

ACL & JOURNEY TO NATIONAL BLUE RIBBON

MISSOURI
MODEL
DISTRICT

SUCCESS

BACKGROUND

JOURNEY
TO BLUE
RIBBON

Meramec Valley R-III School District
Nike Elementary
March 2019

NIKE ELEMENTARY

Superintendent -

Dr. John Mulfold

Assistant Superintendent -

Dr. Carrie Schwierjohn

Director of Professional Development

Director of Elementary Curriculum

Nike Principal

Mr. David Quanz

**DISTRICT
DATA**

DISTRICT DATA

PreK - 12

9 campuses

Enrollment - 3,084

Free and Reduced - 50.9%

4 year Graduation Rate - 90.7%

NIKE

STUDENT

STAFF



BUILDING DATA

123 students

K-5

7 full time teachers

8 shared teachers

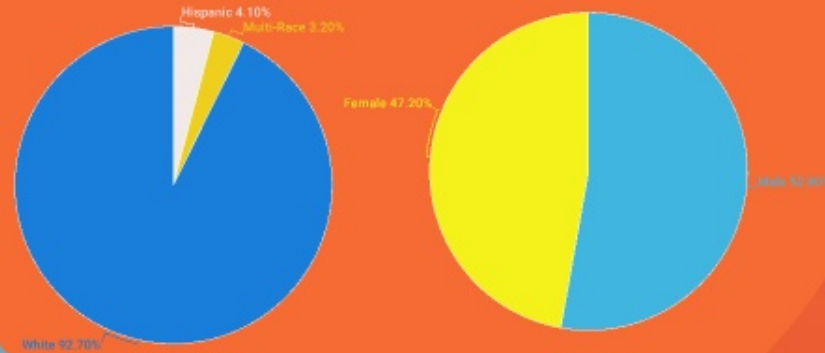
1 class per grade level

STUDENT DATA

Free and Reduced - 59.7%

Proportional Attendance - 93.5%

Special Education - 16.3%



STAFF DATA

- 4 new teachers
- 8 shared staff members



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MISSOURI MODEL DISTRICTS



MMD

ACL

BASELINE

MISSOURI MODEL DISTRICTS

- Foundations
 - Collaborative Teams
 - Data-based Decision Making
 - Common Formative Assessment
- Effective Teaching & Learning Practices
 - Developing Assessment Capable Learners
 - Feedback
 - Metacognition
- Supportive Context
 - School-based Implementation Coaching
 - Collective Teacher Efficacy
 - Leadership

