

## **COMPONENT 4**

### **CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS**

**TCSPS TEMPLATE 4.1a**  
**CURRICULAR PRACTICES: DISTRICT LEVEL**

<b>Current Curricular Practices</b>	<b><u>Standards-Based Curriculum</u> <u>K-8</u> <u>(math, literacy, science)</u></b>	<b><u>Guided Reading</u></b>	<b><u>4-Block Writing</u></b>	<b><u>Science Kit</u></b>	<b><u>READ 180</u></b>	<b><u>IAI Continuum and Lexiles Levels</u> <u>(grades 3 to 6)</u></b>	<b><u>Reading Recovery</u></b>
<b>Evidence of Practice</b>	Principals monitor curriculum usage via the WCS implementation charts. Formative assessment is embedded. Curriculum is aligned with TN Standards, The curriculum is a cohesive standards-based design	Book room usage has increased each year as reported by school-based reading specialists, The selected titles use TN Standards mapped to our curriculum, The design of our Guided reading programs communicates our reading shared vision	This methodology is an integral part of our district wide literacy curriculum and exemplifies integrated curriculum and communicates our reading shared vision	Kit implementation records are kept in our science center, integrated curriculum; clearly articulated curriculum; aligned curriculum; higher level thinking	All 60 seats per site are being used across the middle and high schools, It includes formative assessment linked to benchmarks, Communicates our shared vision for learning	IAI data provides us with mastery of reading skills and Lexile scores which teachers use to assign reading materials to students. System-wide student achievement benchmarks are established via IAI targets.	Reading Recovery teachers implement this as their major Title I instructional focus
<b>Is the current practice research-based?</b>	Yes, Gardner Archibald and Newman, Lazotte, Darling, Marzano	Yes, Fountas and Pinnell	Yes, Pat Cunningham and Hall	Yes, Based on Inquiry research: Lawry and others.	Yes, Kinsella, Hasselbring, Wilhelm	Yes, The work of Meta Metrics and other reading research	Yes, the Reading Recovery International Program, National Reading Recovery Council of America (Allington)
<b>Is it a principle &amp; practice of high-performing school systems?</b>	High expectations, goal setting, and clearly articulated instruction is included	Goal setting and aligned curriculum	Aligned curriculum and higher level thinking	Consistent Classroom practice is included	The principal of teaching to high expectations is embedded	The principal of teaching to high expectations and developmentally appropriate instruction are included.	The principal of teaching to high expectations, developmentally appropriate instruction, differentiation, and applied learning are included.

<b>Has the current practice been effective or ineffective?</b>	Effective	Effective	Effective	Effective	Effective	Effective	Effective
<b>What data source(s) do you have that support your answer? (identify all applicable sources)</b>	TCAP, TVAAS, and IAI	TCAP, DRA and other IRI (running record) scores showing students jump in levels	TCAP writing scores	Student interviews on engagement Test score data (TCAP in Science)	IAI and SRI (program embedded formative assessment) data	IAI data	Observational Survey, Site Report, National data Evaluation Center Technical Report, STARS, DRA.
<b>Evidence of effectiveness or ineffectiveness</b>	<u>TVAAS Reading:</u> (05: B with a .09 mean gain; 06: A with a 2.2 mean gain) <u>TVAAS Math:</u> (05: A with a 1.7 mean gain; 06 with a 2.6 mean gain) <u>TVAAS Science:</u> (05: B with a 0.6 mean gain; 06: A with a 1.3 mean gain)	<u>TVAAS Reading:</u> (05: B with a .09 mean gain; 06: A with a 2.2 mean gain)	<u>Grade 5:</u> 2004: 4.5 or A; 2005: 4.6 or A; 2006: 4.6 or A <u>Grade 8:</u> 2004: 4.7 or A; 2005: 4.7 or A; 2006: 4.6 or A <u>Grade 11:</u> 4 year average 4.4; Predicted 4 year average 4.2: Above	Random sample of implementing teachers and non-implementing teachers: significant gains when implemented (TCAP).	In 2005-06 students in the program increased Lexile scores an average of 128 points.	IAI Reading Data for 2006: <u>Grade 3:</u> 65.6 met or exceeded expectations <u>Grade 4:</u> 63.2 met or exceeded expectations <u>Grade 5:</u> 61.3 met or exceeded expectations <u>Grade 6:</u> 57.6 met or exceeded expectations	Program Research and using NDEC approved format  In 2005/06, 88% of students discontinued.
<b>Evidence of equitable system support for this practice</b>	Equitable implementation and resources	Equitable training provided across county	All teachers, via reading specialists, are provided training and support	Every teacher in our county is provided a science kit. Training offered to all teachers	Equitably provided in schools in greatest need in reading	Lexile Levels: scores accessible for all K-7 teachers via IAI; Lexile website	Title I offers this to our most needy students by determining which schools qualify. At some schools, not equitably supported with teachers
<b>Next Step (changes or continuations)</b>	Continue in other areas, increase variety, increase expectations	Adopt leveled books rather than the basal to provide more resources for this model	Add the new 5 <sup>th</sup> component of Balanced Reading Instruction	Mandated training Links continued with the curriculum units	Provide more sites for struggling students.	Continue to implement broadly across all grade levels	Continue to fill the current positions Stay the course Space needed

## TCSPP TEMPLATE 4.1b

### CURRICULUM GAP ANALYSIS

The following are related to **Curriculum**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

#### **Curriculum TIME Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: TIME**

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing high quality curricular practices?)

