From Deficit to Distinction: Restructuring for Early Childhood

P3 Principal Leadership Series
Minnesota Department of Education

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Lansing School District

May 2017

The Lansing School District

- Capital of Michigan (115,000)
- 11,000 students PK – 12
- $155 million budget
- 1500 employees, 9-member Board
- Median Family Income $42,907
- Median Age of Homes: 42 years, 50/40 owned/rental
- 40% of eligible students choice to others
- 61% district graduation rate – increased 10% last 4 years
- 9 schools in “priority” status

The Deficits

- Empty Facilities
- Declining Enrollment/Budget
- Scattered grade configurations
- Trust and Communication
- Lack of Coherence, Vision, Direction
- Stagnated Achievement

Foundational Steps

I. Restructure the District Schools:

- Grade span cohorts based on child development
- Maximize facility capacity

II. Focus on Instruction

- Long-term instructional vision
- Provide coherent plan

III. Caring, Collaboration, Excellence

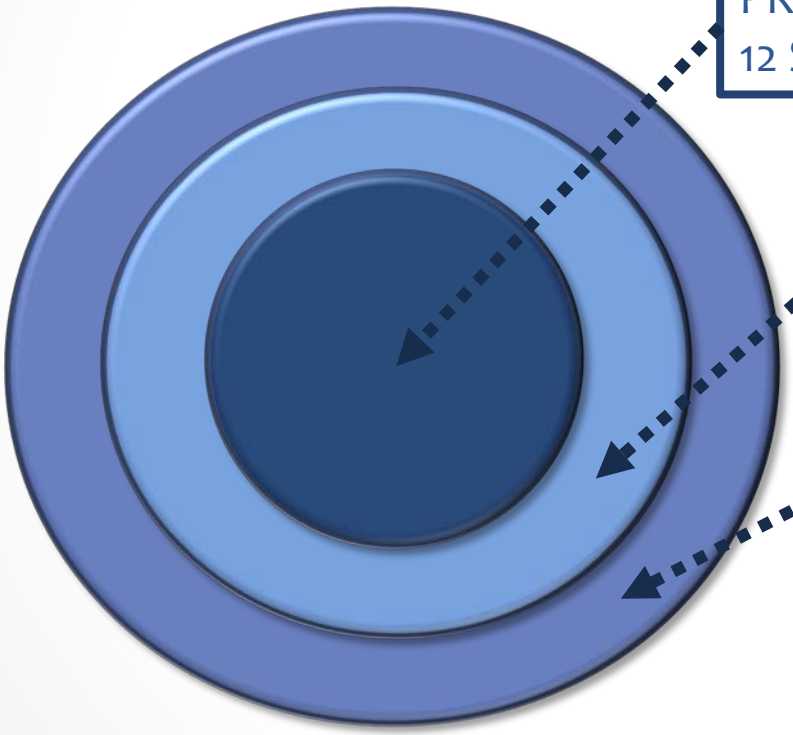
- Build trust
- Get teachers engaged in their own learning
- Generate and use process data

Grade-Span Cohorts

Maximize Facility Capacity

Grade-Span Cohorts:

Build from an Essential Core



PK to 3rd Grade
12 Schools

4th to 6th Grade
5 Schools

7th to 12th Grade
3 Schools

Pre-K – 8 Specialty
4 schools

Pre-K – 6
2 Centers

Long-Term Instructional Vision

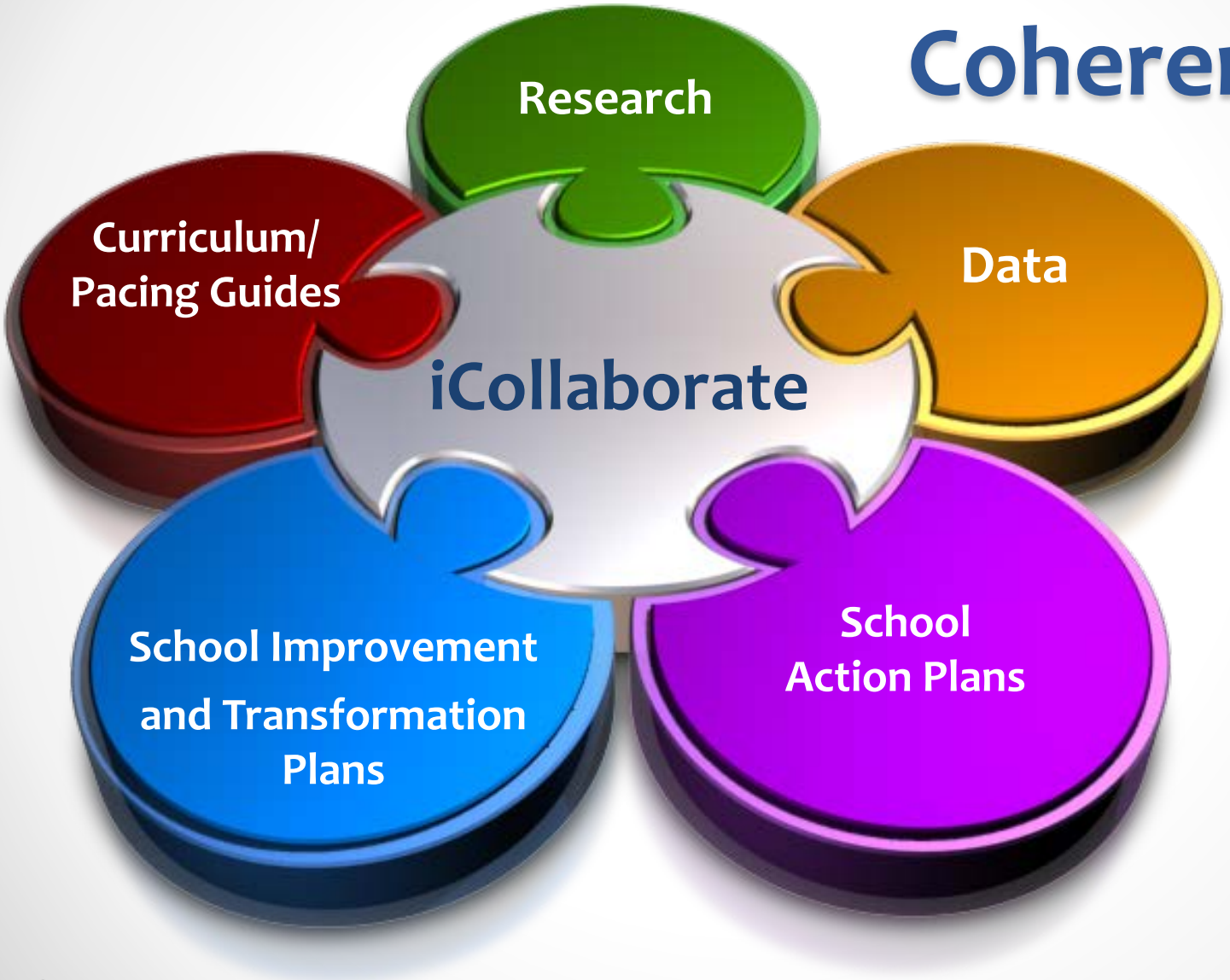
Coherence

Focus on Instruction

New Lens on Instruction

- Annual outcome data does not help change instructional practice
- Students' experience drives achievement
- Data neutralizes perception
- Two observational instruments
  - EduSnap and CLASS

Developing Coherence



Developing Coherence

- This is what we're doing
- Teachers name initiative: iCollaborate
- Contracted expertise
- **All Classrooms** are observed (429)
- Use of PD days for iCollaborate
- Timely data feedback

iCollaborate!
The Lansing Project

Childhood Matters, Minutes Count

Instruments That Help Us Know More About What Students Experience in Their Classroom

EduSnap Lens

Minute-by-minute experience of children in PK – 3rd grade classrooms

- Activity Settings
- Child Engagement
- Teaching and Learning Approaches

- Individual classroom collection
- Aggregated at grade level, school level, and district level

