

Focusing your school and collaborative team's improvement efforts

Dr. Steve Atwater, Superintendent

July 31, 2014

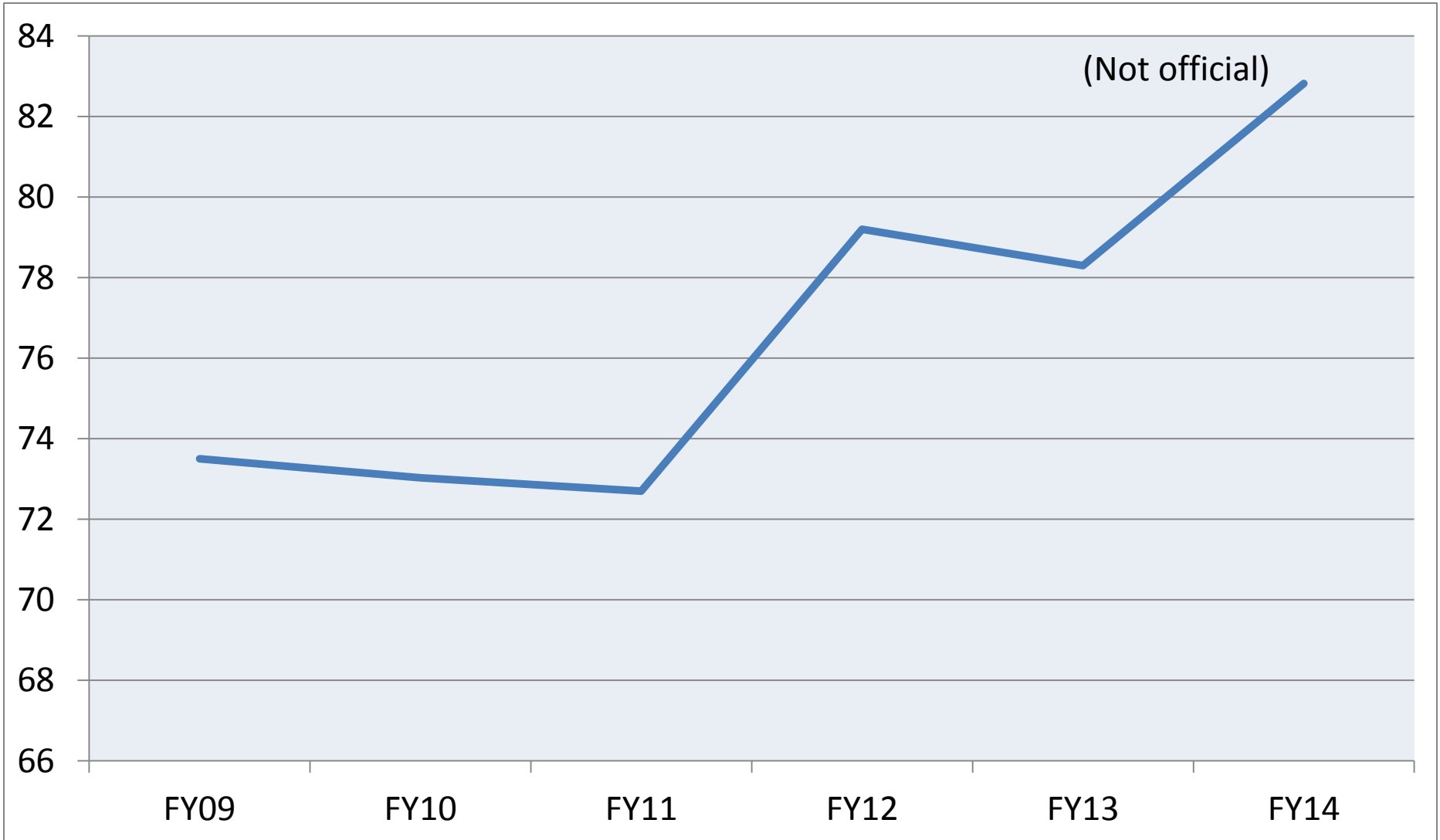
Welcome Back



Big Picture: KPBSD is a strong district getting stronger

- Numerous teachers and administrators being recognized for excellence
- Committed employees who want the most for our students
- Student performance is well above state average
- Continued “firming up” of the district’s foundation (PPM)
- Good post-grad success stories
- Processes in place to prepare for upcoming state requirements
- Strategic Plan-guiding improvements

