

2013-2014 Progress Assessment

Rugby High School

Rugby Public School District #5

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Progress Assessment

Improvement Priority 1

Statement:

Establish instructional processes to include multiple forms of assessment and a feedback protocol to inform student about their learning expectations and progress.

Description:

Leadership and staff have begun the study and discussion regarding how to implement the school's instructional process to support student learning. The professional learning community model established this year has provided an excellent opportunity for teacher collaboration regarding assessments. However, topics covered have been on grading and use of common formative assessments rather than an emphasis on informing students about learning expectations, specifically the use of exemplars and feedback. Throughout the district, it appeared during observations and student interviews that written feedback is limited to grading of class work, quizzes and tests. Daily verbal responses to student participation and effort was observed in classrooms however, an understanding of knowledge and skills was not observed. When observed, the verbal feedback focused on general statements like , "good job and great try" rather than specific feedback as to what a student needed to know or be able to do to increase effectiveness of their learning experience. Some teachers were observed across the district utilizing rubrics with students to guide and explain project expectations; however this was not common practice.

Indicator 3.6

Teachers implement the school's instructional process in support of student learning.

Institution Response

Progress Status:

Plan Created

Response:

Please review the attached the document titled

Attachments:

Advanced Committee Minutes - 1-15-2015

Common Formative Assessment and Rubric - Kindergarten Example

Standards-based Report Card - Kindergarten Example

Power Standards - Grade 7-8 ELA Example

Power Standards - Kindergarten Example

Data Analysis - Kindergarten Example

RTI Referral Form

Progress Report

Reviewer Response

Status:

Accept

Response:

AdvancED commends the school for the steps it has taken to address the recommendation of the External Review Team. As outlined in the school's response, several processes have been put into place to support students learning. The school has engaged in the creation of common assessments and use Power Questions, exemplars, and I Can statements to guide student learning and offer specific feedback. Standards based report cards have been created as have pacing guide to drive instructional planning. The school continues to schedule and protect time for professional learning communities in the continued support of these initiatives.

Diagnostic/Evaluation Criteria

Progress Assessment

Rugby High School

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none">• Examples of assessments that prompted modification in instruction• Examples of learning expectations and standards of performance• Samples of exemplars used to guide and inform student learning	2.00	3.00

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	(2014-2019) The Rugby Public School District will develop formal systems to track student data which will be used to improve instruction.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$60000

Goal 1: (2014-2019) The Rugby Public School District will develop formal systems to track student data which will be used to improve instruction.

Measurable Objective 1:

increase student growth by implementing formal systems to track student data. by 08/01/2018 as measured by results of locally developed and standardized assessments..

Strategy 1:

Standards-based grading - PLC teams have created Powerstandards which will be used for standards-based grading. Common formative assessments will be used to identify student growth and levels of mastery. Data from locally developed and standardized assessments will be used to drive instruction. In 2015-2016 grades K-2 will pilot a method of reporting student performance in a standards-based format. After the 2015-2016 school year we will evaluate the readiness of future grade level implementation of standards-based reporting.

Research Cited: Embedded Formative Assessment, and Formative Assessment and Standards Based Grading

Activity - Clarification of standards-based learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will disseminate information by the following methods: parent letter, webpage for standards-based grading, and teacher communication.	Direct Instruction, Professional Learning, Parent Involvement, Policy and Process	08/27/2015	08/01/2018	\$30000	District Funding	All staff.
Activity - Student groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on Common Formative Assessments, students will move in and out of reteaching and enrichment groups. The data associated with CFAs will provide feedback for the student, parent, and the teacher.	Other - Differentiation	12/15/2015	05/31/2019	\$0	No Funding Required	Elementary and Junior High staff.
Activity - Outside Experts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our professional development committee will bring in outside experts to focus on improving assessment practices across the district. We will focus primarily formative assessment. We will also implement Common Formative Assessment in appropriate areas.	Other - Assessment	08/19/2015	05/31/2019	\$30000	District Funding	K-12 staff

Improvement Priority 2

Statement:

Implement instructional strategies that actively engage students in their learning through collaboration, cooperative learning groups, differentiated instruction and application of knowledge and skills.

Description:

In classroom observations, students were not actively engaged in their work. Speaking with students in the high school, students expressed often that their class work was not engaging. When directly asked, students felt that although there were some interesting electives to choose from, once in the class they found them not very engaging. At the elementary school and junior/high school, there was little observations of student collaboration, cooperative learning groups, differentiated instruction and application of knowledge and skills beyond the paper/pencil activities. Findings from supervisor walkthroughs an observation checklists indicate little use of instructional strategies that encourage active engagement that ensures achievement of learning expectations.