- Site-based professional development days
- Focus days for staffs to work together (.5 day; 1 X per month)
- System-wide Induction activities around curriculum practice
- District wide professional development days focused on curriculum

##### **“What Ought to Be” – How Should we be Using Our: TIME**

- Explore to find opportunities before the start of school in the late summer and at the end of the school year for professional experiences around the county curriculum.
- Look for ways to integrate electronic learning into our professional development and curriculum efforts

#### **Curriculum MONEY Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: MONEY**

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

- We allocated our funds equitably across all of our schools to provide curriculum materials
- Depending on the community resources, schools can “add to” the county funding to provide additional curricular resources
- We purchase some of our textbooks

##### **“What Ought to Be” – How Should we be Using Our: MONEY**

- Explore outside sources of funding for school in need of additional curricular materials where community funding is not available
- Explore grant information that our schools/county may be eligible for to provide additional curriculum for both remediation and enrichment
- Explore funding resources other than textbooks

**TCSPP TEMPLATE 4.1b**

(continued)

**CURRICULUM GAP ANALYSIS****Curriculum PERSONNEL Gap Analysis - Narrative Response Required****“What is” The Current Use of: PERSONNEL**

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

- Curriculum specialists in reading, science, and math
- Technology coaches at the elementary, middle, and high school levels who support schools on integrating technology into their curriculum
- Reading specialists at each elementary school

**“What Ought to Be” – How Should we be Using Our: PERSONNEL**

- Curriculum specialist support in social studies and other academic content areas
- More technology coaches to support curriculum integration

**Curriculum OTHER RESOURCES Gap Analysis - Narrative Response Required****“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

- We are providing opportunities for schools to visit exemplary districts across the county who have curriculum practices that we would like to integrate into our system
- Our standards-base curriculum provides mini-lessons and ideas to expand the curriculum to meet student needs (enrichment, leveled/tiered activities, technology integration)

**“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES**

- More technology-based resources (hardware and software) to enable students to work electronically
- Expansion of curriculum mini-lessons
- Find other curricular options for textbooks

## TCSPP TEMPLATE 4.1c

### CURRICULUM REFLECTIVE QUESTIONS

The completed **Curriculum** gap analysis should enable the System wide Leadership Team to answer the following reflective questions relative to curriculum practices.

#### **Curriculum Reflective Questions - Narrative Response Required**

##### *Are we providing equity and adequacy to all our schools?*

All WCS students have equal access to our system wide curriculum aligned to TN standards. They have equal access to all resources, materials, and practices as evidenced by our budgeting and purchasing processes. In addition, our new teacher induction model introduces all new professional employees to system-adopted curriculum practices and resources. Ample professional development opportunities are made available to existing professionals and provided by our Department of Curriculum and Instruction in support of system wide curriculum practices. Several strategies have been implemented system wide to support our schools in critical areas:

**In Math:**

- Math clinics have been established. Materials and curriculum practices are provided for students experiencing difficulty in Math Foundations and Algebra I
- The “Navigation Series” in math providing experiences for our upper quartile students
- Newly written CTE courses integrating more high level academic skills

**In Science:**

- Standards-based science curriculum has been written in K—12.
- Science kits targeting the elementary units of instruction (which are based in state standards) have been expanded to target skill areas that have been identified as deficiencies.

**In Non-Academic Areas:**

- Protect You, Protect Me, Quest, and Life Skills Curriculum in the area of healthy life choices (related to drugs, alcohol, etc.) has been instituted and will be extended/expanded this upcoming year.
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#### **Curriculum Reflective Questions - Narrative Response Required**

##### *Are we targeting funds and resources effectively to meet the needs of our schools?*

Our Title funds are distributed and allocated to meet the diverse needs of the schools and students in WCS based on academic data (AYP, achievement tests, ACT, etc.). As a system we provide Reading Specialists for each school and, in addition, we utilize our Title I funding for schools in greatest need with a Reading Recovery teacher to meet individual student needs. We also use the data provided in our many non-academic assessments (School Climate, PRIDE, student focus groups) to provide curriculum practices and resources to support academics (Capturing Kids Hearts).