CLASS Lens

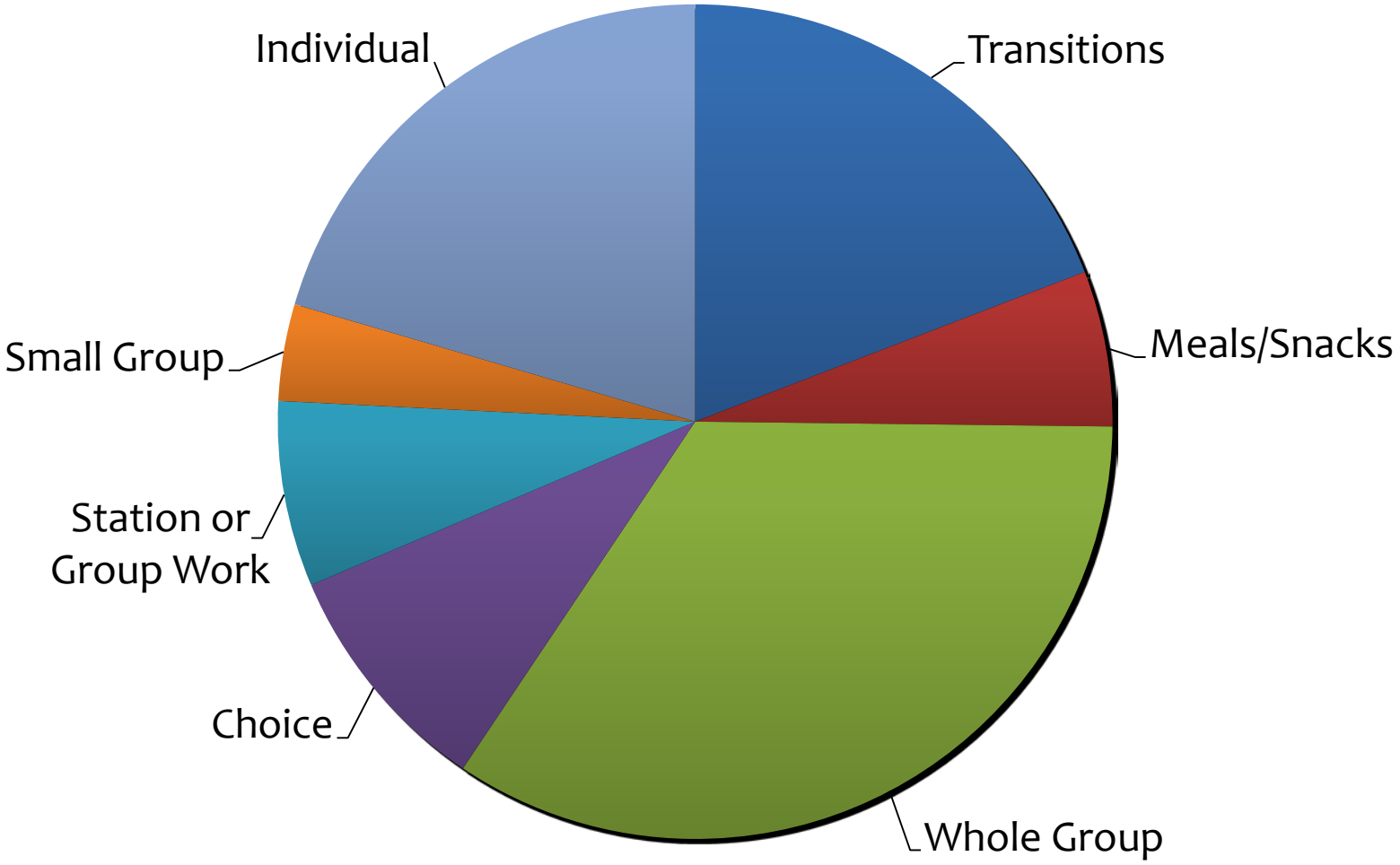
- Focuses on the interactions between teachers and students and what the teachers do with their materials and environment
- Data Coaches codify in 15-20 minute sessions, for 2-3 hours
- Uses a 7-point scale to indicate the presence of key indicators and attributes
  - ✓ **1 - 2 = low**
  - ✓ **3 - 5 = mid**
  - ✓ **6 - 7 = high**
- Aggregated at grade level, school level, and district level

EduSnap™

(Ritchie, Holland, Weiser, Mason – 2012)

PreK-3rd Grade

Activity Settings

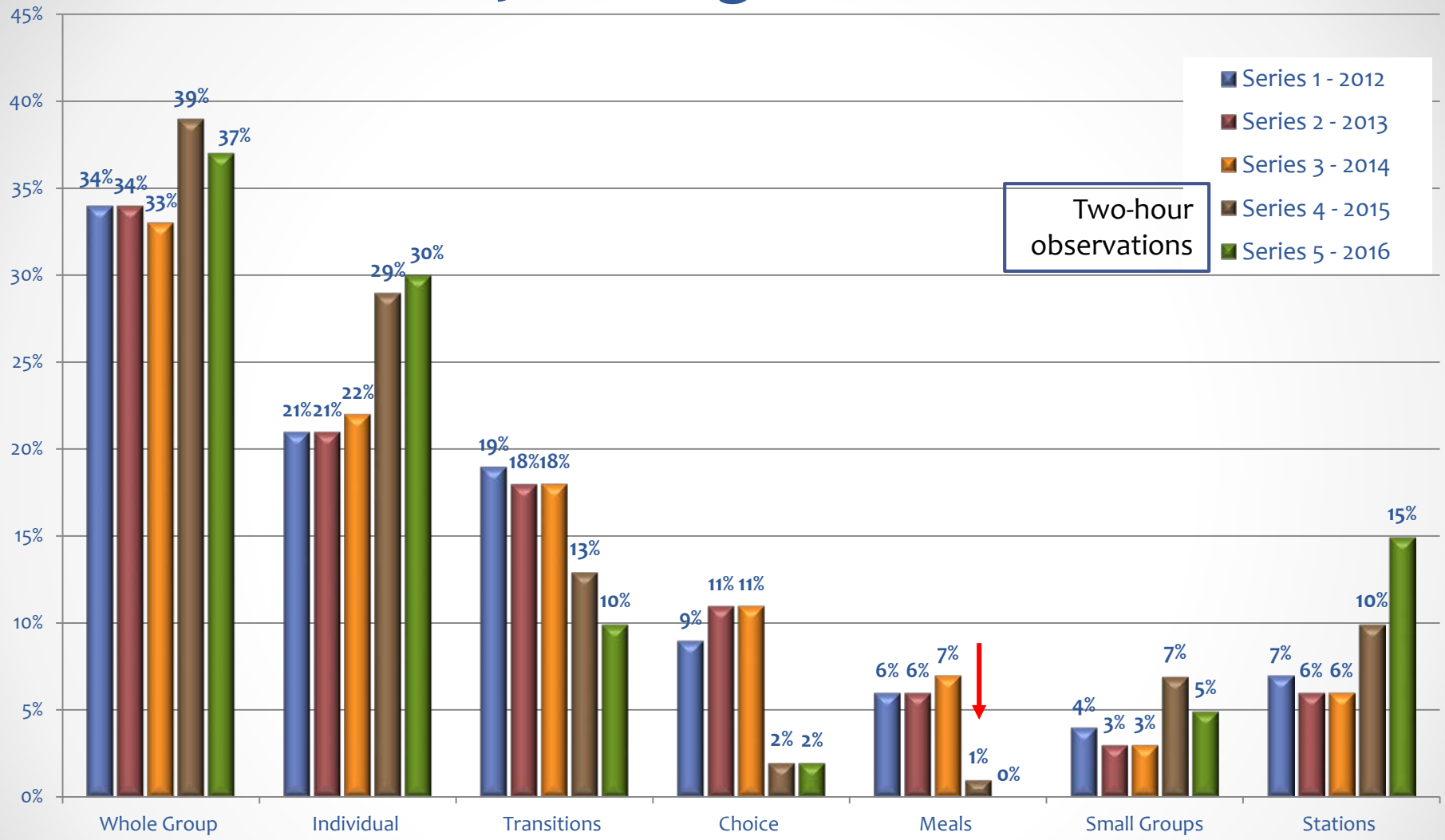


Prediction and Evidence
Sample for Discussion: EduSnap

I predict that our school spends….

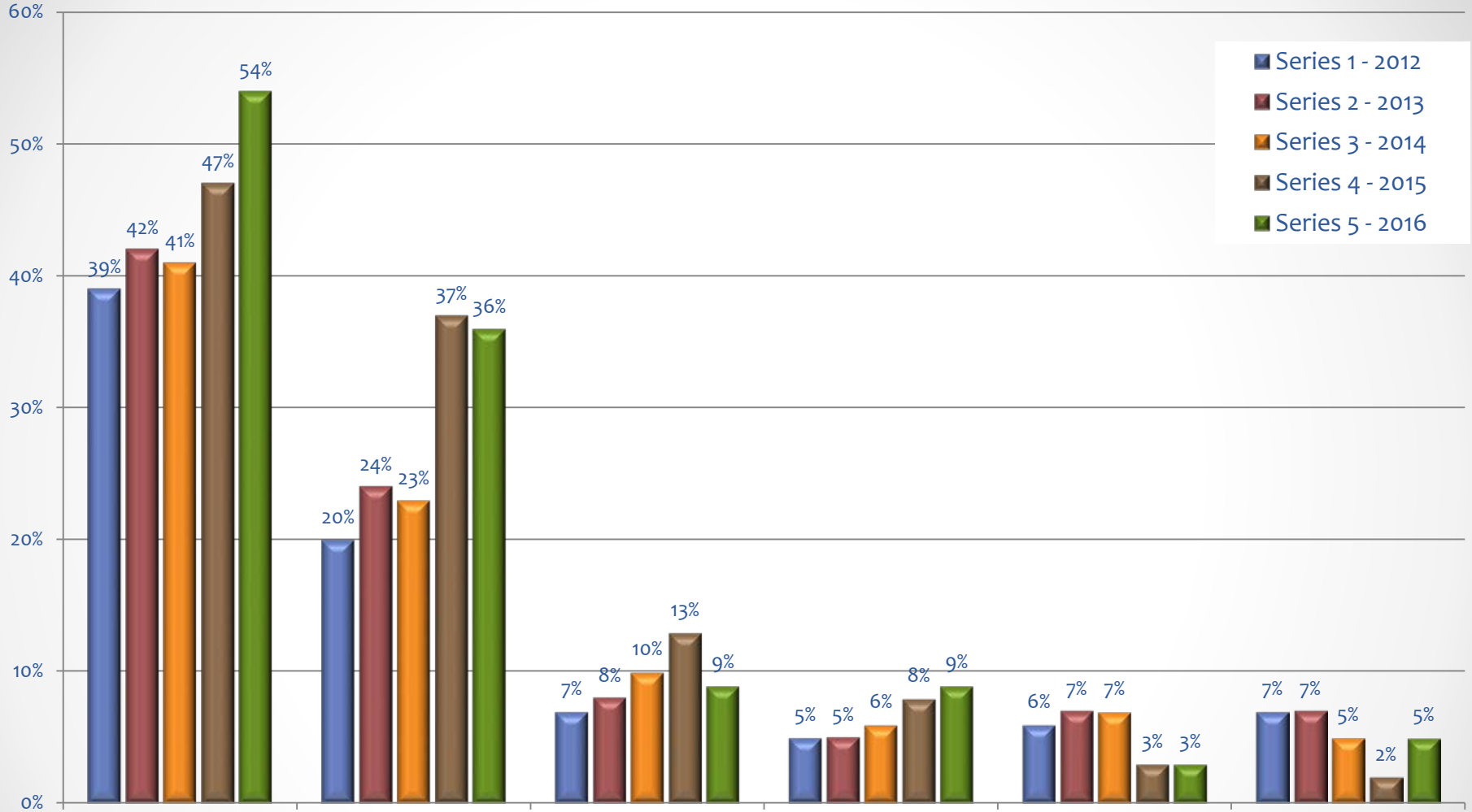
% of Time	Activity Setting	Evidence
	Whole Group	
	Transitions	
	Small Group	
	Choice	
	Individual	
	Group Work	
100% of Day	Total	