KPBSD's 4-Year Graduation Rate



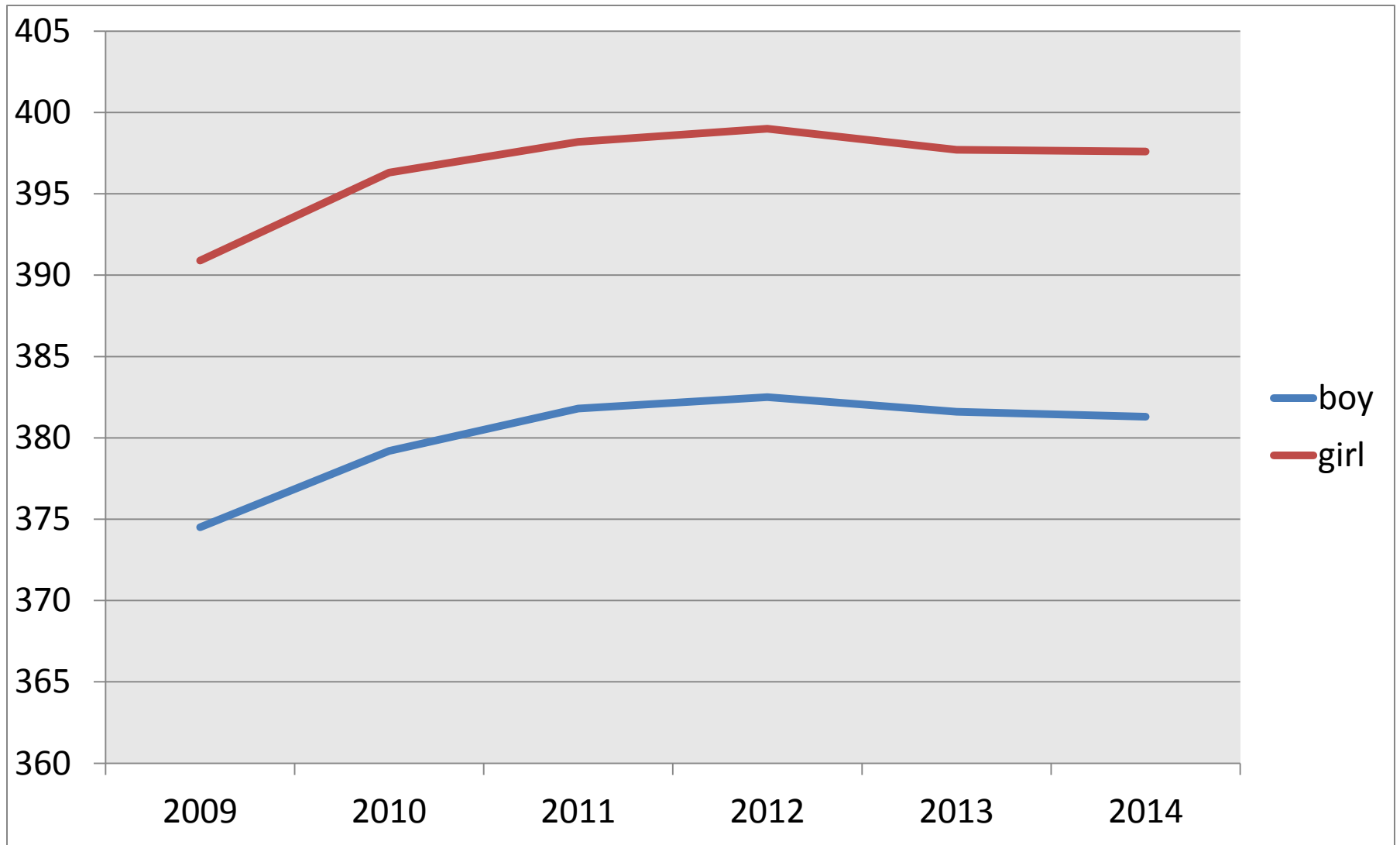
Star Ratings-Estimating an Overall Improvement

Star Rating	Number of Schools 2013	Number of Schools 2014
1	2	0
2	1	1
3	6	8
4	28	25
5	6	9