**Curriculum Reflective Questions - Narrative Response Required*****Based on the data, are we accurately meeting the needs of students in our schools?***

We meet student needs, as indicated by our data, in the following ways:

- For our Limited English Population: ESL teacher curriculum and textbook strategies, READ 180 centers in our schools with students in highest need, and targeted leveled reading materials, where indicated.
- For our SPED students: our 2006-07 budget reflects programs and resources in curriculum, space/access to the READ 180 curriculum to meet reading needs, use of the county wide and school based reading specialists
- Dual Enrollment: expansion of this curriculum strategy
- For our academic areas in most need: support materials and expertise (via curriculum specialists) for the core subject areas of science, language arts/reading, math, and social studies
- Credit recovery for high school students impacting both academic needs and graduation rates
- For non-academic needs: Capturing Kids Hearts, Quantum Learning, Anti Bullying Curriculum,
- Math and Reading clinics with unique curriculum and resources to impact low achievement in reading (elementary) and mathematics (middle/high school)

## TCSPP TEMPLATE 4.1d

### CURRICULUM SUMMARY QUESTIONS

The following summary questions are related to **Curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

#### **Curriculum Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

1. Our standards-based units in literacy and science.
2. Science Instructional Kits (hands on)
3. The READ 180 program
4. Guided Reading approach

#### **Curriculum Summary Questions- Narrative Response Required**

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

1. To complete mathematics standards-based curriculum
2. To begin/add social studies
3. To better serve our students who are currently enrolled in Math Foundations
4. To target science reasoning skills for students
5. To improve our grade 4 scores on TCAP

#### **Curriculum Summary Questions- Narrative Response Required**

How will we address our challenges?

1. To allocate time and money to teacher development teams for math and social studies
2. To add social studies curricula by integrating it into other content areas (elementary)
3. Provide focused professional development on math and science needs
4. Produce our county's "Assessment Snapshot" to provide teachers better data on student needs and curriculum implications (particularly in grade 4)
5. Continue the work we've done in reading and science so that we don't lose ground

**TCSPP TEMPLATE 4.2a**

**INSTRUCTIONAL PRACTICES: DISTRICT LEVEL**

<b>Current Instructional Practices</b>	<b><u>Standards Based Instruction</u> (identify practice)</b>	<b><u>Engagement</u> (identify practice)</b>	<b><u>WOW Design Qualities</u> (identify practice)</b>	<b><u>Embedded Technology</u> (identify practice)</b>	<b><u>Differentiated Instruction</u> (identify practice)</b>	<b><u>Shared Reading</u> (identify practice)</b>	<b><u>Balanced Literacy</u> (identify practice)</b>
Evidence of Practice	Standards are posted, Implementation charts used, small group, instruction aligned with assessment and curriculum, data driven	Students engaged in work in all classrooms, classroom organization and management techniques are included and this practice respects cultural diversity	Daily lessons have the design qualities integrated into them and are student-centered, classroom organization and management techniques are refined, and this practice respects cultural diversity	To support NCLB, we have emphasized this and it can be seen in our standards based curriculum and utilized across our classrooms in the content areas.	Teachers organize by groups and use differentiated activities to meet student needs, this provides multiple opportunities for students, practices are aligned to TN standards	The use of big books, overheads, plays, and library books are provided in using this practice, there are multiple opportunities for students to share and read, and this instruction is aligned to state and local assessments	Teachers are coaching students and using a variety of materials, classes are organized by small leveled reading groups, differentiated instruction is highlighted, there are multiple learning opportunities for students, all activities are aligned to TN standards
Is the current practice research-based?	Yes, National Standards and Practice, Resnick, McTigue/Wiggins	Yes, Phil Schlechy and others	Yes, Phil Schlechy	Yes, G. R. Morrison and D. L. Lowther among others	Yes, Tomlinson , Gardner, and others	Yes, Cunningham, Fountas/Pinnell, Benson, Taberski	Allington, Atwell, Calkins, Cunningham, Slavin, Taberski
Is it a principle & practice of high-performing school systems?	Consistent classroom practice, application	Authentic learning, differentiated, student-centered	Authentic learning, differentiated	Student centered, research based, productive	Authentic learning, differentiated, student-centered	Consistent practice, student centered, differentiated	Consistent practice, student centered, differentiated
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective	Effective	Effective

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>TCAP, PBA, PAMS</p>	<p>TCAP, Pass and Fail Rate, Report Cards, Work produced by students, engagement survey</p>	<p>Classroom observations show that we are more student-centered and authentic, lesson plans, implementation charts</p>	<p>Teacher Technology Self Assessment</p>	<p>TVAAS, TCAP, IAI</p>	<p>TVAAS</p>	<p>TVAAS, TCAP</p>
<p>Evidence of effectiveness or ineffectiveness</p>	<p><u>TVAAS Reading:</u> (05: B with a .09 mean gain; 06: A with a 2.2 mean gain) <u>TVAAS Math:</u> (05: A with a 1.7 mean gain; 06 with a 2.6 mean gain) <u>TVAAS Science:</u> (05: B with a 0.6 mean gain; 06: A with a 1.3 mean gain)</p>	<p>School surveys show a rise in engagement</p>	<p>Sharing implementation charts across the county during district wide days</p>	<p>Data is being compiled and shared with schools.</p>	<p><u>TVAAS Reading:</u> (05: B with a .09 mean gain; 06: A with a 2.2 mean gain) <u>TVAAS Math:</u> (05: A with a 1.7 mean gain; 06 with a 2.6 mean gain) <u>TVAAS Science:</u> (05: B with a 0.6 mean gain; 06: A with a 1.3 mean gain)</p>	<p><u>TVAAS Reading:</u> (05: B with a .09 mean gain; 06: A with a 2.2 mean gain)</p>	<p><u>TVAAS Reading:</u> (05: B with a .09 mean gain; 06: A with a 2.2 mean gain) <u>Grade 5 TCAP Writing:</u> 2004: 4.5 or A; 2005: 4.6 or A; 2006: 4.6 or A</p>
<p>Evidence of equitable system support for this practice</p>	<p>Yes, uniform expectations and professional development</p>	<p>District wide initiative: design qualities, "Working on the Work"</p>	<p>No, faculty turnover makes it difficult to orient all and keep the model going</p>	<p>Professional Development is available to principals and staff, if they choose</p>	<p>Yes, many professional development activities have been offered; an Institute too</p>	<p>Ample professional development opportunities; materials purchased by district</p>	<p>Ample professional development opportunities; materials purchased by district</p>
<p>Next Step (changes or continuations)</p>	<p>On-going professional development, materials</p>	<p>Continue to use protocols and critical friends to assess</p>	<p>Share resources among faculties</p>	<p>Continue professional development, integrate into units</p>	<p>Continue Use models like Balanced Literacy to support this instructional practice</p>	<p>Continue professional development and materials allocation</p>	<p>Continue reading specialists Professional Development, and Continue PBAs</p>