Activity Setting: 2012 to 2016



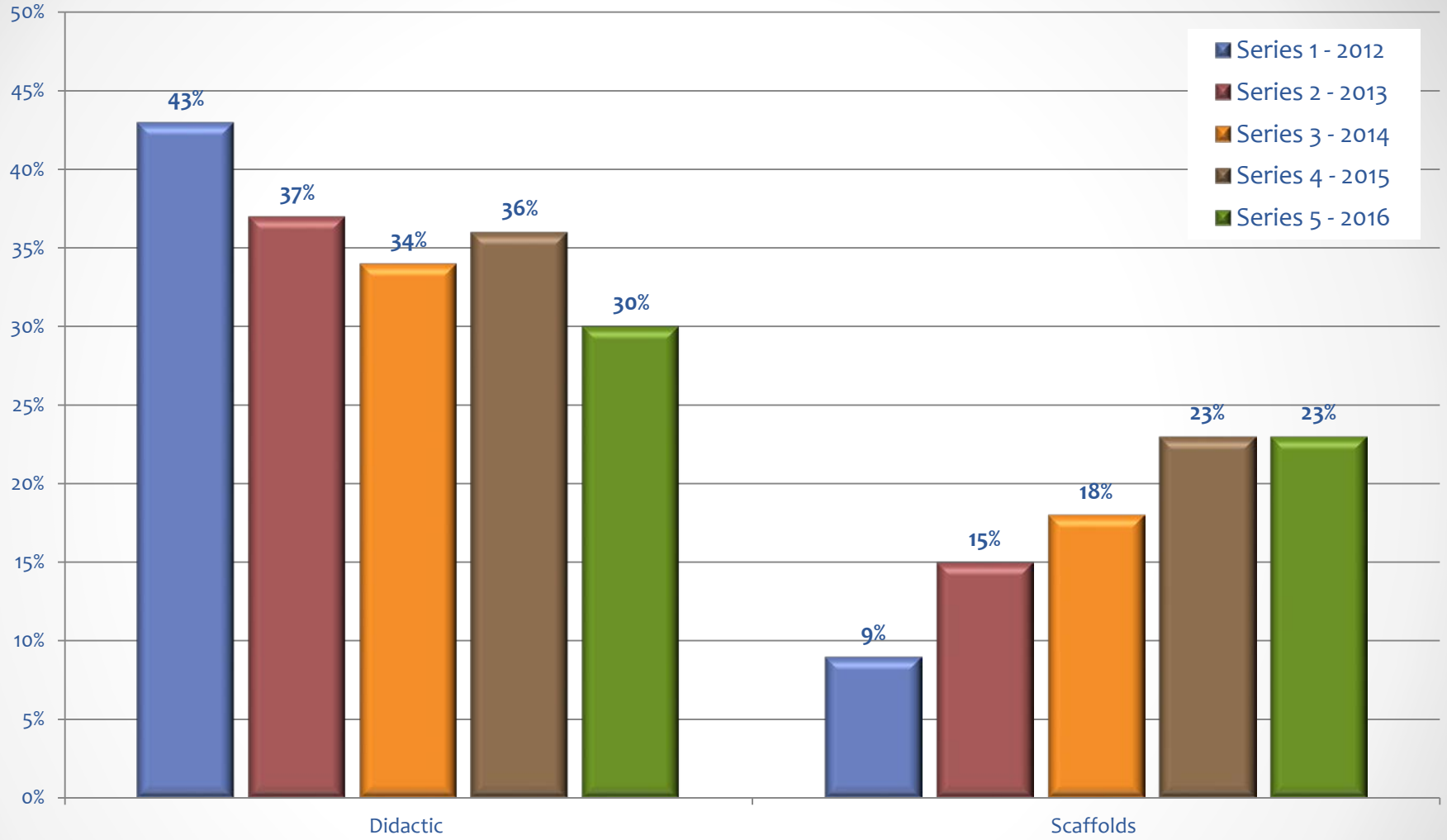
Series 1	34%	21%	19%	9%	6%	4%	7%
Series 2	34%	21%	18%	11%	6%	3%	6%
Series 3	33%	22%	18%	11%	7%	3%	6%
Series 4	39%	29%	13%	2%	1%	7%	10%
Series 5	37%	30%	10%	2%	0%	5%	15%

Curriculum Balance: 2012 to 2016



	Literacy	Math	Social Studies	Science	Gross Motor	Aesthetics
Series 1	39%	20%	7%	5%	6%	7%
Series 2	42%	24%	8%	5%	7%	7%
Series 3	41%	23%	10%	6%	7%	5%
Series 4	47%	37%	13%	8%	3%	2%
Series 5	54%	36%	9%	9%	3%	5%

Teaching Approaches: 2012 to 2016



Series 1	43%	9%
Series 2	37%	15%
Series 3	34%	18%
Series 4	36%	23%
Series 5	30%	23%

Small Changes Make a Big Difference

1 % = 1.2 minutes

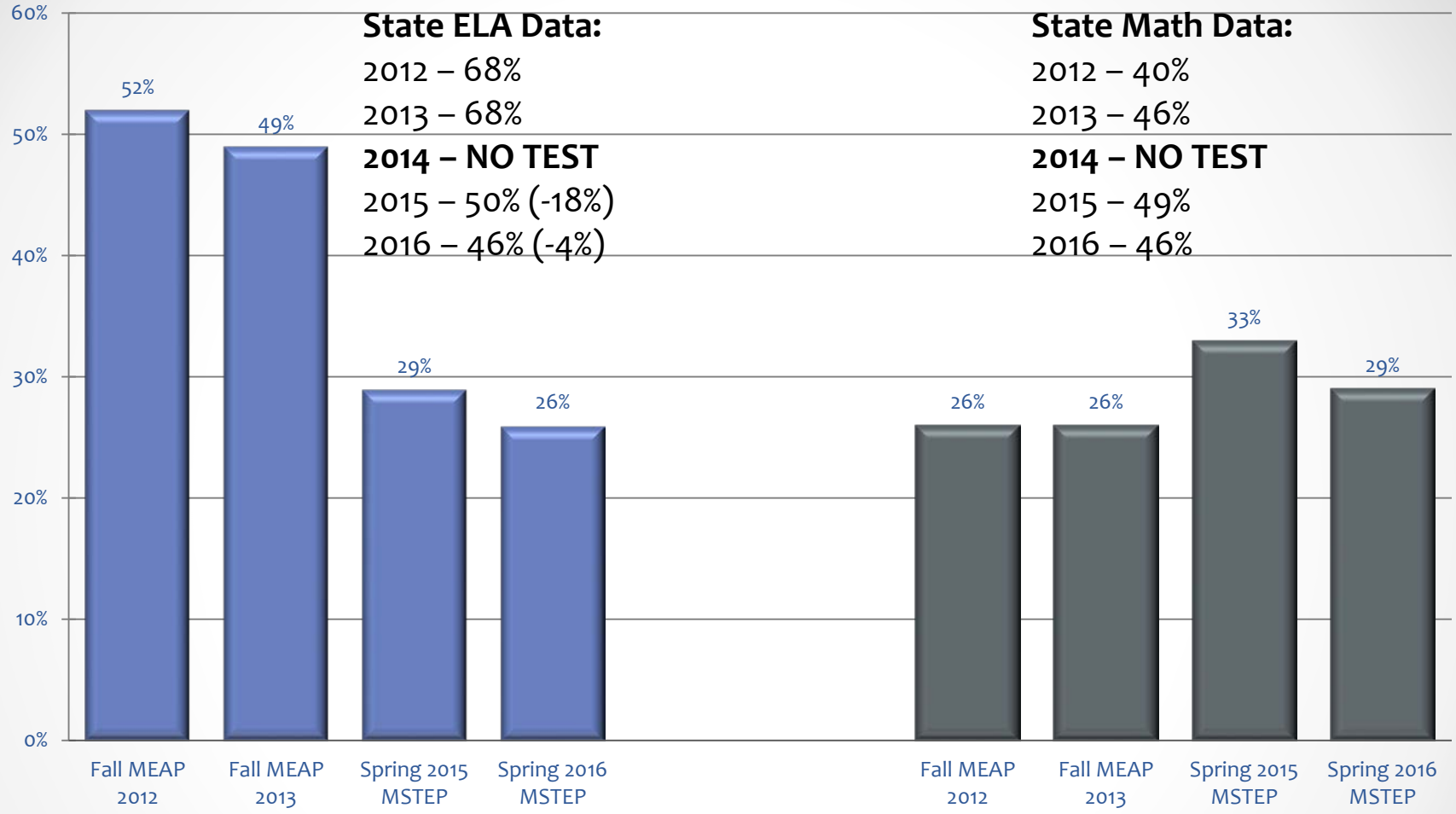
5%= 6 minutes

10% = 12 minutes

EDUSNAP Indicator	Increase Block	Increase Year
Oral language	+ 4.8 mins	14 hours
Collaboration	+ 2.4 mins	8 hours
Metacognition	+1.2 mins	4.5 hours

Lansing School District PK-3 District EDUSNAP Data
Fall 2015-Spring 2016

State Assessment Proficiency: 2012 to 2016



State ELA Data:
2012 – 68%
2013 – 68%
2014 – NO TEST
2015 – 50% (-18%)
2016 – 46% (-4%)

State Math Data:
2012 – 40%
2013 – 46%
2014 – NO TEST
2015 – 49%
2016 – 46%

English Language Arts (3rd Grade)

Mathematics (3rd Grade)