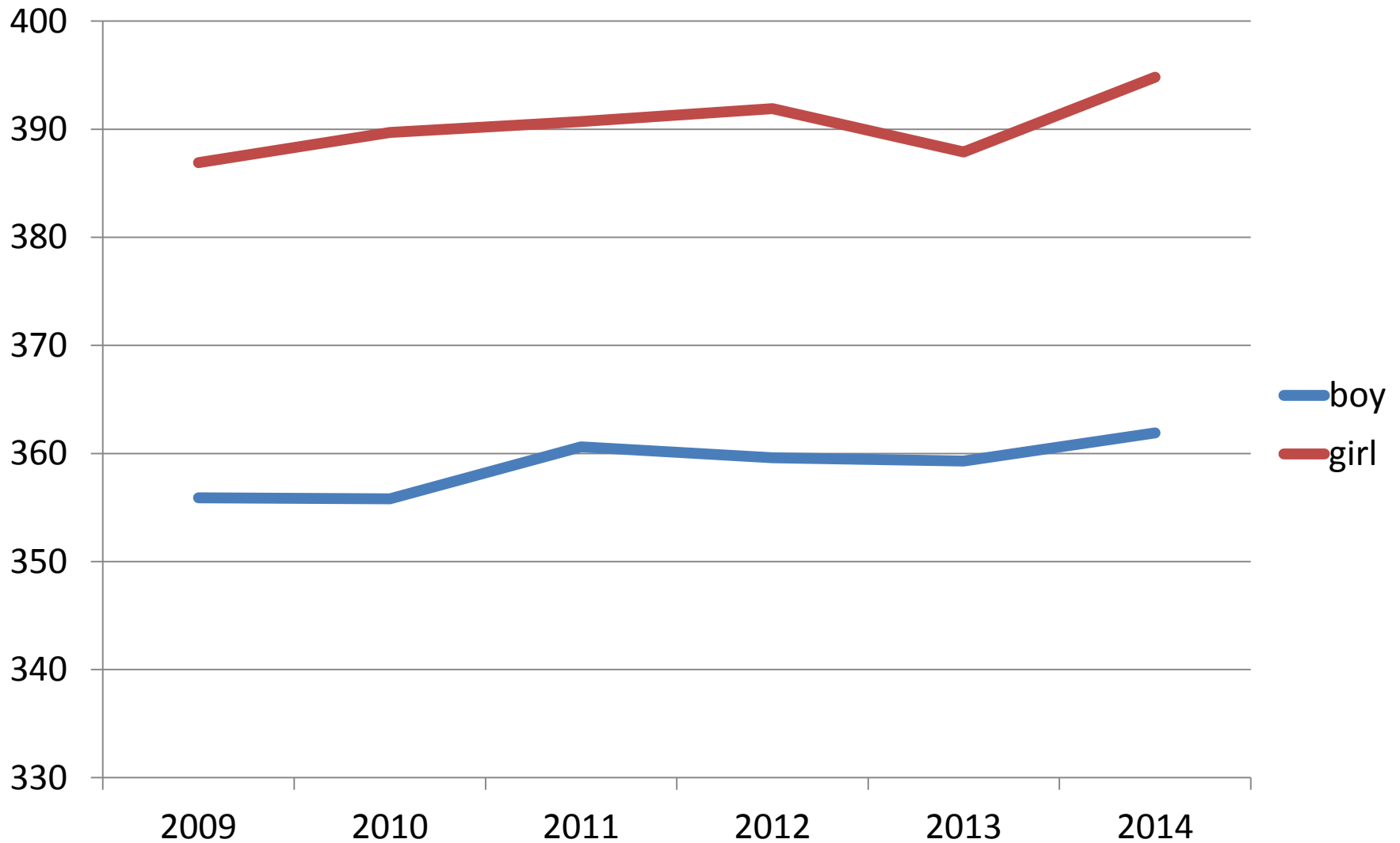
2013- 164 Stars

2014- 171 stars

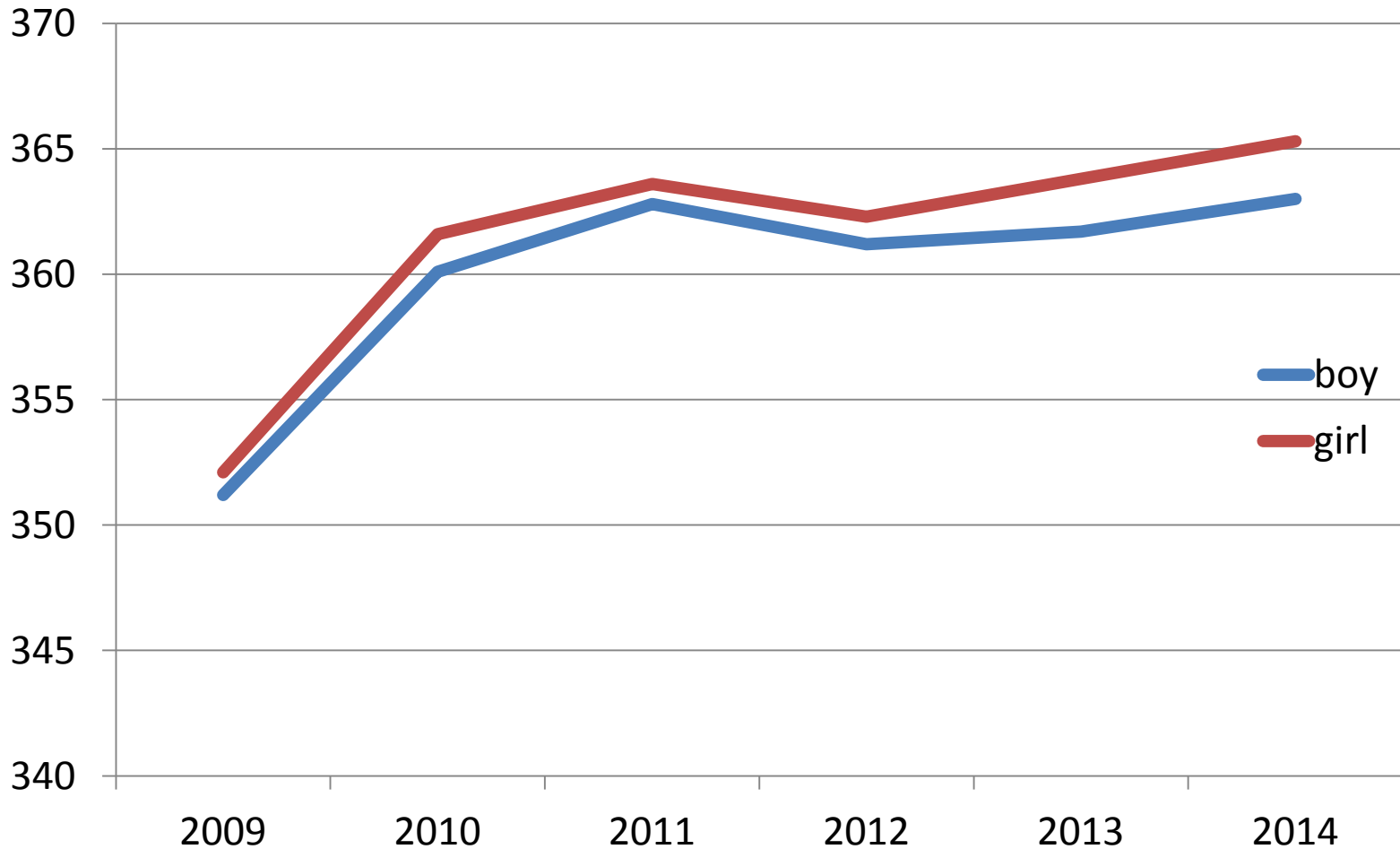
Comparing Average Scale Scores for Boys and Girls in Reading