## TCSPP TEMPLATE 4.2b

### INSTRUCTIONAL GAP ANALYSIS

The following are related to **Instruction**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

#### **Instructional TIME Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: TIME**

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

- Quality professional development district wide days/school based days
- Use of focus days for protocol work reflecting on instructional practice
- Elementary common planning time for instruction
- Classroom time is being spent on homework

##### **“What Ought to Be” – How Should we be Using Our: TIME**

- Increased time for high school instructional planning
- Homework should be rich in its content, should be a follow-up to instructional experiences in the classroom, should not always be graded (depending on the type of homework), and not be done during class time

#### **Instructional MONEY Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: MONEY**

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

- Money is utilized to provide instructional professional development and resources for all staff
- Money is utilized to provide in school and district wide work on designing engaging student work and instructional practices

##### **“What Ought to Be” – How Should we be Using Our: MONEY**

- Continue to provide instructional strategy focus that is engaging for students

**TCSPP TEMPLATE 4.2b**  
(continued)

**INSTRUCTIONAL GAP ANALYSIS**

**Instructional PERSONNEL Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: PERSONNEL**

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

- Reading specialists and teacher leaders provide direction and demonstrate lessons in the classrooms that highlight best instructional practice.
- Principals observe teachers using the Framework for Evaluation highlighting strategies in best instructional practice
- Central office personnel provide support and conduct professional development on best instructional practice.

**“What Ought to Be” – How Should we be Using Our: PERSONNEL**

- Continue current practice

**Instructional OTHER RESOURCES Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

- Supplementary materials (tapes, online courses, etc.) are provided to demonstrate best instructional practice.

**“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES**

- Utilize engaging instructional practice applied to how we give homework in our district

## TCSPP TEMPLATE 4.2c

### INSTRUCTIONAL REFLECTIVE QUESTIONS

The completed **Instructional** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

#### **Instructional Reflective Questions - Narrative Response Required**

Are we providing equity and adequacy to all our schools?

Williamson County Schools maintains a consistent commitment to learning for all. From an instructional perspective, the issues of equity and adequacy are addressed in several ways:

- Teachers across the district receive professional development during the district's Induction program on system wide initiatives like design qualities (Schlechty), student engagement, and research based instructional strategies.
- Teachers across the district have access to professional development in differentiation of instruction and implementing differentiation strategies to meet diverse needs.
- Student Support Services has a commitment to inclusive practices with regard to students with specific learning needs and provide instructional support in the classroom in support of students and their IEP goals.
- The district provides ongoing professional development for teachers in the implementation of research based instructional strategies.

#### **Instructional Reflective Questions - Narrative Response Required**

Are we targeting funds and resources effectively to meet the needs of our schools?

- Staffing for schools is distributed equally across the district using funding formulas and state PTRs.
- Title resources are used to support instructional programs for students and target the needs of schools by providing programs like Reading Recovery (Elementary) and READ 180 (middle and high school)
- Schools receive site based funds from the district annually based on a per pupil formula to spend on instructional materials, equipment, and supplies. Allocation of site based funds is determined by school level teams and is intended to support instructional needs as identified in school level improvement planning.

#### **Instructional Reflective Questions - Narrative Response Required**

Based on the data, are we accurately meeting the needs of students in our schools?

Students in WCS continue to meet state mandated assessment benchmarks including AYP for NCLB. As a district, we are committed to using additional formative assessment tools to provide teachers with ongoing, criterion referenced data on student progress. These tools, including developmental reading inventories, computer based curriculum assessments (IAI), and district curriculum assessments are used by teachers to improve the instructional practices and levels of student achievement. Teachers also use protocols to focus collegial conversations on student work and lesson design in light of student progress.

## TCSPP TEMPLATE 4.2d

### INSTRUCTIONAL SUMMARY QUESTIONS

The following summary questions are related to **Instruction**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

#### **Instructional Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

1. Our work on differentiation
2. Instructional strategies
3. Professional development for new (Induction) and existing (in-service) teachers
4. Schlechty Design Qualities in lesson planning
5. Hands-on instruction in science
6. Performance based learning

#### **Instructional Summary Questions- Narrative Response Required**

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

1. Performance based teaching/learning in the high school
2. Instructional Management tools and processes
3. Process for homework that make it instructionally useful

#### **Instructional Summary Questions- Narrative Response Required**

How will we address our challenges?

