

B.O.E. Administrative Report

Title of Report: MBA--Report on Building Goals for 2018-19 School Year

Board Meeting Date: 6/24/19

Action

Report

Information

Discussion

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Executive Summary

After lengthy discussions with school and district leadership, it was decided that during the 2018-19 school year MBA would switch from NWEA/MAP Assessments to Smarter Balanced Interim Assessments in mathematics and ELA. Guiding factors for making the switch will be described and how doing so should positively impact Summative SBAC Assessments at the middle school. The report will update what MBA is doing to infuse a Growth Mindset school culture that challenges students to think differently about their abilities and potential. The information has been analyzed pertaining to Positive Behavior Intervention Supports (PBIS) and how it is being utilized to perpetuate clear expectations for positive behavior. This initiative has successfully lowered disruptive behavior and the number of office referrals.

Report

During the summer of 2018, when the building goals were developed for the following year, we were committed to using the NWEA MAP testing. It was concerning that there was a several year discrepancies between MAP assessment results (students would meet or exceed their individual MAP Projected Growth Goals in reading and mathematics) and Summative SBAC results. Questions asked included: 1. Were the MAP assessment results a good predictor of how students would do on the Summative SBAC tests? 2. Did the taking of the MAP assessments prepare students for the readiness and give them sufficient practice so they were familiar with the SBAC testing format? 3. Were the MAP assessments useful in targeting students in need of intervention in English Language Arts and Mathematics? 4. Were we able to determine if targeted interventions were effective as measured by MAP assessments?

After lengthy discussions at Data Team Meetings, grade level Team Meetings, Team Leader Council, and with the central administration, it was decided that we would make the switch to using Smarter Balanced Interim Assessments after baseline levels of proficiency was established using NWEA MAP assessments. During the current year, MAP was still utilized for math and ELA to set goals and plan instruction in grade 8.

The Common Core State Standards (CCSS) are widely recognized content Standards for college and career readiness in high school.

The purposes of the Smarter Balanced Interim assessments are to provide valid, reliable, and fair information about:

1. Students' progress toward mastery of the skills measured in ELA/literacy and mathematics by the summative assessments.
2. Students' performance at the content cluster level, so that teachers and administrators can adjust instruction accordingly.
3. Individual and group (school, district) performance at the claim level in ELA/literacy and mathematics, to determine whether teaching and learning are on target.
4. Student progress toward the mastery of skills measured in ELA/Literacy and mathematics across all students and subgroups of students.

The technical quality of the interim assessments supports using this assessment.
(Smarter Balanced Assessment Technical Report on Validity)

How SBAC Interim Assessments will be Useful to Teachers--

CHECK--Interim assessments support teachers by helping them check where students are in their learning and determine where they need additional instruction or if they can move onto more challenging work.

REFLECT--Teachers can use the results from interim assessment to help them learn and reflect on what's working and what needs improving in their classroom.

CONNECT--Educators can connect with their colleagues to discuss and plan next steps for instruction and find resources in the teacher-created and approved Digital Library to enhance their professional learning and improve student performance.

We remain optimistic and hopeful, that our efforts this year to switch to SBAC Interim Assessments will result in improved Summative SBAC assessment results. Throughout

the year, students have learned test-taking strategies, and have practiced taking the SBAC Interim and Summative SBAC assessments on their Chromebooks. Students in need of interventions have been targeted.

The Power of Growth Mindset

Through the research of Dr. Carol Dweck, a Stanford University Professor, emphasis was placed on the Power of Growth Mindset in perpetuating how students learn. When students believe that dedication and hard work can change their performance in school, they grow to become resilient, successful students. Inspired by the popular mindset idea that hard work and effort can lead to success.

The following reference materials were purchased for and discussed at the team level, during data teams, Team Leader Council and at MBA Faculty Meetings:

Mindset, The New Psychology of Success by Carol S. Dweck, Ph.D.

Mindsets in the Classroom, Building a Growth Mindset Learning Community by Mary Cay Ricci

Ready-To-Use Resources For Mindsets in the Classroom--Everything Educators Need for Building Growth Mindset Learning Communities,
by Mary Cay Ricci

Throughout the 2018-19 school year, the concept of Growth Mindset has been infused in classrooms at MBA. Efforts have translated into building a growth mindset school culture, wherein students are challenged to change their thinking about their abilities and potential.

Positive Behavior Intervention Supports (PBIS)

MBA continues to utilize the PBIS system to perpetuate clear expectations for positive behavior. Discipline data was collected and analyzed using the System Wide Information Service (SWIS). The objectives of the School-Wide PBIS were to:

- Improve School Climate for staff and students
- A universal approach to discipline
- Clear expectation of positive behaviors
- Procedures for teaching and modeling behaviors
- Continuum of procedures for reinforcing behavioral expectations.

This year's building goal was to reduce the number of office referrals by 20%. Our strategies included the following:

1. Having an active PBIS team that set priorities for the year.
2. Setting and reinforcing common expectations through the MBA ROCKS acronym (Respect, Ownership, Compassion, Knowledge of our Skills, = Success).
 - a. All teachers set classroom expectations at the start of the year using a common language.
 - b. The language was reinforced regularly on WMBA.
3. Overhauling the student recognition programs.
 - a. MBA Rockstar tickets replaced the former system. Included monthly drawings with multiple prizes.
 - b. Grade level teams took ownership of recognizing students monthly (one per teacher) calling them into the team and explaining why they were chosen, informing parents, and posting pictures of the awardees.
4. Sharing resources on classroom management with teachers who struggled with this.
5. Sharing with all staff, strategies for managing difficult behavior.
6. Monthly ShopRite Act of Kindness Award. Recipients were recognized by the ShopRite owners, parents, and school administration in the company of grade level peers. Pictures and award nominations hung at the entrance of ShopRite in Enfield.

A comparison between this year and previous year's discipline data showed that we achieved our goal (see table below).

Infractions	2017-18 School Year	2018-19 School Year
Technology	14%	17%
Disruption	22%	11%
Disrespect	11%	12%
Other	12%	14%
Total	568	441 (23% decrease)