Fall 2012	52%	26%
Fall 2013	49%	26%
Spring 2015	29%	33%
Spring 2016	26%	29%

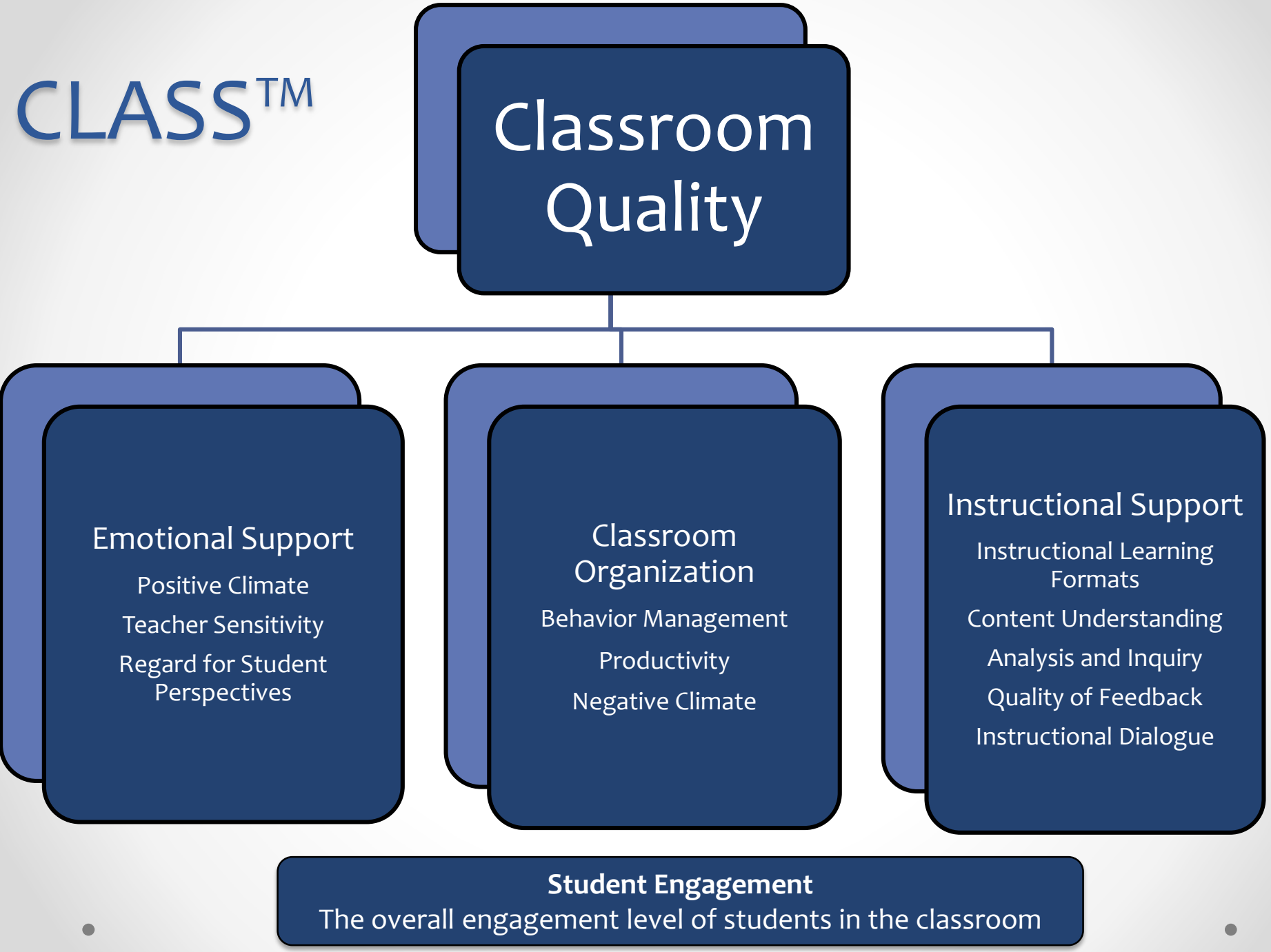
CLASS™

Classroom Assessment Scoring System

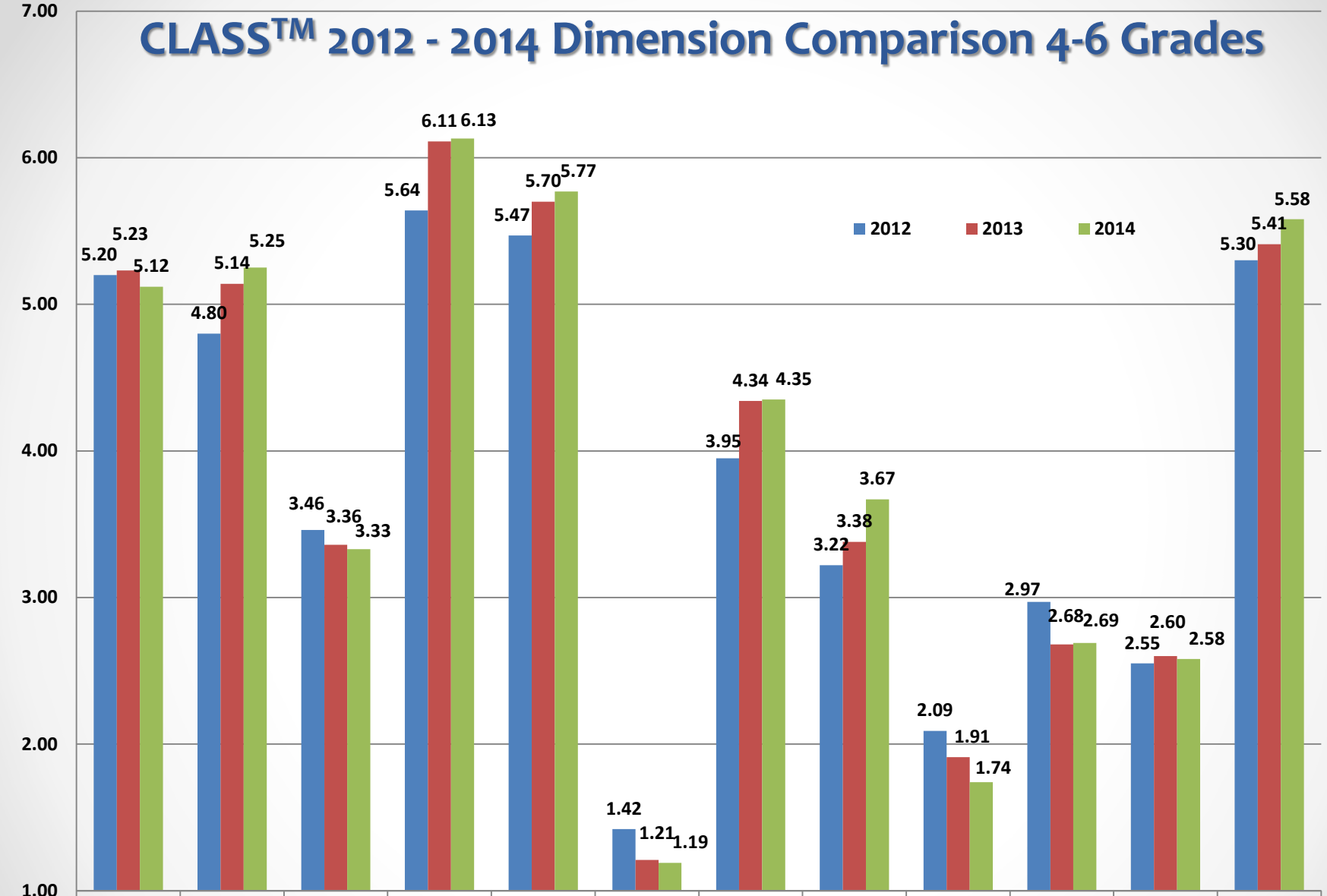
Pianta, Hamre, & Mintz (2012)

PK-12th Grades

CLASS™

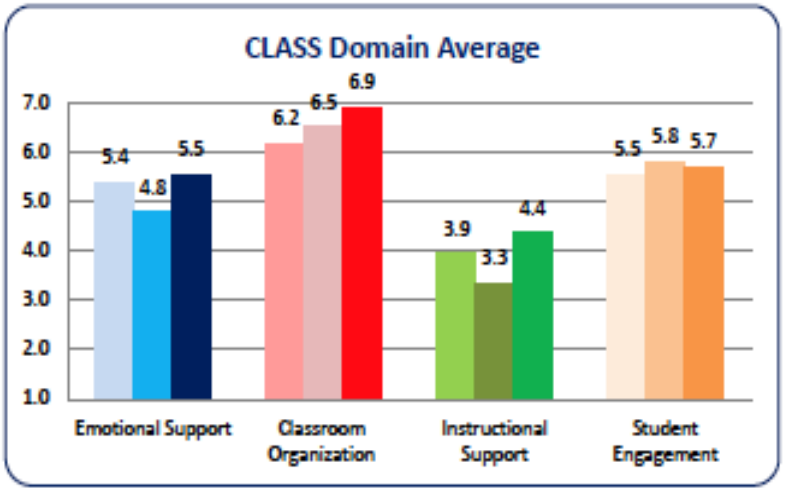

Classroom Quality
Emotional Support
Positive Climate
Teacher Sensitivity
Regard for Student Perspectives
Classroom Organization
Behavior Management
Productivity
Negative Climate
Instructional Support
Instructional Learning Formats
Content Understanding
Analysis and Inquiry
Quality of Feedback
Instructional Dialogue
Student Engagement
The overall engagement level of students in the classroom