1. Continued professional development in performance based learning and differentiation with an emphasis in middle/high school
2. Instructional Management tools and processes
3. Development of homework guidelines/policies and procedures

## TCSPS TEMPLATE 4.3a

### ASSESSMENT PRACTICES: DISTRICT LEVEL

<b>Current Assessment Practices</b>	<b><u>IAI</u></b> <b>(identify practice)</b>	<b><u>EPAs Assessment System</u></b> <b>(identify practice)</b>	<b><u>County Writing Prompts</u></b> <b>(identify practice)</b>	<b><u>Gateway Training</u></b> <b>(identify practice)</b>	<b><u>DRA</u></b> <b>(identify practice)</b>
Evidence of Practice	Students take the assessment 2X per year in grades 2—6 and READ 180 students take it 2X/year also, This tool assesses all students in the grade levels above and uses data for instruction, provides formative assessment guidance and offers us variety in our assessment methods	All 8 <sup>th</sup> grade takes EXPLORE, All 10 <sup>th</sup> : PLAN, and all 11 <sup>th</sup> : ACT, assesses all students, uses data for instruction, uses a wide variety of assessment, assesses college readiness, provides data points for planning	Students take the practice prompts 3X per year in grade K-11, aligned to TN standards, wide variety of assessment	Teachers using the Gateway strategies in Algebra, Biology, and English II, provides support for schools, provides assessment information for students/parents, uses data	Teachers use the DRA to inform instruction and identify reading levels and needs, assesses all students, uses data for instruction, uses a wide variety of assessment
Is the current practice research-based?	Yes, NWEA, Hope Foundation (DaFor and Eaher)	Yes, testing companies and colleges use these scores and predictions	Writing assessment data, state expectations	State of TN research and our own WCS review and evaluation of the workshops	Yes, Pearon, Fountas and Pinnell on assessment, Allington and others on assessment; E. Jane Williams
Is it a principle & practice of high-performing school systems?	Benchmarking, goal setting, alternative assessment, communicate results to parents, longitudinal	Benchmarking, communicate results to parents, longitudinal, goal setting	Benchmarking, communicate results to parents, longitudinal, goal setting	Goal setting, alternative assessment, teacher planning, longitudinal, support assistance, professional development	Benchmarking, goal setting, alternative assessment, communicate results to parents, longitudinal
Has the current practice been effective or ineffective?	Effective	Effective	Effective	Effective	Effective
What data source(s) do you have that support your answer? (identify all applicable sources)	Data from the IAI help with grouping and assignment of leveled books (Lexile)	EXPLORE, PLAN, and ultimately ACT scores	Used to inform instruction so that students will do better at the high stakes grades	Our state reports on proficiency and TVAAS data for grades 9--12	The growth of students from August to January to May. We see this in growth data.
Evidence of effectiveness or ineffectiveness	<u>IAI Reading Data for 2006:</u>  <u>Grade 3:</u> 65.6 met or exceeded expectations <u>Grade 4:</u> 63.2 met or	Increase in ACT scores for system: 2205: 22.0 from 20.8	<u>Grade 5:</u> 2004: 4.5 or A; 2005: 4.6 or A; 2006: 4.6 or A <u>Grade 8:</u> 2004: 4.7 or A; 2005: 4.7 or A; 2006: 4.6 or A	Effectiveness data supported when teachers attend and implement the strategies.	Differentiated instruction and guided reading strategies implemented as a result of the assessment

	<p>exceeded expectations  <u>Grade 5:</u> 61.3 met or exceeded expectations  <u>Grade 6:</u> 57.6 met or exceeded expectations</p> <p><u>IAI Math Data for 2006:</u></p> <p><u>Grade 3:</u> 59.7 met or exceeded expectations  <u>Grade 4:</u> 53.5met or exceeded expectations  <u>Grade 5:</u> 51.9 met or exceeded expectations  <u>Grade 6:</u> 60.2 met or exceeded expectations                  ** All scores exceeded the expected scores.</p>		<p><u>Grade 11:</u> 4 year average 4.4; Predicted 4 year average 4.2: Above</p>		
Evidence of equitable system support for this practice	Consistent professional development and test interpretation, learning continuum	All appropriate grade levels take the tests and teachers receive the Standards of Transition for planning	Our scores in proficiency have gone up since 2000 when we implemented this approach	Every Gateway teacher is expected and has the opportunity to attend	Every K, 1, and 2 teacher has a kit and has had or has access to training via the Reading Specialist
Next Step (changes or continuations)	More professional development; more work on how to use NWEA website	Make results (via Warehouse) longitudinal to be used by teachers and in conference with students and their parents or guardians.	Continue to use and refine the prompts	Increase content knowledge to support training notebooks Set expectations for implementation	Continue to train new hires and continue to support existing teachers

