LET'S WORK TOGETHER

Monica Ruzicka-Stout
Ohio Improvement Process Director
Dayton Public Schools

Betsy Apolito
State Support Team Director
Region 10

Presentation:
http://bit.ly/WorkTogetherOLAC

State Support Team
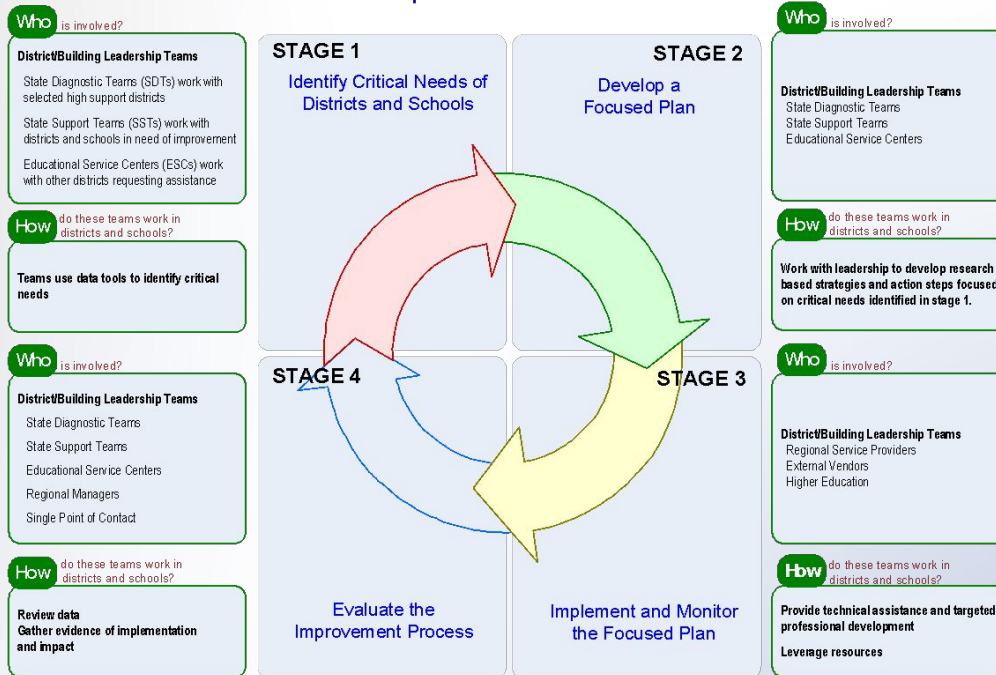
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Objectives:

Learn how DPS...

- Created a systemic improvement process
- Established partnerships that support implementation
- Developed and utilized tools for effectiveness and efficiency
- Continues to create opportunities for collaborative teams to increase collective efficacy

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Looking Back…

Ohio Improvement Process

Who is involved?

District/Building Leadership Teams

State Diagnostic Teams (SDTs) work with selected high support districts

State Support Teams (SSTs) work with districts and schools in need of improvement

Educational Service Centers (ESCs) work with other districts requesting assistance

How do these teams work in districts and schools?

Teams use data tools to identify critical needs

Who is involved?

District/Building Leadership Teams

State Diagnostic Teams

State Support Teams

Educational Service Centers

Regional Managers

Single Point of Contact

How do these teams work in districts and schools?

Review data
Gather evidence of implementation and impact

STAGE 1
Identify Critical Needs of Districts and Schools

STAGE 2
Develop a Focused Plan

STAGE 4
Evaluate the Improvement Process

STAGE 3
Implement and Monitor the Focused Plan

Who is involved?

District/Building Leadership Teams

State Diagnostic Teams

State Support Teams

Educational Service Centers

How do these teams work in districts and schools?

Work with leadership to develop research based strategies and action steps focused on critical needs identified in stage 1.

Who is involved?

District/Building Leadership Teams

Regional Service Providers

External Vendors

Higher Education

How do these teams work in districts and schools?

Provide technical assistance and targeted professional development

Leverage resources

Revised November 2008

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Systems Change

BUILDING LEVEL

District Level

TEACHER LEVEL

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FY15 District Review

ACADEMIC DISTRESS

Ohio

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REVIEW CONDUCTED JANUARY 26-30, 2015

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Ohio | Department of Education