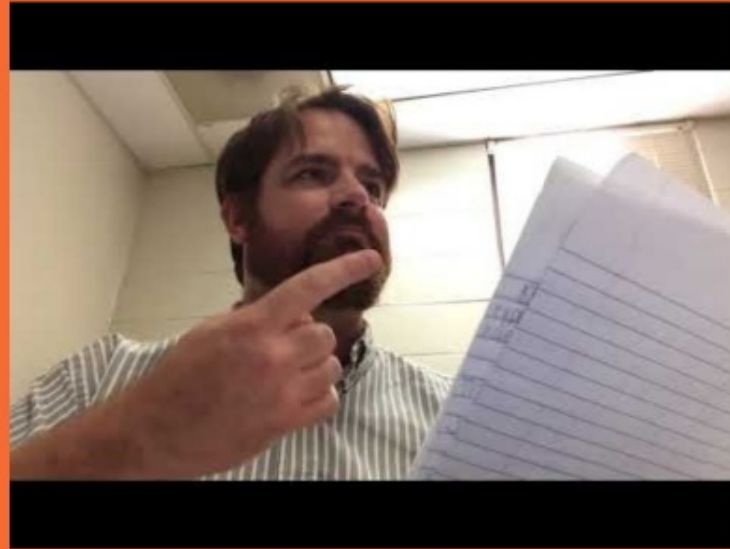
Tools and
Resources



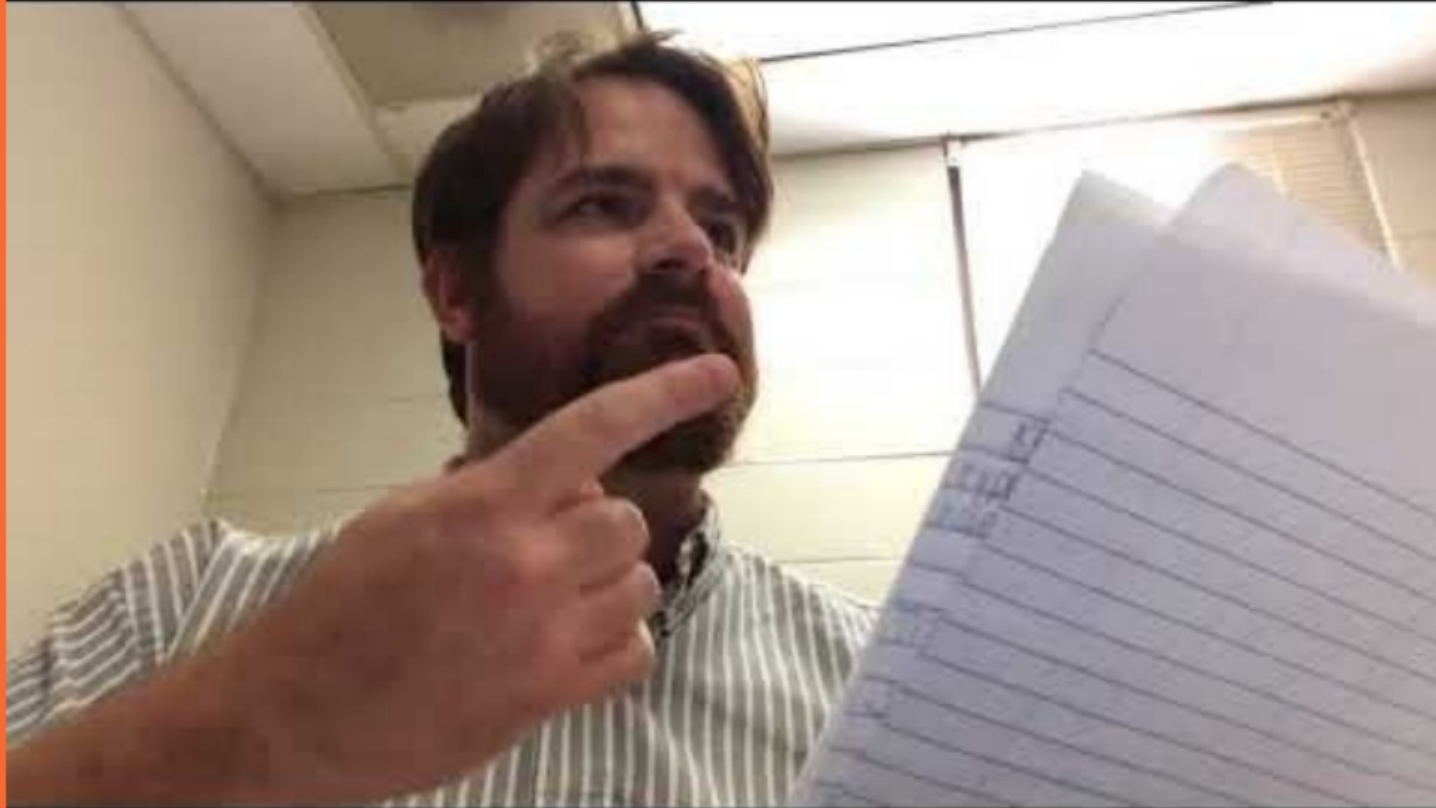
TOOLS AND RESOURCES

- Grant Funding
- Culture Survey
- In-person Professional Development
- In -person Coaching
- Online Tools
- Implementation Checklist

WHAT IS NOT ACL?







WHY ASSESSMENT CAPABLE LEARNERS?

BASELINE

WHERE AM I GOING?

WHERE AM I NOW?

HOW CAN I CLOSE THE GAP?

Developing Assessment Capable Learners

(Chappuis, 2015)

How can I close the gap?

Who are Assessment Capable Learners?

Students who:

- know the learning target for the lesson
- can describe where they are in relation to the criteria
- use that information to select learning strategies to improve their work

Closing the Gap

Students...

- Understand what they are supposed to learn
- Monitor their progress
- Set Goals
- Reflect on their learning

Teachers...