## TCSPP TEMPLATE 4.3b

### ASSESSMENT GAP ANALYSIS

The following are related to **Assessment**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

#### **Assessment TIME Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: TIME**

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

- We value the time spent on assessment to help inform instruction (formative) and to check for understanding (summative)
- We allocate time for professional development
- Design efficient testing/evaluation schedules

##### **“What Ought to Be” – How Should we be Using Our: TIME**

- Testing (formative) at the beginning of school for elementary reading
- More efficient use of time for testing during the school day
- Administrative Meetings focus on assessment topics
- More time to learn about formative assessment

#### **Assessment MONEY Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: MONEY**

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

- Many assessment are county supported so that schools can focus on formative assessment
- County wide testing supports (Coaching Tutor, Test Ready, etc.) are utilized.
- Data Warehouse supported

##### **“What Ought to Be” – How Should we be Using Our: MONEY**

- Site based assessment tools support from the district
- Helping principals use the Data Warehouse more effectively/independently

**TCSPP TEMPLATE 4.3b**  
(continued)

**ASSESSMENT GAP ANALYSIS**

**Assessment PERSONNEL Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: PERSONNEL**

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

- Hiring of an Assessment Specialist
- Hiring a Data Warehouse Specialist
- Professional Development provided for teachers and administrators

**“What Ought to Be” – How Should we be Using Our: PERSONNEL**

- More one-to-one support for schools as they mine and explore their data

**Assessment OTHER RESOURCES Gap Analysis - Narrative Response Required**

**“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

- Development of the Assessment Snapshot

**“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES**

- Middle/High School Reading Assessments

## TCSPP TEMPLATE 4.3c

### ASSESSMENT REFLECTIVE QUESTIONS

The completed **Assessment** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

#### **Assessment Reflective Questions - Narrative Response Required**

##### **Are we providing equity and adequacy to all our schools?**

There are a number of assessments that are administered across the district to all students to include IAI, Writing Prompt Tests, TCAP, AR, DRA, Woodcock Johnson, PLAN, EXPLORE, End of Course Test, DIBELS, Gateway, DIAL III, Daily writing Journal Assessment, SRI, and etc. The funding appears to be adequate and supports philosophically tend to be effective. All schools across the district are using both informal and formal ways of assessing student's growth.

#### **Assessment Reflective Questions - Narrative Response Required**

##### **Are we targeting funds and resources effectively to meet the needs of our schools?**

There should be more professional development opportunities for teachers to learn how to effectively administer the various types of assessments that is geared toward student learning. Arrange for time and opportunities for teachers to share testing strategies and increase teacher's understanding, support, and use of advocated assessment practice. This needs to be done during the school hours as opposed to requiring teachers to attend training for two hours after working all day.

#### **Assessment Reflective Questions - Narrative Response Required**

##### **Based on the data, are we accurately meeting the needs of students in our schools?**

We are meeting the needs, as reflected in the data, through the following ways:

- There are countless ways in which students can be assessed.
- Teachers use data from TCAP to help plan instruction to upcoming students.
- There are examples of both formative and summative assessment done throughout the district.

On the other end of the spectrum, there are reports that we are not meeting the needs of the students in these ways:

- The CCA is not always reflective of what has been taught in classes and what the students know.
- There is too much assessing to get a grade recorded and not to help direct teaching.
- There should be more attempts to identify talent students in certain portions of the district.
- There is evidence of bonus work being used to replace grades. Thus, student's grades are often inflated and do not reflect the knowledge gained.
- Teachers are not always adequately prepared to give formative assessment.
- There should be more ways to measure learning other than the traditional ways. The typical true-false, multiple choice, and other force-choice tests can be useful tools to assess student's knowledge of particular facts. But they probably are not the best method of assessing student's understanding of complex concepts.

## TCSPP TEMPLATE 4.3d

### ASSESSMENT SUMMARY QUESTIONS

The following summary questions are related to **Assessment**. They are designed as a culminating activity for your self-analysis, focus questions discussions and findings regarding this area.

#### **Assessment Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

1. Reading Assessment Resources (IAI, TCAP, DRA)
2. Our county writing prompts
3. Variety of assessments (formative and summative)
4. A county wide commitment to valuing data and using it to meet student needs

#### **Assessment Summary Questions- Narrative Response Required**

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

1. Helping define for our teachers the relationship between teaching to the test and teaching to what students need to be successful in their future
2. Too much summative; not enough formative assessment
3. The use of homework/bonus points/extra credit in grading and grade inflation
4. Understanding the role of formative assessment
5. Our common comprehensive exams (CCA) program

#### **Assessment Summary Questions- Narrative Response Required**

How will we address our challenges?

