

# The Journey to TBT Implementation at MTHS

Ryan Barnard  
Chris Miller  
Jacqui Montgomery  
Kim Pittser

# Miami Trace Timeline

- 2007-2008 SPDG Contract & DLT created
- 2008-2009 Decision Framework, District Plan, and BLTs (all buildings)
- 2009-2010 TBTs at Elementary & Middle Schools
- 2010-2011 TBTs at High School
- 2011-2012 Reflect on the cycle....modify...
- 2012-2013 Monitoring Stage....

# High School BLT Selection

- Core and Elective Representation
- Administrative Representation
- Classified Representation
- Teacher Strengths (results from *Teach with Your Strengths* – professional development)
- Balanced Dynamics

# Collaborative Teams & Organizational Structures – OLAC Module

- Easier to “talk about” than to “do”
- **Time** (team as a priority)
- **Practice** (consistent meetings with guided practice)
- **Accountability** (agendas with data input)

# Areas of Responsibility - TBTs

- Achieve the task (clear goals & strategies)
- Build and maintain the team (collaboration norms)
- Develop the individual (process skills)
- Effective teams have these three components addressed on daily basis

# Activities “before” TBT

- Practice OGTs building-wide (2005-2006)
- Inclusion (2006-2007)
- Ohio Math (2007-2008) – Intervention for OGT
- CORE Intervention (First year...January – March 2008)
- QLAs – (required for all courses)
- Battelle Data – SOAR district since 2000
- Course Sequence & Levels (keeping “general” on level of proficient performance...using course level standards)

# Items that Required Collaboration

- Practice OGTs
  - -Math department selected test year cycle
  - -Building-wide implementation of practice tests
  - -Math department grading
- Similar District Methodology
  - -Marlington Local (Ohio Math)
  - -Hillsboro City Schools (Quality Core)
- CORE Intervention
  - -Form created by BLT
  - -Completed by teaching staff and used by CORE specialist





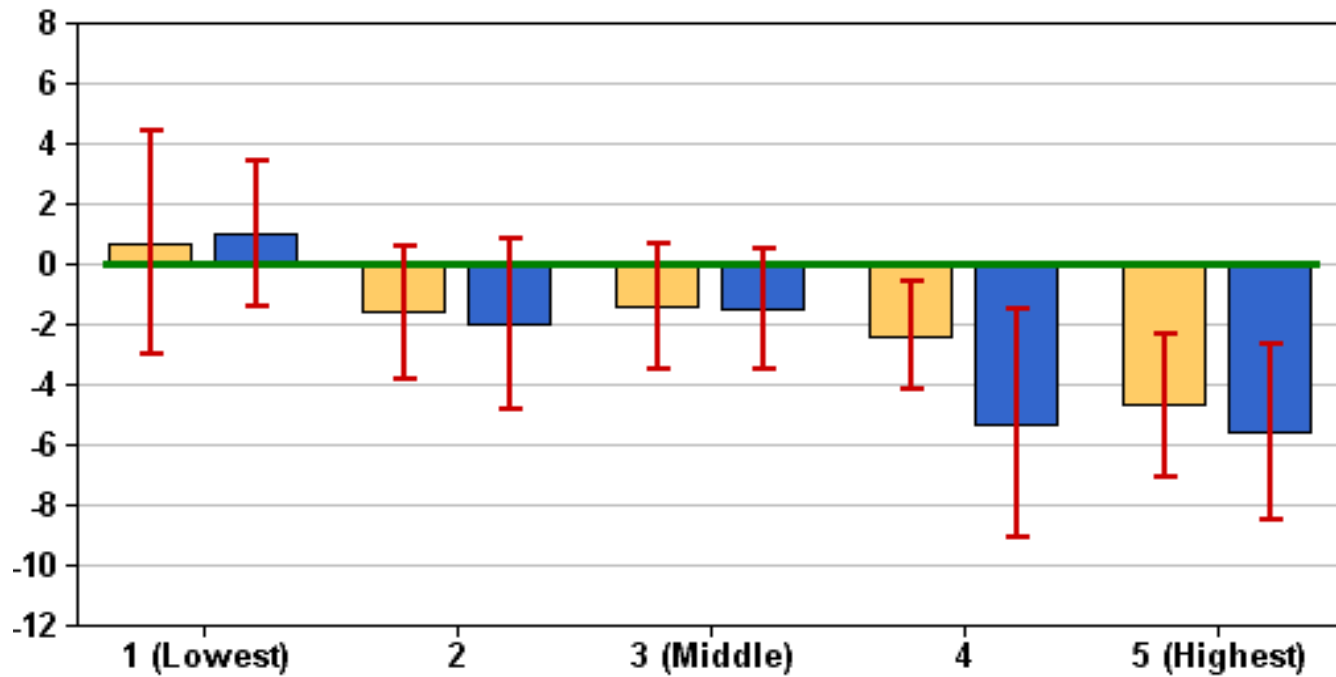
# Results from Required Collaboration

- Inclusion (pilot – 2006-2007)
  - -Math and Reading focus year one
  - -Science and Social Studies added in year two
- Course Levels
  - -General
  - -College Prep
  - -Honors