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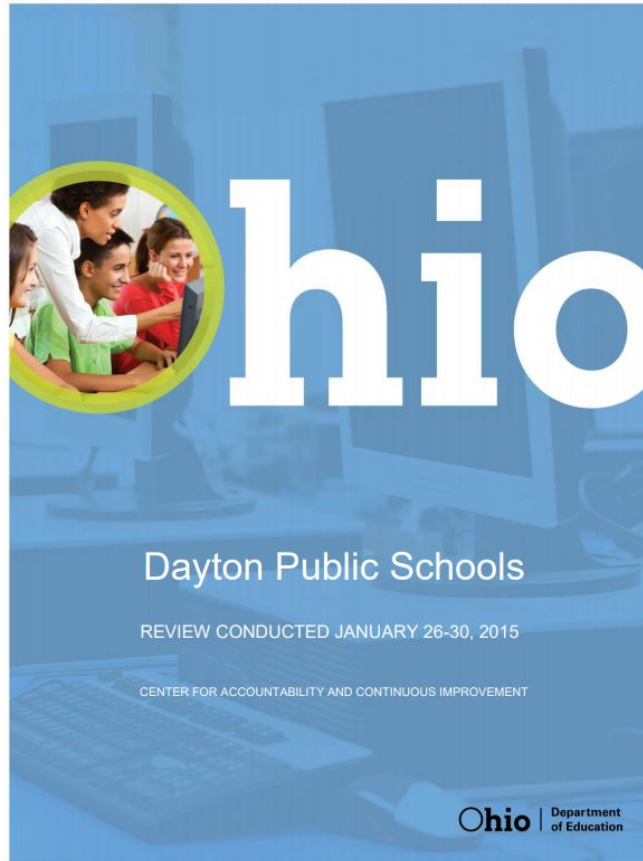
FY16 Establishing Collaborative Teams

The BIG ideas in the OIP were:

- Do a few things well and deeply
- Monitor and provide feedback and support
- Then examine how effective our efforts were
- Hold ourselves accountable for the outcomes

Brian McNulty, 2010

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FY17: Working Together and Making Connections

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Resetting Systems Work

Reset

Do you want to start over?

No   **Yes**

ACADEMIC DISTRESS
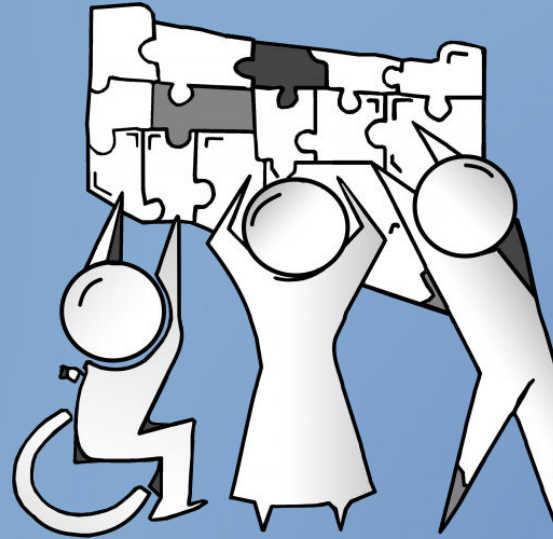
- District Alignment
- OIP Director hired
- DLT Transformation

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BLT Cohorts

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Using OLAC Tools & Resources

Modules

20+ online learning modules designed to expand your knowledge and understanding on various topics.

Videos

Browse OLAC's 100+ videos of best practices in action.

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FY18 – Capacity Building
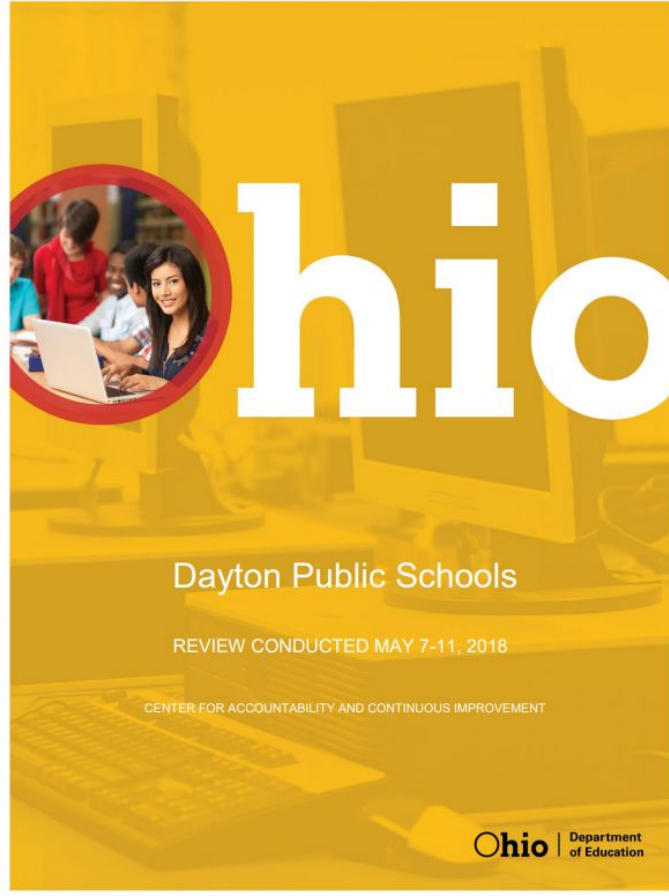
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FY18 District Review

Ohio

Dayton Public Schools

REVIEW CONDUCTED MAY 7-11, 2018

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Ohio | Department of Education