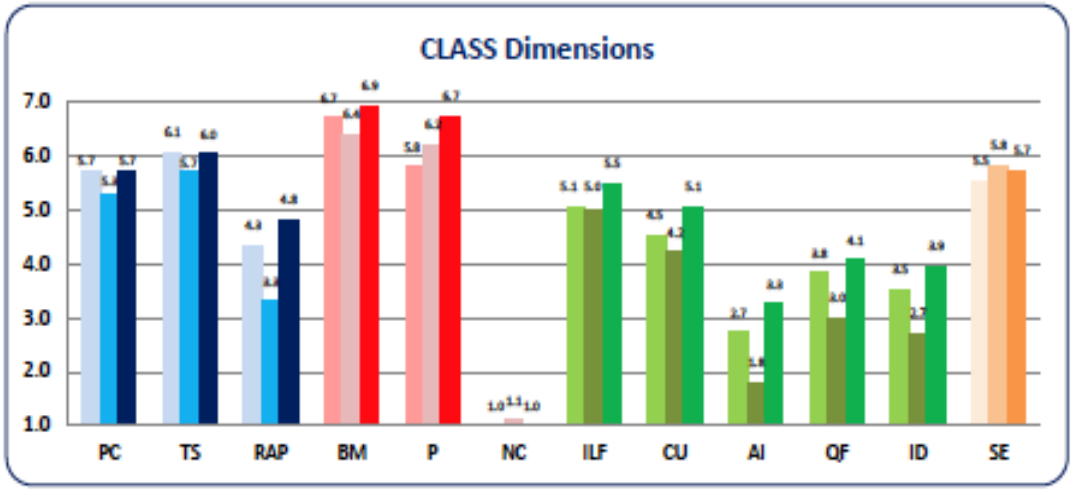
CLASS™ 2012 - 2014 Dimension Comparison 4-6 Grades



	PC	TS	RAP	BM	P	NC	ILF	CU	AI	QF	ID	SE
	Emotional Support			Classroom Organization			Instructional Support					Student Engagement
2012	5.20	4.80	3.46	5.64	5.47	1.42	3.95	3.22	2.09	2.97	2.55	5.30
2013	5.23	5.14	3.36	6.11	5.70	1.21	4.34	3.38	1.91	2.68	2.60	5.41
2014	5.12	5.25	3.33	6.13	5.77	1.19	4.35	3.67	1.74	2.69	2.58	5.58

Sheridan Road Building
Fall 2015, Spring 2016, Fall 2016





	Emotional Support			Classroom Organization			Instructional Support					SE
	PC	TS	RAP	BM	P	NC	ILF	CU	AI	QF	ID	SE
Fall 2015 Dimension Average	5.7	6.1	4.3	6.7	5.8	1.0	5.1	4.5	2.7	3.8	3.5	5.5
Fall 2015 Domain Average	5.4			6.2			3.9					5.5
Spring 2016 Dimension Average	5.3	5.7	3.3	6.4	6.2	1.1	5.0	4.2	1.8	3.0	2.7	5.8
Spring 2016 Domain Average	4.8			6.5			3.3					5.8
Fall 2016 Dimension Average	5.7	6.0	4.8	6.9	6.7	1.0	5.5	5.1	3.3	4.1	3.9	5.7
Fall 2016 Domain Average	5.5			6.9			4.4					5.7

Build Trust

Teachers Engaged in Their Own Learning

Use Process Data

Take a minute to individually think about and then discuss the following question with an elbow partner…

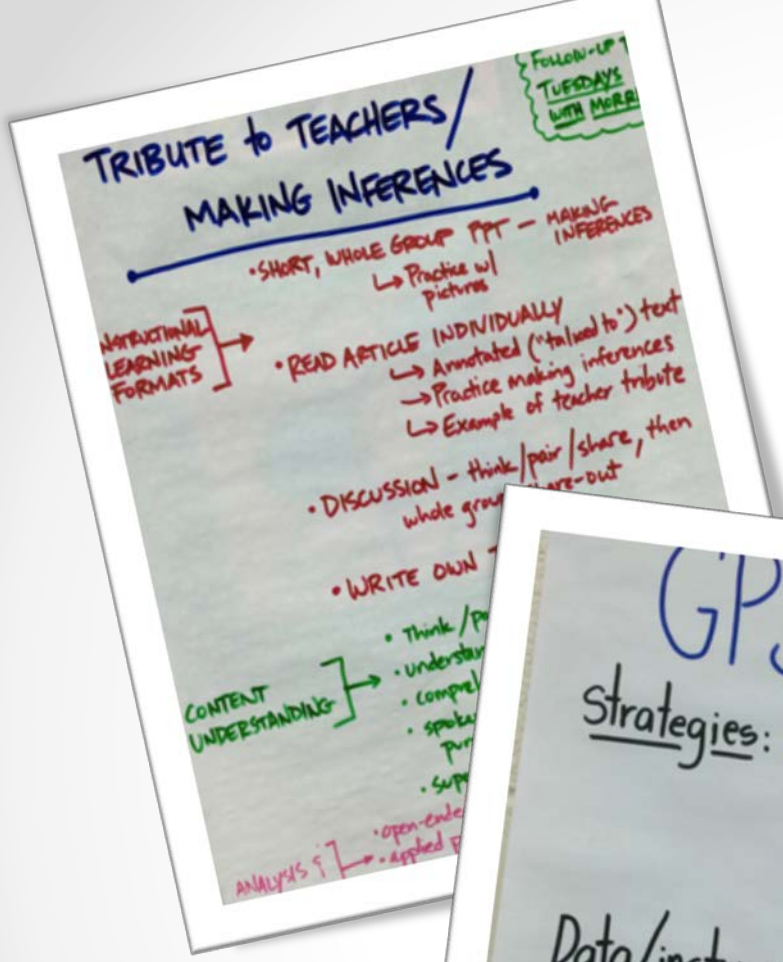
How does reflecting upon your teaching/leadership help you improve your practice?

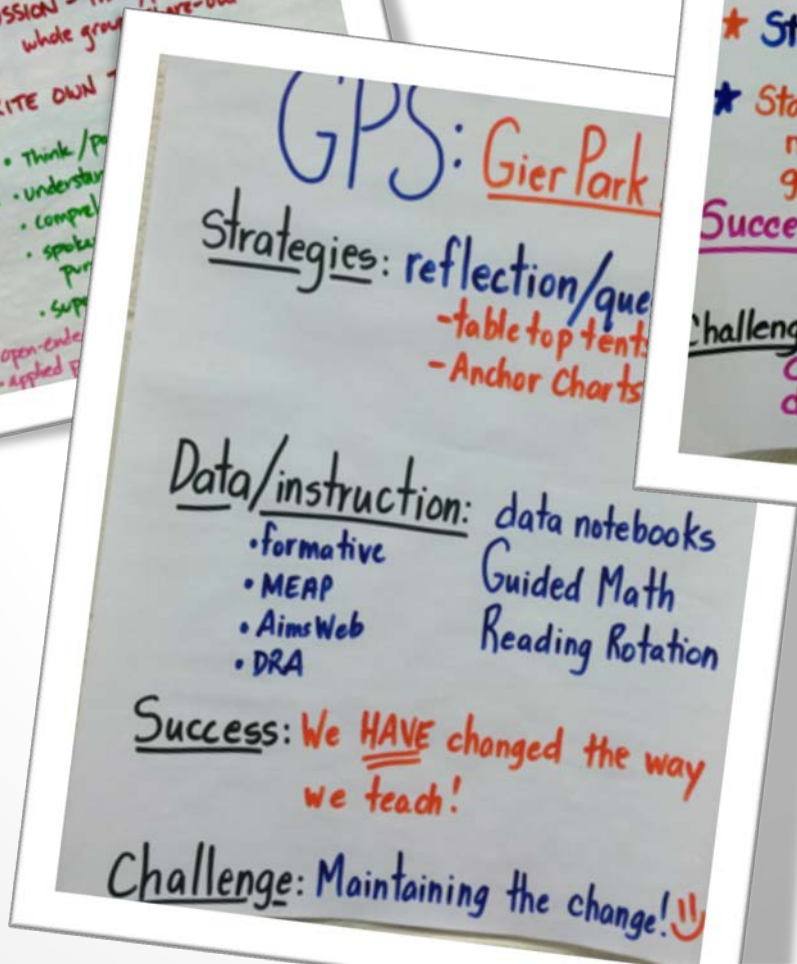
Building Trust

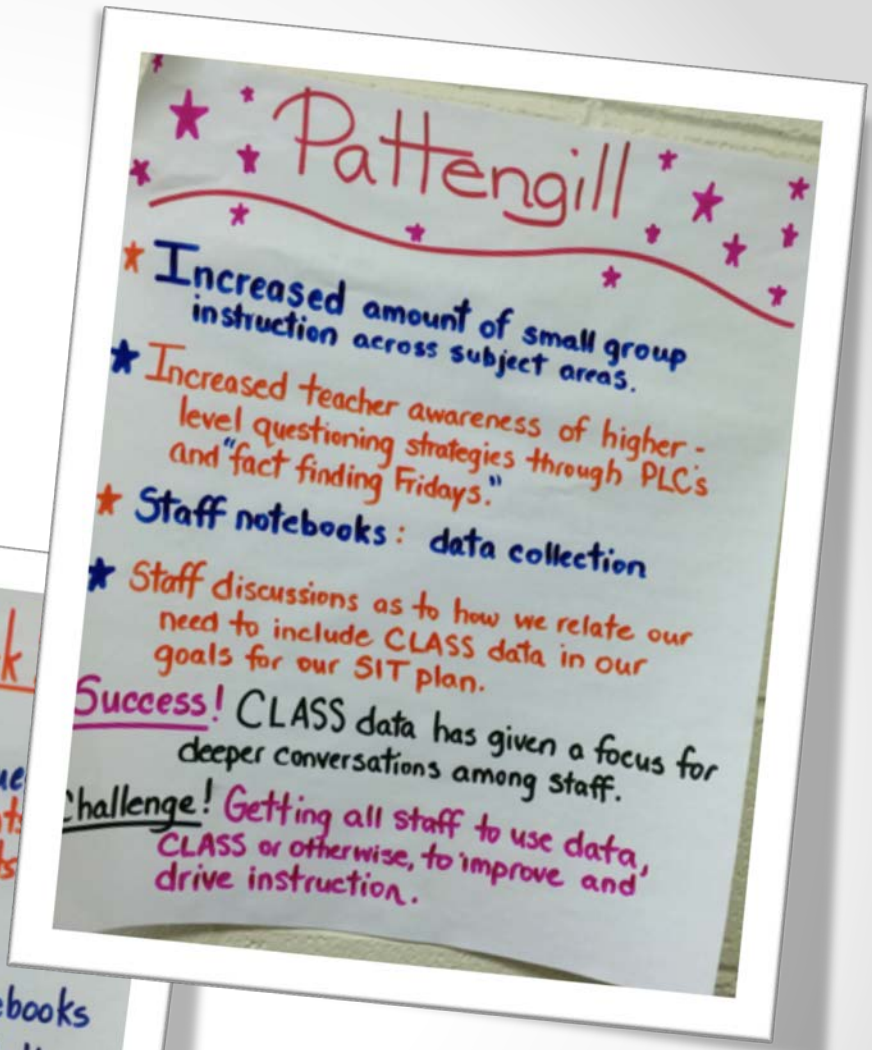
- School-Level Leadership Teams
  - Principal and 2 teachers
  - Meet 2x's/year with iCollaborate staff/data coaches
  - Identify strengths, areas of challenge, and action plan to guide practice and professional development
  - Build in-school capacity
- Train the Trainer Model
  - Leadership Teams share PD at School
  - Data Coaches work with PLCs
- Individual Data is for Personal Growth Only
  - Individuals can request data
  - Can be used by teacher in evaluation

