



# Transitioning From Response to Recovery

Teaching and Learning

**WCPSS Board of Education - Student Achievement Committee**

February 28, 2022

## 2021 - 2022 District Focus and Efforts





## 2020 - 2022 District Focus and Efforts

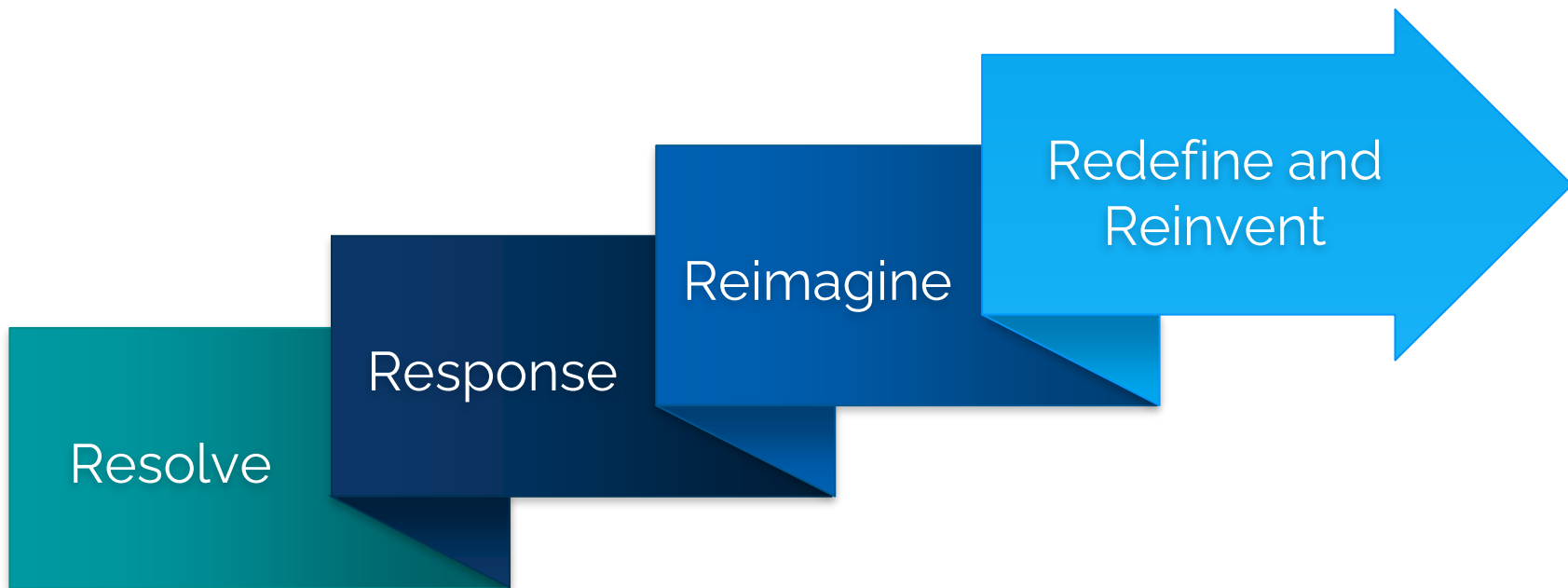
### **COVID Response**

- Provide a safe return to in-person instruction
- Support schools in continuously navigating and responding to the complexities associated with COVID, including updates to health guidelines
- Mitigate the impact of COVID on student learning and overall school and district operations

### **Behavioral Health**

- Attend to the behavioral, social, and emotional health of our students and adults
- Focus on developing and implementing strategies, resources, and programming to support our schools' and district's work in this area

## Transitioning from Response to Recovery





# School Improvement

Rob Epler  
Senior Administrator, Southwestern Area



## Initial District School Improvement Indicators

- **A1.07:** ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.
- **A2.04:** Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- **A4.01:** The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.
- **A4.06:** ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.
- **E1.06:** The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

### How can we equip schools to focus on what matters most?

- **Consistency:** What can be carried over from traditional school improvement practices?
- **Stability:** How can we mitigate procedural changes and challenges?
- **Adaptability:** What needs to be considered or adjusted based on the current context?



## Adjustments Within the Current Context

- Greater focus on asynchronous resources that schools and School Improvement Plan Process Managers can revisit as needed.
- Use of virtual group and 1:1 options for quick access for support between Area Senior Administrators and school staff.
- Emphasis on consideration of both implementation (fidelity of practice) and effectiveness data.
- Lower latency for plan revisions: in addition to long-term plan revisions, flexibility has been embraced to make real-time adjustments to school plans to meet current needs.