Restructuring and Organizing

Collaborative Approach to Multi-Tiered Systems of Support

Equality   Equity

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Data Driven Decisions

Data Processing → Data Analytics → Data Driven Decisions

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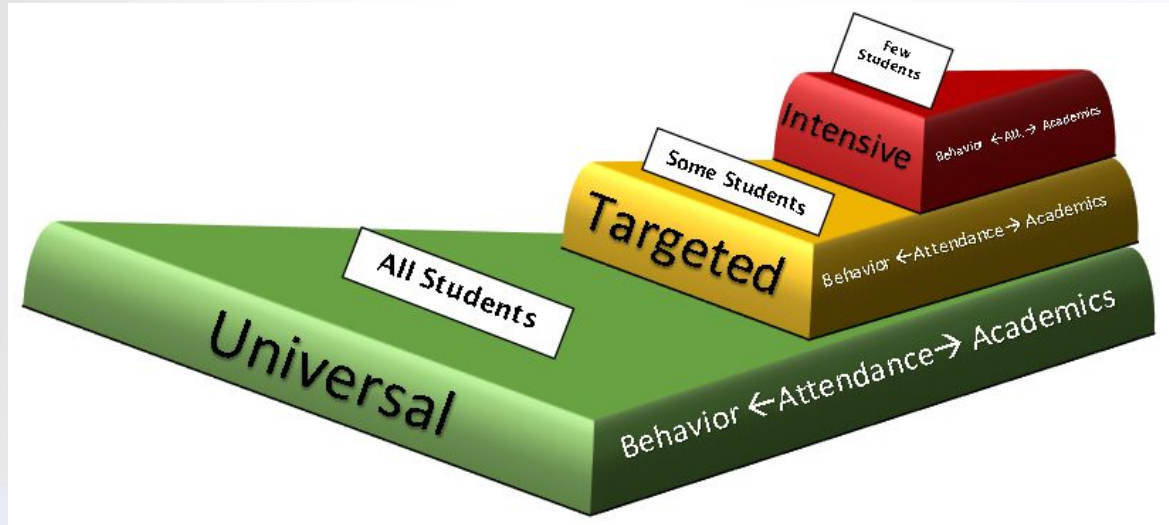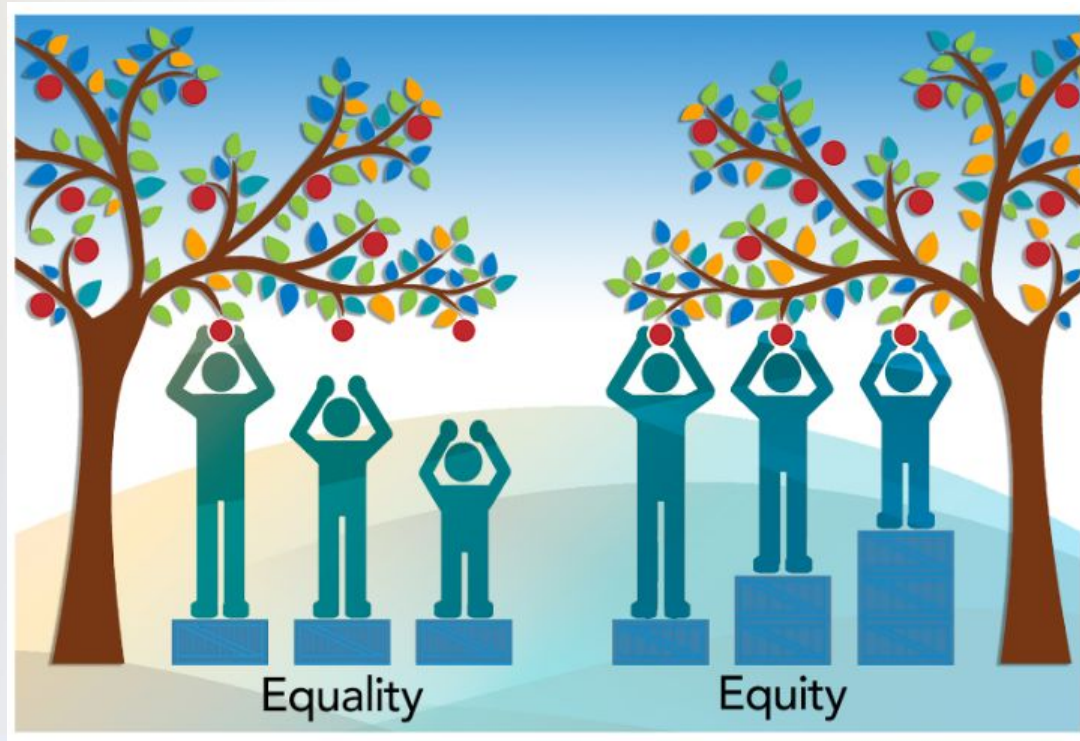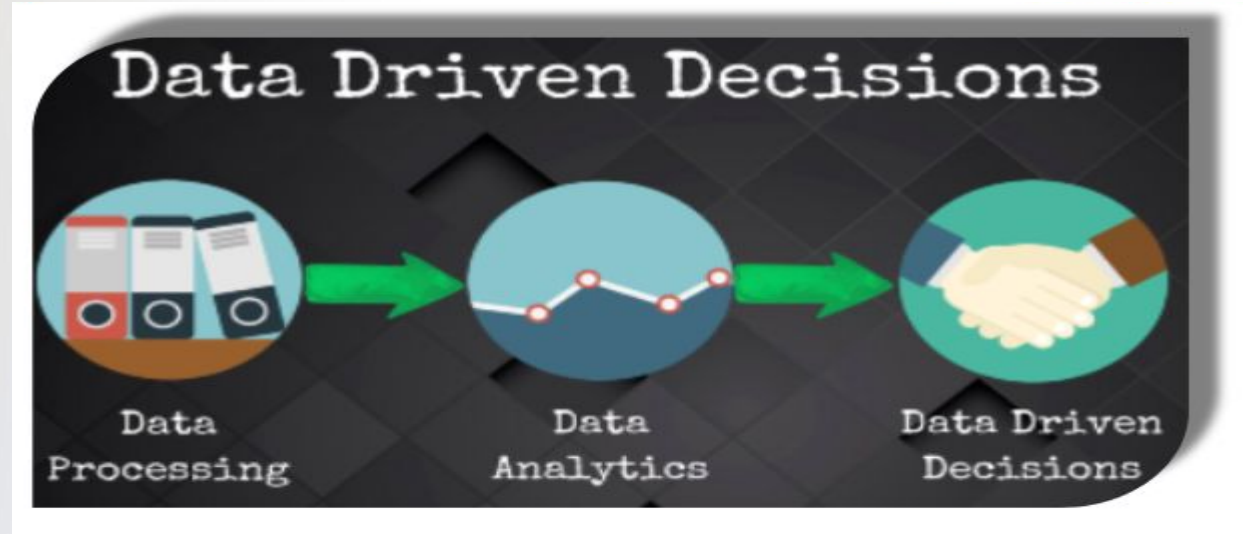
FY19: Y3 Refining and Strengthening

