Northside Early Learning Center

We are the Foundation for Learning

NELC Goals

- Goal Number 1
  - To expose students to a positive learning environment to develop their love of learning

- Goal Number 2
  - To foster and develop parent and community relationships through educational family nights and classroom activities

Northside's Mission is to provide developmentally appropriate learning through social and emotional relationships with high quality learning for children ages 3-5. We build a strong school and home connection to support families in the early childhood experience.

Goal 1: Give our students experiences outside the classroom.
Connecting Perceptual and Achievement Data to Promote Student Achievement

Greg Lobdell
CEO and Director of Research
Center for Educational Effectiveness

Learning Targets

- Understand the Educational Effectiveness Survey (EES) research foundation
- Increase skills in interpreting the EES reports
- Understand how these tools align with the Churchill County (CC) Mission, Vision, Beliefs, and Strategy/Goals.
- Understand how these tools can be used to formatively measure baseline and progress over time

A Conversation with 1,605 Churchill County Educational Stakeholders

"The real voyage of discovery consists not in seeking new landscapes, but in having new eyes."

Marcel Proust

Center for Educational Effectiveness

- Founded in 1999 with vision of bringing together best practices in organizational effectiveness from both private and public sectors
- Field-based research, tools, and data-centric professional development and support in collaboration with districts
- Partnership with over 950 schools in 280 districts in the western U.S.
  - Work with all sizes of districts - from 60,000 PK-12 to 60 students PK-12
  - Statewide contracts with WA and ID working with all "struggling" schools (340 in WA, 140 in Idaho)
- EES survey data repository exceeds 1,500,000 staff, student, and parent responses
  - Open to doctoral and masters students for research purposes
Collaboration Based on Your Needs

When you have measurement, you have evidence. Without measurement, you have excuses. [Peter Drucker]

- Grounded in the Churchill County Board Plans
  - Mission, Vision, Core Beliefs
  - 6 Goal Areas- What staff will do on behalf of scholars
  - District Improvement Plan

Measurement of the organizational effectiveness from staff, parent, and community perspectives.

Educational Effectiveness Surveys

Well Aligned with & Focused on the 6 Goal Areas
EES is based on Relevant, Rigorous, and Meaningful Research Foundation

Nine Characteristics of High Performing Schools

- Collaboration and Communication
- Clear and Shared Focus
- High Standards and Expectations
- Effective Leadership
- Supportive Learning Environment
- Parent and Community Involvement
- High Quality Curriculum, Instruction, and Assessment
- Frequent Monitoring of Teaching and Learning
- Focused Professional Development

EES is based on Relevant, Rigorous, and Meaningful Research Foundation

- Extended with:
  - Organizational trust and readiness for change (Tschannen-Moran, Seybold-Draege, Kotter)
  - Culturally responsive teaching and learning (G. Gay)
  - Distributed leadership (J. Kotter, Marzano, PSEL-2015 standards)
  - Data-informed improvement and data/assessment for learning (Darling-Hammond, L. Hartie)
  - Instructional core: job-embedded observation, feedback loops, and monitoring of teaching and learning (Elmore, Dicouf, Marzano, et al)
  - Leading change / change management (J. Kotter)
  - Harassment, intimidation, and bullying (U.S. Dept of Ed.)
  - Turnaround Principals (U.S. Dept of Ed.)
  - Student Engagement, Motivation, and 21st Century Skills

CEE Theory of Action

- Strategic plans are based on a theory of action:
  IF WE DO _X_ THEN WE IMPACT _Y_, THAT RESULTS IN _Z_.

- The metrics — what are measured — are usually only the _Z_.
  - The only thing we can directly impact is _Y_.