## School Improvement Timeline





# How are schools measuring their progress?

## Ongoing Monitoring

- Comprehensive list of data types and sources available to schools
- Guidance for practical measurement (improvement science) and data validity within the context of the pandemic
- Continued emphasis on SEL data: Behavioral Health Needs Assessment
- Implementation of indicators (for full implementation: criteria are experience, sustainability, and evidence)

This document provides a list of commonly used data platforms and sources that can be used to access formative as well as summative data metrics used for school improvement planning and monitoring. The data metrics are compiled in alignment with the Student Outcome and Needs Assessment sections, and corresponding data types, of the Data Review in the NCStar Platform. This is not a comprehensive list, and there are other data metrics that are school based and not accessible at a district level. More detailed information about the Data Review process can be accessed from the School Improvement [guide](#) and resources on the [site](#).

### Commonly Used Data Platforms and Sources

		OASIS	
<b>NC School Report Cards</b> *Publicly Available to Everyone	<b>WCPSS Data Dashboard</b> *Located in WakeID Portal provides a broad overview of school level data that can be compared with other schools and the district	<b>Data Extract and Reporting System (DEARS)</b> *Schoolwide data by teacher and student in the Student Overview Ad-hoc Report. *Teachers have <a href="#">JULIE</a> access to their classroom only ( <a href="#">SOAR</a> data with Student Data)	<b>Files In/Files Out (FIFO)</b> *Includes a more detailed overview of school level data and will only include individual student data. *Internal Results Review *COG/OG Charts *WCPSS Survey Results (FAQ / Session Recording / Slides)
<b>WCPSS School Progress Reports</b> *Publicly Available to Everyone	<b>EVAAS</b> *Teachers have access to their data only *Schoolwide data available to administrators		

### Data Types and Metrics

Principals, APs, Testing Coordinators & others by request of the principal have access to schoolwide data metrics below, unless otherwise indicated. As a result of the transition to remote learning and the cancellation of end of year testing, NCDPI Accountability Data was not available in 2019-20.

[Growth and Proficiency / Behavioral Health / Perception / Process / Student Characteristics / Staff Characteristics](#)

Student Outcome Data		
These data points represent student learning measures, including but not limited to summative and formative data such as benchmarks, universal screeners, and progress monitoring tools.		
Growth and Proficiency		
Data Metric	Where to Access	Notes
Advanced Placement (AP)	FIFO	HS only- multiple files available; % of students scoring a 3 or higher; participation rates, and credentialing with demographics
ACT, PreACT, and ACT Workkeys	SOAR FIFO (Internal Results and Metric specific reports)	PreACT (Grade 10); ACT (Grade 11); ACT Workkeys (Grade 9-12)
Assessing Math Concepts (AMC)	DEARS (under Elementary ED Assessments)	K-2, selected students
Assessing Comprehension and Communication in English State-to-State (ACCESS)	SOAR	English Language Learners (ELLs) only
Benchmarks	SOAR FIFO	Illuminate Math Grades 6-8 and Math I; Illuminate ELA Grades 4-8

## How are School Improvement Team leaders being supported?

### Area Senior Administrator Support

- [School Improvement WakeConnect Site](#)
- Asynchronous updates and resources (district-aligned)
- Consultation with Area Senior Administrators (1:1, small group, support hours, idea sharing)
- School improvement planning for 2022 (sample roadmap, timeline, forecasting)
- Plan guides, such as revising/writing actions
- Guidance for monitoring implementation of indicators