Comparing Average Scale Scores for Boys and Girls in Writing



Comparing Average Scale Scores for Boys and Girls in Math



So, are we performing as well as we can?

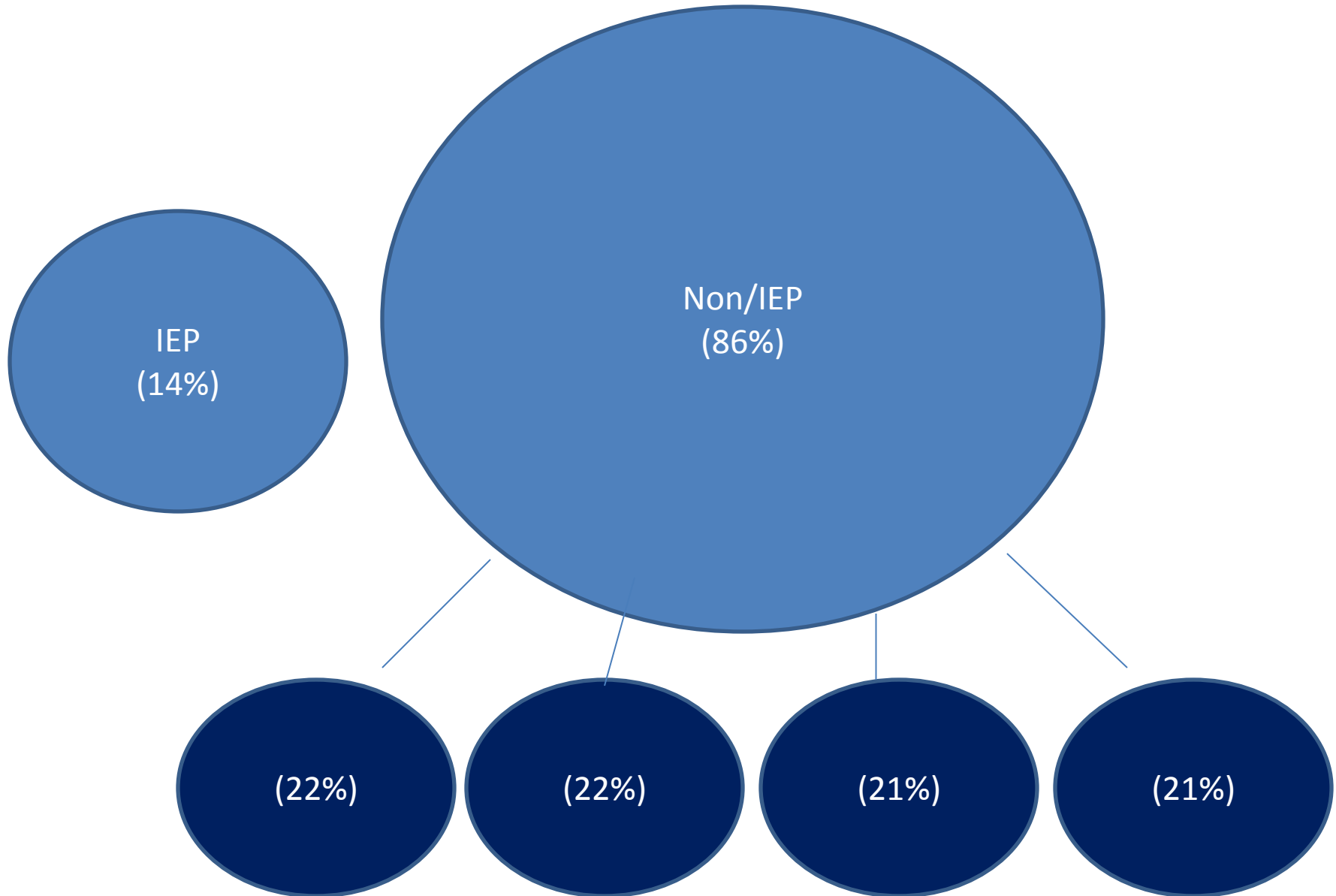
What We Know

- Can't work much harder
- Must stop doing that which is not working
 - This requires you to recognize this and then have the nerve to have the hard conversation
- We are relatively progressive with development and use of interventions, assessments, curricula
- Too large a percentage of students not testing at grade level

How to improve

