IMPROVING EDUCATION®

Making Data Useable for Improvement

Improving Early Literacy in Baltimore

Our Problem

High literacy failure rates of children in Kindergarten and Grade 1.

50% to 60% of children were *not meeting* grade level expectations each year.

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Our Work

One NIC

Two Grades

Ten Schools

Focused on Improving Early Literacy

Within Baltimore City Public Schools

BALTIMORE CITY PUBLIC SCHOOLS

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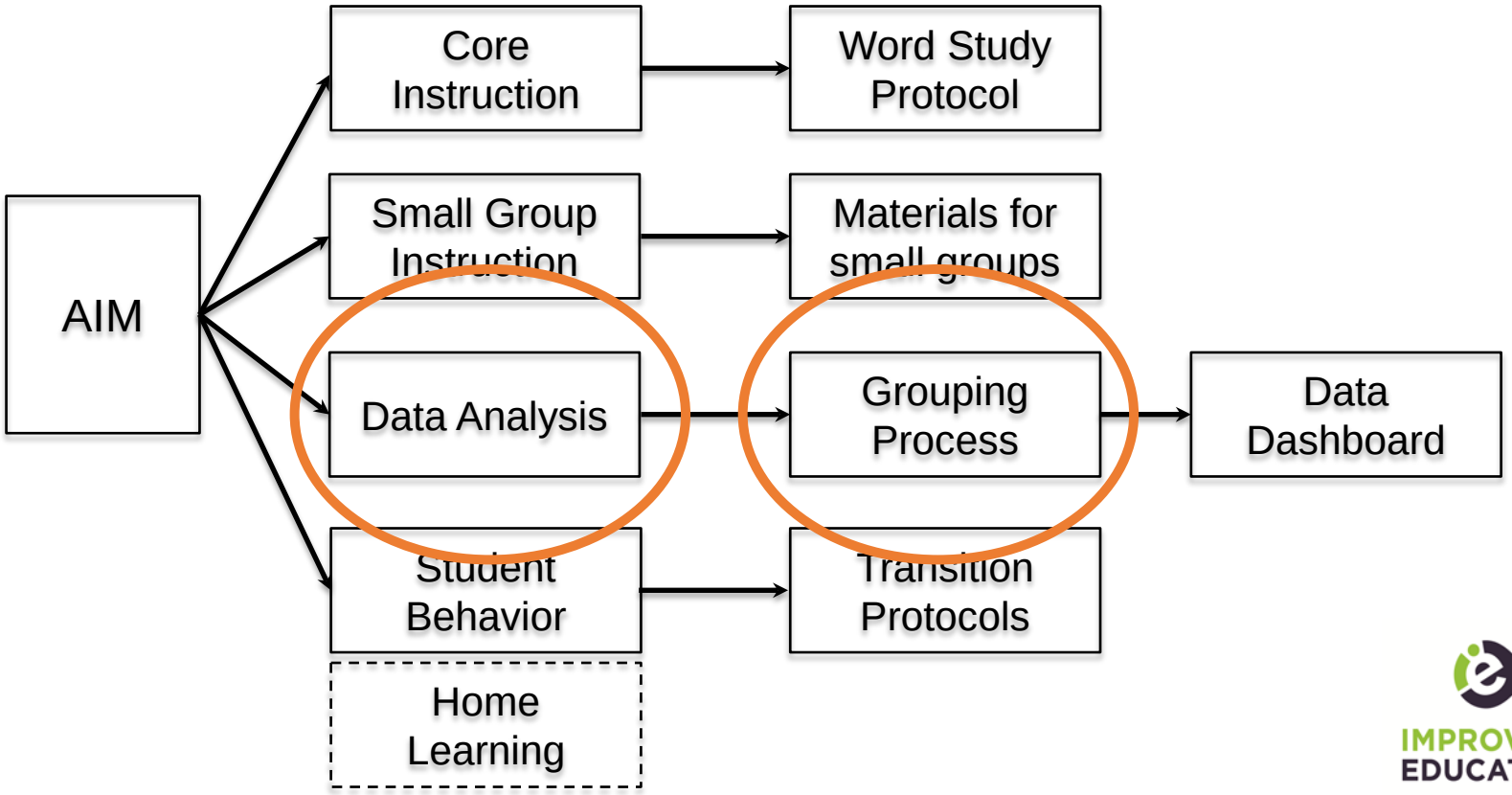
Aim and Driver Diagram

Group Aim: Increase by 20 percentage points the number of students meeting proficiency standards on DIBELS and TRC in First grade from BOY to EOY by June 2018 at all ten schools.



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Learning about Data

Constraints:

- Oversimplified data
  - Green, Yellow, Red

- Not enough time for teachers to analyze
  - 45 minute planning period

- Questions about what to do next
  - Lack of teacher knowledge to accelerate learning

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Our Design Challenge

Make data more actionable for teachers

	5262

Attacking the Problem

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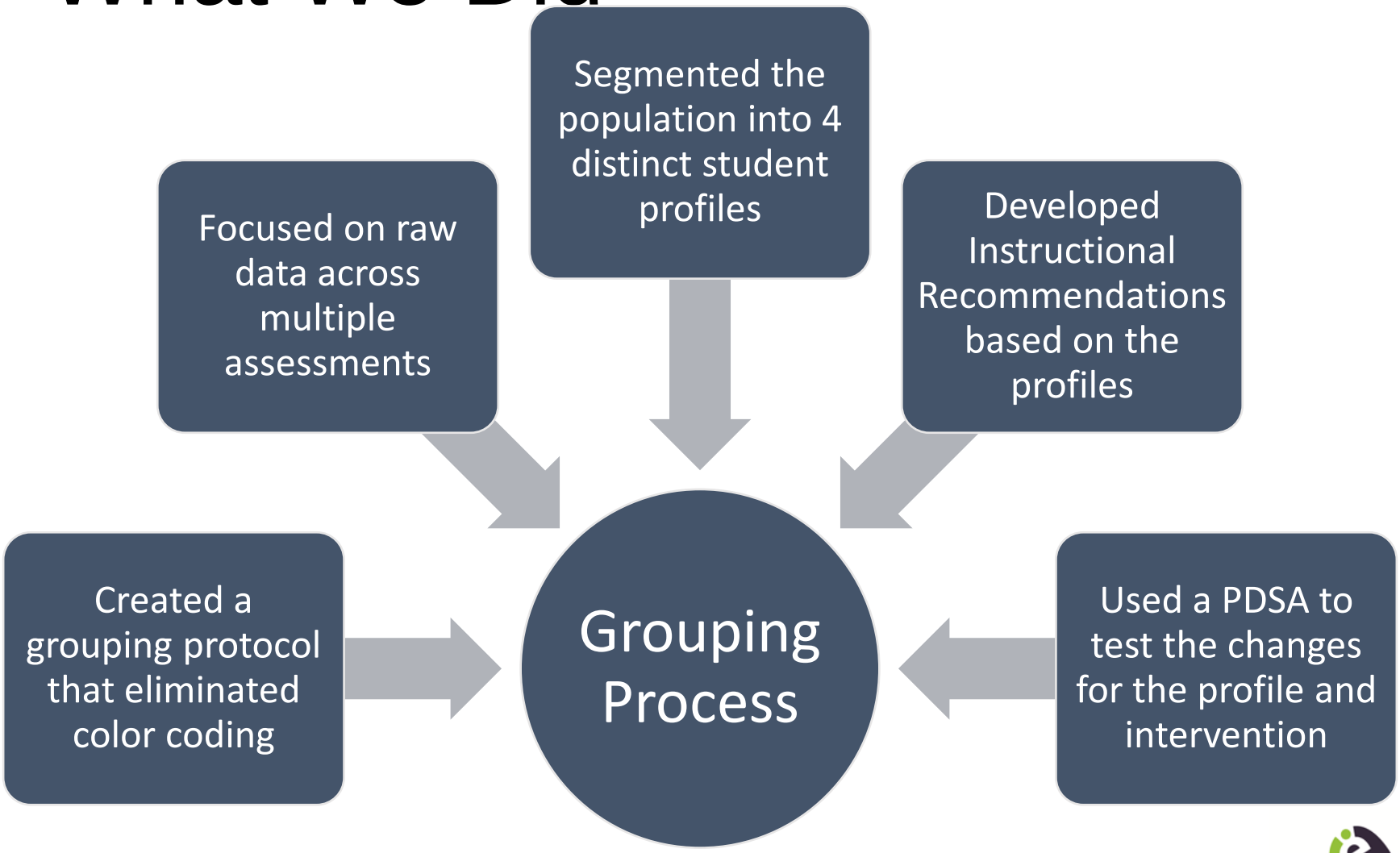
What We Did



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Regrouping Process

TIME

- 45 minutes

MATERIALS

- Post-its & Sharpie
- Regrouping Mat Worksheet (printed large)
- Amplify Assessment Data

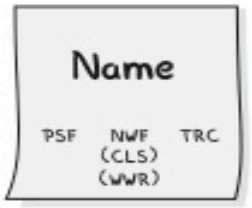
GOALS

- Analyze DIBELS and TRC data and group students in functional groups based on skill deficits.
- Identify instructional materials to use for each group of students that will accelerate progress in targeted areas.