- Provide descriptive feedback linking learning goals to success criteria
- Provide feedback about strengths and ways to improve
- Pace instruction to allow for frequent feedback
- Prompt students to assess their own progress

Effect Size

Assessment Capable Learners

(Hattie, 2009)

May 2017

When students self-assess regularly, track and share their progress, their confidence as learners grows. Their motivation to do well increases as does their achievement.

(Peggs & Chappuis, 2010)

MO.EDU.SRI | UMKC | MISSOURI EDUCATION | MAY 2017

BASELINE

DESE Virtual Learning Platform
Collaborative Work Implementation Survey
Reflection Rubric
Building School Improvement Plan

Determining My Current Reality

Statement	1	2	3	4	5
1) In clear language, I communicate the learning targets my students are to hit.					
2) I engage students in clarifying any ambiguous terms in the learning target.					
3) My students can accurately describe what targets they are to hit.					
4) I engage students in defining what success of the learning target looks like.					
5) My feedback to students is descriptive and timely, helping students to know how to close the gap in their learning.					
6) My students are actively learning to manage their own learning through self-assessment and goal setting.					
7) I ensure students use feedback to revise and refine their work.					
8) My students actively and effectively communicate with others about their achievement status and improvement.					

1 = I do NOT do this, or this DOES NOT happen in my classroom.
2 = I do this INFREQUENTLY, or this happens INFREQUENTLY in my classroom.
3 = I do this SOMETIMES, or this SOMETIMES happens in my classroom.
4 = I do this FREQUENTLY, or this happens FREQUENTLY in my classroom.
5 = I DO this on an ongoing basis, or this happens ALL THE TIME in my classroom.

WHERE AM I NOW?

Provide clear and understandable vision of the learning target

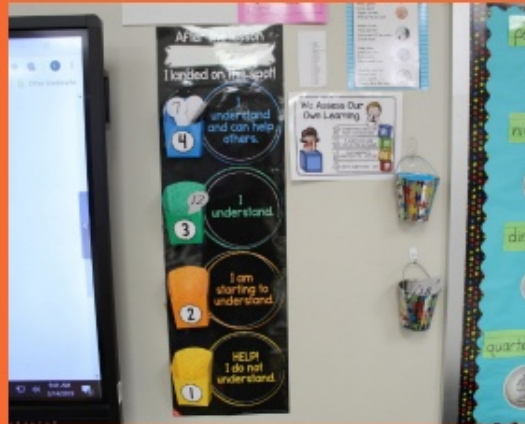
Use examples and models of strong and weak work.



WHERE AM I NOW?

Offer regular descriptive feedback

Teach students to self-assess and set goals.



HOW DO I CLOSE THE GAP?

Evidence of student learning needs to determine next steps in teaching

Design focused instruction, followed by practice with feedback.

Students track, reflect on, and share their learning progress.

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CHALLENGES

- New administrator
- 3 new 1st and 2nd year teachers to the building & district
- Part of Collaborative Work (MMD) for 6 years with no evidence of implementation
- Culture and Climate

BASELINE


ROLLOUT

DATA

WHERE DO WE START?

- New Mission and Vision
- All Teachers completed SAPP and CWIS

Developing Assessment Capable Learners



(Chapman, 2013)

How can I close the gap?

Who are Assessment Capable Learners?

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- can describe where they are in relation to the criteria
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Closing the Gap

Students...

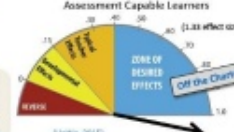
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- Pace instruction to allow for frequent feedback
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Effect Size

Assessment Capable Learners



(Lars effect size)

0.18
0.12
0.12

Zone of DESIRED EFFECTS
Off the Chart!

0.18
0.12

Area

When students self-assess regularly, track and share their progress, their confidence as learners grows. Their motivation to do well increases as does their achievement.

(Higgins & Chapman, 2014)

(Higgins, 2013)

May 2017

ND, EPS, S&L, UNMC, ...