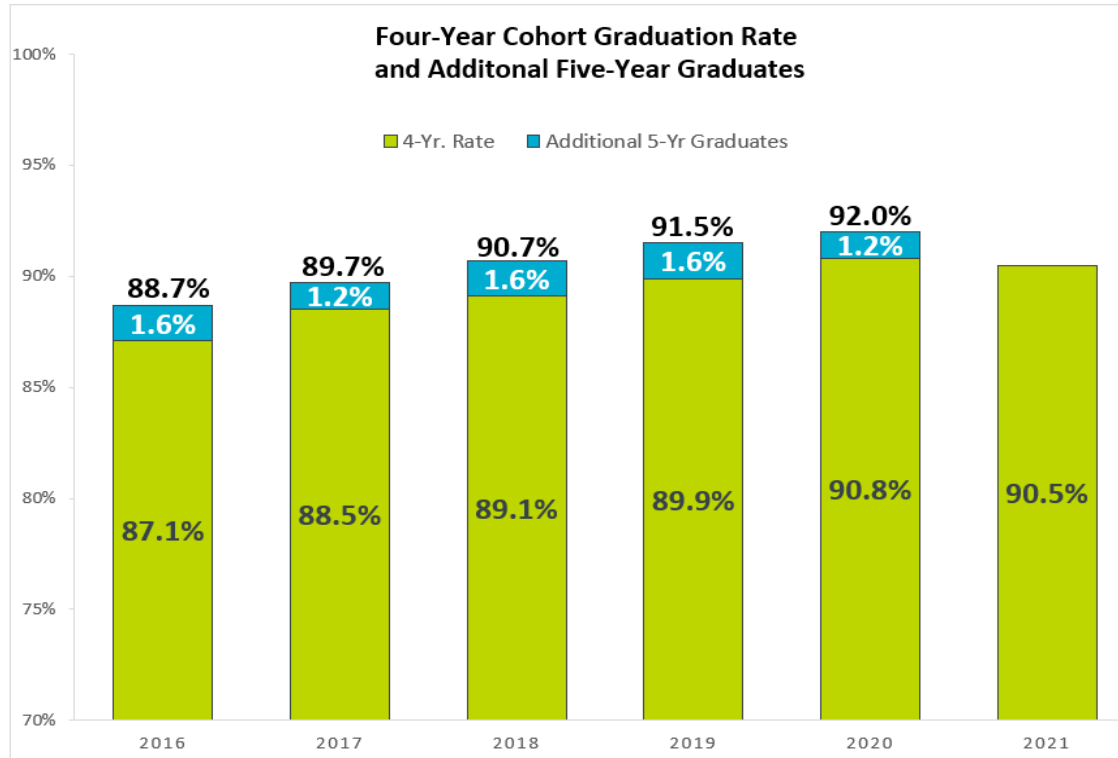


# Monitoring Progress

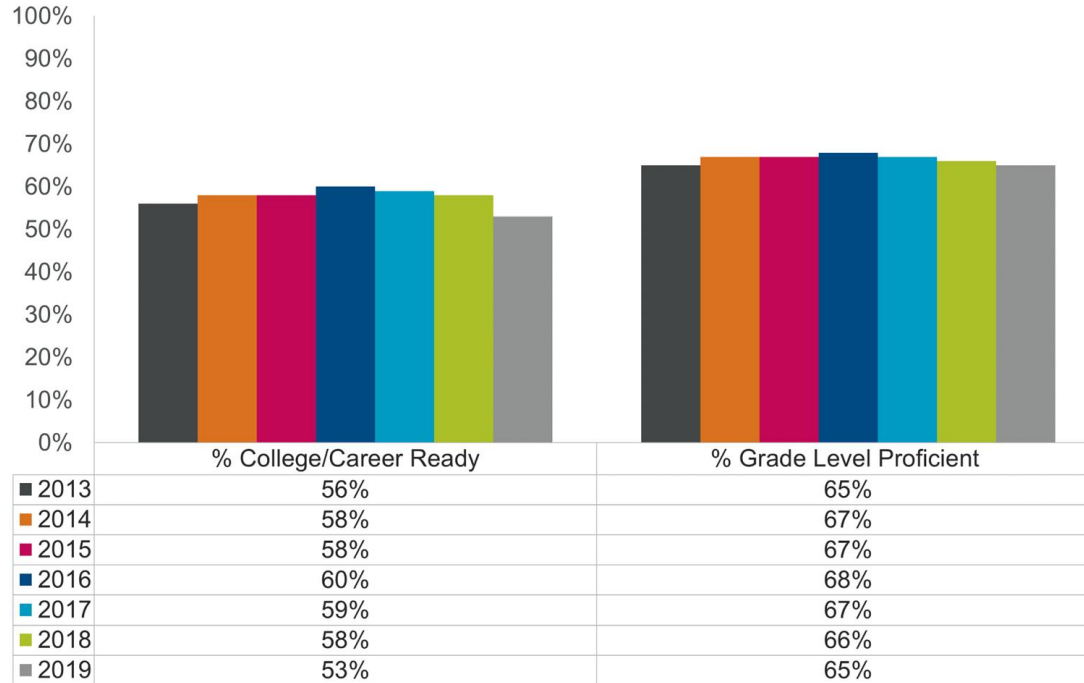
Dr. Brad McMillen

Assistant Superintendent for Data, Research & Accountability

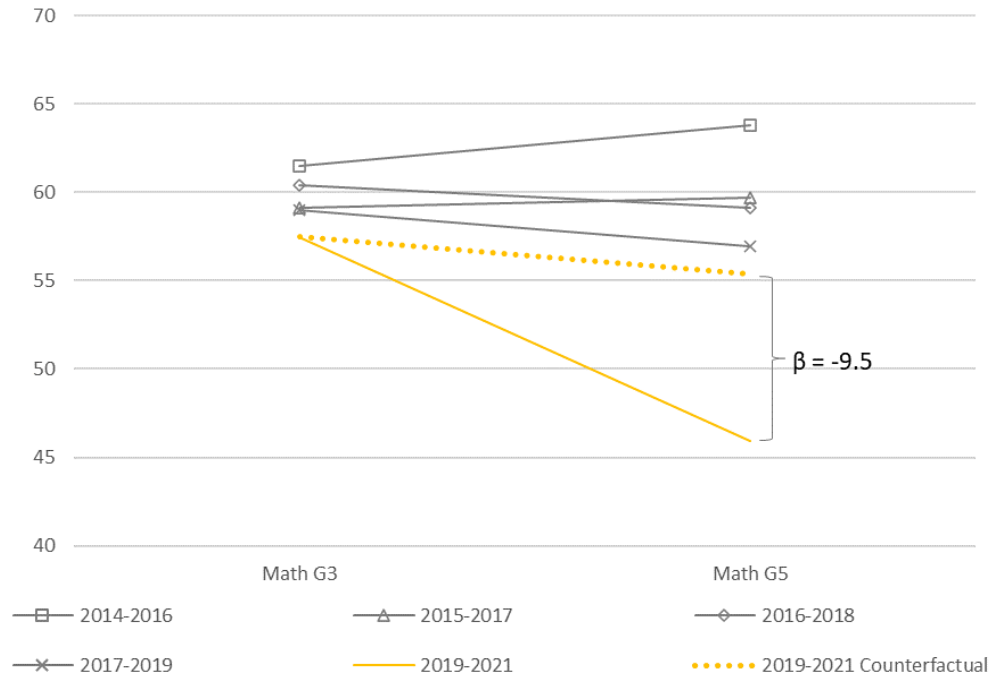