Learning Within
A Culture of Collaborative Inquiry

- Move from evaluation to inquiry
- Value educator expertise and insights
- Provide educators with opportunities for meaningful participation in decision-making
- Convey high expectations
- Increase intellectual curiosity, competence, openness and willingness to share


TRIBUTE to TEACHERS/
MAKING INFERENCES
FOLLOW-UP
TUESDAYS
WITH
•SHORT, WHOLE GROUP PPT – MAKING INFERENCES
↳ Practice w/ pictures
INSTRUCTIONAL LEARNING FORMATS
•READ ARTICLE INDIVIDUALLY
↳ Annotated ("talked to") text
→ Practice making inferences
↳ Example of teacher tribute
•DISCUSSION - think/pair/share, then
whole
•WRITE
CONTENT UNDERSTANDING
ANALYSIS


GPS: Gier Park
Strategies: reflection/que
-table top tent
-Anchor Charts
Data/instruction:
•formative
•MEAP
•AimsWeb
•DRA
data notebooks
Guided Math
Reading Rotation
Success: We HAVE changed the way we teach!
Challenge: Maintaining the change!


Pattengill
Increased amount of small group instruction across subject areas.
Increased teacher awareness of higher-level questioning strategies through PLC's and "fact finding Fridays."
Staff notebooks: data collection
Staff discussions as to how we relate our need to include CLASS data in our goals for our SIT plan.
Success! CLASS data has given a focus for deeper conversations among staff.
Challenge! Getting all staff to use data, CLASS or otherwise, to improve and drive instruction.

Teachers Engaged in Their Own Learning

Goals as "I Can" Statements:

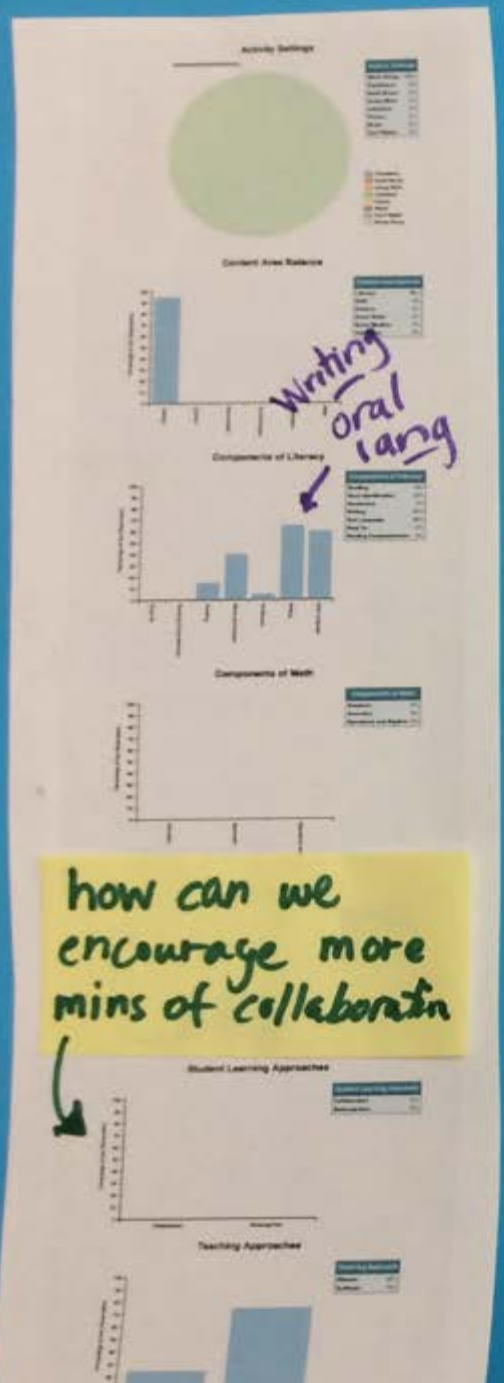
- I can use the Data Dialogue process for reviewing data
- I can compare school/grade level and my own Time 1 and Time 2 data
- I can use research to guide my decisions
- I can collaborate with my colleagues to identify strategies/plan for our school
- I can develop a plan to implement in my classroom

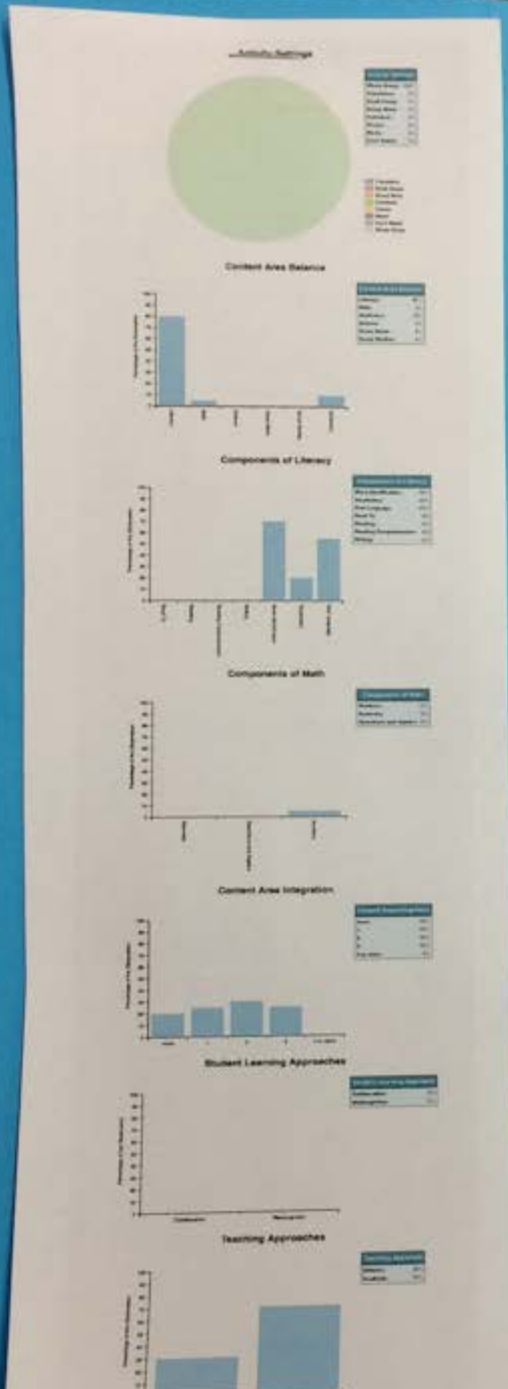
Drilling Down

- Peer observations
- PLC work with data coach
- Additional targeted observations
- PD for identified areas of need
- Book study and strategy implementation
- Classroom videotaping and collaboration
- CLASS and EduSnap video discussions
- Connection with Marzano Framework

Reflection

- Immediate graph creation, follow up, and coaching
- Individual teachers, grade levels, school staff able to reflect, set goals around common practices and progress monitor


Activity Settings
Content Area Balance
Components of Literacy
Components of Math
Content Area Integration
Student Learning Approaches
Teaching Approaches
Writing
Oral lang
how can we encourage more mins of collaborativ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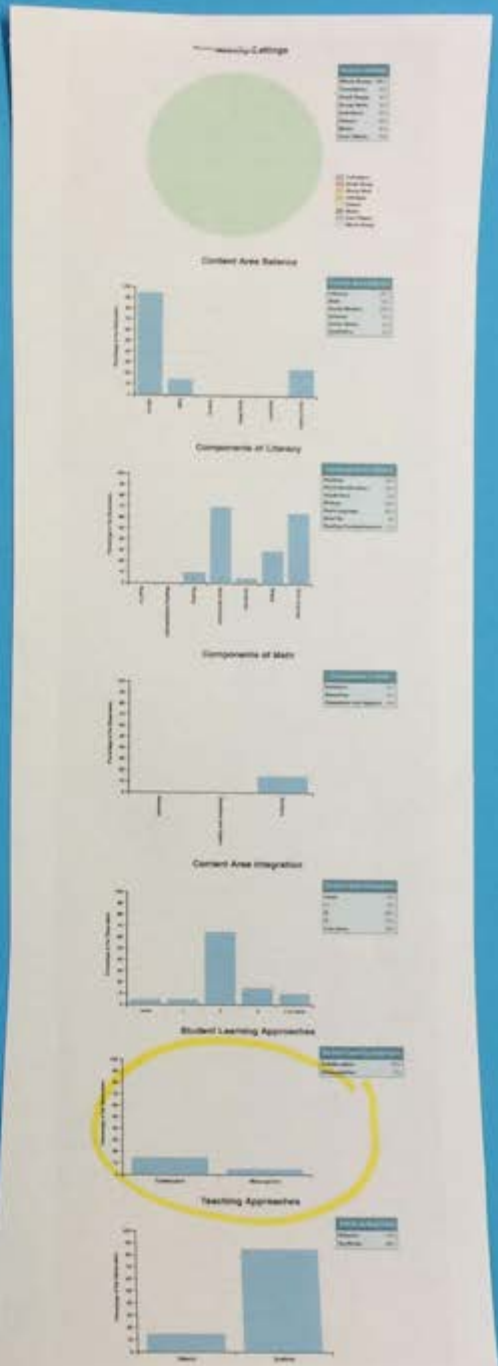
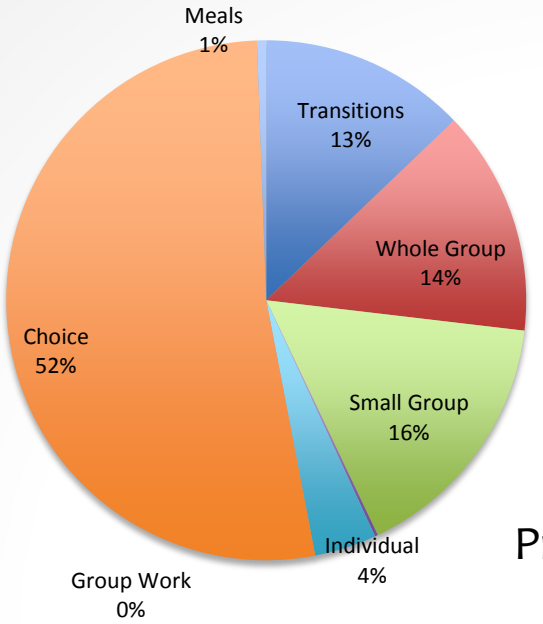

