

Using Data To Achieve Results

Evolution of IPS Secondary School
System

2000-2001

- IPS Examined Own Data
- Secondary System Not Working
 - Indiana Dept. of Ed. Data
 - Harvard Study
 - IPS Accountability Plan
 - Community Meetings (18 Total)
 - Surveys--Students/Parents

Process Started

- Carnegie Grant—High School Redesign
- Lilly Endowment –Marion Co. Public School Initiative
- Creation of IPS Office of School Transformation
- US DOE SLC Grant

Grants, Surveys, Research and Community Meetings....

- Generated awareness that district needed to collect and analyze additional data to improve student achievement and graduation rates and to guide high school changes

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Data Reviewed--2002 to 2004

- Graduation/Dropout
- ISTEP/GQE—Overall Pass Rates
- Grade Distribution by Subject Areas
- Attendance
- Suspension and Expulsion Rates

Data Reviewed During This Time...

- District and Campus Administrators looked at macro-level information only
- Very Limited Faculty Review and Ownership of Results
- Very Limited data mining and disaggregation of data occurring
- Office of School Transformation Started Research on Model(s) for Transformation
- Lit. Review suggested focus on Small Learning Communities and Small Schools
- Community Schools—Howe and Washington

Results At That Time...

- Initial Steps Towards Creating Small Learning Communities on Large Campuses
- Transition of Howe and Washington to Middle/High Schools
- Engagement of IPS with Community—Group for Renewal, Accountability and Development of Excellence in the Schools (GRADES)
- Started Increasing Capacity of Teachers and Administrators in the areas of Data (Data Management & Curriculum Pacing Guides)

Results...

- IPS Made Commitment To Ensure All Stakeholders Will Have Access To Data Necessary To Plan and Improve Learning
- Created Access to Data Via Website For Stakeholders (IPS Online)
- Collaboration Began with IEA (Indianapolis Education Association) and CELL to further efforts of HS Redesign Through SLCs

2004-5 Moving to Data Driven Decisions

- HSSSE Survey Administered on 7 HS Campuses (High School Survey of Student Engagement)
 - Showed current interventions not impacting poor and minority students
 - Students Disconnected With Many Aspects of High School Life
- “Moving The Deck Chairs”
- Professional Development Sessions on HS Redesign
- IPS Student Congress and Teachers’ Institutes
- Shift of Commitment From SLCs to Small Schools

2005-06

- 1st Year in Small Schools
- Funding Provided By CELL (Gates Grant)
 - Defining Structures, Responsibilities & Roles
 - Some Common Planning Achieved Through School Schedule
 - Small Schools Not Pure
 - Campus Admin. Still Operating as Comprehensive High Schools
 - Initial Discussions on Improving Instruction Through Small School Structure

2005-06: The Data Showed...

- Slight Improvement in Retention
- No significant change in student performance and behavior
- Perceived need to obtain attitudinal information and disaggregations of results (District, Campus, School, Classroom, Student)
- Need for Improved Methods and Structures of Data Analysis on Student Learning

2005-06: External Factors on IPS

- PL 221/NCLB
- Some Middle Schools on “Corrective Action”
- Structure Must Impact Individual Classrooms
- Barriers To Instruction Explored
- CELL Increases Technical Assistance (Teaching & Learning Coaches)
- Data Evolution-Greater Focus
 - Pacing Guides Implemented
 - Classroom Inst. Compared To. Standards

2005-06

- Coalition—IEA, CELL, IPS-Division of High Schools
- Recognition of Importance of Jumpstart and Summer Remediation in Improving ISTEP+/GQE results

Data Evolution

- More Awareness of Data Analysis needed
 - Queries Became More Complex
 - Minority/Free Lunch Enrollment in Advanced Classes
- Academic Rigor Not Present and Consistent in Core Subject Areas
- District Ability To Support Instruction and Curriculum Not Present
- Data not translated to classroom level or IT did not have capacity to analyze data
- Showed need for new student information

2006-07

- ISTEP/GQE Data Focus
 - Applied Sections of Exams
 - Focus on Concept/Skill for Each Question
 - Intense Disaggregations
- Grade Distribution Focus
 - By Teacher, Subject and Grade
- Correlations with Grades, ISTEP, and Benchmark Assessments

Data and Focus Led To....

- End of Year Focus (Last 30 Days)
- Summer School Curriculum Revision
- 20 Day Plan for Opening of School
- Creation of Instructional Coach position
- Focus on Attendance for ISTEP
- Valuing Coherent Process to Obtain Results
- Intentional Implementation of Decisions Based on Student Data Around Learning
- Reconfiguring Schools Based on Student Academic and Behavioral Data
- Exemplary National Models Revisited
- Collaborations—New Tech, IUPUI, CELL for ongoing program review.

New Emphasis Begins To Emerge

- Disaggregations showed many families and students not being served well(A-A, males, Sp. Ed., Free/Reduced)

2007-2008

- Need to compare results of other school districts nationwide in the areas of A-A, males, Sp. Educ., Free/Reduced lunch
- Fundamental Change in Secondary Level
- Instructional Coaches Assigned to Small Schools Responsible For:
 - Data Analysis
 - Prof. Develop.
 - Emphasizing Best Instructional Practices

2007-08

- Secondary School Restructuring
 - Community Schools (7-12)
 - Magnet Schools
 - Comprehensive Campus with Small School Structures
 - Specialty Schools—Key Learning, Alt. Schools, Career and Technology School
- Ongoing Evaluation of Each Program Based on Est. Parameters
- Focus on College and Workforce Readiness and Family Choice

New Assessment of Systems

- Faculty

- Packaging of Data for Faculty Discussion
- System of Discussion (CFG Protocols and Leadership of Instructional Coach)
- Checklist of Critical Data Shapes Classroom Changes
- “What is the Data Telling Us To Do?”

IPS Small School Staff Work To Address the Following Questions:

- What group of students should we target?
- What academic bar/benchmark do we want them to get over?
- How many students have met the standard the past three years?
- How many students do we want to meet the standards in the next three years?