- Need to continue to think in terms of meeting the learning needs of all students

We do very well at providing differentiation for our students with an IEP



How do we move to have an IEP type of plan for everyone?

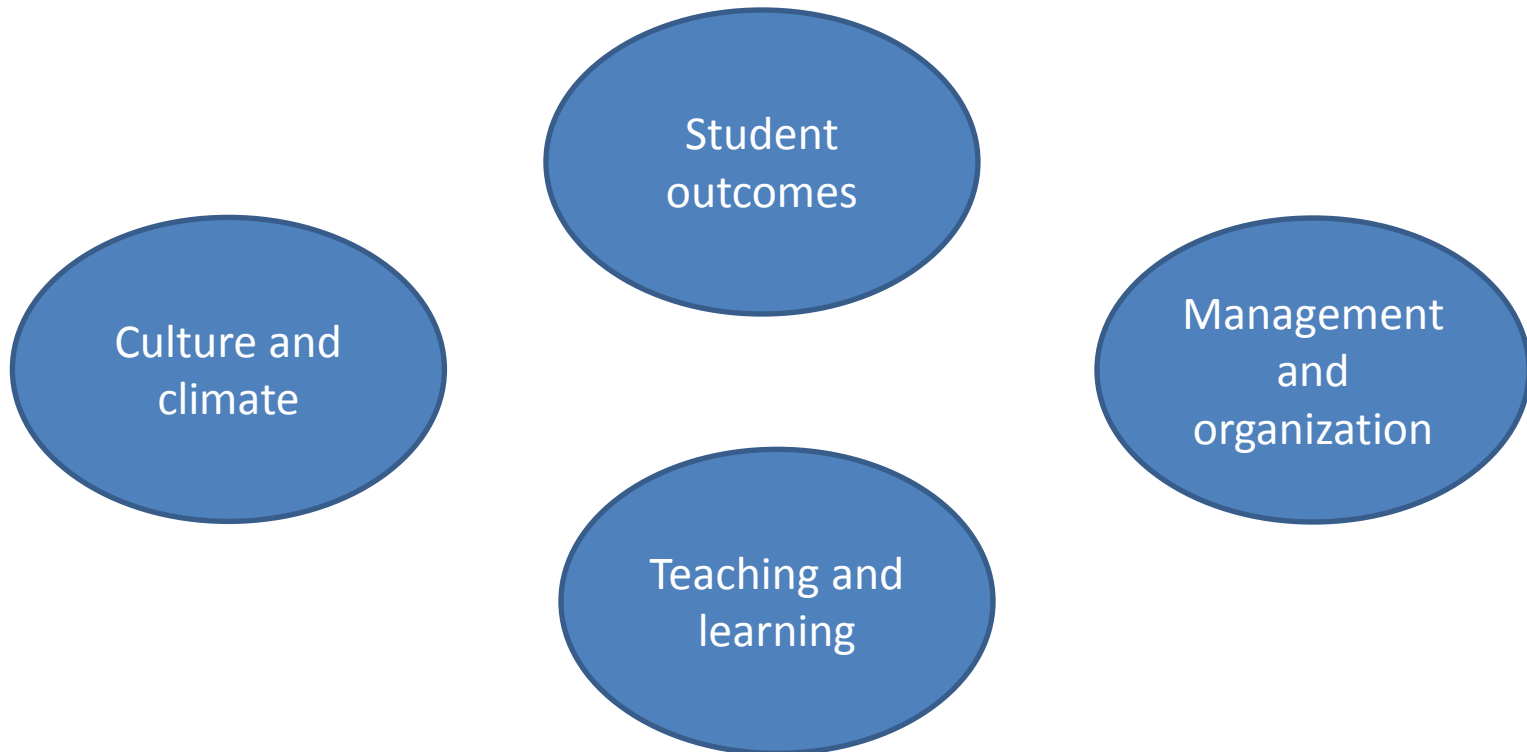
- Do you have data to help you have such groupings?
 - Data must be tied to intervention- what is your response to the group's needs?
 - What is the target population of the intervention?
- Are you and your teachers able to relax the structure of the system to make the needed changes, to think in terms of different groups of students (differentiation)?