Content Area Balance
Components of Literacy
Components of Math
Content Area Integration
Student Learning Approaches
Teaching Approaches

Using Process Data

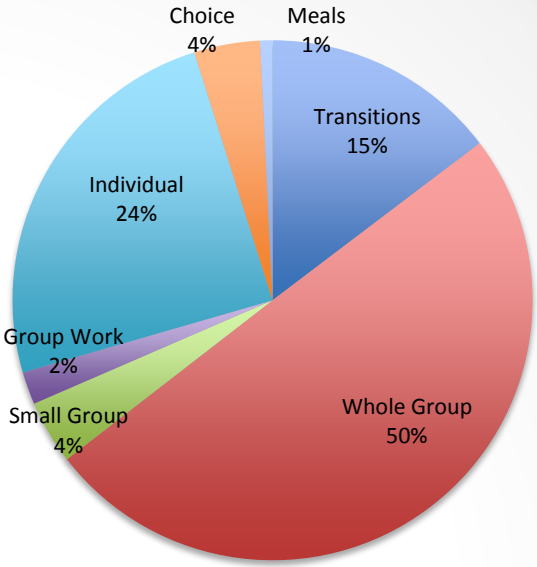
- Identifies and drives professional learning agenda, topics, and activities and uses funding resources more coherently – School Improvement Plans
- Convene in collaborative inquiry using the data to improve the instructional practice
- District Improvement/Strategic Plan
- Monitor change over time
- Share with Board of Education

Focus on the EduSnap Predictors of Success

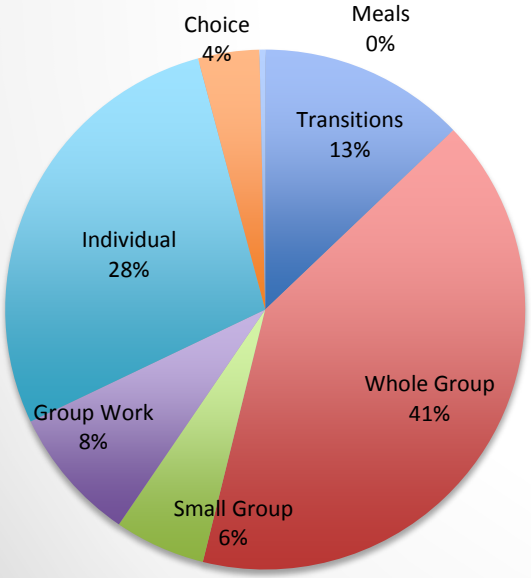
- Small Group Instruction
- Oral Language Development
- Vocabulary Development
- Scaffolded Instruction
- Peer Collaboration
- Metacognition



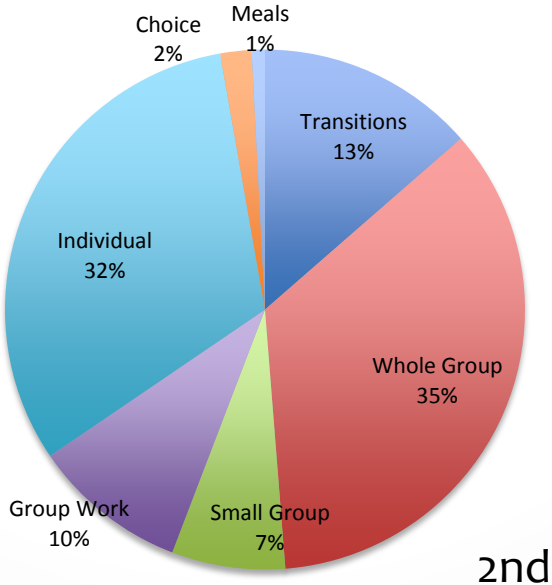
PreK



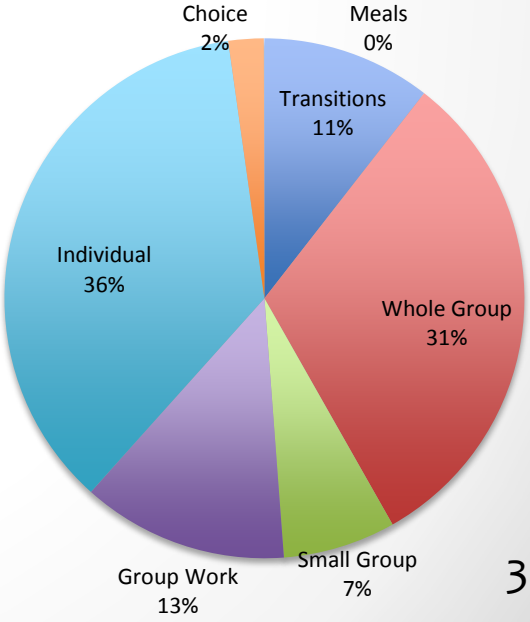
K



1st

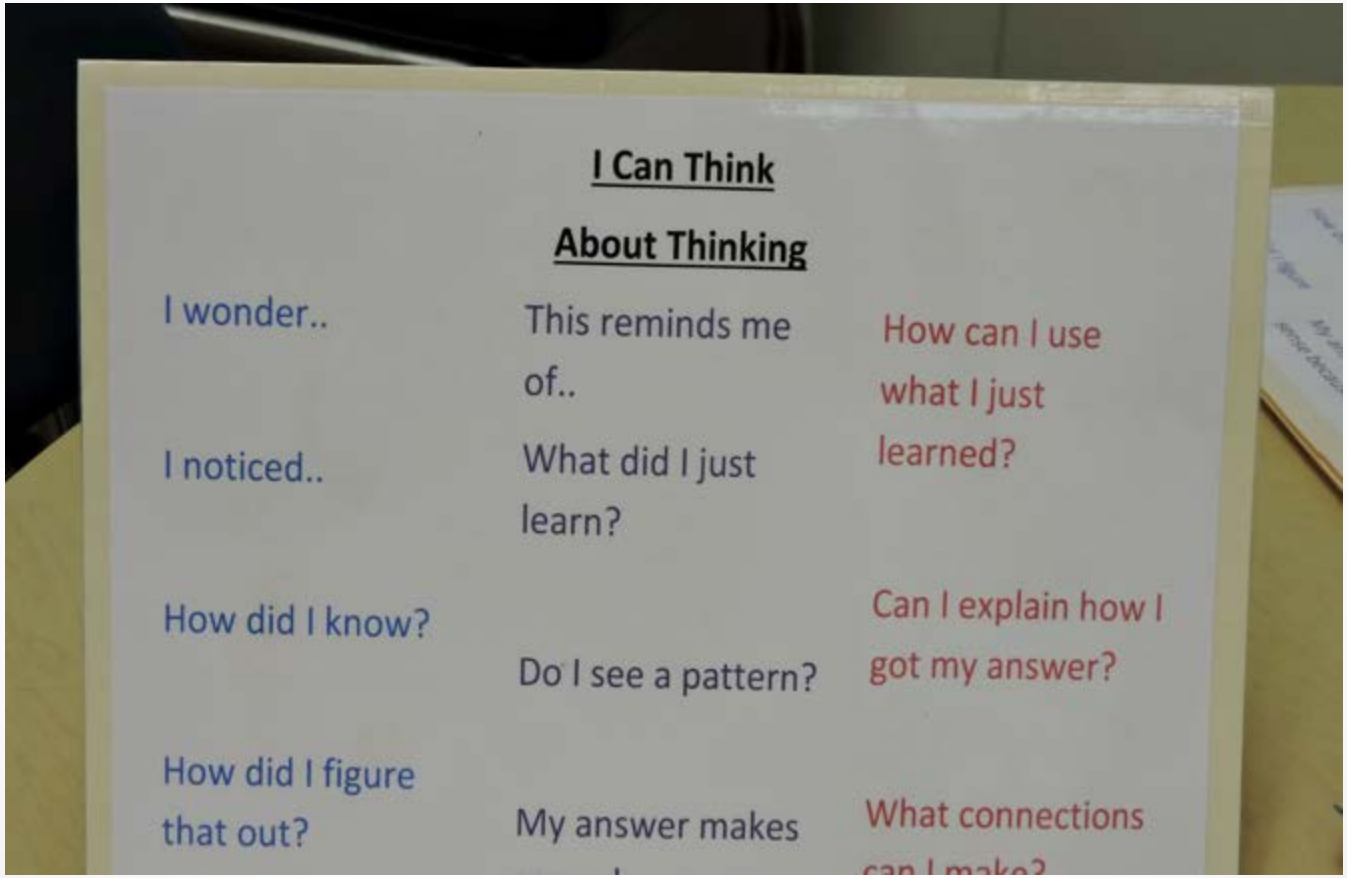


2nd

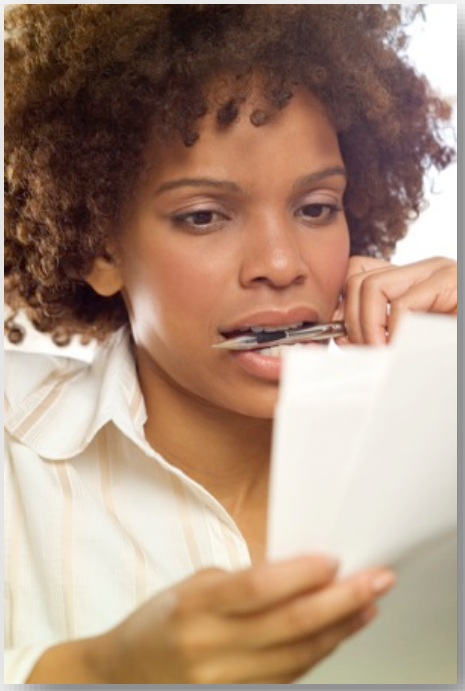


3rd

Student Metacognition



Action Planning Process



Using the action planning sheet, prioritize 1-2 items on which to focus.