# Items that Urged Collaboration

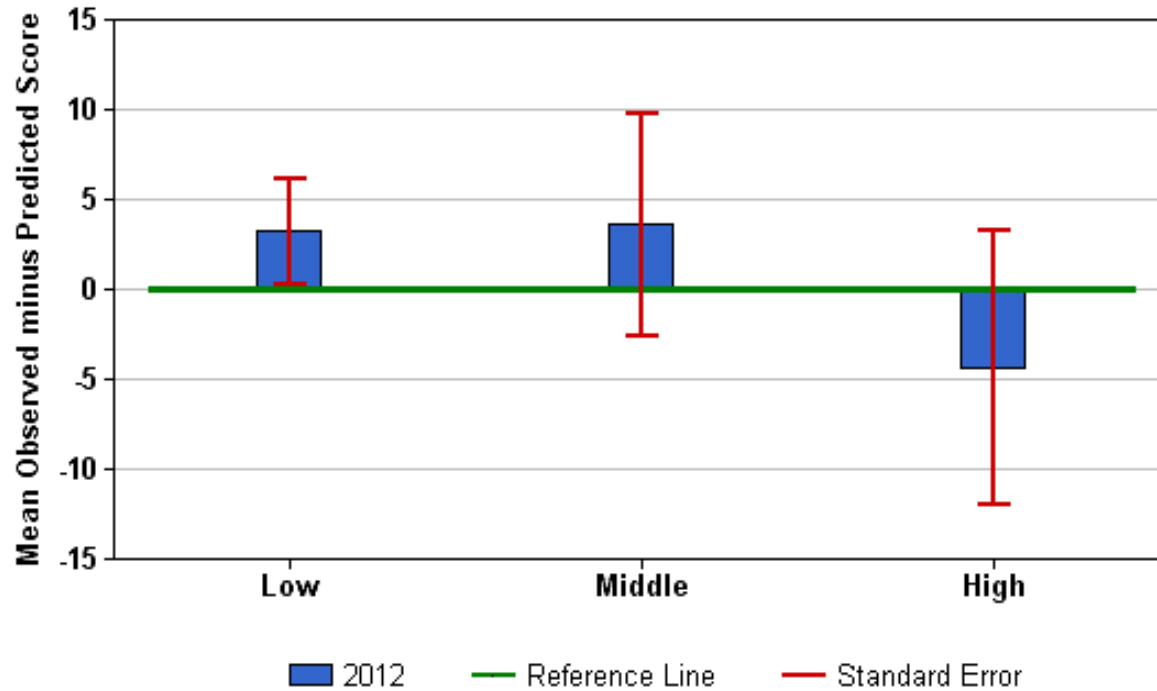
- Battelle Data (Growth Measures)
  - -Course/Grade Level Reports
  - -TCAP Reports (Teachers Connecting Achievement & Progress)
  - -Student Profile Reports for Projections
- ACT Linkage reports (Explore in 8<sup>th</sup>, PLAN in 10<sup>th</sup>)
- Course Levels (4) and Sequencing of Courses
  - -Advanced, Honors, College Prep, General

# Battelle for Kids (Growth Data) – High School Math

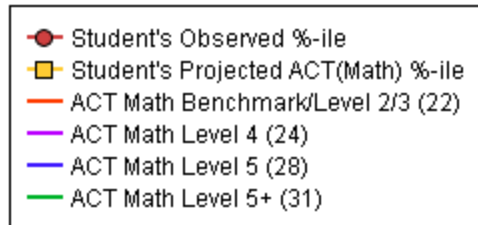
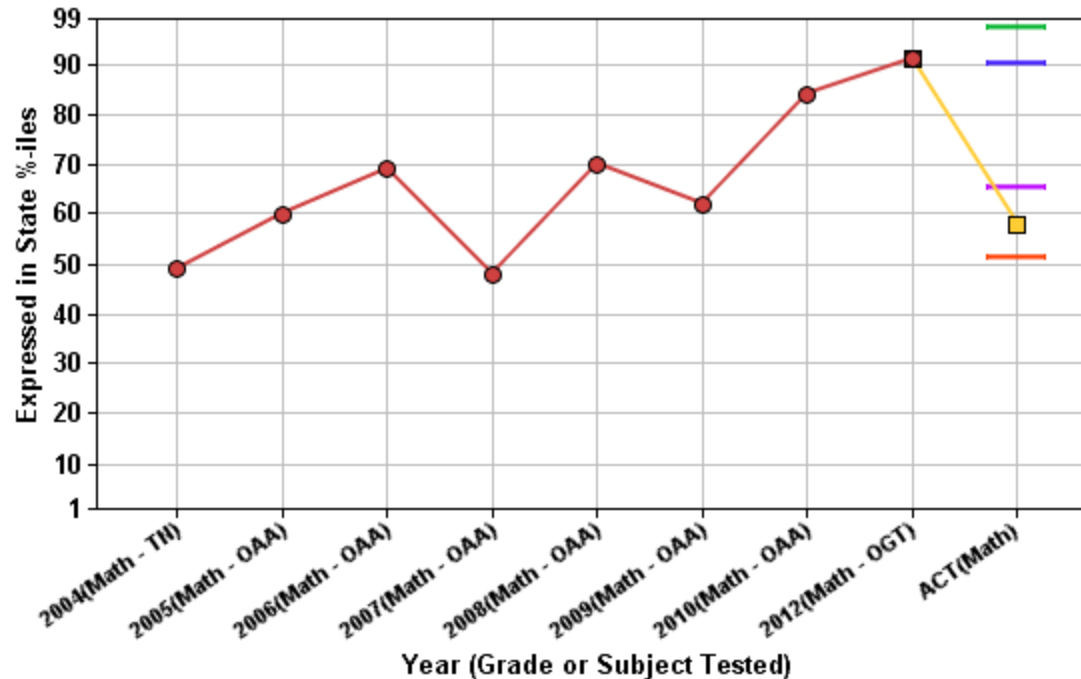