Key to school improvement is using your collaboration team as the vehicle to make it happen

It can't only be a large directive, has to be a series of small tweaks to the system

Focusing your school and collaborative team's improvement efforts

Four domains for measuring school quality-they are interrelated –which one is your greatest need? (*District Management Journal*)



Domain 1: Student Outcomes

- Academic achievement and growth
- 21st-century skill development
- Social/emotional development
- College readiness

Domain 2: Culture and Climate

- Does your school provide a positive, supportive and rigorous learning environment for all students?

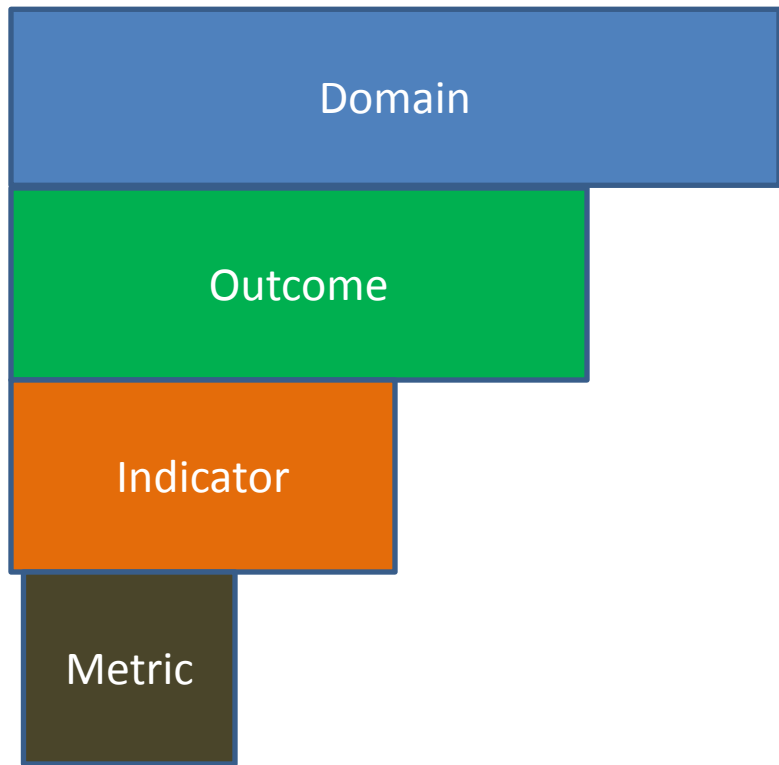
Domain 3: Teaching and Learning

- Measures instructional experience, knowledge and quality
- Evaluations- are they all showing good instruction?

Domain 4: Management and Organization

- Measures the focus and strength of school strategy, leadership and management supports