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systemic
throughout the whole system

systematic
methodic or according to a plan

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DISTRICT GOALS
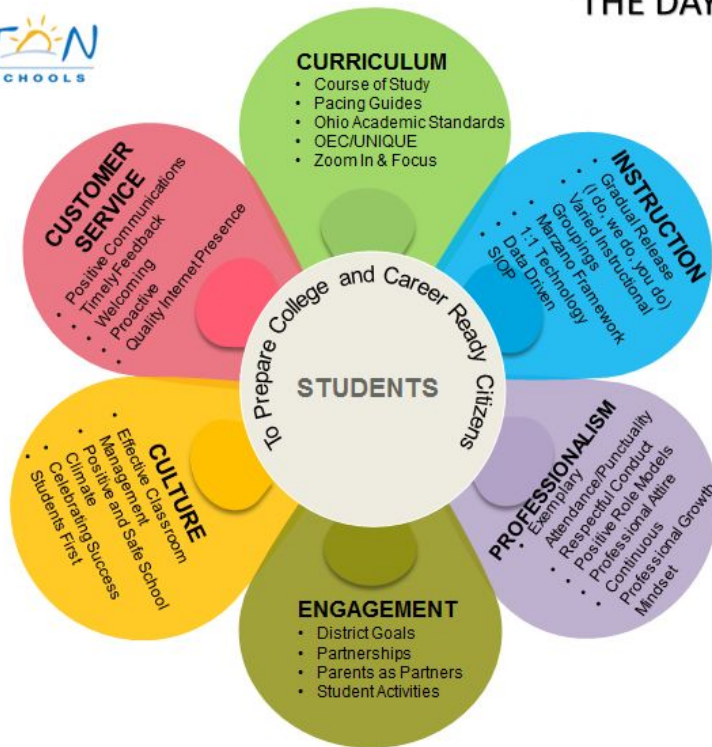
OUR MISSION

To equip our students to achieve success in a global society by implementing an effective and rigorous curriculum with fidelity.

GOAL 1

ACHIEVEMENT

By 2021, 80% of all Dayton Public School students will meet or exceed proficient rating in reading and math as measured by state or national assessments.

GROWTH

All students in grades 1-8 will demonstrate at least 1.5 years academic growth as measured by state or national assessments. All students in grades 9-12 will earn one credit in the four core areas per year to be on track for graduation.

ATTENDANCE

By 2021 DPS will achieve a 5-10% increase in staff and student attendance as measured by District-wide attendance.

DISCIPLINE

By 2021, DPS will decrease behavior suspensions by 5 percentage points with a 1-2 percentage point annual incremental change as measured by district wide behavior data.

GOAL 2

(rev. 2019-20)

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FY19 DLT

- Team composition
- Refined indicators
- Review ADC report content
- Aligned walkthrough tool
- Increased focus on data driven decision making

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FY19: Refining TBTs and BLTs

- TBT expectations added to teacher contract
- TBT Document Updated
  - Intention focus on subgroups
- BLT Document Updated
- SST BLT coaching

DLT Data Tools

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Dayton Public Schools

District Plan Monitoring Tool

Goal 1: By 2021, 80% of all Dayton Public School students will meet or exceed proficient rating in reading and math as measured by state or national assessments.

Strategy 1.1: Instructional staff will use the district adopted curriculum.