1 Label

Create a post-it note for each student.

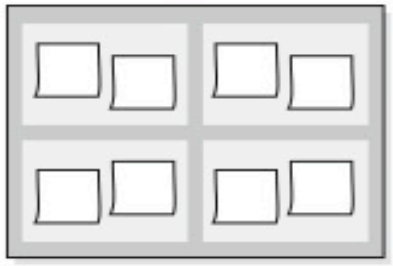
Include name, PSF, NWF (CLS and WWR), and TRC level.



2 Cluster

Cluster your students around skill deficits, scores, and similar score patterns.

- Phonemic Awareness and Phonics (PSF Less than 35 and CLS Less than 20, and TRC less than D).
- Phonics (PSF Greater than 35, and CLS Less than 20, TRC less than D).
- Phonics Blending (PSF Greater than 35, CLS greater than 20 and WWR less than 5).
- Comprehension and Fluency (Green on all DIBELS, TRC below proficient E).



See Grouping Mat, p.4

- Advanced (Proficient in each tested area): For classes with many high performing students, you may need to identify multiple groups.

3 Rearrange

- Rearrange based on your knowledge of the student and how they might work best with other students.
- Identify a goal for each group. How much progress are you looking for in 3 weeks?

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Regrouping Process

4 Prepare

- Identify possible materials and instructional components for the next 3 weeks.
- How will you know that progress is being made?

5 Schedule

- Identify the schedule and when each group will be instructed for the next 3 weeks.

6 Plan Follow-Up

- Plan the follow-up assessments.
- Who will test each student, on what skill, by when?

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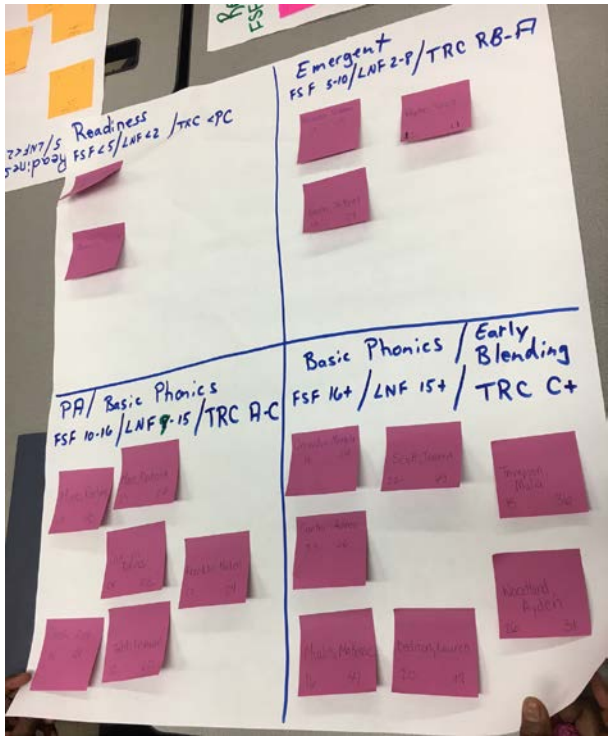
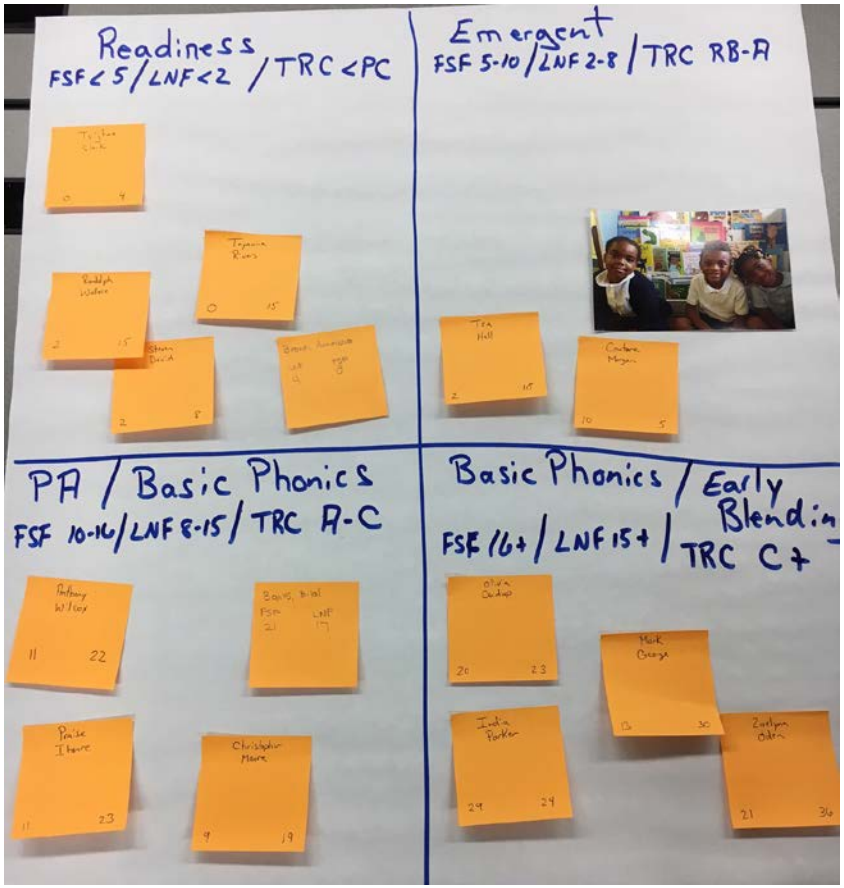
Data for Improvement

- Empower teachers to make decisions
- Embrace data for learning, not accountability





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Instructional Implications

First Grade Small Group
Instructional Considerations & Materials

P.A. and Basic Phonics (PSF <25 and NWF <15, and TRC < C) • Sight words (start with Pre-Primer) • Sound segmentation, onset/ rime, syllables • Phoneme manipulation: addition and deletion of sounds • Basic letter-sound correspondence (isolation first) • Use small group texts with a repeated language pattern with about 3-6 words per page *Florida Center for Reading Research (FCRR), Fundations, Elkonin Boxes, Dolch Sight Words, Big Books for modeling, A level repeated pattern text from Reading A-Z*	Basic Phonics (PSF >25, and NWF 15-28, TRC <C) • Sight words (start with Pre-Primer and Primer) • Review P.A. activities (phoneme manipulation & segmentation) • Sound-letter correspondence in isolation and in VC, CVC words • Use predictable pattern and decodable text • Texts build from 3-7 words per text to 2-5 lines per text (A-C). Dialogue is introduced at level C with apostrophes and the word, said. *FCRR, Fundations, Elkonin Boxes, Dolch Sight Words, A-C level predictable pattern text from Reading A-Z*
Phonics and Blending (PSF 40+, NWF 29+ and TRC < C) • Sight Words (Pre-Primer, Primer, First Grade) • Fluency of blending VC, CVC, CVCC, CCVC words • Blends (sk, pr, l, br, sl, gr, dr, sw) • Digraphs (ch, th, sh, wh, ng, nk, ph) • Use predictable pattern and decodable text • Texts build from 3-7 words per text to 2-5 lines per text (A-C). Dialogue is introduced at level C with apostrophes and the word, said. • Use leveled text 1-2 levels above independent reading level of students *Accelerated Fundations, Chip kits, Blending boards/ mats, Nonsense word fluency (WWR), Reading A-Z lessons and materials*	Decoding, Fluency and Comprehension (PSF 40+, NWF 40+, and TRC <D) • Sight Words (Pre-Primer, Primer, First Grade) • Start with long vowel teams • Build to diphthongs, r-controlled vowels (ar, er, ir, ur, or) & advanced consonants (tch, dge, soft g, kn, gn, wr) • Multisyllabic word decoding and -le • Use decodable text and leveled text • Use leveled text 2-3 levels above independent reading level of students *Accelerated Fundations, Scholastic leveled Book Room & comprehension cards, Scholastic Short Reads, Blending boards/ mats, Fluency strips, Fluency passages, Reading A-Z lessons and materials*

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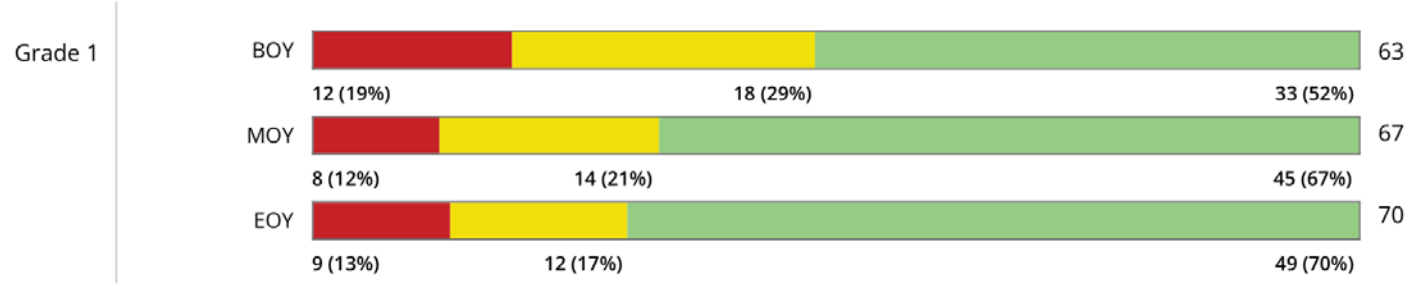
Change in Student Proficiency School #1