Drivers vs. Outcomes

- Outcome: the "end" performance
- Driver: The skills, attitudes, and behaviors that impact the outcome

The EES Suite of surveys are designed to measure the drivers (leading indicators) of system performance. The attitudes and practices which lead to positive outcomes for students and the staff who serve them.
Monitoring Strategic and Building Plans with the EES

- For example:
  Struggling students receive intervention to acquire skills
  - With CC staff: 42% of staff indicated this is Almost Always True or Often True
  - Could this (or should this) change based on changes in instructional interventions, methodologies, and supports?
  - What would we expect to see if we asked students and parents the same question?
  - This is a leading indicator for your Board Goal 1 (Ensuring excellent instruction...).

Pause & Reflect

A couple quick “skill building” slides to help you interpret the EES results

Skill Building: Percent Positive

- The EES utilizes a technique where the same item is asked two ways
  - I am willing...
  - My colleagues are willing...
  - I do ...
  - My colleagues do...
- Represents personal beliefs/values vs. observed behavior
- Gap is measured in difference in the positive responses

Skill Building: “I / They” Perspective Items

combined green = percent positive

Almost Always True + Combines Almost Always True and Often True
Larger gaps can act to erode organizational trust (resistance factors)

This is symptomatic of lower trust—a difference between what individuals believe and what they observe.

High improving is defined as:
- Elementary and Middle School: "top 5% of improvement" over a 5-year period in ELA & Math
- High School: "top 5% of improvement" over a 5-year period in graduation rate
- Measured in "points per year" of change with a linear trend

To provide context to your interpretation of the EES results, we provide comparisons built in.
- By norming our repository, we have identified a large number of schools that are in the top 5% of improvement in their respective states
- CEE and external research have validated the consistency of schools, by level, across states
- No statistical difference in means across states when you isolate by grade level (data set included schools from WA, ID, OR, IA, MT, CA, and NV).

Skill Building: High Improving Schools View

- High improving is defined as
  - Elementary and Middle School: "top 5% of improvement" over a 5-year period in ELA & Math
  - High School: "top 5% of improvement" over a 5-year period in graduation rate
  - Measured in "points per year" of change with a linear trend

Skill Building: Summary Views

- Shows percent positive
- Outer edge is better
- Taller is better
- 5.0 represents "Almost Always True"
Who Took the Survey?

- Remember- this represents baseline information.
- First step in analyzing the results is to understand if the sample is representative.

A Conversation with 1,605 Churchill County Educational Stakeholders

EES-Parent and Student
Churchill County School District
12/1/2016
Sample Size: N = 78
- EL Parent: N = 78
- MS Parent: N = 38
- HS Parent: N = 112

EES-Staff Survey
Churchill County School District
12/1/2016
Sample Size: N = 201

EES-Student
Churchill County School District
1/30/2017
Sample Size: N = 1978

According to Teacher, Staff Survey
So Let's Look at Your Data

- As with any data, the process is truly "peeling the onion"
- Not having a data analysis plan is a critical mistake
  - Some call this plan a "data analysis protocol"
- Fit the process to your purpose
  - Readiness for Change
  - Summary Views
    - What are the top-level celebrations? Are there challenges we need to investigate?
    - Fit with CC Board & Goals
EES-Student Summary View

EES-Student Detailed View

Student Engagement, Motivation, and 21st Century Skills

Pause & Reflect
Board Goal Aligned Dashboard

Year over year monitoring of progress on goals:
1. Goal 1: Ensure Excellence in Instruction
2. Goal 2: Implement Rigorous Curriculum
3. Goal 3: Utilize Assessments and Data to Monitor
4. Goal 4: Positive Climate and Culture
5. Goal 5: Parent and Community Partnerships

Summary View
- Response Rates represent strong sampling of Staff and Students, slightly less for Parents
- Celebrations
  - Individual motivation to serve CC students
  - Willingness to change
- Areas of Focus
  - Sense of urgency and energy to improve
  - Personalization of Teaching and Learning based on data and supported with feedback and monitoring
  - Communication/Collaboration between District and Buildings

Thoughts? Questions? Observations?
- sree@effectiveness.org
- info@effectiveness.org
- www.effectiveness.org