Indicator 3.3

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Institution Response

Progress Status:

Implemented

Response:

Please review the attached the document titled

Attachments:

Progress Assessment

Rugby High School

Professional Learning Plan
2014-2015 Professional Learning Calendar
2015-2016 Professional Learning Calendar
Professional Development Committee Minutes - 2-9-2016
Progress Report

Reviewer Response

Status:

Accept

Response:

The school has developed a comprehensive professional development plan targeted on best instructional practices and has built ongoing professional development time into the school calendar. The evidenced plan includes an emphasis on student engagement, collaboration, cooperative learning, technology, and meaningful relationships. AdvancED concurs that this recommendation has been completed and encourages the school to continue its work in this area.

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none">• Agenda items addressing these strategies• Authentic assessments• Professional development focused on these strategies	2.00	3.00

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The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	(2014-2019) The Rugby Public School District will achieve more focused professional development with an emphasis on improving instruction to achieve more active student engagement.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$20000

Goal 1: (2014-2019) The Rugby Public School District will achieve more focused professional development with an emphasis on improving instruction to achieve more active student engagement.

Measurable Objective 1:

increase student growth by improving instruction to achieve more active student engagement. by 08/01/2018 as measured by student engagement survey/focus groups, staff professional learning survey, standardized and local assessment data..

Strategy 1:

More focused professional development - • The Professional Development Committee leads the process to achieve more individualized professional development for teachers in our district. This committee is comprised of teachers and administrators. This committee will meet monthly and two days in the summer to prepare for the upcoming year.

- Professional Learning Communities guide their own learning through their professional learning plan.
- Quality professional development will focus on:
 - o Assessment techniques (Summative and Formative)
 - o Data Analysis, data collection, and efficient use of data to improve instruction
 - o Instructional techniques that increase student engagement

Research Cited: Bradley, J. (2015). Designing schools for more professional learning. Thousand Oaks, CA: Corwin.

Activity - Professional Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs guide their own learning within the following domains: 1. Movement 2. Student Groupings 3. Technology Use 4. Hands on activities 5. Teacher to student relationships PLCs must select a research based book that corresponds to the above mentioned domains as well as conduct a school visitation and reflect upon their learning at the conclusion of the year.	Professional Learning	08/27/2015	08/01/2018	\$10000	District Funding	All certified staff and administrators

Activity - Professional learning communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing learning and collaboration process for all teachers.	Professional Learning	08/27/2015	08/01/2018	\$10000	District Funding	All certified teachers and administrators

Progress Assessment

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Activity - Student engagement survey/focus groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>o Student engagement survey – Students will be given this survey at least once per year to assess the effectiveness of our professional development.</p> <p>o Focus Groups Randomly selected students and teachers will take part in a focus group at least once per year to gather narrative data to measure the effectiveness of our professional development. The focus groups will be led by members of the AdvancED team. The team will look for themes within this data to help improve our professional learning practices.</p>	Professional Learning, Other	08/27/2015	08/01/2018	\$0	District Funding	AdvancED and professional development committees will guide this strategy.
Activity - Staff Professional Learning Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>o Professional learning survey – Teachers will be given this survey at least once per year to assess the effectiveness of our professional learning opportunities.</p>	Professional Learning	08/27/2015	08/01/2018	\$0	District Funding	All certified staff and administrators

Improvement Priority 3

Statement:

Provide meaningful and deliberate professional development to staff members on how to evaluate, interpret, and use data to drive instruction.

Description:

In the past two years, the superintendent has implemented professional development as indicated by the school policies and handbooks, as well as, the schedule of topics provided. Documentation of attendance indicates that most teachers across the district are attending. At this point the professional development has not included the use of data to drive instruction, student learning or program evaluation. However, according to staff surveys and interviews, the teachers have expressed an interest in receiving training in the evaluation, interpretation, and use of data. Providing professional development in this area will guide and support staff in regularly implementing data driven instruction to maximize student learning.

Indicator 5.3

Professional and support staff are trained in the evaluation, interpretation, and use of data.

Institution Response

Progress Status:

Plan Created

Response:

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Progress Report

Power Standards - Kindergarten Example

Common Formative Assessment and Rubric - Kindergarten Example

Advanced Committee Minutes - 1-15-2015

Reviewer Response**Status:**

Accept

Response:

The school has sufficiently addressed the recommendation of the External Review Team regarding training staff in the use of data. As detailed in the school's response, the school has implemented a range of strategies to enable staff to use data including extensive professional development and the use of a consultant for staff training. The school has also created Rtl structures to further support individualization and data driven instruction. The school is encouraged to continue to support staff training in the effective use of data to ensure all staff have the knowledge and skills to make learning decisions based upon data.

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Student Performance Evaluation	Equity of Learning		2.00	3.00
Standards Diagnostic	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> • Documentation of attendance and training related to data use • Policies specific to data training • Professional learning schedule specific to the use of data 	1.00	3.00

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