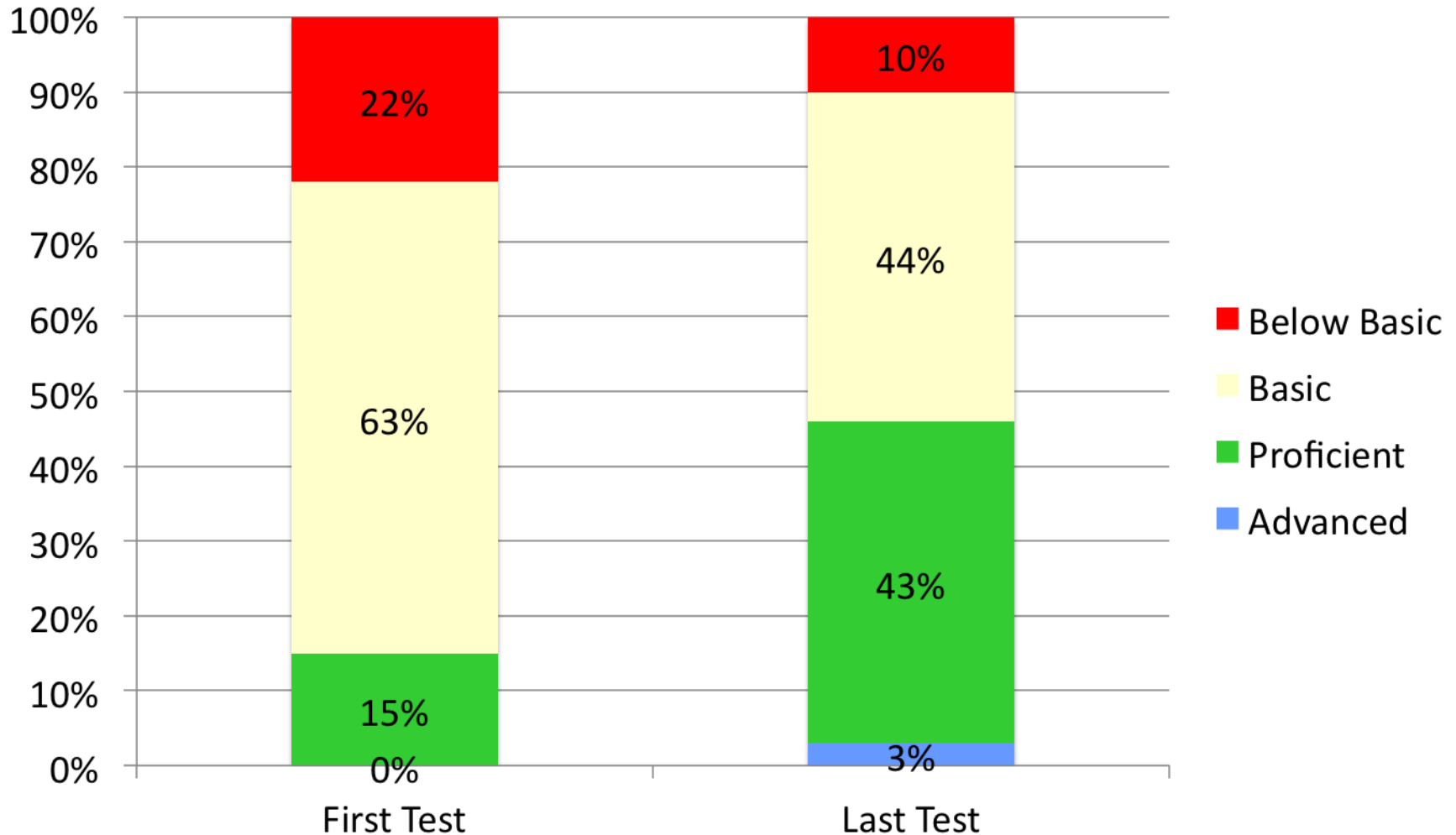


# Across classes, students are on track with daily minutes of software usage










# Proficiency Growth for READ 180 Students



# READ 180 Summary Data Grid

▼ Data Breakdown: Broad Ripple

Filters: Off 

CLASS NAME IN Broad Ripple ▲									
	STUDENT ENROLLMENT	AVG. DAILY USE (MINS)	AVG. WEEKLY USE (DAYS)	SESSIONS	TAKEN	% LEXILE GROWTH 50L+	AVG. TESTS TAKEN	AVG. TEST SCORE	AVG. QUIZZES...
<b>All Classes</b>	<b>85</b>	<b>15</b>	<b>3</b>	<b>48</b>	<b>4</b>	<b>64%</b>	<b>1</b>	<b>71%</b>	<b>1</b>
180_BRMS_Anderson_1	11	17	3	39	3	55%	1	87%	0
180_BRMS_Anderson_3	9	16	3	42	4	56%	1	62%	2
180_BRMS_Anderson_4/5	6	18	3	46	4	100%	1	72%	1
180_BRMS_Anderson_7/8	17	▶ 12	3	41	4	65%	1	65%	1
180_BRMS_Stricker_1	19	▶ 14	3	51	4	53%	1	68%	0
180_BRMS_Stricker_10	11	▶ 14	4	59	4	73%	1	80%	1
180_BRMS_Stricker_5/6	11	16	4	62	4	64%	1	71%	0
44_BRMS_Stricker_2	1	19	3	5	4	100%	0	N/A	9

64% of students have achieved 50L of growth in only 3+ months of program implementation