PART OF THE DAILY CULTURE

- Building School Improvement Plan
- Monthly Faculty Meeting
- Professional Development
- Time, Time and More Time



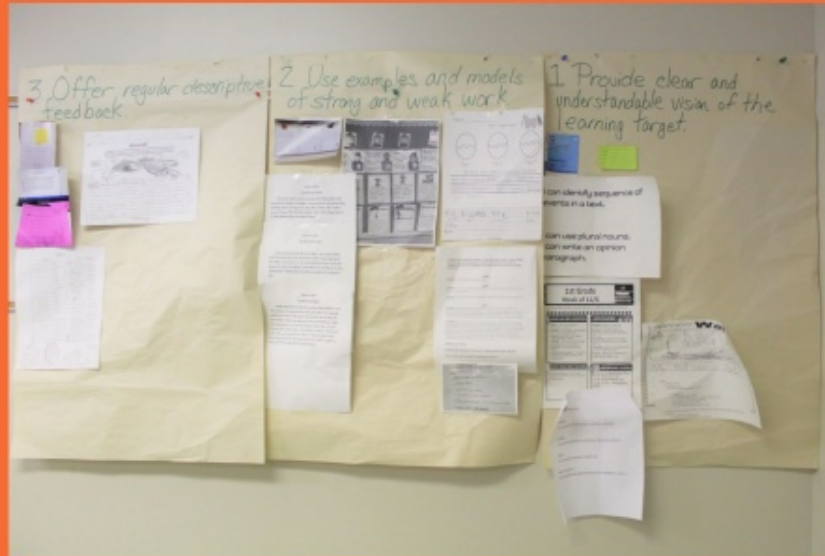
**LEARNING
WALL**

**POSITIVE
POP-IN**

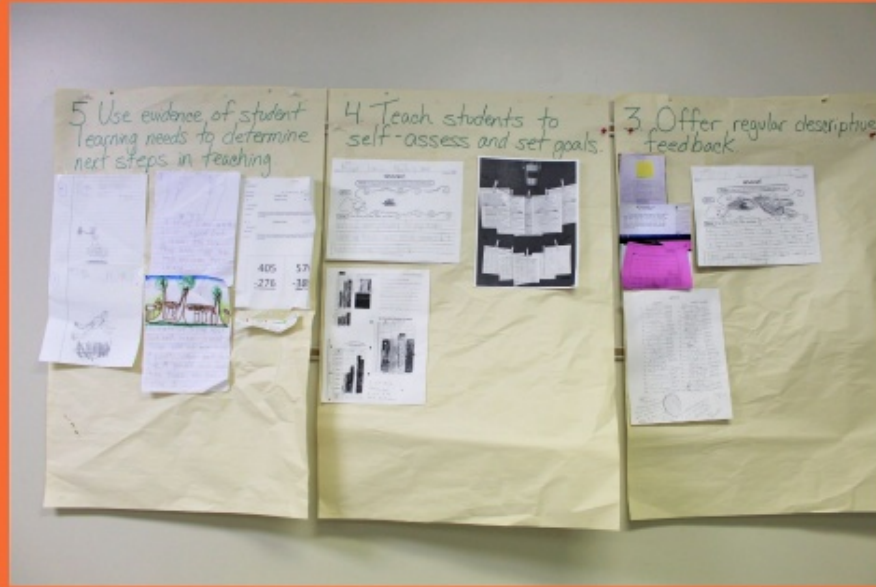
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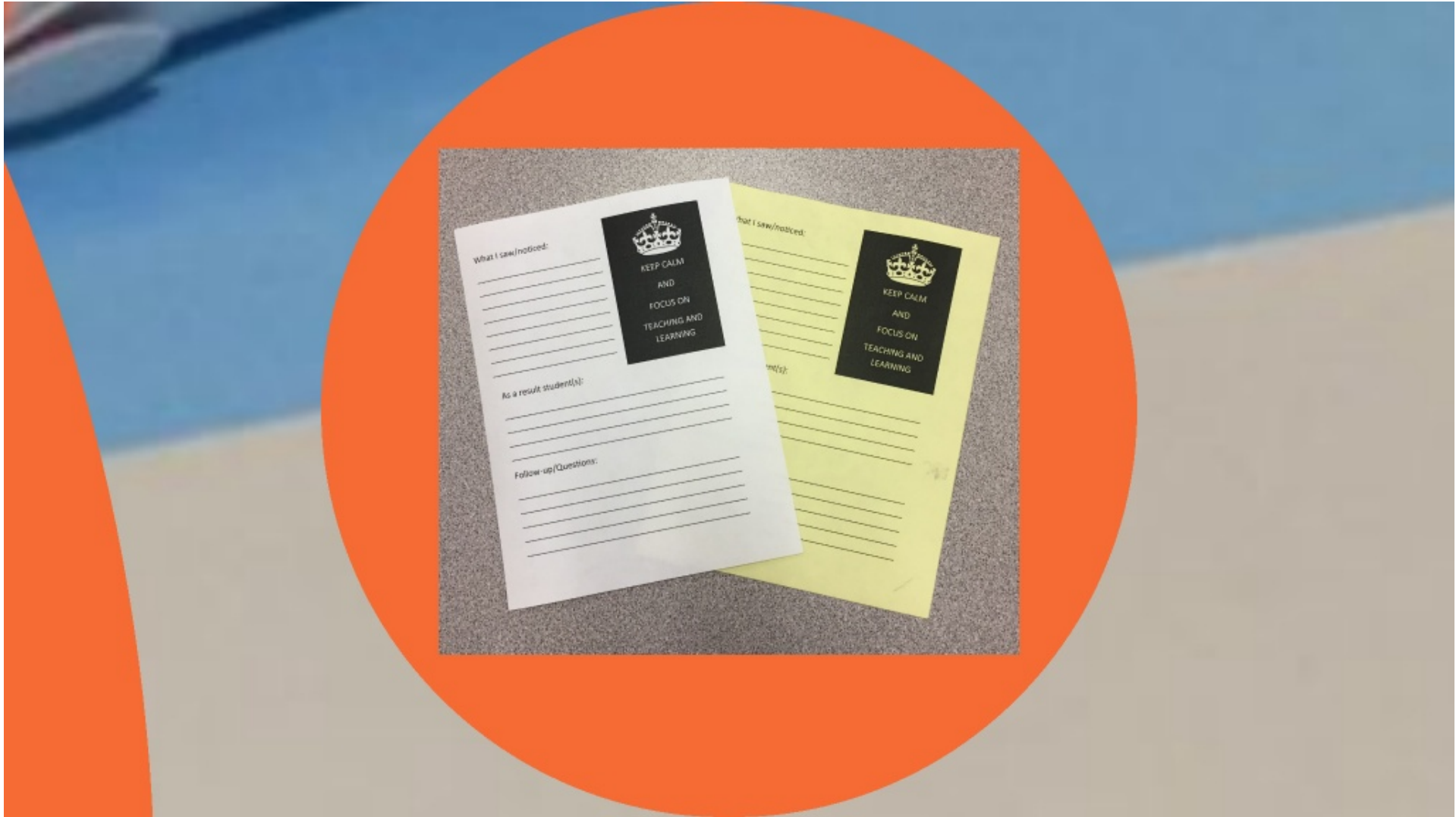
**PRACTICE
PROFILE**

LEARNING WALL



LEARNING
WALL





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Developing Assessment Capable Learners Practice				
Essential Function	Emerging Implementation	Proficient	Close to Proficient (Skill is emerging, but not set to proficiency. Coaching is recommended.)	Far from Proficient (Follow-up professional)
1 Educators teach students to determine, "Where am I going?"	When teaching students to develop learning goals, 5/5 criteria occur: Educator: <ul style="list-style-type: none"> writes daily targets using student-friendly language, using "I can..." or "I know..." statements creates daily opportunities for students to use or interact with learning targets develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to use/interact with the rubric/scoring guide during the learning analyzes sample work with the students using strong and weak examples and asks students to justify their analyses (an on-going task) 	When teaching students to determine learning goals, 4/5 criteria occur and most include: Educator: <ul style="list-style-type: none"> writes daily targets using student-friendly language, using "I can..." or "I know..." statements creates daily opportunities for students to use or interact with learning targets asks students to set daily goals