		Nov.		Jan.		April	

| **Adult Implemen tation Indicator:** | Teaching staff will use the district curriculum and instructional framework to deliver intentional, aligned instruction daily as measured by observation tool and lesson plans. | **Due Dates:** January 15, 2019(5 due), April 2, 2019
• **Walkthrough** (iObserv
  Standards Count, focus
  level standard(s), relat
  throughout the lesson,
    ○ January Data: A
    ○ March and May
    ○ Report to be use
    ○ Building Averag
• **Lesson Plans** (iObserva
  focusing on: Lesson pla
  plans identify learning
  Lesson plans integrate
    ○ January Data: A
    ○ March and May
    ○ Report to be use
    ○ Building Averag |
| **Student Progress Indicator:** | 80% of students can describe what they are supposed to know or be able to do as it aligns to the daily learning target. | **Due Dates:** January 15, 2019, A
• **Observation:** (iObserva
  Progress, focusing on:
  targets using the scale
    ○ Observation tea
    ○ Report to be use
    ○ Building Averag |

Strategy 1.2: All teachers will deliver evidence-based instruction with a focus on reading, writing, and mathematics across all disciplines.

		Dec.		March		May	

| **Adult Implemen tation Indicator:** | 100% of instructional staff will demonstrate effective implementation of the district's 7 focus strategies as measured by observation tools, inclusion of strategy in the lesson plan, and evidenced in Steps 3 and 4 of the TBT meeting minutes. | **Due Dates:** December 4, 2019, January 29, 2019, April 26, 2019
• **Gradual Release of Responsibility(GRR) Observation Tool:** Gradual Release of Responsibility is not to be the strategy identified within a TBT 5-Step cycle, however, notes about how to use the model to teach the strategy should be evidenced.
  https://docs.google.com/forms/d/e/1FAIpQLSfIeB5gvGgNXa0E1oflUD8ziEyj QWhCRMwajX3MOt4soARNVw/viewform?usp=sf_link
• Each school must complete 10 observations by January 29, 2018
  ○ The tool can be used by any member of the BLT
  ○ Each observation should be at least 7 minutes
  ○ How to Report:
    ■ GRR within LP: (# of teachers LP)_/_(total possible teachers)_
    ■ GRR within TBTs: (# of teachers with evidence in TBTs)_/_(total possible teachers)
• The building observation data will be reported by the district unless requested by the building principal. |
| **Student Progress Indicator:** | 80% of students will demonstrate proficiency on district provided content based formative and summative assessments. | **Due Dates:** December 4, 2019, January 29, 2019, April 26, 2019
• MAP Winter Data
• Each school should report the requested month's data in the following format:
  ○ ___% students in grades ___-___ (all grade levels, PK-6, 7-8) are projected to demonstrate proficiency or better on the OST
  ○ ___% of 9th grade students are projected to obtain 22 or greater on the ACT (using MAP).
  ○ Grades 9-12: ___% of students meet total graduation points. |

Building Reported DLT Data

Dayton Public Schools
District Plan Monitoring Tool

Goal 1: By 2021, 80% of all Dayton Public School students will meet or exceed proficient rating in reading and math as measured by state or national assessments.

Strategy 1.1: Instructional staff will use the district adopted curriculum.

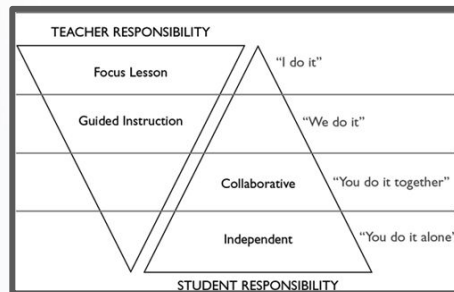|		Nov.	Dec.	Jan.	Feb.	March	April	May
Adult Implementation Indicator:	Teaching staff will use the District curriculum and instructional framework to deliver intentional, aligned instruction daily as measured by observation tools and lesson plans.	26 of 28 or 93%		Identifying Critical Content Building Average Score ....2 Planning Standards-Based Lessons/Units Building Average Score.....3		N/A	Report to be used: "Element Scoring by Observer" Building Average Score:_2	
Student Progress Indicator	80% of students can describe what they are supposed to know or be able to do as it aligns to the daily learning target.	6 of 10 or 60%		Using Formative Assessment to Track Progress Building Average Score.....2		N/A	Report to be used: "Element Scoring by Observer" Building Average Score:_2	

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Building Data Compiled and Reported to DLT

