

What's Different in the Highest Improving Schools in WA State?

Great Teachers-Great Leaders-Great Schools

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The Center for Educational Effectiveness

Improvement is Contagious



The Center for Educational Effectiveness

Center for Educational Effectiveness (CEE)

- Field-based research, service, and data-centric tools to support School & District Improvement
- Partnerships with 700 Schools in 135 districts
 - What we do & how we do it varies based on serving districts from 80 students K-12, to districts over 30,000 K-12
- Assist all schools & districts in OSPI School, District, & Summit District Improvement programs
- Assist all districts in Idaho's "Building Capacity" K-12 District Improvement Program



This Morning's Outcomes

- How are the schools selected?
- Who are they? Highlight the 2009 "Great Schools" award winners
 - Phi Delta Kappa-Washington
- What can we learn from these schools?



Selection: Design Objectives

- Recognize Improvement in Reading and Mathematics
- View of improvement over 5 years (2003/04 to 2009)
 - Grades 4, 7, and 10 only
- Winners: Top 5% of each grade band



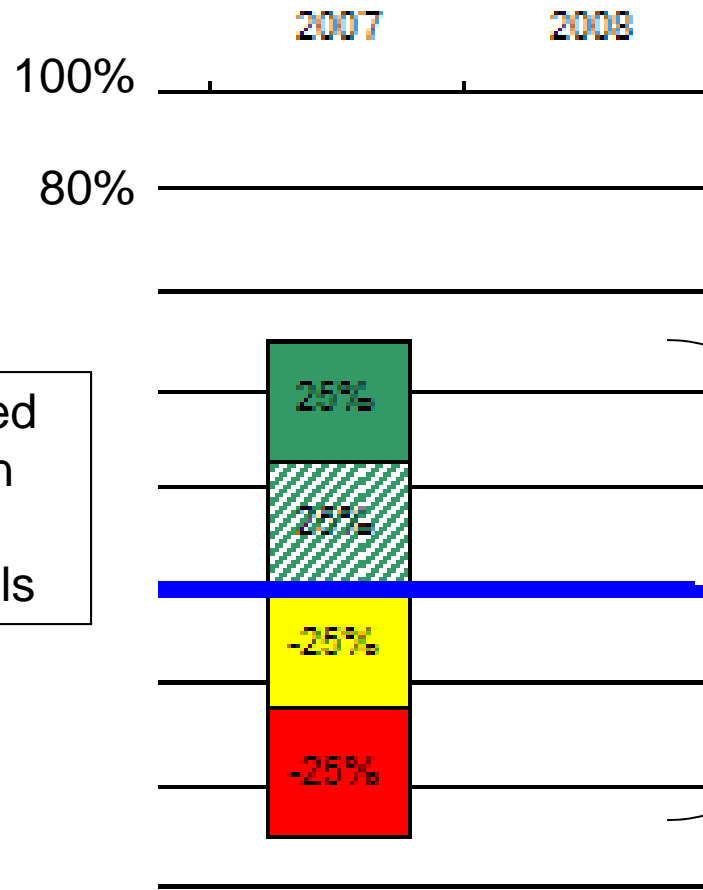
Performance: Learning Index

- Based on the 4 Levels of WASL Performance
- Can be applied to any of the WASL Sub-tests

$$\begin{array}{r} 1 \times \% \text{ at Level-1} \\ 2 \times \% \text{ at Level-2} \\ 3 \times \% \text{ at Level-3} \\ + \quad 4 \times \% \text{ at Level-4} \\ \hline = \text{Level Index} \end{array}$$

Reading and Math Level Index

WASL Math- % of Students by Level

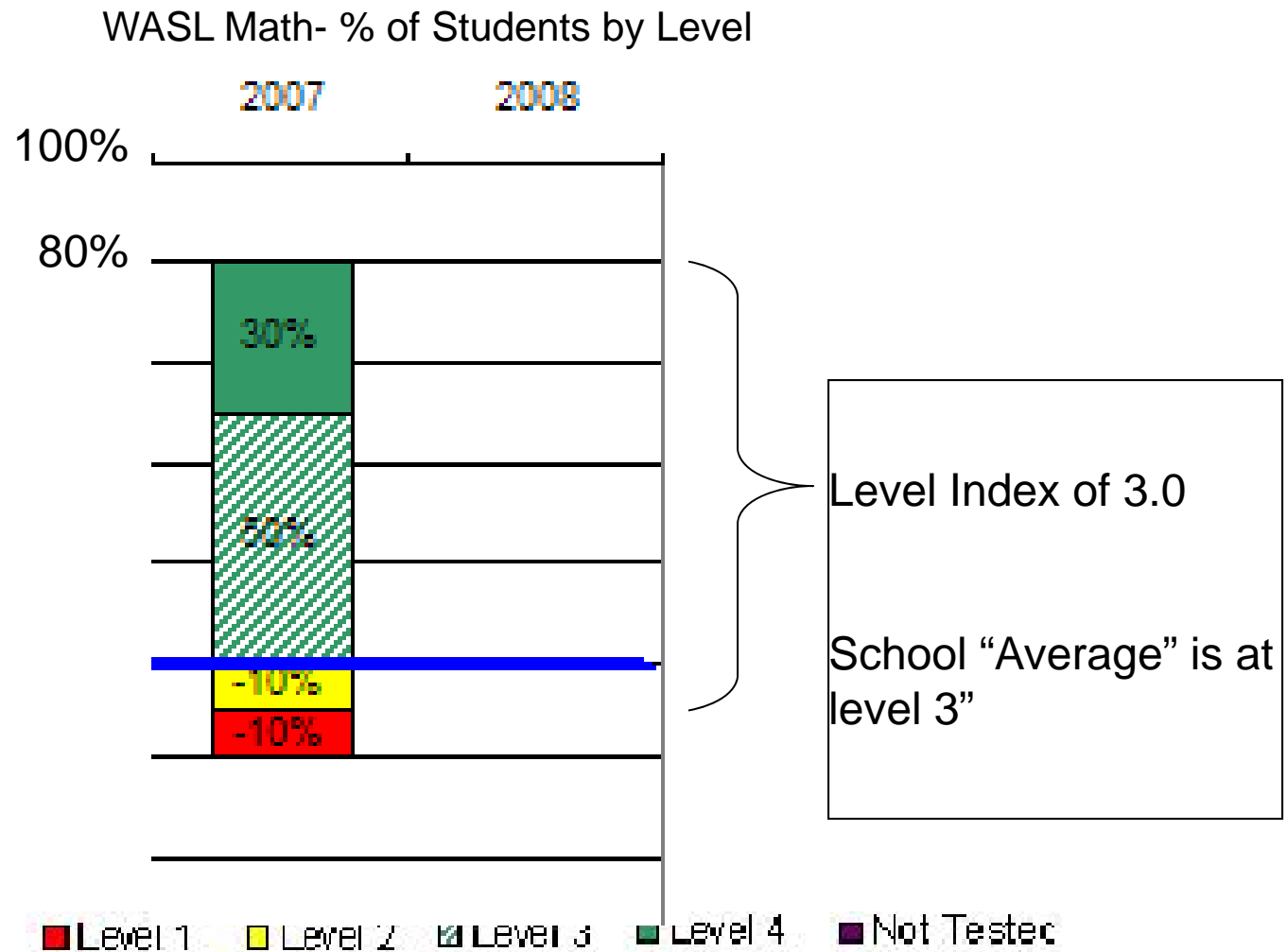


Defined: Weighted average based on the 4 WASL performance levels

Level Index of 2.5
 "1/2 way between level 2 and level 3"