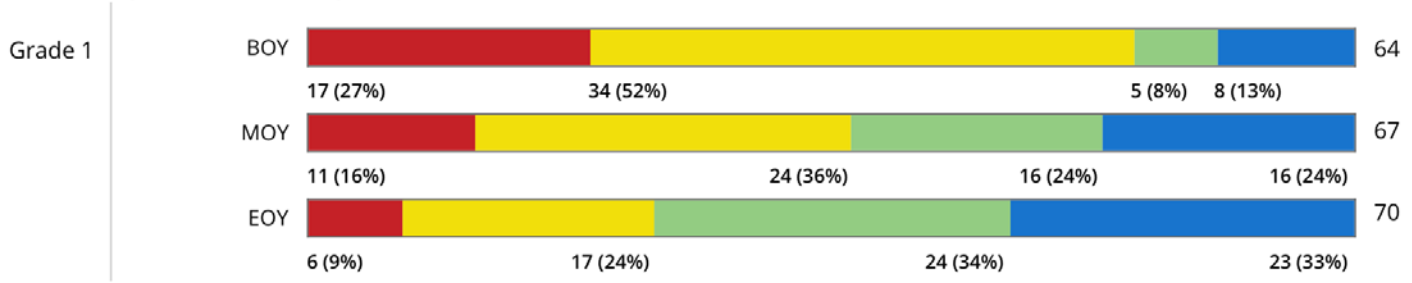
Cecil Student Progress DIBELS Composite First Grade

EOY +18 percentage points (Exceeded Goal)



Cecil Student Progress TRC First Grade

EOY +46 percentage points (Significantly Exceeded Goal)



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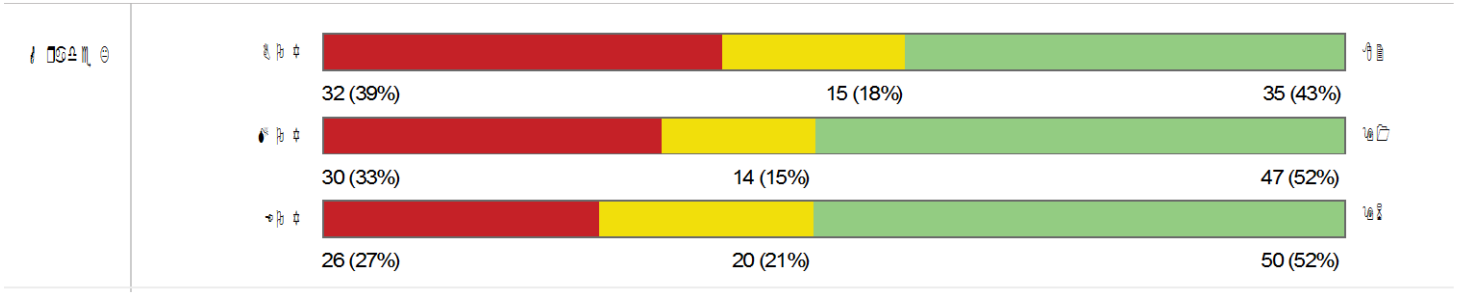
Change in Student Proficiency School #2

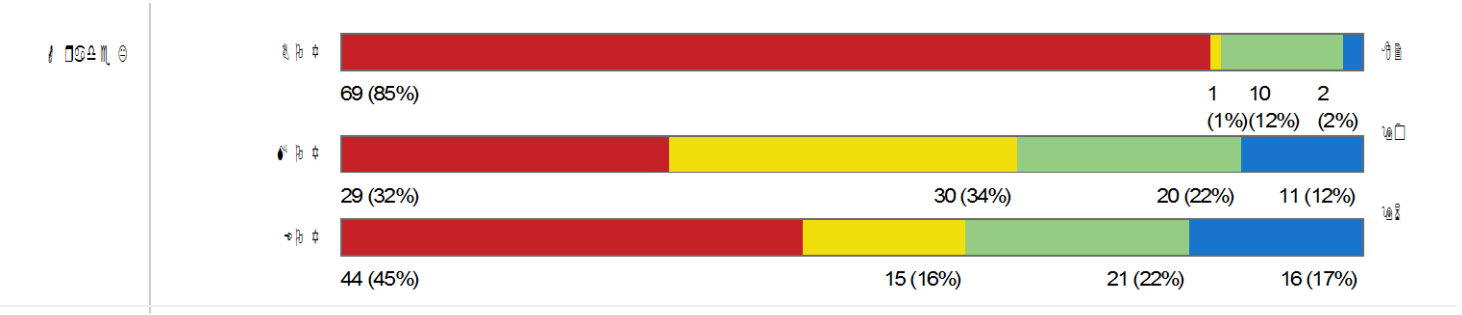
Maree G. Farring Student Progress DIBELS Composite Kindergarten

EOY+9 percentage points



Maree G. Farring Student Progress TRC Kindergarten

EOY+25 percentage points (Significantly Exceeded Goal)



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Shift in Mindset

Teacher ownership of the data

Higher expectations

Shared learning across the network

Better instructional recommendations for each group

Lessons Learned

Improvement Science

Christian Licier
Marc Stein
Faith Connolly

The Problem

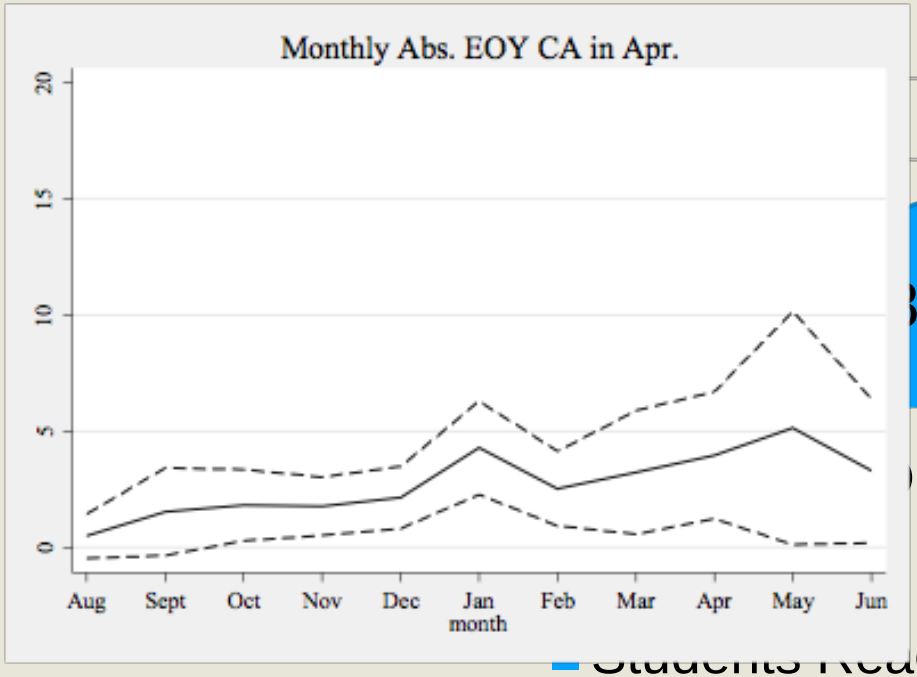
- Conjecture
- General to Specific
- Find the Real Issues