Dayton Public Schools DLT Data for April 2019

District Average / School	1.1 Adult: Teaching staff will use the District curriculum and instructional framework to deliver intentional, aligned instruction daily as measured by observation tools and lesson plans. January: Self-Reported Building Average Walkthrough: Identify Critical Content (iObservation) Lesson Plan: Planning Standards-Based Lessons/Units (iObservation)	April: Self-Reported Building Average Walkthrough: Identify Critical Content (iObservation) Lesson Plan: Planning Standards-Based Lessons/Units (iObservation)	1.1 Student: 80% of students can describe what they are to know or be able to do as it aligns to the daily learning target. January: Self-Reported Building Average Walkthrough: Using Formative Assessment to Track Progress (iObservation)	April: Self-Reported Building Average Walkthrough: Using Formative Assessment to Track Progress (iObservation)	In School Suspensions (26 Schools): 104 / Total In School Suspension Days (26 Schools): 222 / Out of School Suspensions (26 Schools): 1959 / Total Out of School Suspensions Days (26 Schools): 8,518 (As of 1/25/19) — 3.1.1 100% of teachers will establish classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, as evidenced by observations by principals using the iObservation tool and a reduction of office discipline referrals by 5 percentage points. January: Building Average Walkthrough: Establishing and Acknowledging Adherence to Rules and Procedures (iObservation): Self-Reported	In School Suspensions (26 Schools): 182 / Total In School Suspension Days (26 Schools): 399 / Out of School Suspensions (26 Schools): 2,983 / Total Out of School Suspensions Days (26 Schools): 13,038 (As of 4/6/19) — April: Building Average Walkthrough: Establishing and Acknowledging Adherence to Rules and Procedures (iObservation): Self-Reported	3.1.1 Student: 100% of students will be supported by classroom structures designed to increase instructional time as evidenced by school climate survey.	3.1.1 Adult: District staff attendance will be at 95% as measured by monthly attendance reports. NOV YTD Percentage	JAN YTD Percentage	April Percentage	3.1.2 Student: Student attendance for the district will improve incrementally by 5-10%. NOV: YTD 91.15%	JAN: YTD 90.0% (as of 1/24/19)	April: YTD 89.8% (as of 4/6/19)
	Walkthrough: 2.5 Lesson Plans: 2	Walkthrough: 2.13 Lesson Plans: 1.72		50% Walkthrough: 2.1	Walkthrough: 1.49 In School Suspensions: 0 In School Suspensions Days: 0 Out of School Suspensions: 53 Out of School Suspensions Days: 146	Walkthrough: 1.67 In School Suspensions Days: 0 Out of School Suspensions: 79 Out of School Suspensions Days: 231	X	95%	93%	89.30%	93.90%	92.60%	92%
	Walkthrough: 2.5 Lesson Plans: 1	Walkthrough: 3.17 Lesson Plans: 1	Walkthrough: 1	Walkthrough: 3	Walkthrough: .625 In School Suspensions: 14 In School Suspensions Days: 33 Out of School Suspensions: 114 Out of School Suspensions Days: 626	Walkthrough: .625 In School Suspensions: 20 In School Suspensions Days: 51 Out of School Suspensions: 174 Out of School Suspensions Days: 1,006	X	95%	95%	94.00%	84.20%	82.90%	83.10%
	Walkthrough: 2 Lesson Plans: 2	Walkthrough: Lesson Plans:	Walkthrough: 2	Walkthrough:	Walkthrough: In School Suspensions: 1 In School Suspensions Days: 3 Out of School Suspensions: 14 Out of School Suspensions Days: 44	Walkthrough: In School Suspensions: 1 In School Suspensions Days: 3 Out of School Suspensions: 21 Out of School Suspensions Days: 72	X	93%	76%	73.79%	93.50%	92%	91.60%
d	Walkthrough: 2.2 Lesson plans .833	Walkthrough: 2.105 Lesson Plans: 2.105	Walkthrough:	Walkthrough: 2.105	Walkthrough: 3.091 In School Suspensions: 4 In School Suspensions Days: 6 Out of School Suspensions: 14 Out of School Suspensions Days: 40	Walkthrough: 2.015 In School Suspensions: 39 In School Suspensions Days: 66 Out of School Suspensions: 44 Out of School Suspensions Days: 116	X	93%	93%	92.00%	93.94%	93.40%	91.60%
	Walkthrough: 2.4 Lesson Plans: 2.75	Walkthrough: 2.13 Lesson Plans: 1.91	Walkthrough: 2.4	Walkthrough: 3	Walkthrough: 2.545 In School Suspensions: 0 In School Suspensions Days: 0 Out of School Suspensions: 46 Out of School Suspensions Days: 126	Walkthrough: 1.98 In School Suspensions: 0 In School Suspensions Days: 0 Out of School Suspensions: 90 Out of School Suspensions Days: 261	X					89%	88.90%
	Walkthrough: 1.67 Lesson Plans:		67% Walkthrough: 3	Walkthrough: 62%	Walkthrough: In School Suspensions: 11 In School Suspensions Days: 32 Out of School Suspensions: 200 Out of School Suspensions Days: 1380	Walkthrough: 67% In School Suspensions: 26 In School Suspensions Days: 84 Out of School Suspensions: 291 Out of School Suspensions Days: 1,940	X	83%	December: 92%	86%	88%	82%	82%
					Walkthrough: 2.5	Walkthrough: 2.5							

Professional Development

District-Wide:

BLT Cohorts:

DLT:

The Results:

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2019 REPORT CARD

ACHIEVEMENT

English Language Arts

Grade	% Change Since 2017
5	+6.5%
7	+10.7%
8	+11.5%
HS	+16.9%

(bars labeled 2017 / 2019)

	2019	% Change Since 2017
Geometry	21.7%	+7.4%
American History	40.3%	+13%
American Government	58.4%	+20.8%