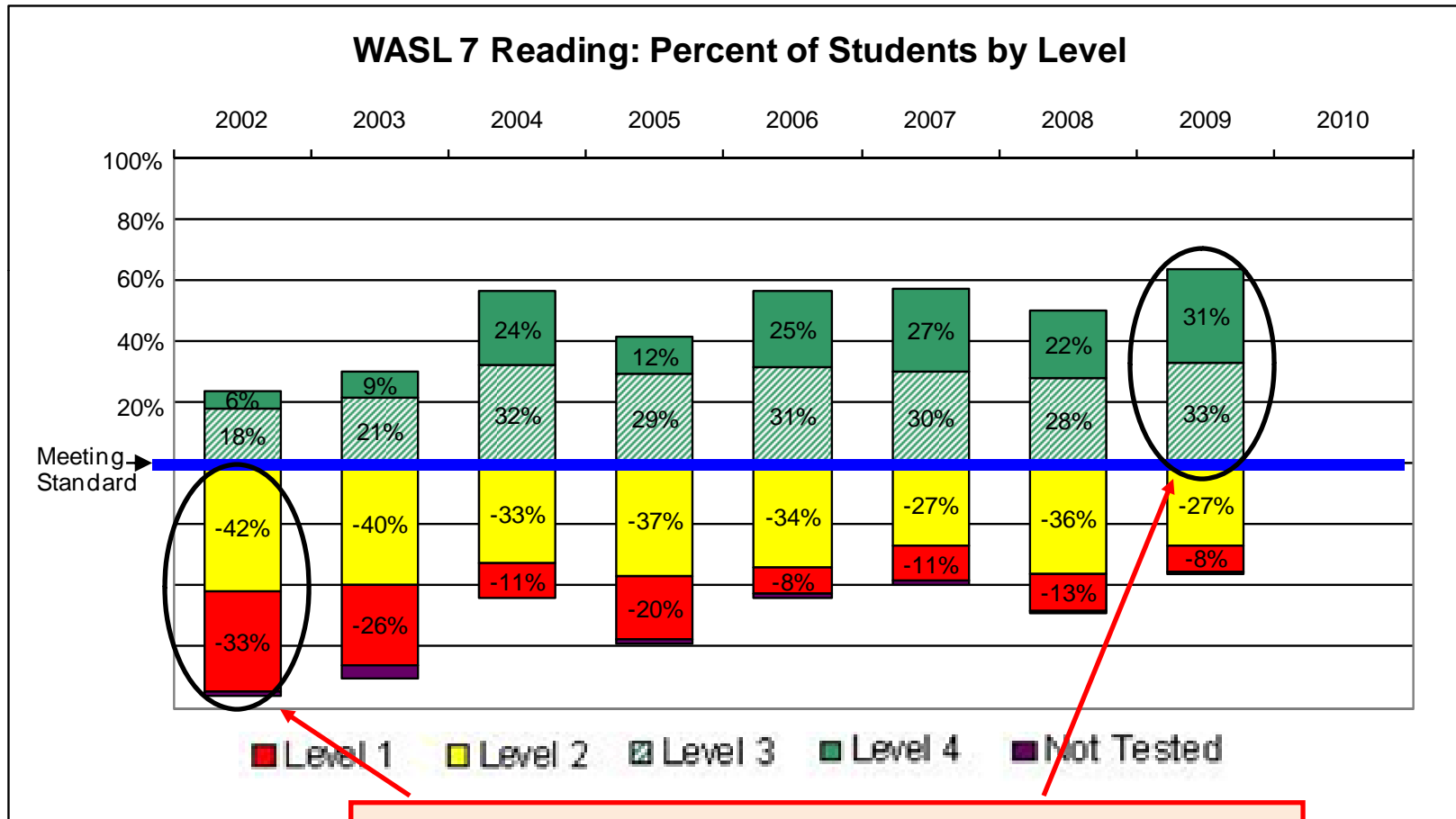
Reading and Math Level Index



When you show an actual example of a winner, this is what achievement looks like:

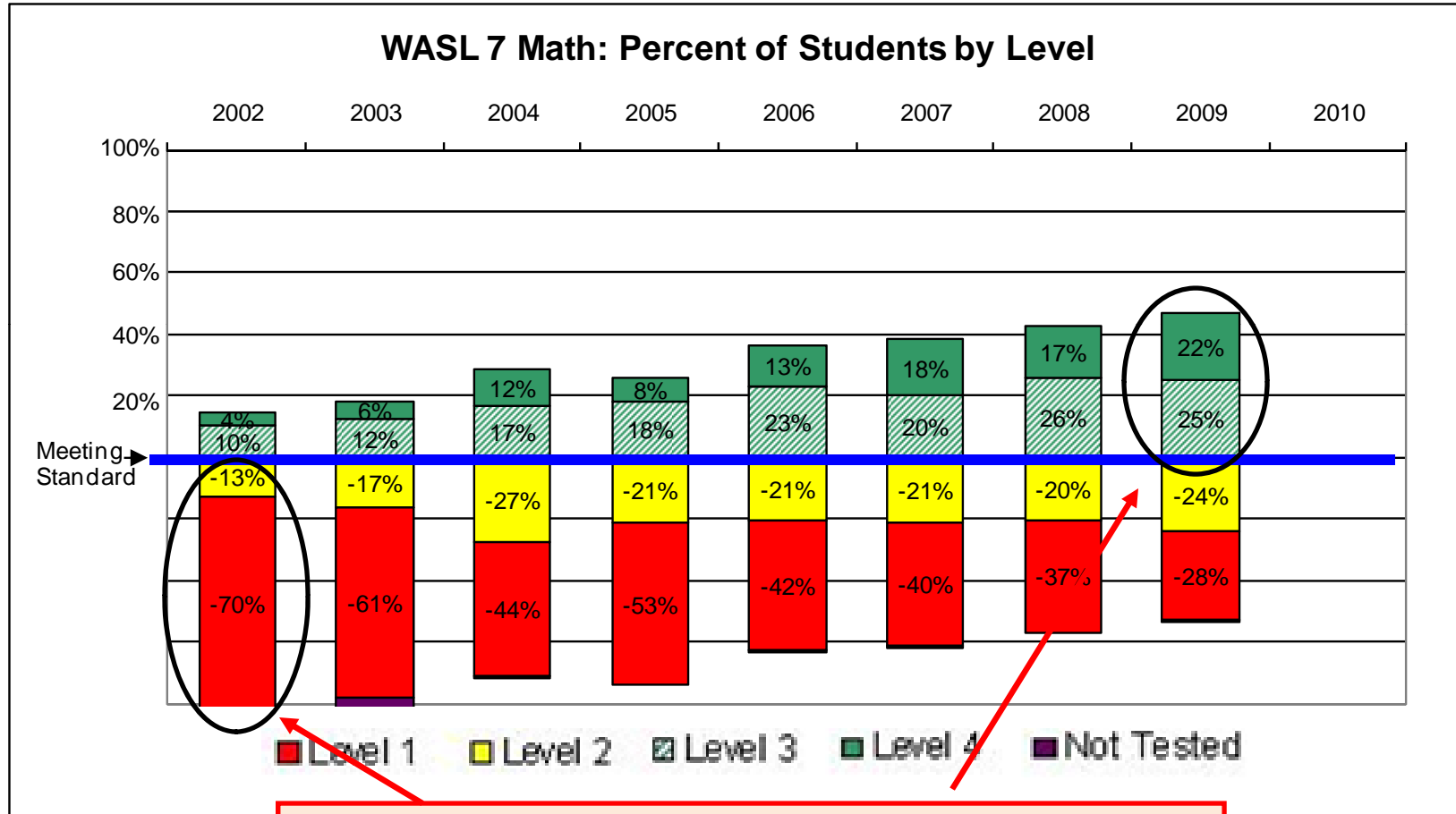


Improvement in Reading and . . .



**75% NOT meeting standard to
64% MEETING standard**

. . . Math as well



**83% NOT meeting standard to
47% MEETING standard**

Who are the 2009 Winners?

- **By Level** (top 5% of improvement)
 - Elementary Schools: 55 Schools
 - Middle Schools / Jr. High Schools: 25 Schools
 - High Schools: 24 Schools

| Educational Service District | Area Served | Number of Award-winning Schools |
|------------------------------|--|---------------------------------|
| ESD1 01 | Spokane & NE Washington | 14 |
| ESD1 05 | Yakima Valley | 4 |
| ESD1 12 | Vancouver & SW Washington | 9 |
| ESD1 13 | Olympia and Southern Olympic Peninsula | 6 |
| ESD1 14 | Bremerton and Northern Olympic Peninsula | 5 |
| ESD1 21 | Puget Sound | 33 |
| ESD1 23 | Tri-cities and SE Washington | 6 |
| ESD1 71 | Wenatchee & North Central Washington | 12 |
| ESD1 89 | North Puget Sound and Islands | 15 |



Who are the 2009 Winners?