- Consider the following:
  - *What would your students benefit from the most?*
  - *What fits in with current initiatives at your school?*

Develop your plan of action!

Using Data to Improve Practice

Identify One or Two Priority Areas – Where do I really want to focus?

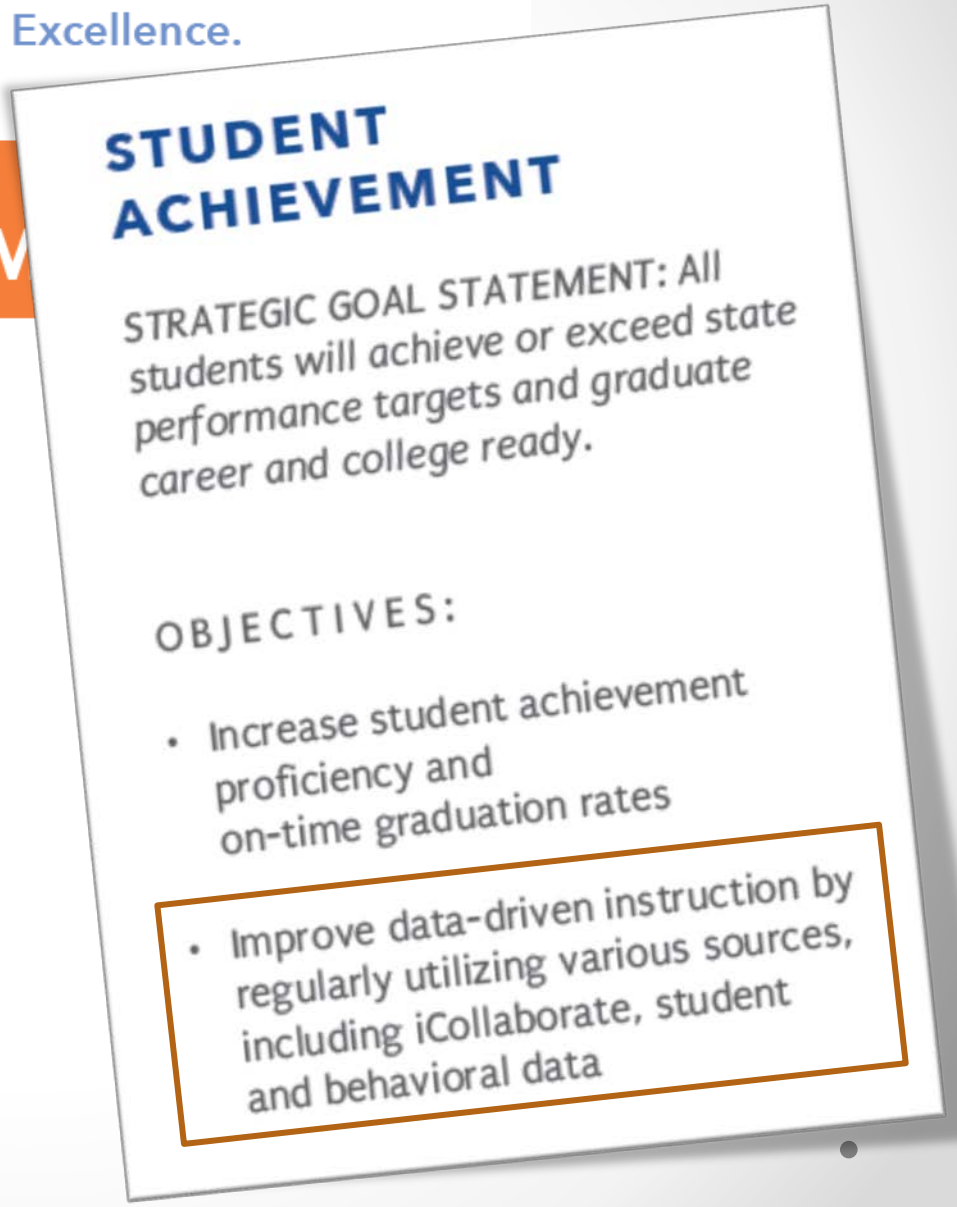
EduSnap	Change	Focus for Action Planning	Practice
	Looking at your data, what has changed? Why do you think that?	Select one or two priorities from your data that you want to change for next year.	What will this look like in your classroom?
Activity Settings Small Group Group Work			
Components of Math Early Math Concepts			
Components of Literacy Oral Language Vocabulary			
Content Balance Early Math Language Vocabulary			
Teaching Approaches Scaffolds			
Student Learning Approaches Collaboration Metacognition			

Lansing School District | Caring. Collaboration. Excellence.

LANSING SCHOOL DISTRICT

STRATEGIC PLAN SUMM

iCollaborate is embedded in District's Strategic Plan and Superintendent's Evaluation



STUDENT ACHIEVEMENT

STRATEGIC GOAL STATEMENT: All students will achieve or exceed state performance targets and graduate career and college ready.

OBJECTIVES:

- Increase student achievement proficiency and on-time graduation rates
- Improve data-driven instruction by regularly utilizing various sources, including iCollaborate, student and behavioral data

Result = Reinvigorated Professionals

- Display the confidence to explore challenges
- Safely express the need to improve their practice
- Study their own teaching
- Identify areas for improvement
- Test novel solutions

Teachers Say it Best

"Now we are sharing data with one another. It is clear what successes we have had and we know what we need to work on. The data has helped us be more intentional and meaningful with every bit of our time. Time is so precious."

"I don't have to feel like a perfect teacher. Data gives me the feedback that helps me engage in thoughtful and meaningful planning of how to engage kids in practices and activities that I know are going to make a difference."

Teachers Say it Best

"I think the fact that there is a leadership team that has a 'focused' and 'consistent' agenda that allows for each building and staff member to speak the same language is important and should remain in place for the duration of this Central Office's reign.

"Change is happening and there are some good things that have already risen. We need to continue to visit and celebrate it regularly."

On the Horizon

(no stopping us now!)

The Lansing Pathway Promise

- $120 million Bond passed with 62% in May 2016
- The Lansing Pathway Promise
  - Promise Scholarship upon graduation
  - Career and College Readiness
  - Create open choice throughout district
  - Establish multiple learning options
  - Projects-based learning approach
  - Bench-marking experiences
  - Partnerships with business, industry, and higher ed.
- Bond upgrades based on the Pathways
  - Furniture – flexible
  - Technology – benchmarking grade spans
  - Security – safe entrances
  - General upgrades for efficiencies
  - School upgrades based on its Pathway

THE PATHWAY PROMISE

The Pathway Promise is the Lansing School District's commitment to guiding students through bountiful early educational choices that lead to robust offerings at our three high schools. With Pathway Promise, an education in the Lansing School District ultimately ends with a Lansing Promise scholarship.

Post-Secondary Partnerships

All Lansing School District Graduates are eligible for a Lansing HOPE or Promise scholarship

SY 19/20

EASTERN HIGH SCHOOL
7th - 12th Grades
IB/Chinese/Bio Tech/Comprehensive

SY 19/20

- **Post Oak** — K-8 IB/Chinese

SY 18/19

- **Pattengill Academy (Fairview)** — PreK-8th Grades, Bio/Tech, General
- **Fairview/STEM** — PreK-3rd Grades
- **Gier Park** — PreK-3rd Grades
- **Lyons** — PreK-3rd Grades
- **Cumberland** — PreK-3rd Grades
- **Forest View** — PreK-3rd Grades

On-going technology, furniture, security upgrades

SY 20/21

EVERETT HIGH SCHOOL
7th - 12th Grades
New Tech/VPA/Comprehensive

SY 21/22

- **Rich Visual Performing Arts Academy** — PreK-8th Grades
- **Gardner Academy** — 4th -8th Grades
- **North** — PreK-6th Grades
- **Attwood** — 4th-6th Grades
- **Mt. Hope STEAM** — 4th-6th Grades
- **Reo** — PreK-3rd Grades
- **Cavanaugh STEAM** — PreK – 3rd Grades
- **Kendon** — PreK-3rd Grades

On-going technology, furniture, security upgrades

SY 21/22

SEXTON HIGH SCHOOL
7th - 12th grades
STEM/STEAM/Spanish/Comprehensive

On-going

- **Sheridan Rd. STEM** — 4th -6th Grades
- **Mt. Hope STEAM** — 4th-6th Grades
- **Gier Park** — PreK-3rd Grades
- **Cumberland** — PreK-3rd Grades
- **Lewton** — PK-6th Grades, Spanish
- **Averill** — PreK-3rd Grades, TBD
- **Riddle** — PreK-3rd Grades
- **Willow** — PreK-3rd Grades

Choice of Pathways

- **Wexford Montessori** — PreK-8th Grade
- **Pleasant View** — Offline or GSRP

KEY: Bond Construction; Possible Change

Lansing School District

Summer Explorer's Program

Vision without Implementation is Hallucination

Thank You!

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