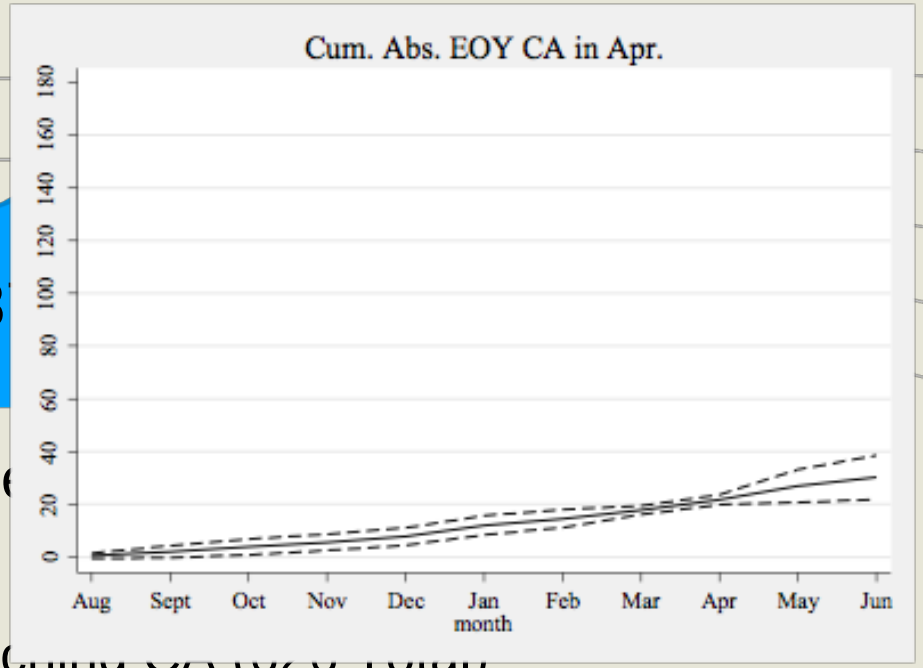
Attendance Comparison Report by Month

School: 405 - Patterson High

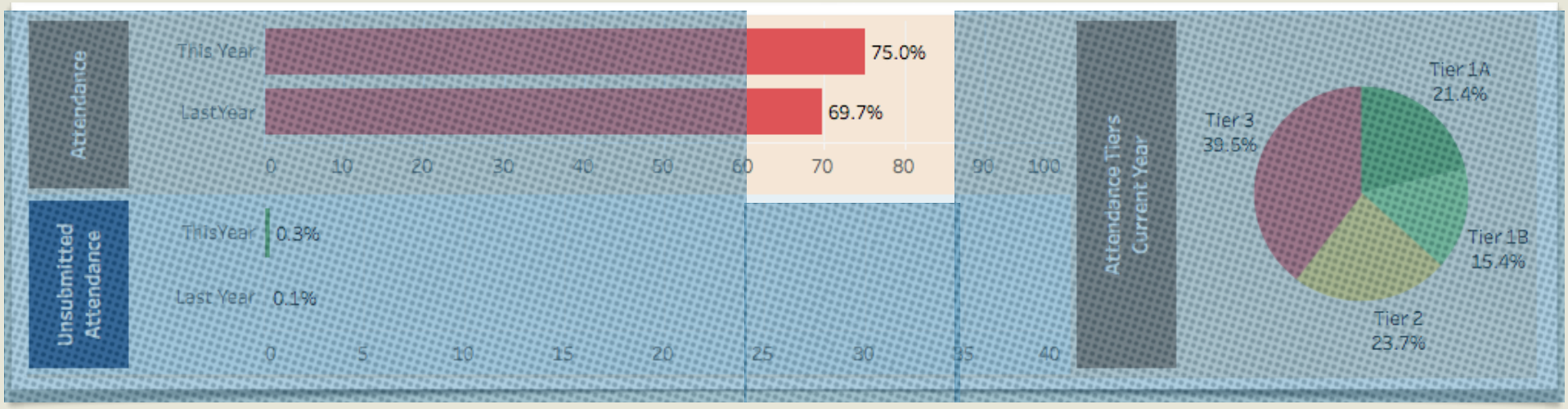
	2011	2012	2013	2014	2015
SEP	59.2	74.7	74.4	80.2	75.6
OCT	61.1	74.6	75.9	80.0	76.3
NOV	69.7	70.7	75.4	76.9	73.8
DEC	68.0	70.1	75.3	74.5	71.2
JAN	68.9	73.3	71.4	68.9	75.3
FEB	67.7	70.2	74.7	73.2	73.2
MAR	66.6	69.3	74.1	74.8	72.0
APR	65.5	69.5	72.6	72.1	0.0
MAY	67.7	71.0	70.0	69.5	0.0
JUN	69.3	69.7	71.4	60.2	0.0
Yearly Summary	65.8	71.5	73.6	73.9	74.1

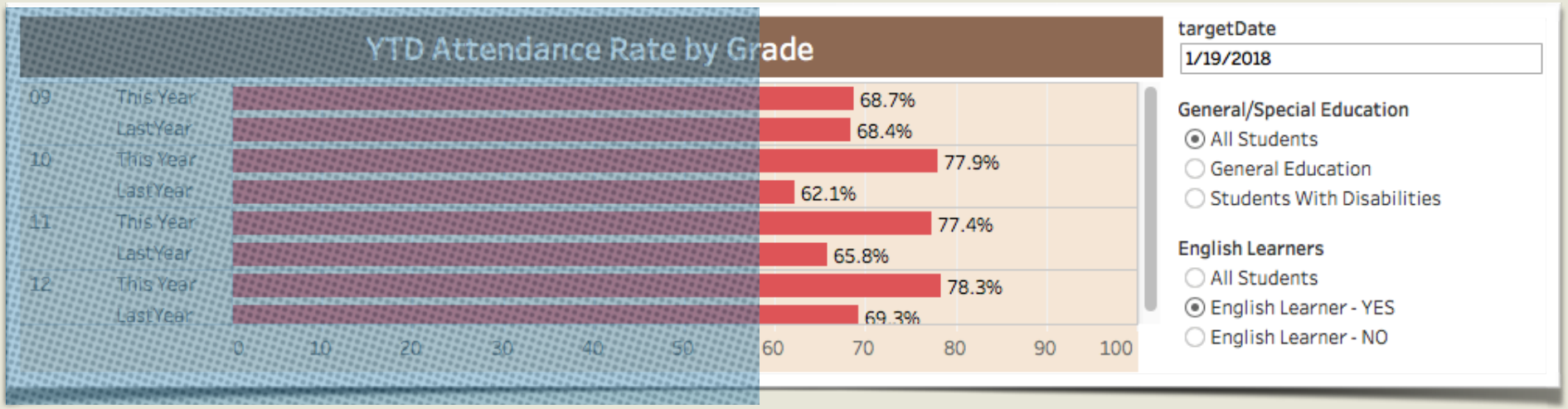
Examining Data



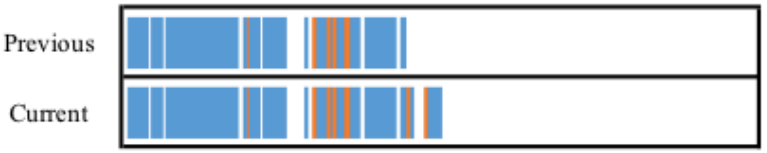


Examining Data





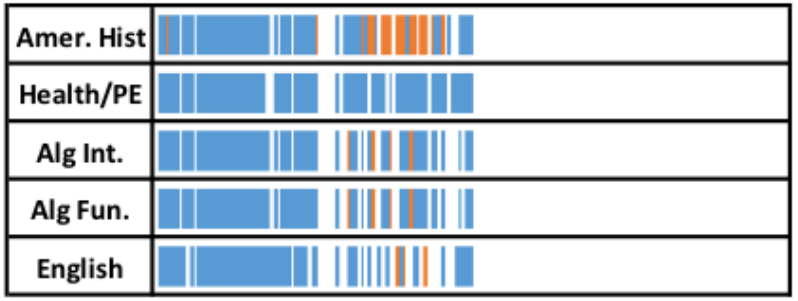
Period	Begin	----------	End	Total Days
Previous	14-Sep	----------	7-Jan	80
Current	14-Sep	----------	1-Feb	90



Period	Absences			Days Present	Days until Chr. Abs
	Full	Half	Total		
Previous	12	6	15	65	5
Current	15	8	19	71	1

Period	EOY Projection			Chrabs? (10%)	Chrabs? (20 Days)
	Absent	Present	Abs %		
Previous	34	146	18.8	Yes	Yes
Current	38	142	21.1	Yes	Yes

Period Attendance and Tardiness



Class	Present	Tardy	Absent
Amer. Hist	55	17	18
Health/PE	74	0	16
Alg Int.	61	4	25
Alg Fun.	62	4	24
English	59	3	28

1. LIST IS RUN ON EVERY FRIDAY IN SEPTEMBER

2. COHORT TEAMS WILL CALL AND IDENTIFY ISSUES

- SICK
  - MINOR ILLNESS → TEACHERS
  - CHRONIC ILLNESS → HEALTH CLINIC
- WILL NOT ATTEND
  - TRANSFER/ WITHDRAWAL → GUIDANCE
  - TRUANCY/ CLASS CUTTING → ADMIN/SST
- PROCEDURAL PROBLEMS
  - DETAINED/ HOME AND HOSPITAL → QUINONES/ KEMZURA
  - BAD CONTACT INFO → COHORT ASSISTANT
- FAMILY RESPONSIBILITIES → WRAP AROUND

3. COHORT TEAMS LOG CONTACT IN CALL LOG AND FOLDER IS CREATED FOR THAT STUDENT

4. A LIST IS COMPLETED BY ATTENDANCE TEAM BY WED, FORWARDED BY THURSDAY TO BUCKET TEAMS

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E3: Making Data Usable for Improvement

John M. Tyson, Jr., J.D.
Helping Families Initiative
Volunteers of America Southeast
jtyson@voase.org
251.338.1284

Dr. Michael Lawson
College of Education
University of Alabama
malawson1@ua.edu
205.348.4807

55 Reasons

Our Compelling Focus provides:

The People of the Helping Families Initiative help students suspended from school for truancy or other bad behaviors build productive futures while improving the safety and learning environment for all students.

We do this with in-depth family assessments that identify the root causes of these bad behaviors. Our Inter-Agency Teams plan and deliver combinations of services that meet individual and family needs. We communicate human and statistical results to the public and other stakeholders.