- **By Size:**
 - 70 students (Northport HS) to 1,648 students (Ferndale HS)
- **Repeat Winners:**
 - Elementary Schools: 16 repeat
 - Middle Schools / Jr. High Schools: 10 repeat winners
 - High Schools: 9 repeat winners
- **Poverty Range:**
 - Poverty ranges from 2.7% to 100%. 49 schools above the state average for poverty (40.3%)
- **English Language Learners Served:**
 - Percent of ELL students served ranges from 0% to 48.6% of student population (state average 8.0%)



Three-Time Winners

- Cape Flattery: Clallam Bay Elementary
- Yakima: Nob Hill Elementary School
- Puyallup: Fruitland Elementary
- Puyallup: Warren Hunt Elem
- Lake Washington: Alcott Elementary
- Cascade: Icicle River Middle School



Research Approach

- **Guiding Prompt: How are attitudes and practices different in the Schools of Distinction**



Today's Focus Data Will Be:

Phase I
Practices of
Improving or
Turnaround Schools
Oct 2007 – Jan 2008

Phase II
EES-Staff Survey
Characteristics of
High Performing
Schools
*Dec 2007 – May
2009*

Phase III
EES-Staff with
Repeat Winners
On-going



CEE Research Focus- Schools of Distinction

| | | "Nine Characteristics of High Performing Schools" OSPI | Characteristics of Improved School Districts" OSPI, Shannon & Bylsm, 2004 | "Beat the Odds, 2006" Morrison Institute for Public Policy, | "Knowing the Right Things to Do", Elmore, 2004. | "School Turnarounds Public Impact, 2007 | <u>What Works In Schools,</u> Marzano, 2003 |
|---|---|--|---|---|---|---|---|
| Instructional Leadership | student learning focus distributed leadership observes instruction frequently | √ | √ | √ | √ | √ | √ |
| High Quality Teaching and Learning | High expectations use of student data personalized interventions aligned C & I | √ | √ | √ | √ | √ | √ |
| Systems Support for Improvement | effective use of data parent involvement professional learning community | I (2nd ed.) | √ | √ | √ | √ | I |
| Collaboration | communication addressing conflict organizational trust peer observation | √ | √ | √ | √ | √ | √ |
| Readiness for Improvement | belief in student learning openness to new ideas problem solving, conflict management | √ | I | √ | I | I | I |



CEE Research Focus- Schools of Distinction

| | | "Nine Characteristics of High Performing Schools" OSPI | Characteristics of Improved School Districts" OSPI, Shannon & Bylsma, 2004 | "Beat the Odds, 2006" Morrison Institute for Public Policy, | "Knowing the Right Things to Do", Elmore, 2004. | "School Turnarounds" Public Impact, 2007 | <u>What Works In Schools,</u> Marzano, 2003 |
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| Collaboration | communication addressing conflict organizational trust peer observation | √ | √ | √ | √ | √ | √ |
| Readiness for Improvement | belief in student learning openness to new ideas problem solving, conflict management | √ | I | √ | I | I | I |



Highlights of Phases I and II

Very High Readiness for Improvement

- 75% belief that ALL students can meet state standards
- 75% willingness to change, and openness to new ideas

Culture of Collaboration

- High trust across staff and with leadership
- 75% willingness to address conflict

Leadership

- Stable – average of 4 yrs in building and 8 years as principal
- Focus on instruction and student learning - 50% observe classrooms daily

System Support for Improvement

- 80% have release time monthly for professional development
- 60% monitor school improvement plans at least monthly

High Quality Instruction and Supportive Instructional Practice

- 92% use assessment data to identify student needs and instructional intervention
- 84% use data to guide professional development
- 80% use collaborative lesson design and analysis of student work

High Level of Trust

- 71% believe there is a high level of trust in their school

Reading and Math Beliefs are more important – both in top 10!

Collaborative planning for integration of literacy and numeracy across the curric.

Leadership facilitate processes for improvement
Staff have frequent feedback about how they are doing

Teachers engage in PD to learn and apply skills and strategies

Struggling students receive intervention
Celebrating student success
Teachers integrate literacy and numeracy

Strength in positive side of Trust
Lower “Trust Erosion” factors



Phase III

- Approach: differential comparison
 - By each of the Nine Characteristics
 - By each item within the characteristic scales
- Focus on repeat winners
 - 2008 & 2009 repeat winners
 - Comparison with schools across the state
- Instrumentation: Educational Effectiveness Survey v9.0
 - Voluntary participation: Staff self-reflection
 - Nine Characteristics of High Performing Schools
 - Readiness to Benefit
 - Includes views of: Organizational Trust, District Support for Improvement, and Cultural Responsiveness



Highlights- What Have We Learned

Laser-like Focus on the Instructional Core

- Monitoring of Teaching and Learning
 - Reflecting on instructional practice and monitoring impact
- High Quality Curriculum, Instruction and Assessment
 - Aligned curriculum with common assessments used to personalize instruction
- Collaboration *for* Learning
- High Standards and Expectations

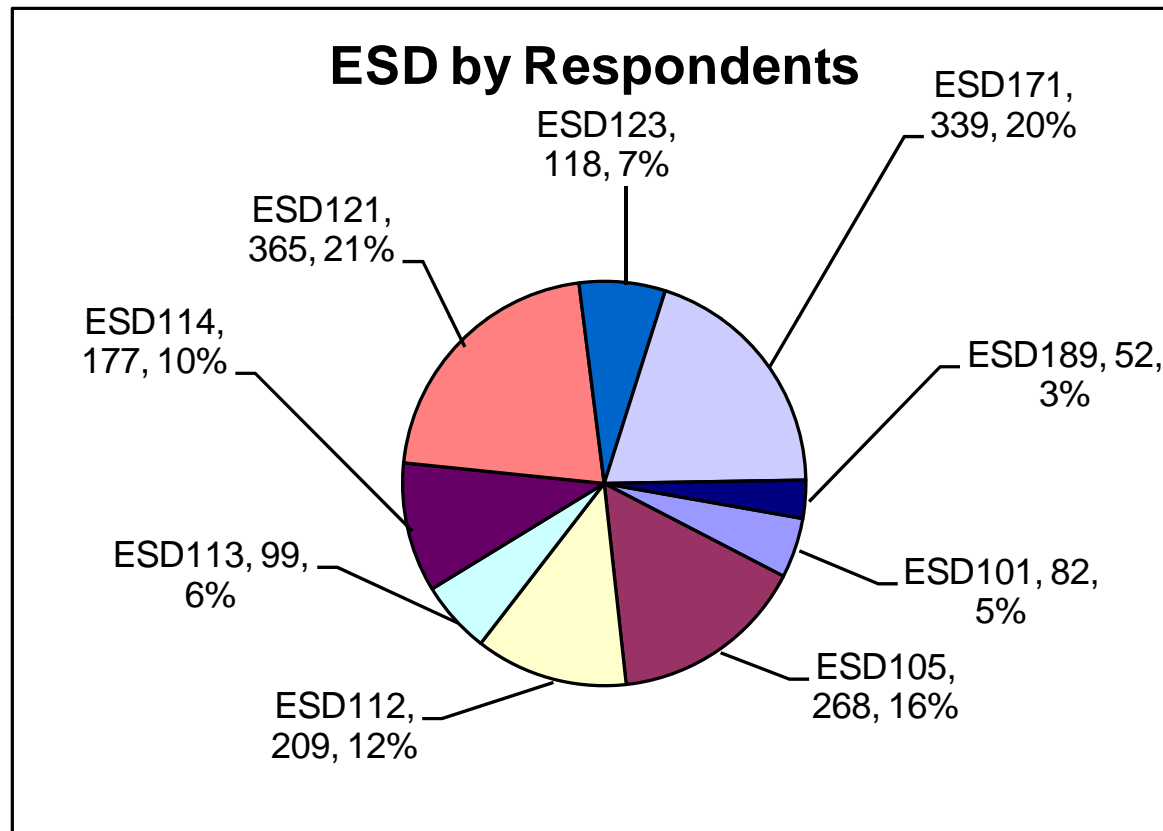


The data you will see today:

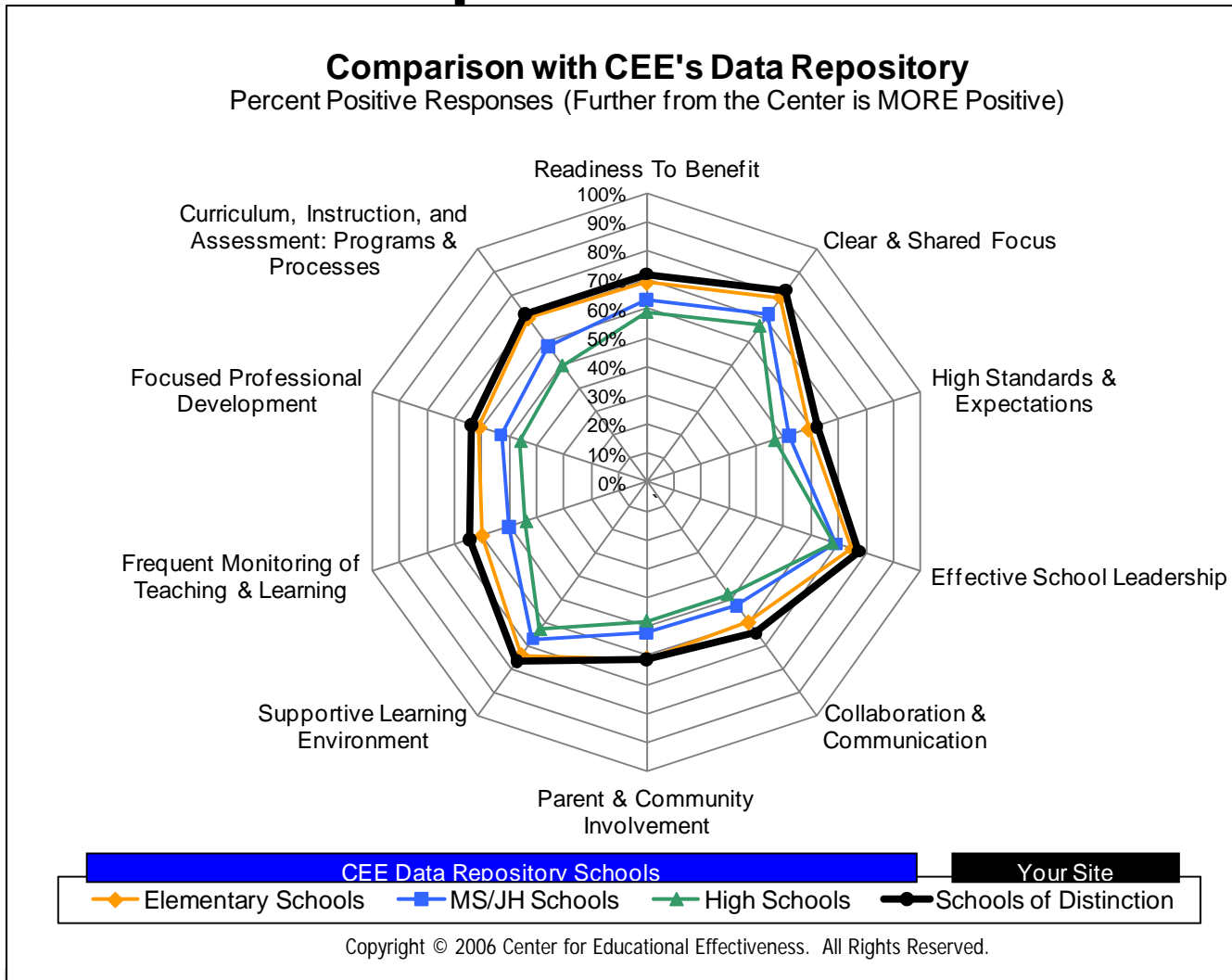
- Educational Effectiveness Survey of Staff (Nine Characteristics)
 - N = 2,321
 - Includes schools from 2007, 2008 and 2009 School of Distinction and “Great School” winners
- Comparison Set: N=16,943



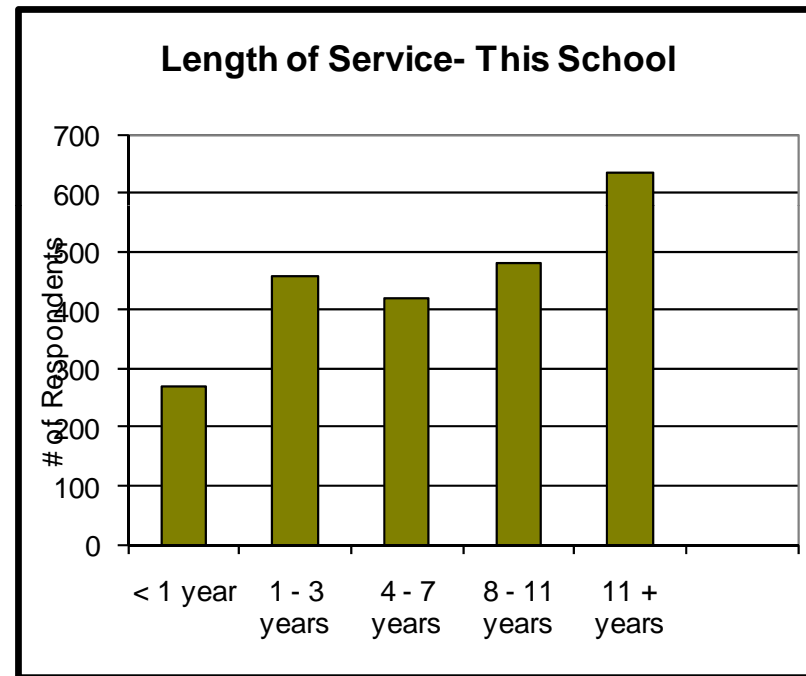
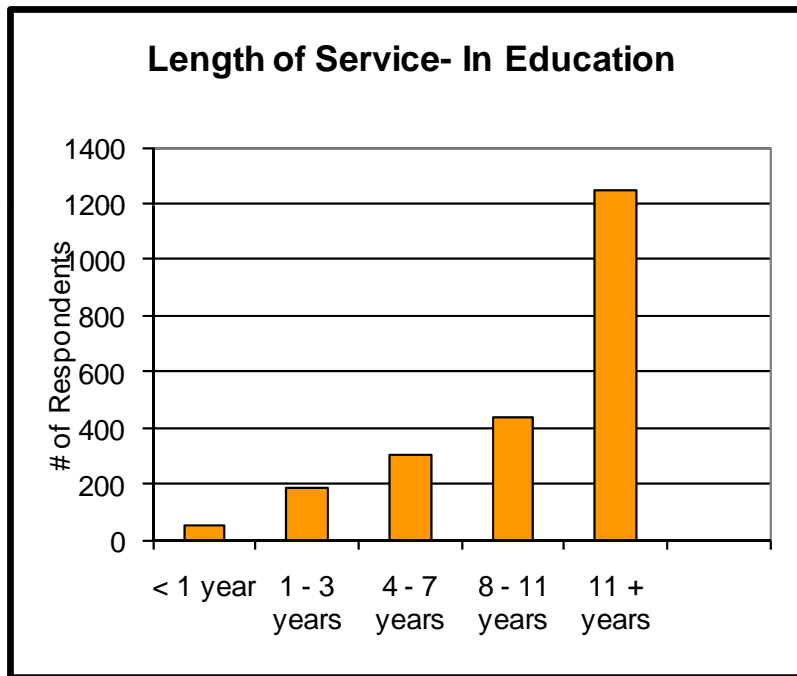
Award Winners (N=2,321)



In relationship to other schools ...



Experience Matters ...