1. Continuing to model exemplary practice that integrates teaching to the test and teaching to our student interests and future
2. Further development and piloting of exemplary formative assessment processes
3. Review of grading procedures resulting in policy
4. Review and refinement of CCA process
5. Development of a homework policy

### TCSPP TEMPLATE 4.4a

#### ORGANIZATIONAL PRACTICES: DISTRICT LEVEL

<b>Current Organizational Practices</b>	<b><u>Connect-Ed</u> (identify practice)</b>	<b><u>Transition Activities</u> (identify practice)</b>	<b><u>Collegial Time: Focus Days</u> (identify practice)</b>	<b><u>Student Tracking After Graduation</u> (identify practice)</b>	<b><u>WCS Social Workers</u> (identify practice)</b>	<b><u>Career Ladder Activities</u> (identify practice)</b>
Evidence of Practice	District provides a phone system to connect families and schools, addresses issues that may impede learning and that support our district's mission, vision, and beliefs	Seamless and successful transition for students as they cross grade and school levels, shared beliefs and mission, opportunities for success for students, addresses issues that might impede learning. Began using Link Crew across high schools	Board adopted a calendar with focus days allowing time for collegial conversation, on-going professional development, shared beliefs and mission, promotes effective time on task for all students	Career and Tech teachers contact completers to see their status	Social workers and Behavioral Specialists are shared among schools and provide services for students and institute institutional change	A variety of activities are going on during the year and the summer to support students and to ensure that we are proactive in addressing school/student needs
Is the current practice research-based?	Yes, based on the National Standards for Parent & Family Involvement	Yes, child development experts on the needs of students	Yes, building effective organizations (Schlechty) and NSDC professional development standards, Argis, Covey, Drucker, Lawler, Senge	Based on good research characteristics of providing longitudinal data to inform decision making.	Yes, support data (none offered)	Yes, one to one tutoring and small group instruction are proven effective for remedial purposes. NCLB lists tutorials as a technique that can be used to meet needs of students
Is it a principle & practice of high-performing school systems?	Seamless transition, assistance to schools, support community/family	Seamless transition, establishment of policies	System level activities, open communication, human resource development, enriching professional development	Seamless transition, assistance to schools, support community/family, involve business and industry	Seamless transition, assistance to schools, support community/family	Student assistance and assistance to schools, support for community/family
Has the current practice been effective or ineffective?	Effective based on preliminary data (opt out data)	Not enough data at this time	Effective: for elementary schools; some questions at the middle/high	Not effective: we don't have tangible data to show effectiveness of program.	Effective: but not sufficient	Effective: extra time on task has been highlighted as an organizational tool to help students.

<p>What data source(s) do you have that support your answer? (identify all applicable sources)</p>	<p>Opt out data Survey data to be collected</p>	<p>Will be developed. Collecting data now on "Link Crew" for analysis.</p>	<p>Teacher professional development evaluations Principal input/surveys</p>	<p>Lack of data</p>	<p>Data on behavioral referrals and issues</p>	<p>Student achievement as a result of the extra time (AP, TCAP, and other assessments) DRA</p>
<p>Evidence of effectiveness or ineffectiveness</p>	<p>Of the total number of WCS families receiving the Connect Ed service, only 1 family has opted out.  Additional data will be collected over the years.</p>	<p><i>Being collected at this time.</i></p>	<p>As per the Teacher Professional Development Questionnaire: <b>Question:</b> Based on the attributes of high quality professional development listed in section 2, how many of your PD activities would you consider to be high quality during 2005-2006?  For 2005-06: high quality = 76.37 For 2006-07: high quality = 75.90</p>	<p><i>Lack of data</i>  It is our intention to begin collecting this data in a more organized fashion</p>	<p><b>Behavior Data:</b> <b>Referrals:</b> 2006 <u>General Ed</u> Students: 18.7/month 2007 <u>General Ed</u> Students: 13.0/month  2006 <u>Special Ed</u> Students: 65.7/month 2007 <u>Special Ed</u> Students: 42.3/month</p>	<p><i>Reading and Math Data:</i> <u>IAI Reading Data for 2006:</u>  <u>Grade 3:</u> 65.6 met or exceeded expectations <u>Grade 4:</u> 63.2 met or exceeded expectations <u>Grade 5:</u> 61.3 met or exceeded expectations <u>Grade 6:</u> 57.6 met or exceeded expectations</p>
<p>Evidence of equitable system support for this practice</p>	<p>Equitable information dissemination and implementation of our phone notification system across the county</p>	<p>All schools have these activities either by cluster or by paired schools.</p>	<p>All schools have this opportunity</p>	<p>Not equitable: only collected for Career and Tech Students</p>	<p>System funded but not enough staff to adequately meet the needs of all schools</p>	<p>Career ladder funds are used for after-school tutoring in small groups. In addition, we implemented math and reading clinics</p>
<p>Next Step (changes or continuations)</p>	<p>Evaluate current practice, conduct follow-up surveys, find ways to access areas to be improved</p>	<p>Provide more data. Continue to collaborate across clusters, learn more about transition to high school</p>	<p>Review the "Power Monday" proposal to meet the needs of secondary schools</p>	<p>Need systematic process to collect information from graduates across our system</p>	<p>Continue and grow the program</p>	<p>Continue with the reading clinics in elementary; continue the small group tutorial funding and support</p>

## TCSPP TEMPLATE 4.4b

### ORGANIZATIONAL GAP ANALYSIS

The following are related to **Organization**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

#### **Organizational TIME Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: TIME**

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

- Providing multiple opportunities for schools to plan (focus days, early Mondays, site based professional development days, etc.)
- Sessions with Elementary, Middle, or High School Directors to target organizational practices

##### **“What Ought to Be” – How Should we be Using Our: TIME**

- More collaboration between schools
- Exploration of strategies to provide more time for schools to plan as grade levels, content areas, or whole school teams
- Time to update our new personnel based on the fact that we have so many new employees each year.