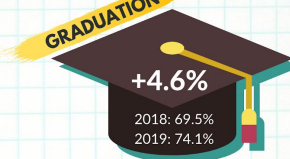### K-3 LITERACY

+4.2%
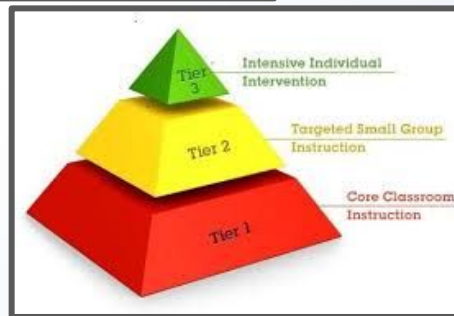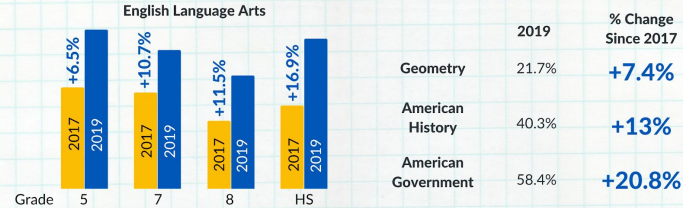
2018: 14.9%
2019: 19.1%

PROGRESS
Gifted Value Added

A

Exceeded expectations for closing gap for English learners.

GAP CLOSING

2018
14.6%

+63.8%

2019
78.4%

Math, Graduation & English Learners

GRADUATION

+4.6%

2018: 69.5%
2019: 74.1%

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2018-2019 Value Added Data

Accountability Measure	Three-Year		Two-Year		Current Year	
	Index	Letter Grade	Index	Letter Grade	Index	Letter Grade
Overall	-26.91	F	-17.39	F	-4.78	F
Gifted	3.80	A	3.41	A	4.31	A
Lowest 20%	-21.75	F	-15.70	F	-5.20	F
Students with Disabilities	-15.74	F	-9.34	F	-3.42	F

Grade Level	Subject	Students - Not Disabled				Grade Level	Subject	Students - With Identified Disabilities		
		2018-19 % Proficient	2017-18 % Proficient	2016-17 % Proficient				2018-19 % Proficient	2017-18 % Proficient	2016-17 % Proficient
3	ELA	40%	32%	37%		3	ELA	30%	29%	20%
3	MTH	29%	27%	43%		3	MTH	24%	24%	19%
4	ELA	36%	45%	34%		4	ELA	30%	27%	17%
4	MTH	34%	38%	40%		4	MTH	28%	27%	18%
5	ELA	45%	44%	39%		5	ELA	23%	21%	17%
5	MTH	21%	23%	25%		5	MTH	19%	16%	12%
6	ELA	30%	32%	36%		6	ELA	14%	18%	12%
6	MTH	26%	23%	32%		6	MTH	12%	19%	8%
7	ELA	40%	37%	28%		7	ELA	18%	21%	10%
7	MTH	25%	28%	29%		7	MTH	13%	17%	9%
8	ELA	32%	21%	19%		8	ELA	19%	23%	10%
8	MTH	28%	21%	24%		8	MTH	17%	19%	9%

3 Year Cohort Data
Percent Proficient

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FY20: Continued Alignment, Capacity Building and Refinement

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Central Location for OIP Resources
(Curriculum and Instruction Website)

FY20 DLT Updates

- Membership changes
- District adopted short cycle assessments to support indicators
- Calendar refinement for data cycle
- Calibration/trainings at DLT
- Connections to district goals and strategies
- Create tools to share content/info with BLT
  - Clearly defined look fors

We're in this together!

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Increased District Alignment

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District Focus by High Yield Strategy

Elementary and Middle School Buildings

High Yield Strategy	Introduced and Support by TL	Implemented and Analyzed by TBT	Discussed by BLT	Discussed at DLT
Setting Objectives and Providing Feedback	August 28-September 17	September 2-September 27	October	November 8, 2019
Examining Similarities and Differences	October 17-November 7	October 28-November 22	December	January 10, 2020
Summarizing and Note-Taking	December 5-January 24	January 13-February 7	February	March 13, 2020
Non-Linguistic Representation	February 18-March 18	March 9-April 10	April	

High School Buildings

High Yield Strategy	Introduced and Support by BLT	Implemented and Analyzed by TBT	Discussed by BLT	Discussed at DLT
Setting Objectives and Providing Feedback	September 2-20	September 2-20	October	November 8, 2019
Examining Similarities and Differences	October 14-November 1	October 14-November 1	December	January 10, 2020
Summarizing and Note-Taking	December 2-December 20	December 2-December 20	February	March 13, 2020
Non-Linguistic Representation	January 27-February 14	January 27-February 14	April	

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DLT Schedule

DLT Schedule
2019-2020

DLT Meeting Date to Discuss BLT Data	Data to Be Discussed
August 23, 2019	Review DLT Expectations and Norms
October 25, 2019	Goal 2: • Staff and Student Attendance • Classroom Visits Data (Must include 5 BLT Classroom Visits) ○ Rules and Procedures • In & Out of School Suspension Days
November 8, 2019	Goal 1: • Classroom Visits Data (Must include 5 BLT Classroom Visits) ○ Implementation of District Curriculum and Instructional Framework ○ Students can describe what they are supposed to know and be able to do ○ Implementation of District's High-Yield Strategies (Setting Objectives and Providing Feedback) ○ Implementation of Small Group Instruction • Lesson Plans • MAP (K-9, Algebra, Algebra II, Geometry) ○ Analyze Whole Group and Subgroups • Ed Incites for all other subjects ○ Analyze Whole Group and Subgroups
December 13, 2019	Goal 2: • Staff and Student Attendance • Classroom Visits Data (Must include 5 classroom visits by