Distinction: The Instructional Core Matters

| | SOD-Repeats | State Sample | | |
|--|--------------|--------------|------------------------------|---------------|
| Mean: 5=ALMOST ALWAYS TRUE, 1=Almost Never True | Mean | Mean | Difference: Repeats vs State | Rank of diffs |
| Monitor Teaching and Learning | 3.646 | 3.341 | 0.306 | 1 |
| High Quality Curriculum, Instruction, and Assesemnt | 3.967 | 3.687 | 0.280 | 2 |
| Collaboration for Student Learning | 3.825 | 3.581 | 0.244 | 3 |
| High Standards and Expectations | 3.664 | 3.468 | 0.196 | 4 |
| Focused Professional Development | 3.731 | 3.537 | 0.195 | 5 |
| Supportive Learning Environment | 4.128 | 3.936 | 0.191 | 6 |
| Community & Parent Involvement | 3.729 | 3.538 | 0.190 | 7 |
| Clear and Shared Focus | 4.230 | 4.068 | 0.162 | 8 |
| Effective Leadership | 4.189 | 4.032 | 0.157 | 9 |



DISTINCTION: Monitoring Teaching and Learning

Reduce isolation and open practice up to direct observation, analysis, and feedback.

- *Make direct observation of practice, analysis, and feedback a routine feature of work.*

Elmore (2000, 2002, and 2004)



Distinction: Monitor Teaching and Learning

| Mean: 5=ALMOST ALWAYS TRUE, 1=Almost Never True | SOD-Repeats | | State Sample | | Repeats vs State Means | Repeats vs State %Pos |
|--|--------------|-------------------|--------------|-------------------|------------------------|-----------------------|
| | Mean | Combined Positive | Mean | Combined Positive | | |
| We monitor the effectiveness of instructional interventions | 3.843 | 69.6% | 3.322 | 56.0% | 0.520 | 13.6% |
| We are frequently informed about how well we are doing | 3.867 | 69.0% | 3.483 | 52.6% | 0.384 | 16.4% |
| We reflect upon instructional practice to inform our conversations about improvement | 3.698 | 65.7% | 3.338 | 57.2% | 0.360 | 8.5% |
| Struggling students receive early intervention and remediation to acquire skills | 4.018 | 73.1% | 3.678 | 58.4% | 0.340 | 14.6% |
| Teachers collaboratively plan lessons | 3.492 | 58.6% | 3.205 | 50.3% | 0.287 | 8.3% |
| Data from peer observations leads to meaningful change in instructional practice | 3.000 | 47.8% | 2.794 | 41.0% | 0.206 | 6.8% |
| Assessment data is used to identify student needs and appropriate instructional intervention | 4.175 | 78.5% | 3.985 | 71.0% | 0.189 | 7.5% |
| We are encouraged to participate in classroom observation | 3.080 | 43.6% | 2.920 | 42.8% | 0.159 | 0.8% |
| Monitor Teaching and Learning | 3.646 | | 3.341 | | 0.306 | |



DISTINCTION: The “VITAL Cycle” of Curriculum, Instruction, and Assessment

Beat-the-odds-schools are figuring out ways to customize instruction and intervention so it exactly suits each student’s needs.

*The beat-the-odds schools are putting in place a whole set of interlocking practices and policies geared toward winning a marathon (instead of a sprint). It involves **a vital cycle of instruction, assessment, and intervention, followed by more instruction, assessment and intervention.***

Beat The Odds (2006)



Distinction: High Quality Curriculum, Instruction, and Assessment

SOD-Repeats State Sample

| Mean: 5=ALMOST ALWAYS TRUE, 1=Almost Never True | SOD-Repeats | | State Sample | | Repeats vs State Means | Repeats vs State %Pos |
|---|--------------|-------------------|--------------|-------------------|------------------------|-----------------------|
| | Mean | Combined Positive | Mean | Combined Positive | | |
| Common assessments are used to inform instruction | 4.01 | 76.2% | 3.43 | 59.5% | 0.579 | 16.7% |
| Instruction is personalized to meet the needs of each student | 3.79 | 68.0% | 3.48 | 55.5% | 0.313 | 12.5% |
| Regular assessment is used to monitor student progress | 4.26 | 85.6% | 3.95 | 76.5% | 0.312 | 9.1% |
| The reading program we teach is aligned with state learning standards | 4.22 | 81.2% | 3.92 | 69.3% | 0.301 | 11.8% |
| Our staff demonstrates a thorough understanding of state learning standards for reading | 4.06 | 78.8% | 3.78 | 64.4% | 0.276 | 14.5% |
| This school provides curriculum that is relevant and meaningful | 4.25 | 85.2% | 4.00 | 74.8% | 0.241 | 10.4% |
| Our staff demonstrates a thorough understanding of state learning standards for math | 3.68 | 64.6% | 3.48 | 52.0% | 0.208 | 12.6% |
| The math program we teach is aligned with the state learning standards | 3.87 | 69.4% | 3.68 | 60.2% | 0.196 | 9.2% |
| This district uses assessments aligned to standards and instruction | 3.96 | 74.0% | 3.77 | 63.2% | 0.189 | 10.8% |
| All teachers integrate literacy and numeracy concepts into their teaching | 3.57 | 61.0% | 3.38 | 48.4% | 0.186 | 12.6% |
| High Quality Curriculum, Instruction, and Assessment | 3.967 | | 3.687 | | 0.280 | |



DISTINCTION: Action-Based Collaboration

Improved districts build a culture of commitment, collegiality, mutual respect, and stability.

- *Professional culture of high standards*
- *Trust, mutual respect, and competence*
- *Opportunities for peer support, collaboration, and develop professional learning communities*

Shannon & Bylsma (2004)



Distinction: Collaboration & Communication

| Mean: 5=ALMOST ALWAYS TRUE, 1=Almost Never True | SOD-Repeats | | State Sample | | Repeats vs State Means | Repeats vs State %Pos |
|---|--------------|-------------------|--------------|-------------------|------------------------|-----------------------|
| | Mean | Combined Positive | Mean | Combined Positive | | |
| Students understand the expectations and standards of this school | 4.109 | 80.4% | 3.732 | 62.3% | 0.377 | 18.1% |
| When there is a problem in my school, we talk about how to solve it | 4.058 | 75.0% | 3.687 | 60.1% | 0.372 | 14.9% |
| Staff in our building do not manipulate others to achieve their goals | 3.998 | 74.2% | 3.648 | 58.4% | 0.350 | 15.8% |
| Parents & community understand the expectations & standards of this school | 3.716 | 65.0% | 3.382 | 47.0% | 0.334 | 18.0% |
| Staff in our school are consistently truthful | 4.072 | 80.6% | 3.801 | 65.8% | 0.272 | 14.8% |
| There is a willingness to address conflict in this school | 3.959 | 71.5% | 3.695 | 59.5% | 0.264 | 12.0% |
| Staff at this school collaborate to improve student learning | 4.302 | 83.5% | 4.075 | 75.7% | 0.227 | 7.7% |
| We collaboratively plan the integration of literacy & numeracy concepts across the curriculum | 3.539 | 55.6% | 3.320 | 46.5% | 0.220 | 9.1% |
| There is effective, 2-way communication between the district and our school | 3.322 | 48.8% | 3.103 | 38.2% | 0.219 | 10.7% |
| Our staff shares learnings from conferences and seminars they attend | 3.626 | 59.4% | 3.461 | 51.0% | 0.165 | 8.4% |
| Collaboration between district and schools is based upon trust and respect | 3.394 | 49.8% | 3.263 | 42.7% | 0.131 | 7.1% |
| Our school meets regularly to monitor implementation of our school improvement plan | 3.804 | 62.7% | 3.801 | 64.5% | 0.003 | -1.8% |
| Collaboration for Student Learning | 3.825 | | 3.581 | | 0.244 | |