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Our Promise to Communities:

Better Futures for Students, Families and Communities

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Targeted Benefits:

- Safer and more secure schools
- Better attendance, behavior and grades
- Improved graduation rates

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Targeted Benefits:

- Improved safety and function of families, neighborhoods, and communities
- Fewer violent crimes
- Increased effectiveness of public and private service agencies

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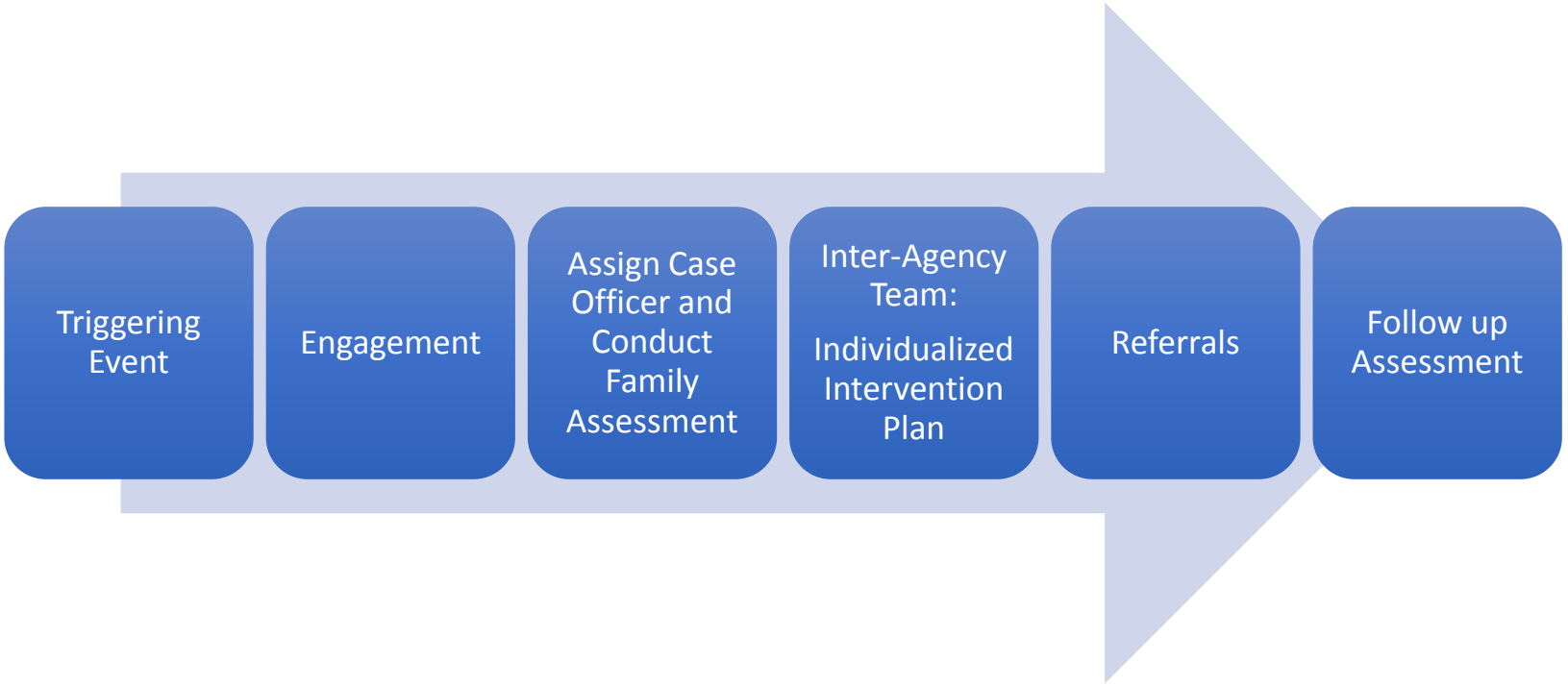
HFI Structured Process



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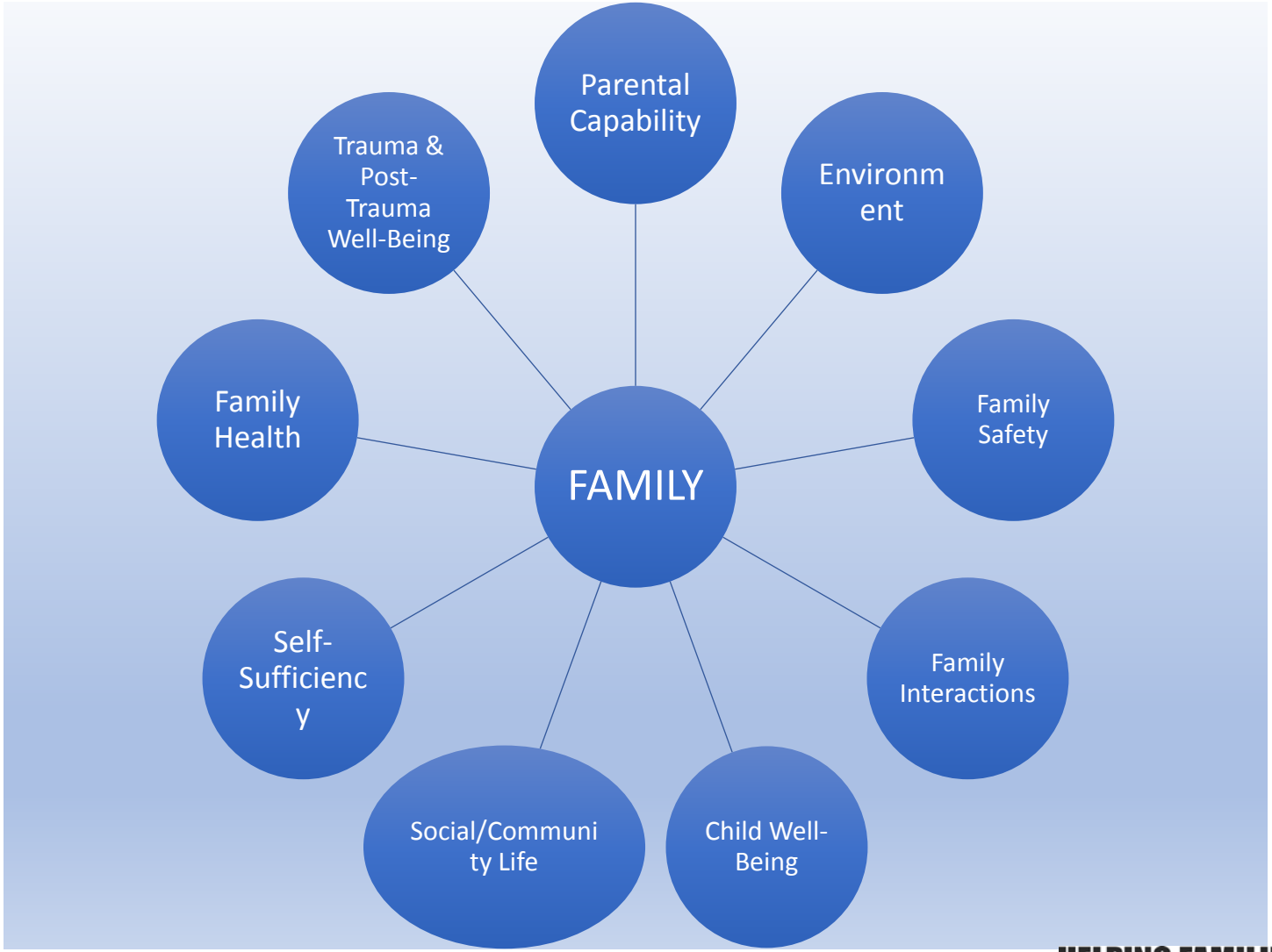