# Battelle for Kids

## TCAP report



# Battelle for Kids Student Profile



# The Urge continued....

- **QLA Data Discussion Sheet**

Most missed questions...why?

- -Common portions exist within each and every course
- -To address value added components, each course level then differentiates the “product” known as QLA to address student needs
- **TBT Agenda Development**

# QLA Data Discussion Sheet

- **QLA Data Discussion**

- Subject/Grade/Team: \_\_\_\_\_ Date: \_\_\_\_\_ QLA # \_\_\_\_\_
- 1 - On which (three) questions did our students struggle AND to which **standard** (math and ELA) or **content statements** (science and social studies) are these questions connected?
- 2 - What do we all **specifically** do to address the concepts or processes in these questions?
- 3 - How/when will we address them again before the state-mandated testing (OGT)?

# TBT Agenda (side one)

• **Date:** \_\_\_\_\_ **Group:** \_\_\_\_\_

• **Members Present:**

---

- **Circle the appropriate Strategy:**
- **#1 – Teacher strategies for student improvement**
- **#2 – Student academic achievement**
- **#3 – Student behavior improvement or other issues**
- **Check those items associated with this meeting:**
- **\_\_ Develop common objectives**
- **\_\_ Develop common formative assessments**
- **\_\_ Analyze data from common formative assessments**
- **\_\_ Share instructional strategies**
- **\_\_ Modify common summative assessments (QLA's)**
- **\_\_ Make parent contacts**
- **\_\_ Conduct student conferences**
- **\_\_ Other (specify)**



# TBT Agenda (side two)

<b>Teacher Name</b>	<b>Cluster/Domain/Standard Statement Tested</b>	<b># Tested</b>	<b>Percentage Passing</b>	<b>Percentage Below Prof.</b>

# TBT Data

Geometry									
Sec. 1.1 - 1.3									
	Teacher	Class	# of Students	1	2	3	4	5	6
	Miller	Advanced	20	19	5	14	14	17	12
	Montgomery	Honors	40	33	5	27	26	22	11
	Zook	Honors	37	31	2	19	25	24	13
	Ropp	College Prep	72	64	9	41	48	33	18
	Barnard	General	63	38	10	34	21	29	17
	Fondale	General	51	31	14	23	16	18	12
	Zook	General	60	44	7	7	22	25	13
		Total	343	260	52	165	172	152	96
		75% Correct		76%	15%	48%	50%	44%	28%

# TBT and beyond.....

- Quality CORE (Spring of 2011)
- End of Course Algebra II pilot (Spring 2011)
- Common Formative Assessments (2011- present)
  - All four levels are required to administer same common formative assessments at different times in order to hold high expectation levels with rigor

# Current Collaborative Pieces

- Quality CORE (End-of-Course Exams)
  - -Full implementation for three courses: Geometry, English I, and Biology (May 2013)
  - -Still pilot for other courses (Algebra I – 8<sup>th</sup> grade, Algebra II, Pre-Calculus, Chemistry, Physics, English II, English III, and American History )
- Formative Instructional Practices (FIP Your School)

# Collaborative Teams & Organizational Structures – OLAC Module

- **Time** (team as a priority)
- **Practice** (consistent meetings with guided practice)
- **Accountability** (agendas with data input)

# Miami Trace TEAM

Make Good Things Happen...

# Contacts for Miami Trace

- Superintendent, Daniel Roberts
- [droberts@mtrace.org](mailto:droberts@mtrace.org)
  
- Assistant Superintendent, Joe Black
- [jblack@mtrace.org](mailto:jblack@mtrace.org)
  
- Secondary Curriculum Director, Kim Pittser
- [kpittser@mtrace.org](mailto:kpittser@mtrace.org)
  
- MTHS Math Department Leader and BLT/DLT Rep, Chris Miller
- [cmiller@mtrace.org](mailto:cmiller@mtrace.org)
  
- MTHS Math Department Teacher, Jacqui Montgomery
- [jmontgomery@mtrace.org](mailto:jmontgomery@mtrace.org)
  
- MTHS Math Department Teacher, Ryan Barnard
- [rbarnard@mtrace.org](mailto:rbarnard@mtrace.org)