Application of Findings A Quick View by School Level

*Why do we see significantly different improvement
results in Reading and Math?*



Elementary Staff- Top 10 Differences

| | | Elementary Schools | | | |
|---|----------------|--------------------|----------------|-------------------------|-------|
| | Characteristic | Stack Rank of Gap | % Positive SOD | % Positive State Sample | Gap |
| Instruction is personalized to meet the needs of each student | CIA | 1 | 74.2% | 60.5% | 13.8% |
| We hold one another accountable for student learning | HSE | 2 | 70.0% | 57.4% | 12.6% |
| We are frequently informed about how well we are doing | MTL | 3 | 68.6% | 57.6% | 11.0% |
| We monitor the effectiveness of instructional interventions | MTL | 4 | 75.7% | 64.8% | 10.9% |
| We reflect upon instructional practice to inform our conversations about improvement | MTL | 5 | 73.0% | 62.5% | 10.5% |
| Parents & community understand the expectations & standards of this school | Collab | 6 | 63.6% | 53.2% | 10.4% |
| We are provided training to support a culturally responsive learning environment | FPD | 7 | 47.8% | 37.4% | 10.4% |
| Common assessments are used to inform instruction | CIA | 8 | 78.2% | 67.8% | 10.4% |
| Students understand the expectations and standards of this school | Collab | 9 | 78.6% | 69.1% | 9.5% |
| Staff members enforce consistent behavior expectations and consequences in their classrooms | SLE | 10 | 77.8% | 68.3% | 9.4% |

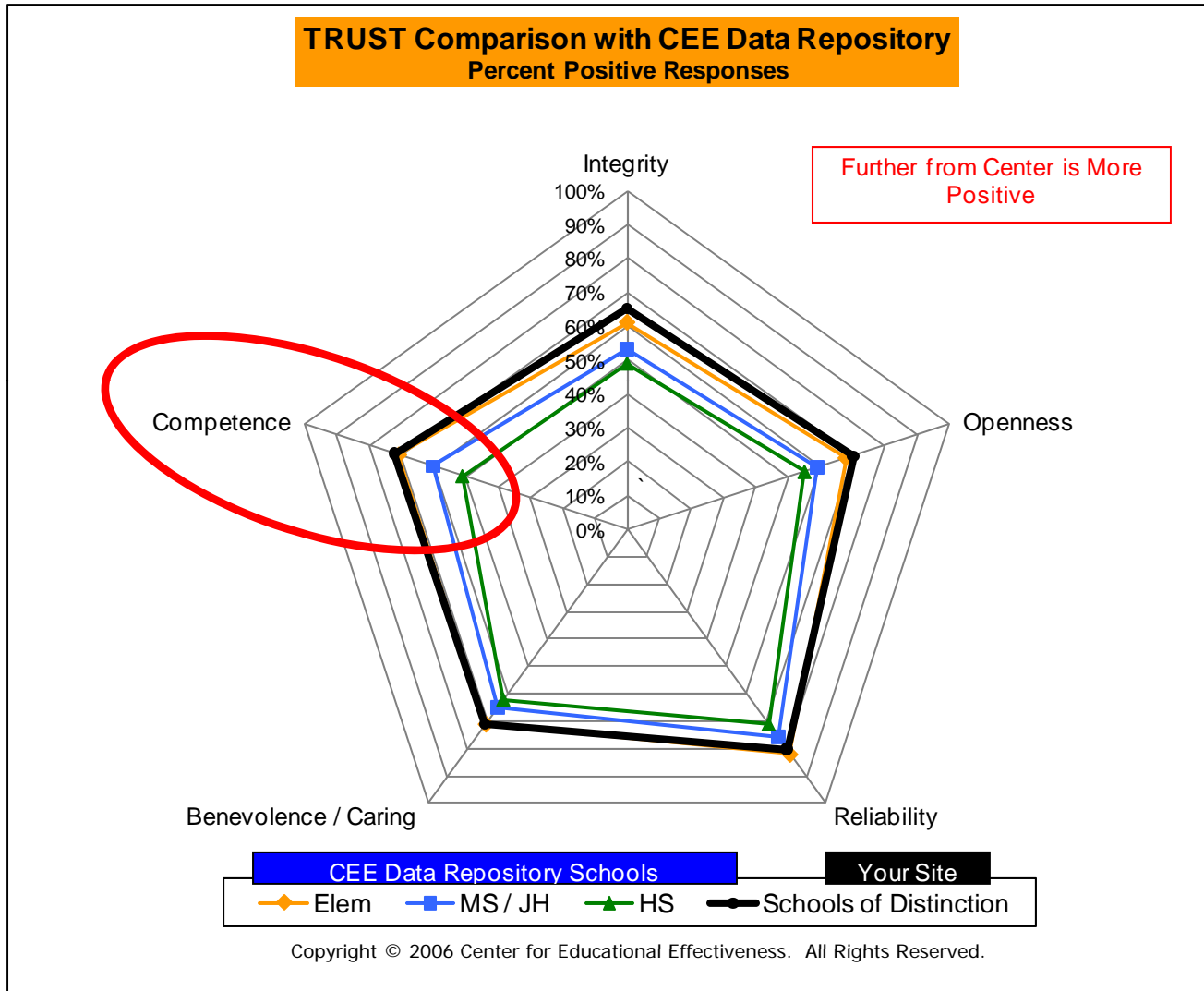


Secondary Staff- Top 10 Differences

| | Characteristic | Secondary Schools | | | |
|--|----------------|-------------------|----------------|-------------------------|-------|
| | | Stack Rank of Gap | % Positive SOD | % Positive State Sample | Gap |
| Students in this school are engaged in learning | SLE | 1 | 77.9% | 60.4% | 17.5% |
| Students understand the expectations and standards of this school | Collab | 2 | 73.0% | 55.6% | 17.5% |
| When there is a problem in my school, we talk about how to solve it | Collab | 3 | 72.2% | 55.9% | 16.3% |
| Struggling students receive early intervention and remediation to acquire skills | MTL | 4 | 64.9% | 49.0% | 15.9% |
| Parents & community understand the expectations & standards of this school | Collab | 5 | 55.4% | 40.7% | 14.7% |
| Staff in our school are consistently truthful | Collab | 6 | 76.7% | 62.1% | 14.6% |
| My colleagues welcome new and innovative ideas | RTB | 7 | 67.7% | 54.6% | 13.2% |
| Our teachers engage in professional development activities to learn and apply math skills and strategies | FPD | 8 | 66.5% | 53.8% | 12.7% |
| We are frequently informed about how well we are doing | MTL | 9 | 60.2% | 47.6% | 12.7% |
| Our staff believes that all students can meet state reading standards | HSE | 10 | 57.8% | 45.4% | 12.5% |