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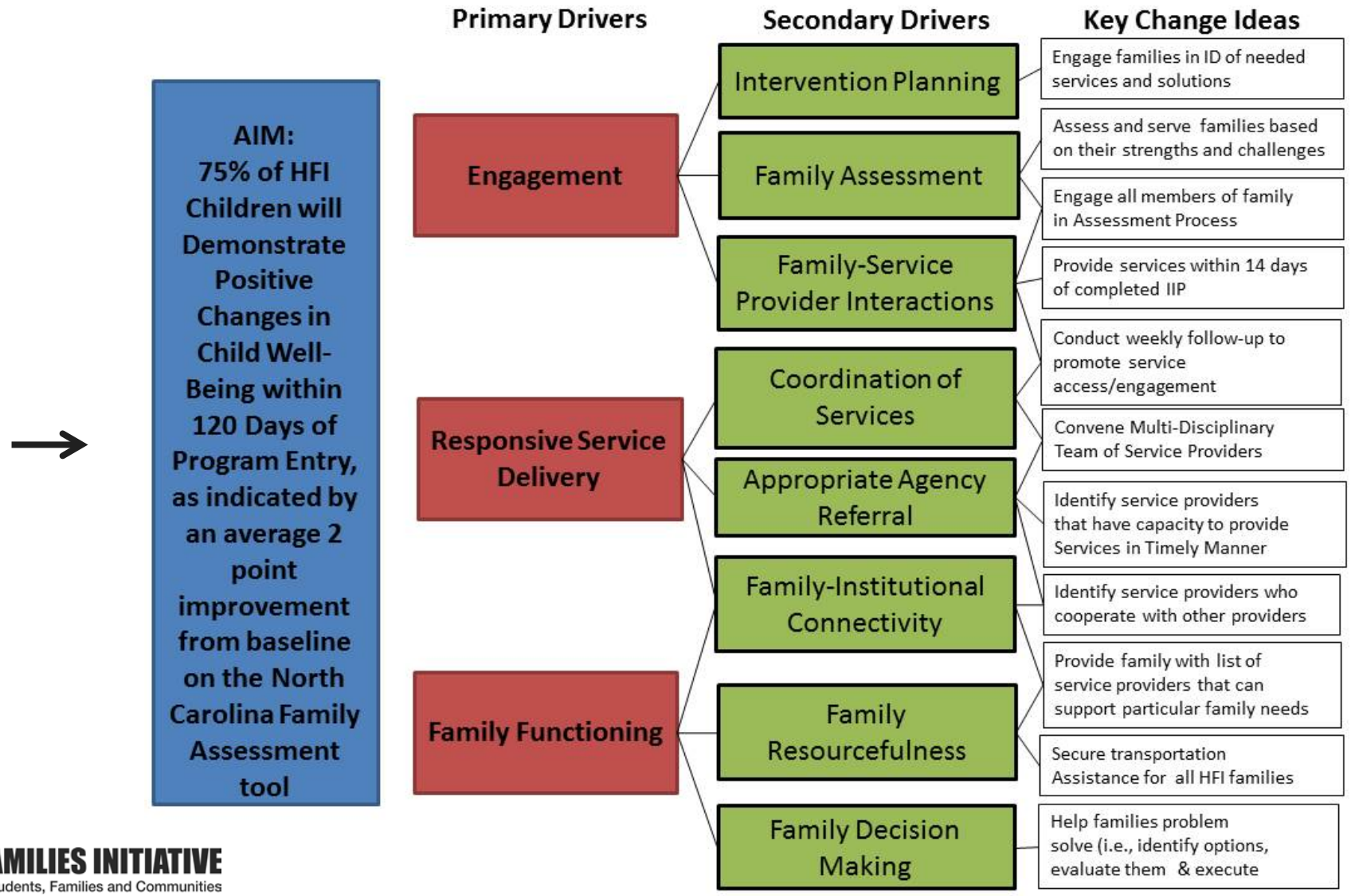
Seeing the system that produces the current set of outcomes

HFI Driver Diagram



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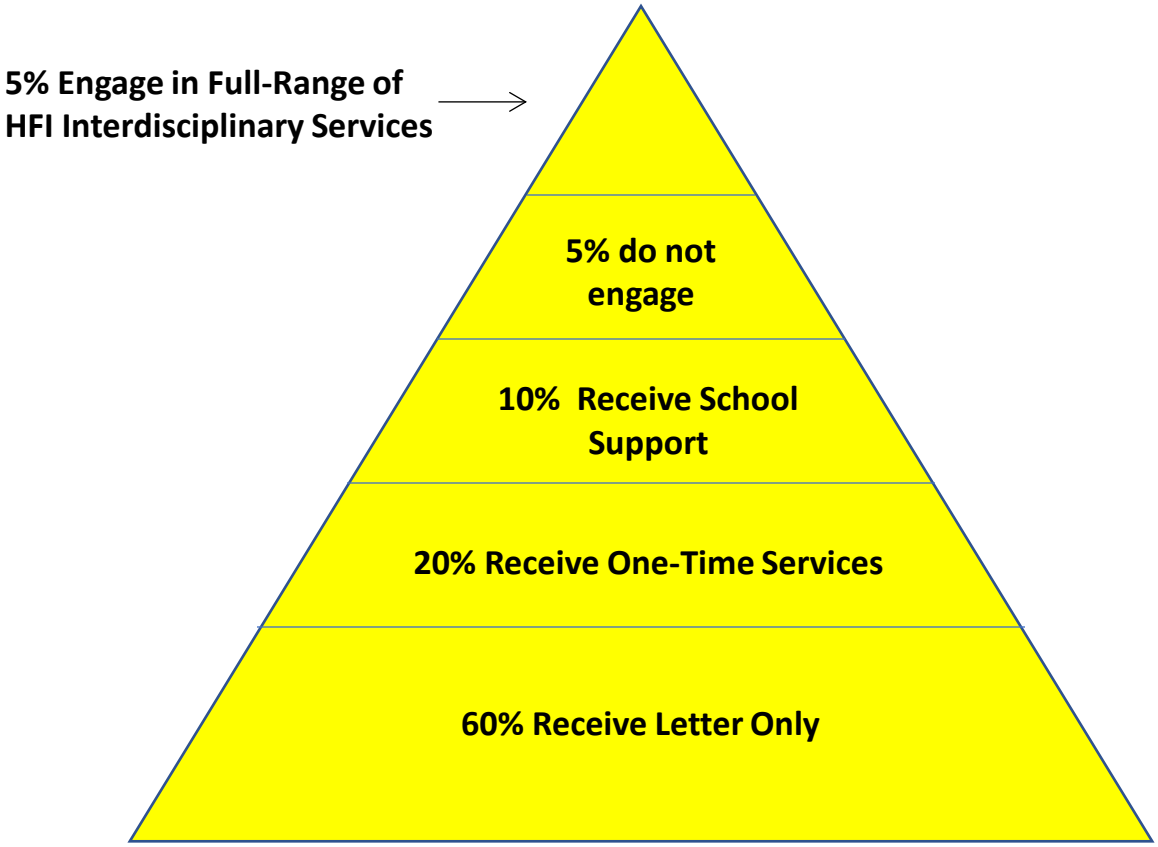
Initial Improvement Questions

- How is family engagement distributed across the different “levels” of the HFI System?
- What is the vulnerability profile of families who become engaged in case managed family services?
- How do families generally proceed through the HFI service pipeline?
- What design improvements might be needed to facilitate family access to needed services?

How do families interact with HFI?



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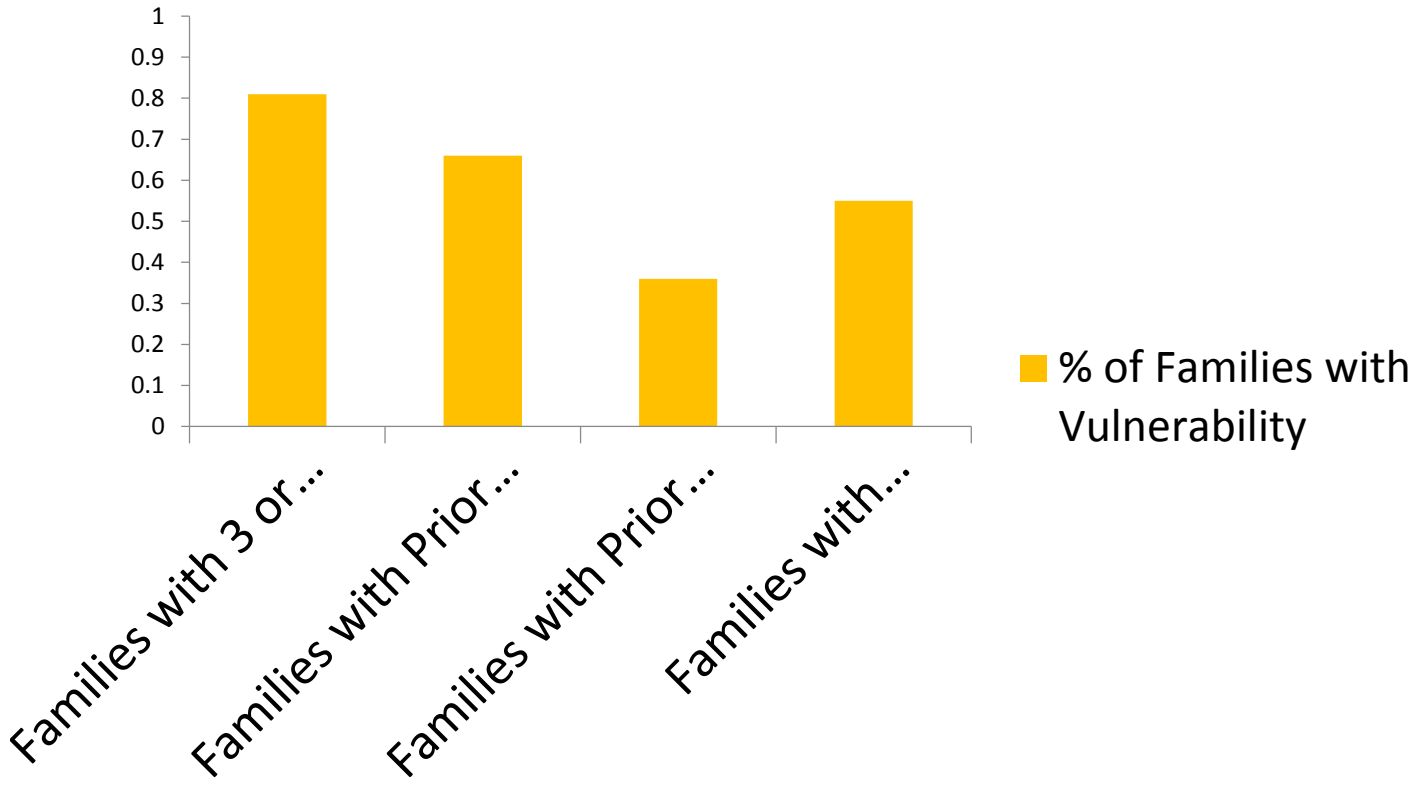
HFI Family Vulnerability Profile