Clarifying and Aligning Expectations

Learning Targets & Feedback

Meghan Mitman
Teacher Leader

Identifying and Examining Similarities and Differences

Presented by: Justen Seay and Monica Ruzicka-Stout

Evidence of PSC/CHAMPS

Aligning the BLT Walkthrough

Katie Young & Yvette Walker
Positive School Climate
November 8, 2019

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Observation Look Fors

Topic	Look Fors:
Setting Objectives and Providing Feedback	Learning Targets Must Be… • Included in the lesson plan • Aligned to the standards • Grade appropriate • Easily visible in the classroom • Regularly referenced throughout the lesson Feedback Must… • Relate to learning objective • Be specific feedback to students about learning target • Be used by students to revise or update work to help meet the learning target • Be provided to multiple students • Can be verbal or written
Identifying Similarities and Differences	• Identifying critical content for examination • Identifying the similarities and differences between critical content concepts • Providing opportunities for students to linguistically and non linguistically represent similarities and differences • Asking students to summarize what they have learned from a lesson or text • Guiding students to generalize or draw conclusions after the examination of similarities and differences

There are 3-5 positively stated classroom rules that explicitly state what the students are TO DO)	3-5 OMPUA rules
	• **OMPUA**
	  ○ Observable-I can see it
	  ○ Measurable-I can count it
	  ○ Positively Stated-I tell students what TO do
	  ○ Understandable-The vocabulary is age and grade appropriate
	• Always Applicable-I am to consistently enforce

FY20 BLT Refinements

- Membership changes
  - BLT applications
  - Union representative and administer team make determination
- BLT Schedule Provided
  - District alignment
- BLT Coaching from SSTs
- Refined BLT rubric
- District and SSTs calibration

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BLT Month	Data to Be Discussed	DLT Meeting Date to Discuss BLT Data
September	TBT Data (Academic) Goal 2: • Staff and Student Attendance • Classroom Visits Data (Must include 5 BLT Classroom Visits) ◦ Rules and Procedures • In & Out of School Suspension Days	October 25, 2019
October	Goal 1: • TBT Data • Classroom Visits Data (Must include 5 BLT Classroom Visits) ◦ Implementation of District Curriculum and Instructional Framework ◦ Students can describe what they are supposed to know and be able to do ◦ Implementation of District's High-Yield Strategies (Setting Objectives and Providing Feedback) ◦ Implementation of Small Group Instruction • Lesson Plans • MAP (K-9, Algebra, Algebra II, Geometry) ◦ Analyze Whole Group and Subgroups • Ed Incites for all other subjects ◦ Analyze Whole Group and Subgroups	November 8, 2019
November	TBT Data (Academic) Goal 2: • Staff and Student Attendance • Classroom Visits Data (Must include 5 classroom visits by the BLT) • In & Out of School Suspension Days	December 13, 2019

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FY20 TBT Refinements

Meeting Title	Dates/ Coaching Cycles	Topic	
TBT	September 2-6	Cycle A: Steps 1-4 *Common Strategy: Setting Objectives and Providing Feedback	
TBT	September 9-13		Cycle B: Steps 1-4 *Common Strategy: Setting Objectives and Providing Feedback
TBT	September 16-20	Cycle A: Step 5, Planning for Next Cycle A Meeting	
Data Chat	Cycle 3 (September 18-October 16)	Provide training and support for TBT/Building Determined Strategy	
TBT	September 23-27		Cycle B: Step 5, Planning for Next Cycle B Meeting
TBT	September 30-October 4	Cycle A: Steps 1-4 *Common Strategy: TBT/Building Determined	
TBT	October 7-11		Cycle B: Steps 1-4 *Common Strategy: TBT/Building Determined
TBT	October 14-18	Cycle A: Step 5, Planning for Next Cycle A Meeting	
Data Chat	Cycle 4 (October 17-November 7)	Provide additional training and support for Similarities and Differences	
TBT	October 21-25		Cycle B: Step 5, Planning for Next Cycle B Meeting
TBT	October 28-November 1	Cycle A: Steps 1-4 *Common Strategy: Examining	

- Collaborated with Chief of Schools to adapt TBT document
  - Language clarification
  - Organization
- Clear expectations provide during initial district PD day
- TBT schedule provided
  - District alignment
  - Integrated Teacher Leader support
  - Varied schedules for K-8 & 9-12 to accommodate lack of teacher leaders in 9-12

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FY20 BLT Cohorts

Three meeting dates in FY20

- September
  - Review of systems of improvement
  - Introduction to tools and resources
  - Root cause analysis
- January
  - BLT walkthrough calibration
- May
  - Content responsive to relevant need

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FY21 & Beyond

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