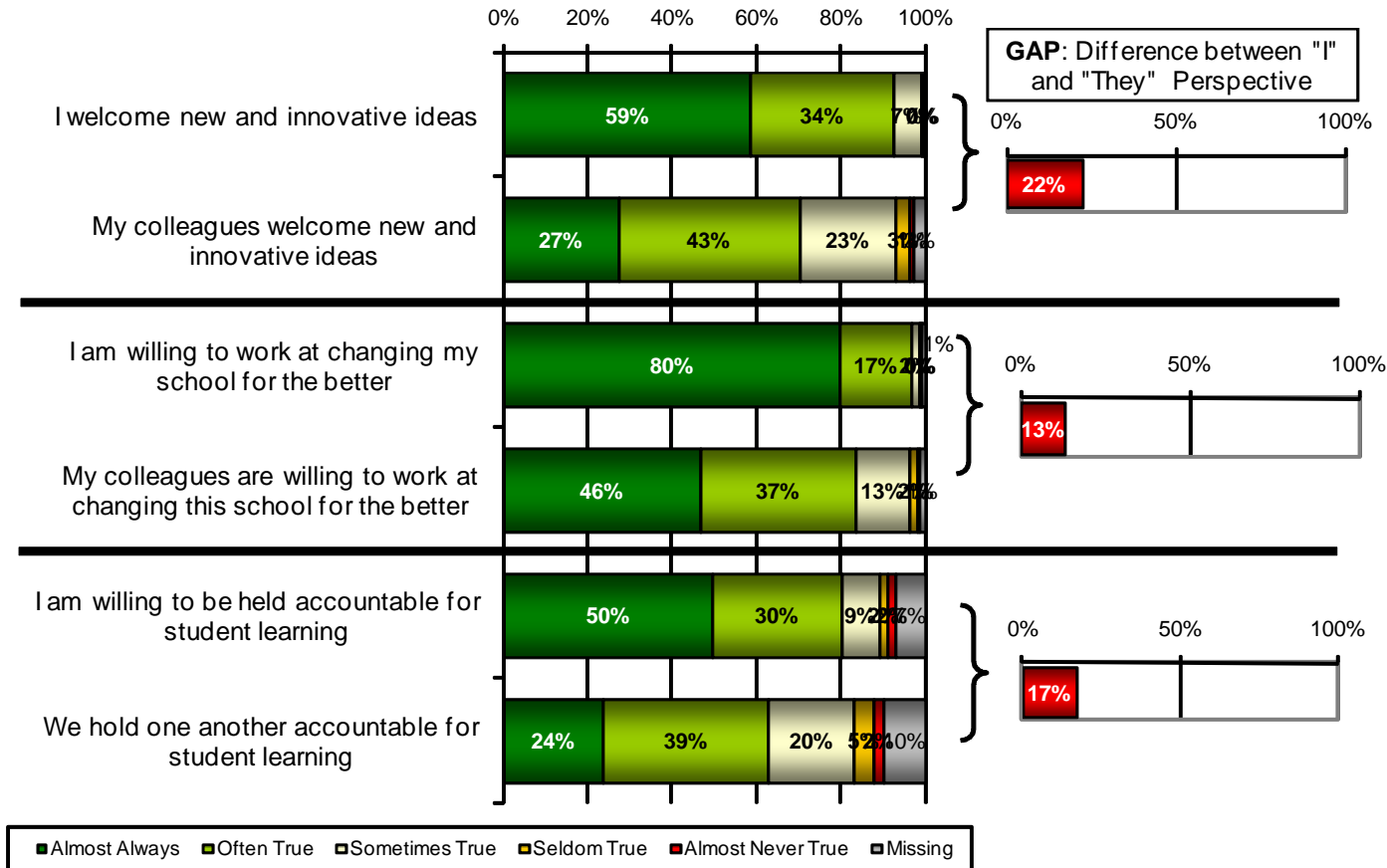


Organizational Trust



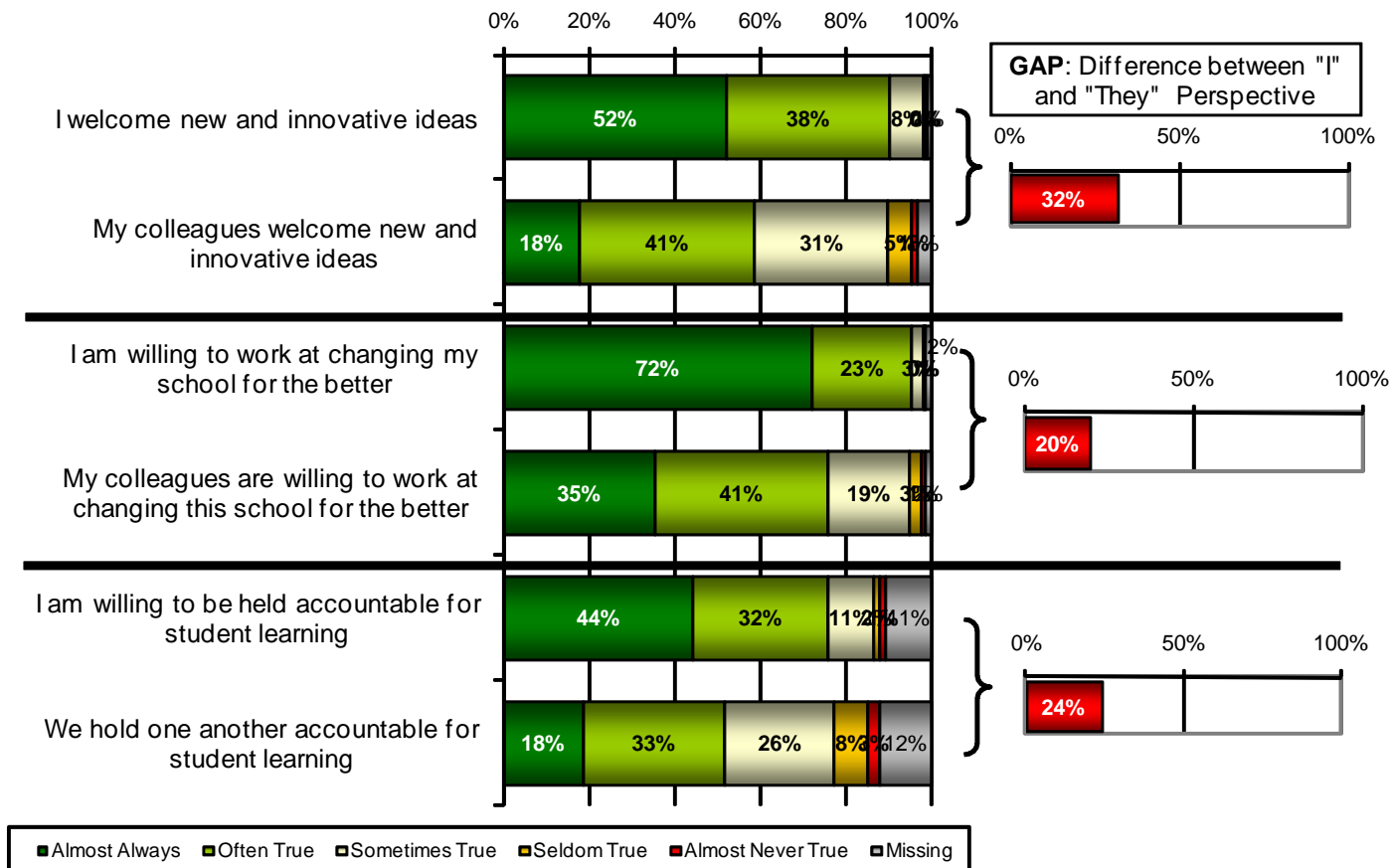
“I” vs “They” – Award Winners

Resistance: "I" vs. "They" Mindset



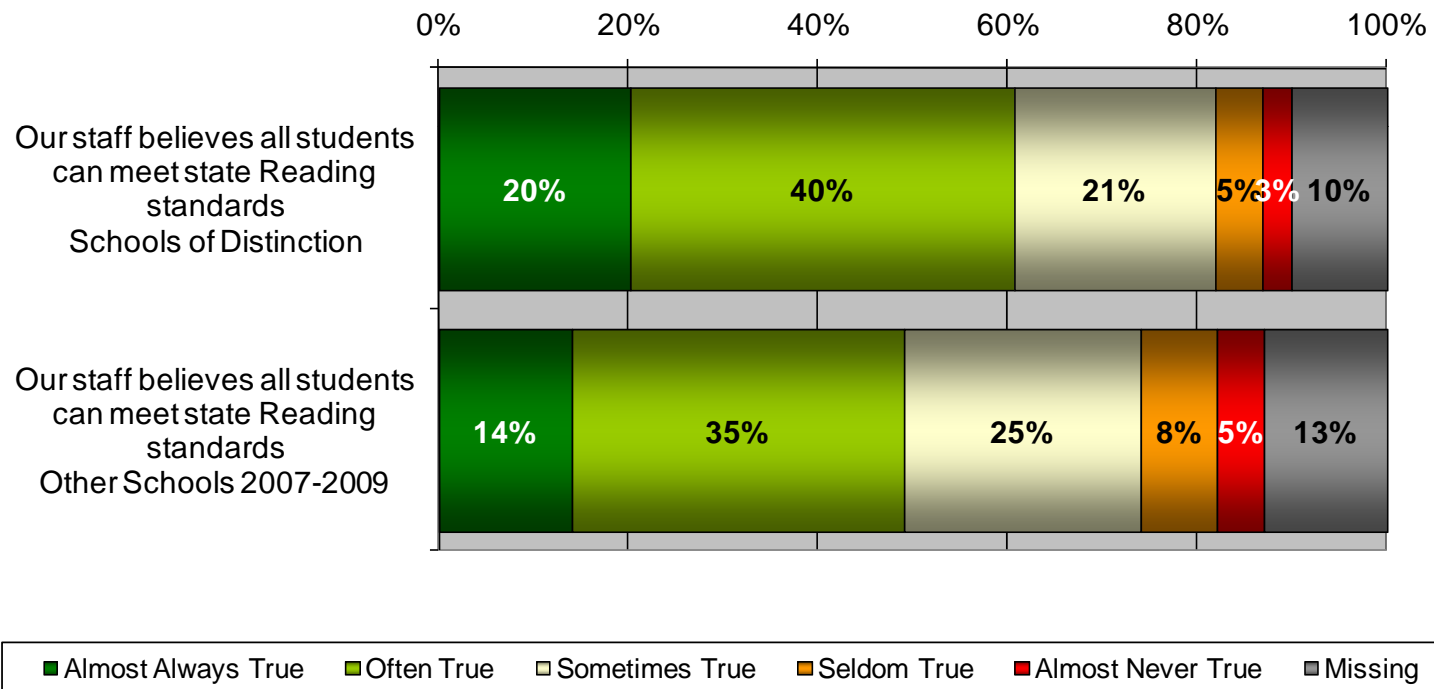
Other Schools "I" vs "They"