#### **Organizational MONEY Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: MONEY**

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

- Equitable funding
- Career ladder funds to meet school needs
- Partnership with the Schlechty Center to explore organizational issues
- Building better relationships with students in the high schools (Capturing Kids Hearts)

##### **“What Ought to Be” – How Should we be Using Our: MONEY**

- Continued work on organizational systems and tools (paper/electronic) that might help us manage this process
- Supporting programs like Capturing Kids Hearts for middle and elementary students

## TCSPP TEMPLATE 4.4b (continued)

### ORGANIZATIONAL GAP ANALYSIS

#### **Organizational PERSONNEL Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: PERSONNEL**

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

- Involvement of Union in exploration of organizational practices (schedules, calendar, etc.)
- Supporting Career Ladder experiences
- Encouraging more AP teachers
- Supporting committees who are designing an Honors Course syllabus to provide consistency
- PTO Parent Meeting with Director
- Administrative Meetings once per month
- Continued refinement of our personnel and recruitment efforts
- Social workers are funded by WCS, but there are not enough of them to meet needs

##### **“What Ought to Be” – How Should we be Using Our: PERSONNEL**

- Convene a committee and define roles for a formal system for accountability on county wide initiatives
- Channel parental involvement activities into helping provide input on organization practice
- Update new personnel
- We need additional social workers

#### **Organizational OTHER RESOURCES Gap Analysis - Narrative Response Required**

##### **“What is” The Current Use of: OTHER RESOURCES**

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

- Phone notification system keeping community informed
- Visits to benchmark school district
- We do not collect data on our graduates to see what decisions we should be making

##### **“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES**

- Continue use of phone notification system
- Collect data on our graduates

## TCSPP TEMPLATE 4.4c

### ORGANIZATIONAL REFLECTIVE QUESTIONS

The completed **Organizational** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

#### **Organizational Reflective Questions - Narrative Response Required**

##### ***Are we providing equity and adequacy to all our schools?***

We are providing equity and adequacy of organizational practices to our schools in the following areas:

- Recruitment and screening (via our county wide interview process) of highly qualified teachers for school interviews and decisions
- Budget Practices: Equity in site based funding based on student enrollment
- WCEA involvement in policies and procedures
- Utilization of Career Ladder funding
- Site based decision making
- Common benchmarking from the system level
- Equal access to professional development events and leadership building opportunities (i. e. Teacher Leader Institute, Assistant Principal Academy; Aspiring Leaders Academy)

#### **Organizational Reflective Questions - Narrative Response Required**

##### ***Are we targeting funds and resources effectively to meet the needs of our schools?***

We utilize our funding sources to best meet the needs of individual schools as they seek to improve and enhance their organizational practices/effectiveness. For example, we support :

- The use of Professional Development Time (focus days, pilot of early Mondays, site based days)
- The design of 9<sup>th</sup> Grade Academies to support our entering 9<sup>th</sup> graders,
- Career Ladder funds to meet the needs of students struggling in math and reading as defined by data
- The availability of surveys and assessments to assess organizational practice (School Climate Survey, Pride Survey, Employment records)
- Building positive relationships between students and teachers via Capturing Kids Hearts

#### **Organizational Reflective Questions - Narrative Response Required**

##### ***Based on the data, are we accurately meeting the needs of students in our schools?***

We are meeting the needs of our students by implementing and supporting the following data-driven needs of our students:

- Expanded CTE scheduling and courses
- Site-based scheduling
- More higher level (AP and honors) courses for students
- Data based career ladder funding
- An Assessment Snapshot of Student/School/District needs
- Clinics in math and reading with extra supports in teachers, materials, and supports
- Consistent funding for Limited English Proficient students so that scheduling and support are in place.

## TCSPP TEMPLATE 4.4d

### ORGANIZATIONAL SUMMARY QUESTIONS

The following summary questions are related to **Organization**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

#### **Organizational Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

1. Site based decision making that allows schools flexibility to organize in ways to best meet student needs and to be proactive to address those issues
2. Good infrastructure to disseminate information
3. Good relations with our union
4. Parent volunteers in our schools
5. A commitment to developing learning communities within our schools
6. An exemplary process to develop and review county policies

#### **Organizational Summary Questions- Narrative Response Required**

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

1. Effective implementation system with checks and balances
2. Middle/high school creative and effective scheduling
3. The effects of growth on our building an infrastructure
4. Formal accountability system as an organization
5. Getting new employees up to date (new hires each year)

#### **Organizational Summary Questions- Narrative Response Required**

How will we address our challenges?

1. We are designing and securing implementation tools to help our schools (paper and electronic based)
2. Senior staff has begun the process of evaluating our systems (implementation and accountability) and how to improve them
3. Grade level directors are working with schools on scheduling
4. A five year building plan
5. Budgeting for growth to not only build schools but build a support infrastructure (including personnel)
6. Finding ways to support/help schools in their implementation efforts