The Journey to TBT Implementation at MTHS

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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)
- 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
## Core Intervention Recommendation Form

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Subject</th>
<th>Current Nine Weeks Grade</th>
<th>OGT Scores</th>
<th>QLA Scores</th>
<th>Teacher Notes</th>
<th>Date of Parent Contact</th>
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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\textsuperscript{th}, PLAN in 10\textsuperscript{th})

• Course Levels (4) and Sequencing of Courses
  • -Advanced, Honors, College Prep, General
Battelle for Kids (Growth Data) – High School Math
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)

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<th>Cluster/Domain/Standard Statement Tested</th>
<th># Tested</th>
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## TBT Data

### Geometry

**Sec. 1.1 - 1.3**

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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 – 8th 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...
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