Resistance: "I" vs. "They" Mindset



Staff belief in student learning - Reading

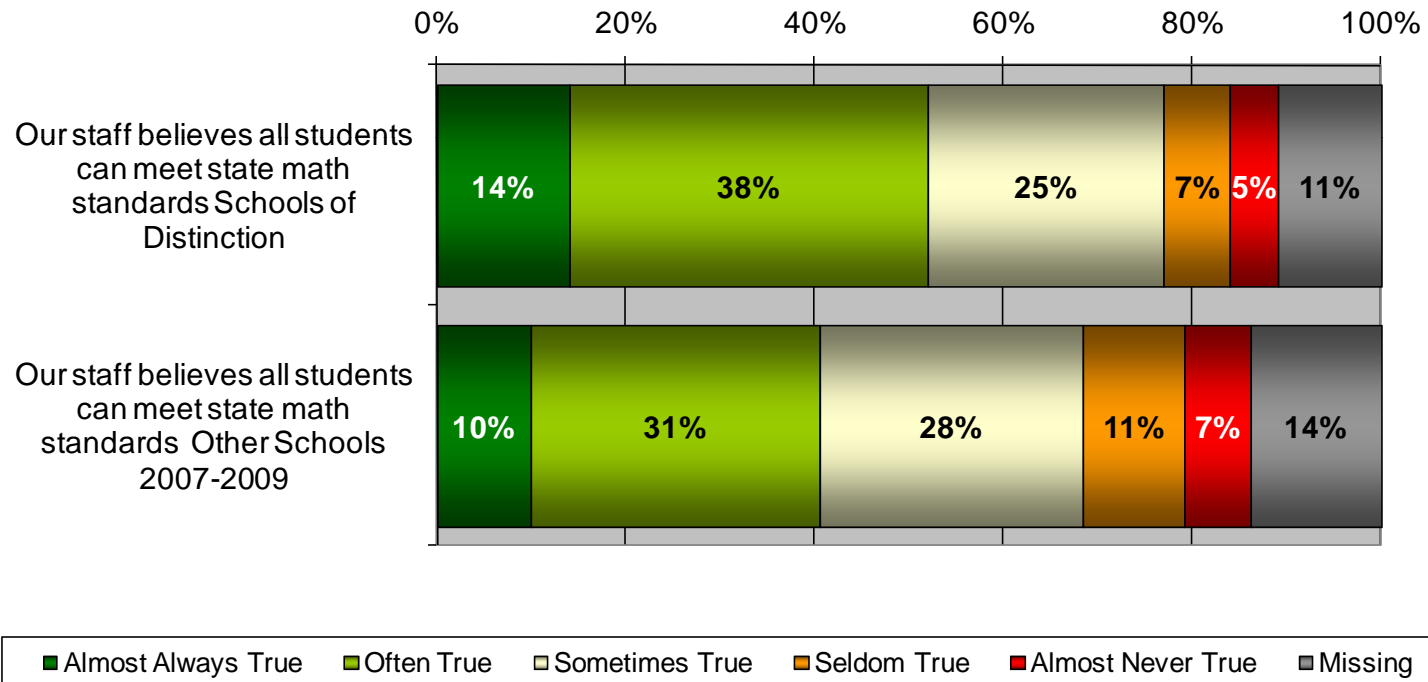
Comparison



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Staff belief in student learning - Math

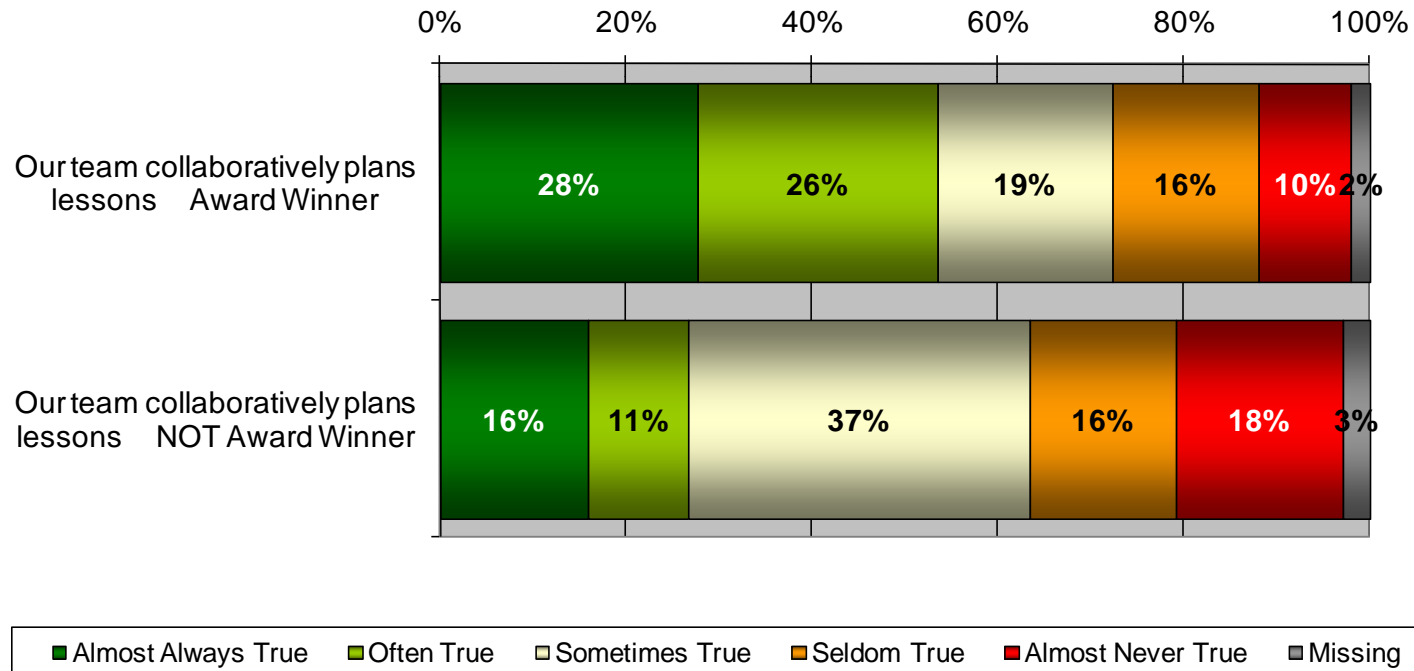
Comparison



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For 2009-10: Attributes of Effective Instruction in PLC Case Studies with these Schools (see Session 5.6 on Friday afternoon)

Collaboration and Teamwork for Effective Instruction Comparison



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What Can We Learn? Our Research Focus

- The Repository: 280,000 Educational Stakeholders
 - EES-Staff: 55,857 staff
 - EES-Student: 164,029 students
 - EES-Parent: 60,592 parents
 - 26% of parents and 30% of students indicate English is not their primary language at home
- Representing
 - 704 Unique Schools
 - 132 Unique Districts
- Open to doctoral candidates for research purposes





Better Data. Better Decisions. Better Schools.

References You Can Use

Primary

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