Sterling High School's Measurement Framework



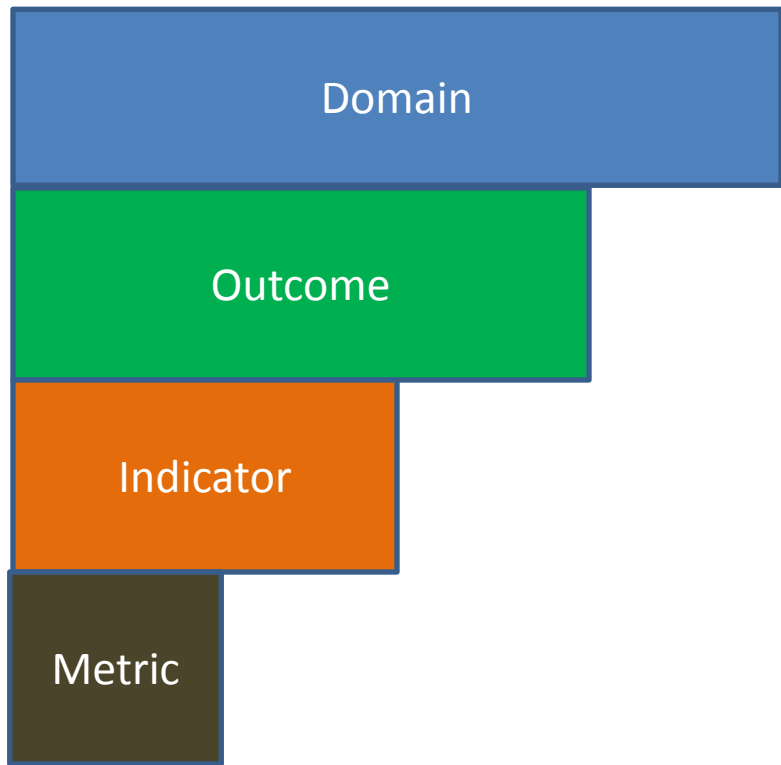
School Culture

All students are engaged and passionate about school

Success after high school

Percentage of students who feel prepared for life after High school

Kenai Elementary's Measurement Framework



Student Outcomes

Boys will perform at the same level as girls

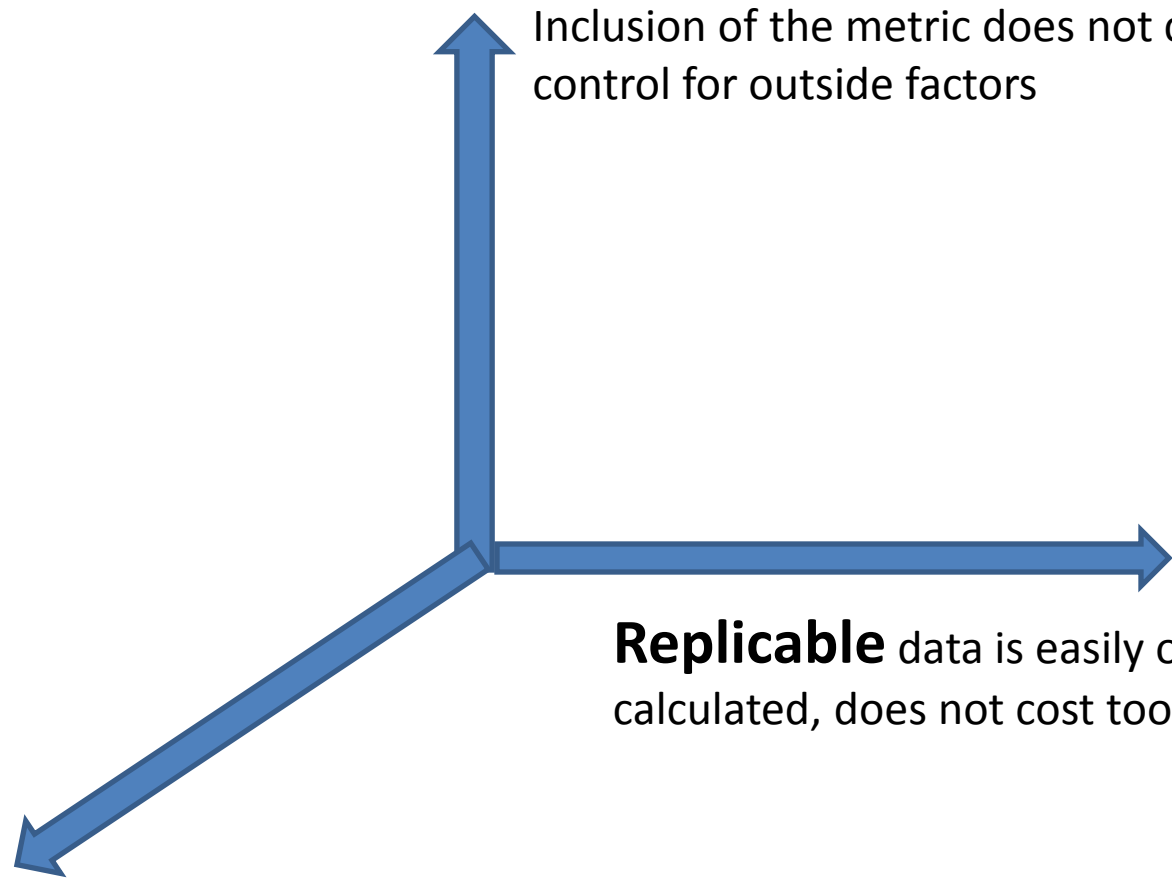
summative and formative assessments

SBA scale scores, writing rubric score

Selecting the Right Metric

- Need to be reliable, replicable and relevant

Evaluating your metric



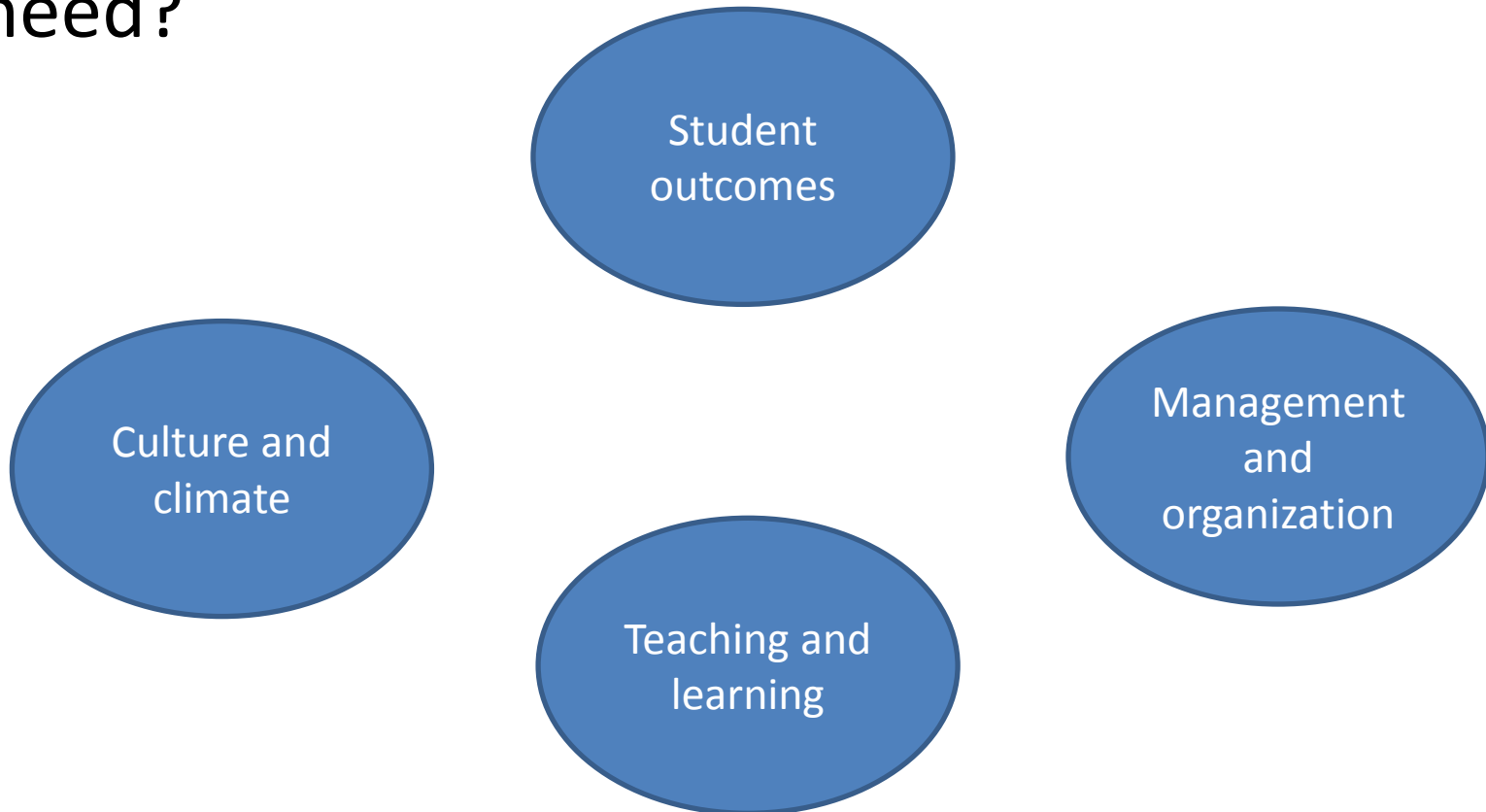
Reliability- data is precise and unbiased,
Inclusion of the metric does not create incentives,
control for outside factors

Replicable data is easily obtained, easily
calculated, does not cost too much

Relevance- meets site
priority, easily understood, is
specific to your school

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Four domains for measuring school quality-they are interrelated –which one is your greatest need?



District News

- TWO MAIN INITIATIVES FOR FY15
 - SGM training
 - Emergency response training
- Key Performance Indicators
 - Proficient in reading and math at the end of 3rd grade, 5th grade
 - Strong social and emotional well-being at the end of 5th grade, 10th grade
 - Percent of 8th grade students taking algebra I
 - Percent of students finishing 9th grade with 6 credits
 - Percent of seniors qualifying for APS
 - % of graduates with at least one of the following: college credit, AP class with 3 or higher on end of course exam, industry certification
- Board Goals
 - Swimming pools
 - Reporting on innovation
 - Relations with the associations

Grant Activity

- We are recruiting a cohort of teachers to take part in our distance learning grant- great opportunity to be trained in how to offer a blended classroom environment
- Title II A Grant if funded, we will be recruiting a second cohort to be trained to write assessments – will be an intricate step of our work to prepare for student growth maps
- AASB Grant for Internet
 - Seldovia, Nikiski, Seward

Finding the right RPM for you and your staff



Closing Thoughts

- Work hard, but more importantly work smart
- Maintain a keen sense of your staff's emotions- don't let things fester
- Empower your collaborative teams to make recommendations to stop doing things that are not working. Insist that they set attainable goals that have the right metric
- Don't lose sight of recognizing your staff for their good work

Have a great year!

- Thank you for your leadership