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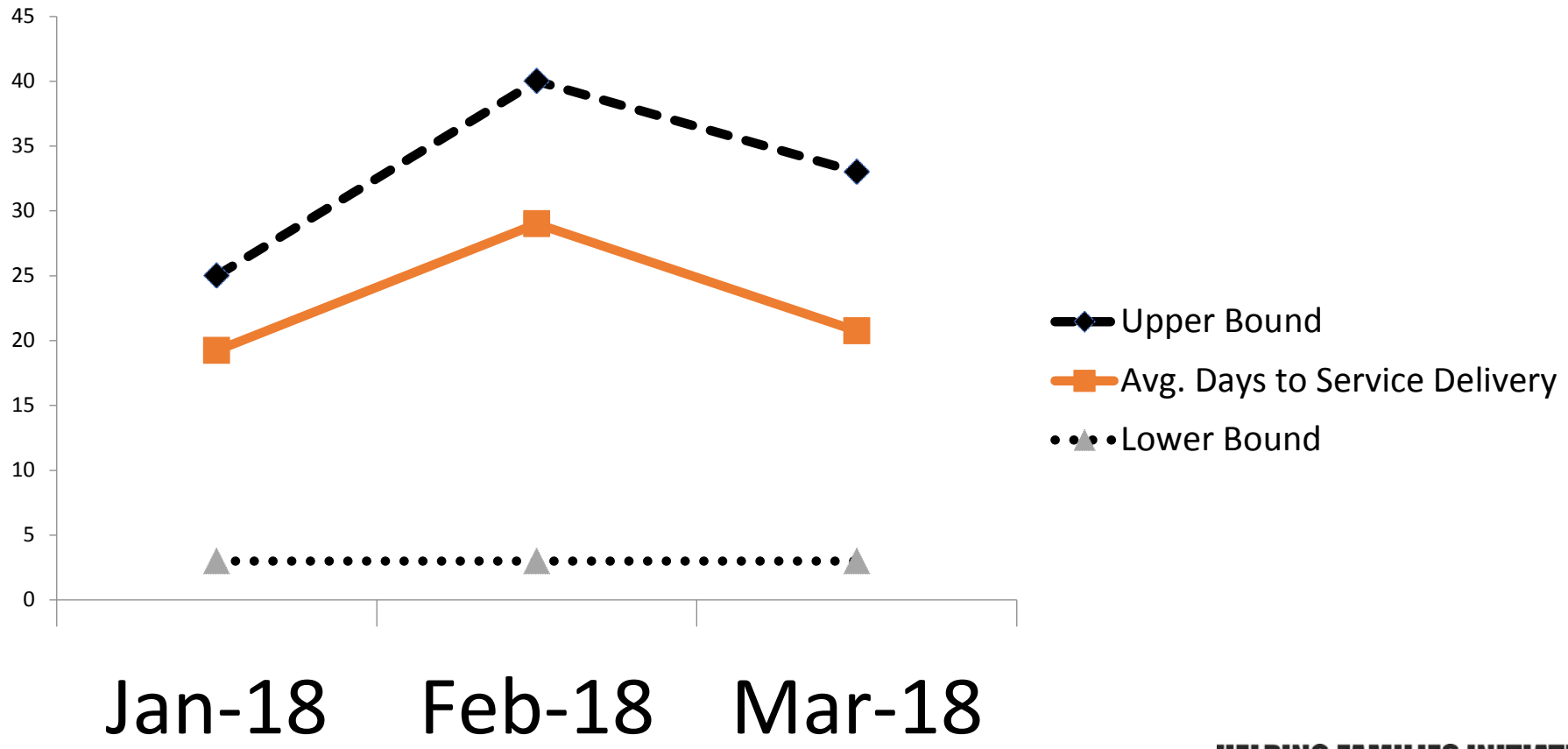
Average Number of Days to Service Access/Delivery from Intake



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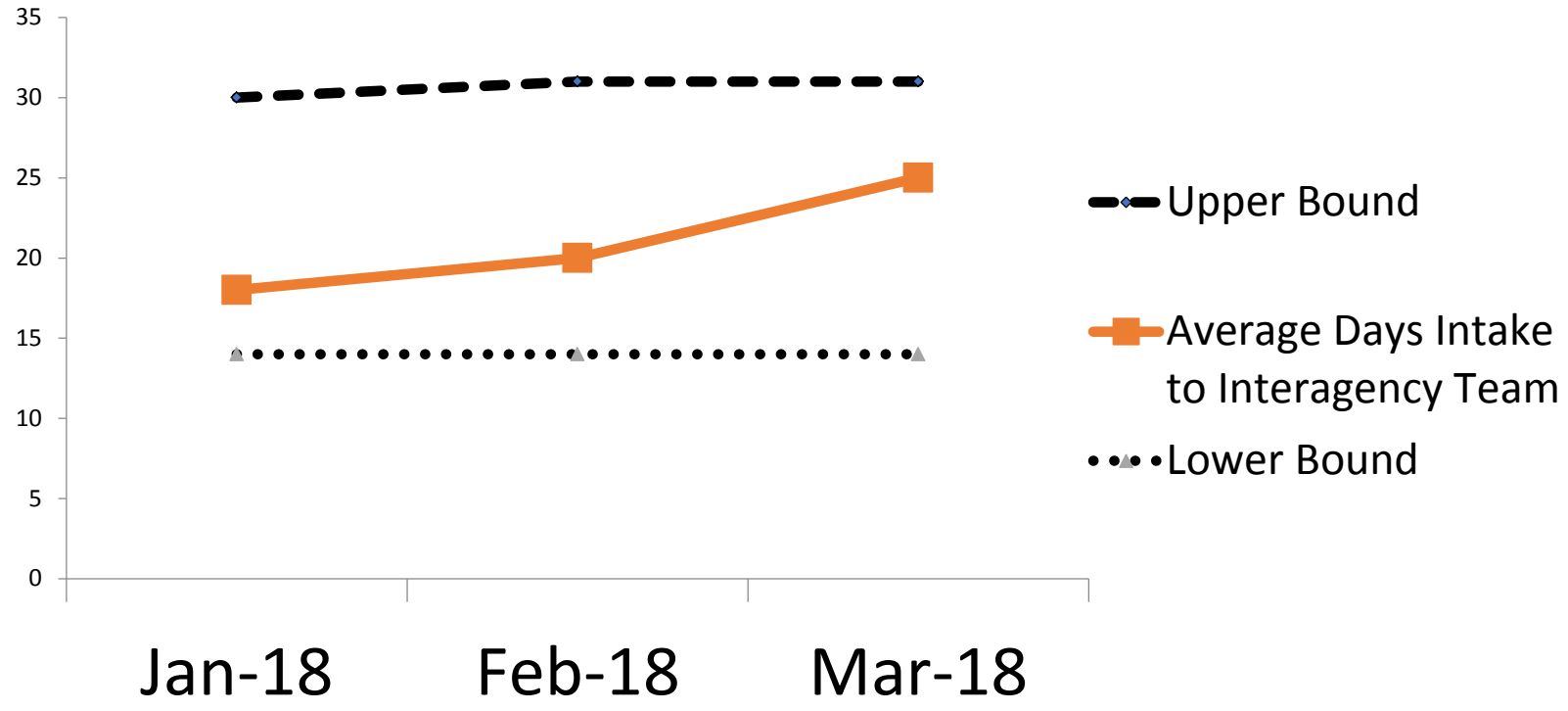
Average Time from Home Visit to Engagement in Interagency Services Team