in relation to the learning targets 	When teaching students to determine learning goals, 3/5 criteria occur and most include: Educator: <ul style="list-style-type: none"> writes daily targets using student-friendly language, using "I can..." or "I know..." statements creates daily opportunities for students to use or interact with learning targets 	When teaching students to determine learning goals, <u>less</u> than 3/5 criteria occur.
2 Educators teach students to determine, "Where am I Now?"	When teaching students to self-evaluate learning progress, 5/5 criteria occur. Educator: <ul style="list-style-type: none"> provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process instructs students to set personal 	When teaching students to self-evaluate learning progress, 4/5 criteria occur.	When teaching students to self-evaluate learning progress, 3/5 criteria occur.	When teaching students to self-evaluate learning progress, <u>less</u> than 3/5 criteria occur.
3 Educators teach students to determine, "How do I Close the Gap?"	When teaching students to identify next steps in learning, 4/4 criteria occur. Educator: <ul style="list-style-type: none"> asks each student to determine what might be some of the next instructional steps for the individual. paces instruction to allow for the feedback loop and focused student revision. provides opportunities for students to self-reflect and document their 	When teaching students to identify next steps in learning, 3/4 criteria occur.	When teaching students to identify next steps in learning, 2/3 criteria occur.	When teaching students to identify next steps in learning, <u>fewer</u> than 2 criteria occur.