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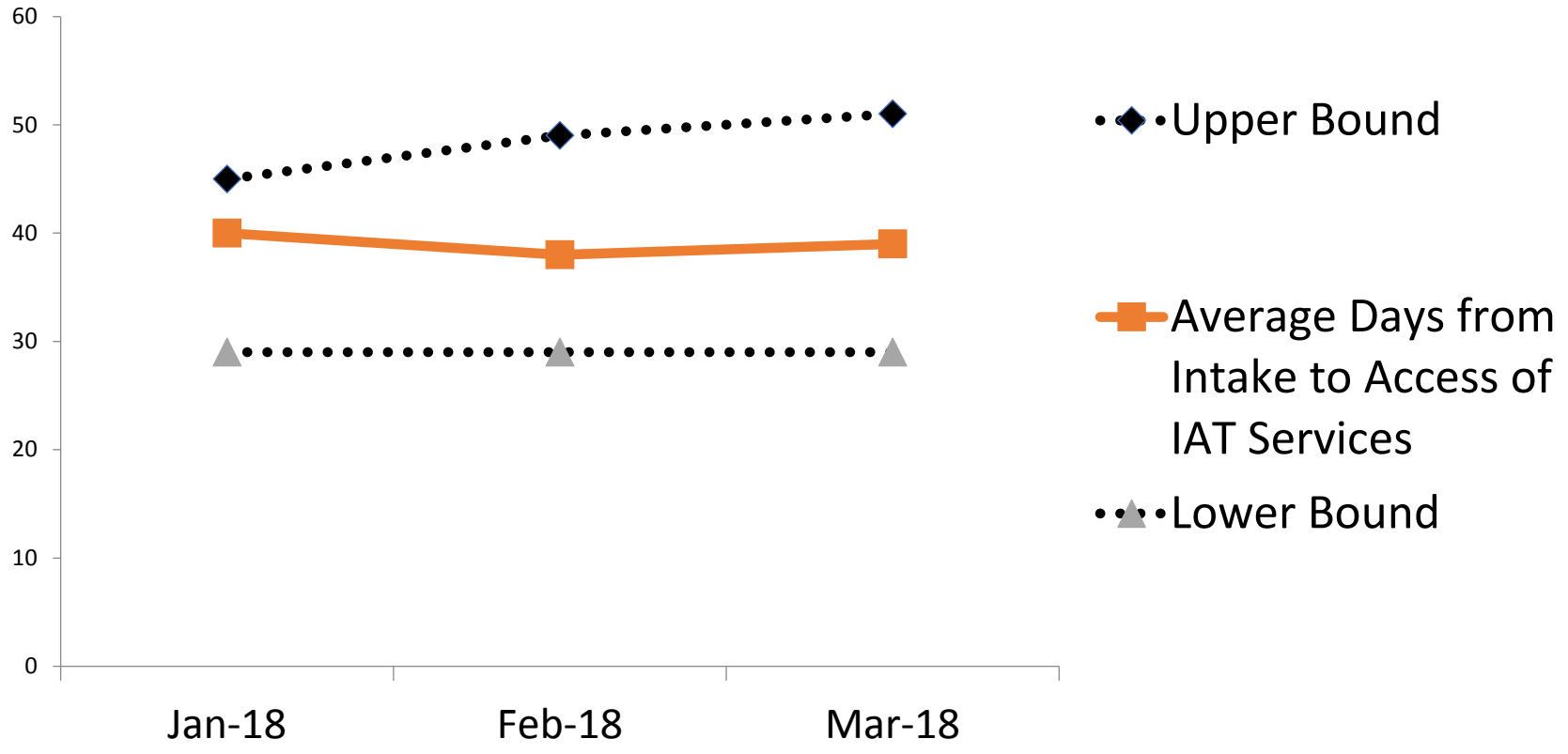
Average Time from Intake to Engagement with IAT Referred Services



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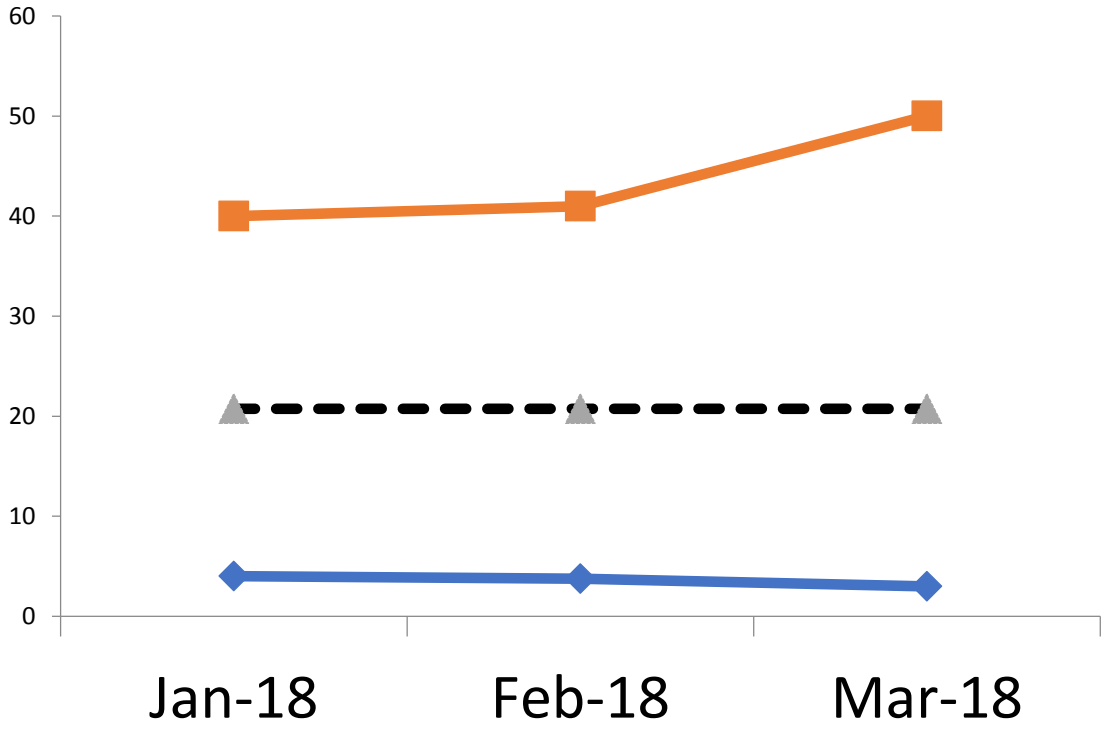
Service Referral Process by Family Need



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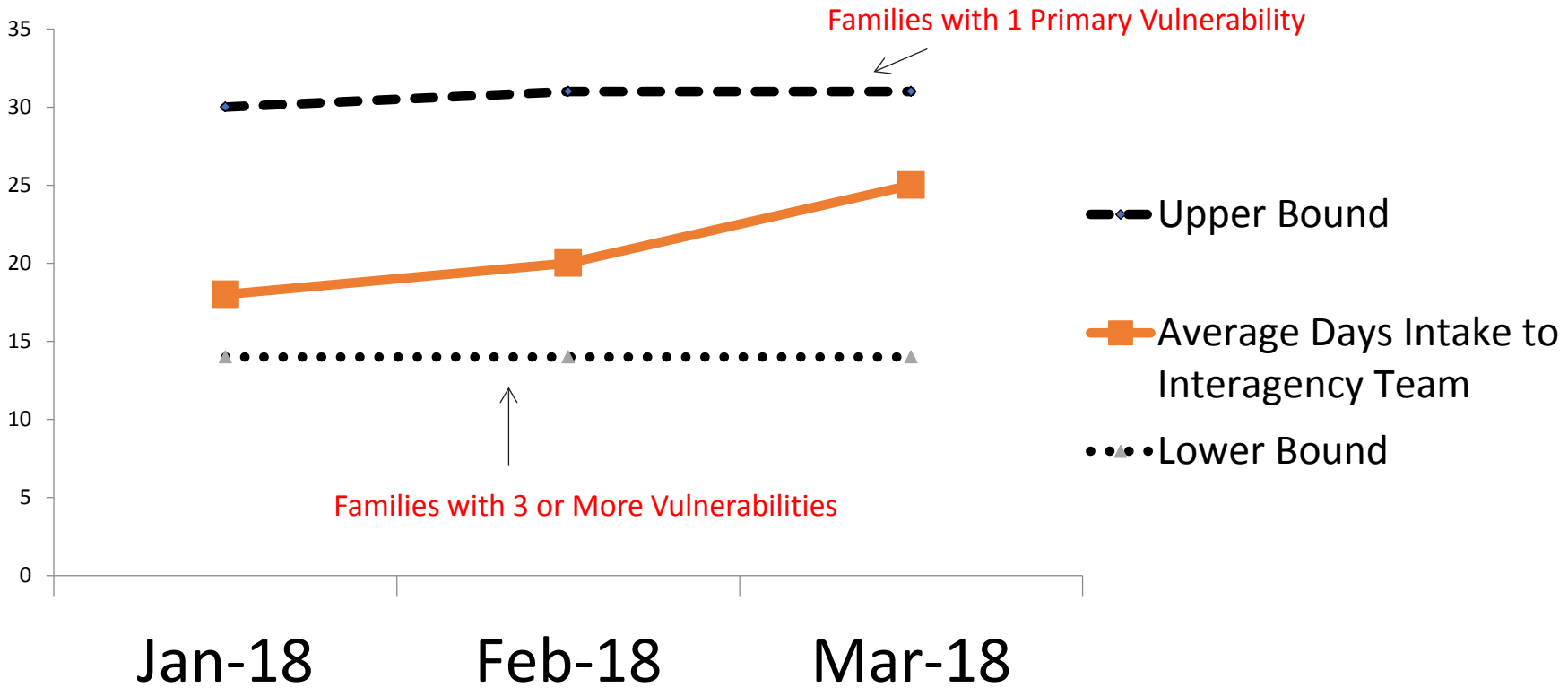
Average Time from Home Visit to Engagement in Interagency Services Team



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Quick Takeaways

- Important Need/Opportunity to Understand Experiences of those who do NOT receive formal HFI Services and Supports
- HFI appears to prioritize family services based on severity of family needs.
- There is a significant lag in access to MH and trauma services (which is common).
- This lag may require longer term case management efforts and/or different service processes to fit different family need profiles.

- How might you apply these ideas to your projects?
- What's one thing you might do differently when you return to your site?

Questions & Discussion

THANK
YOU!