DATA IMPLEMENTATION

Pre and Post Tests

Monthly MTSS Meetings

Monthly Data Meetings with Teachers

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OUTCOMES



ELA MAP

MATH
MAP

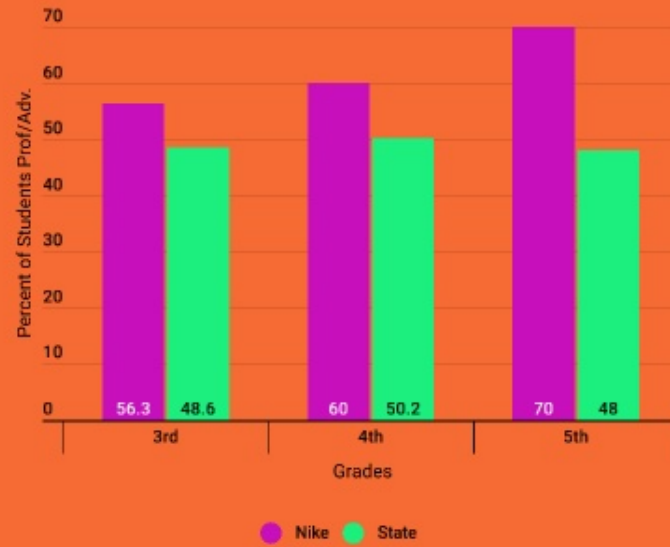
TEACHER

HONORS

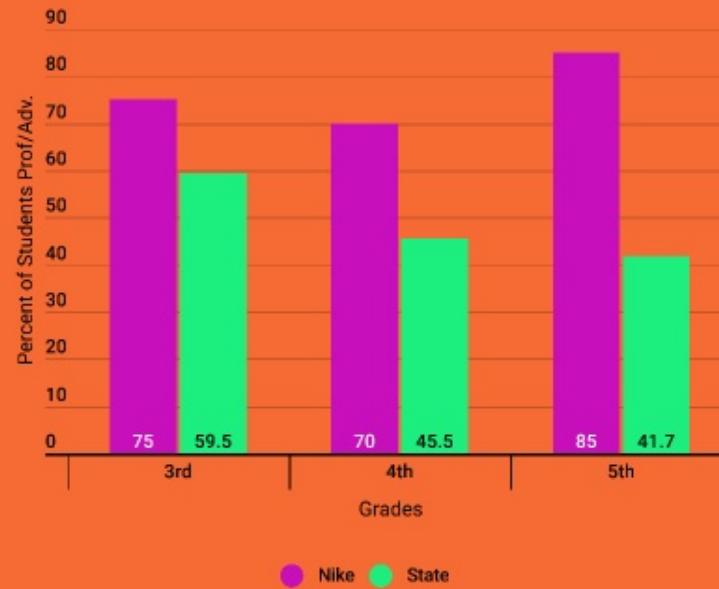
NEXT
STEPS

FOLLOW
UP

2018 MAP ELA



2018 MAP MATH



TEACHER FEEDBACK





HOW DO WE CONTINUE THE SUCCESS?

- Continue with ACL refinement
- Grow skills in Data Based Decision Making using MMD Resources

CONTACT INFORMATION

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