## Graduation Rates (Before and During Pandemic)



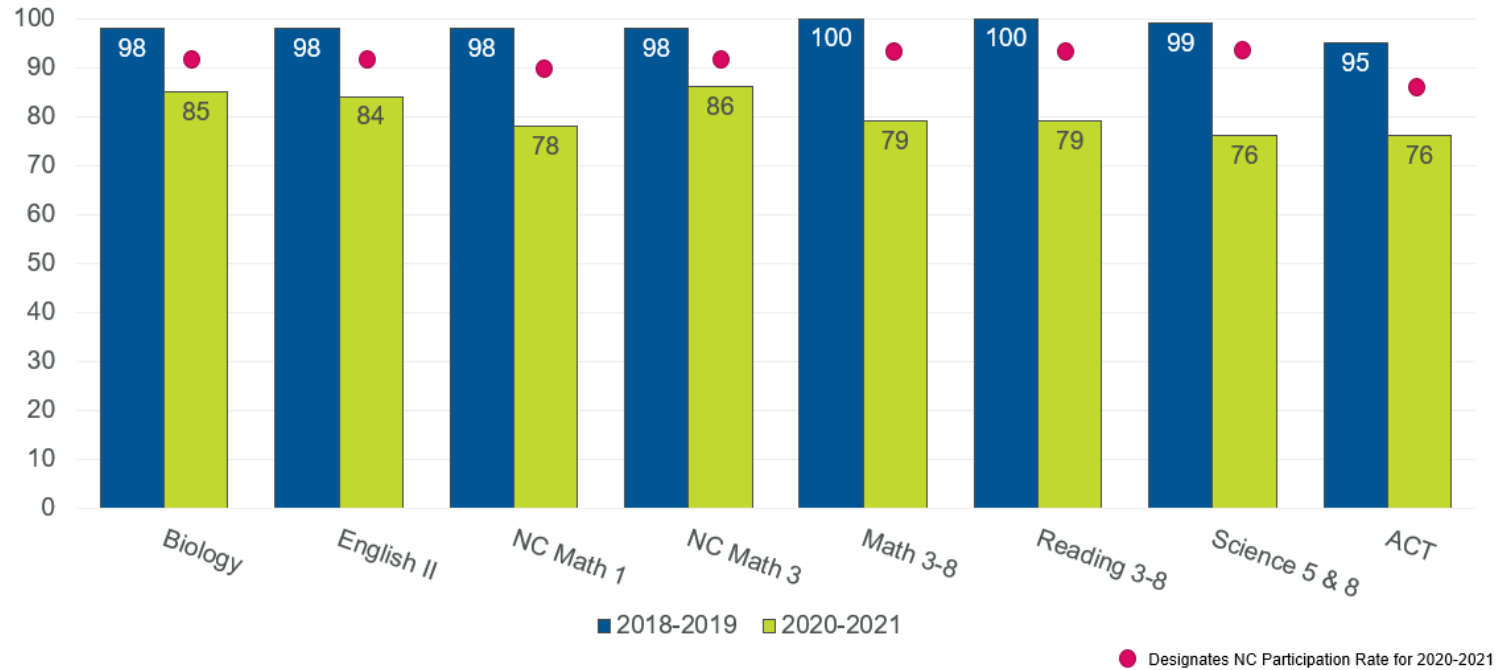
# WCPSS Proficiency Rates - All State Tests (Before Pandemic)



# Math Cohorts - Before and During Pandemic



# WCPSS State Testing Participation Rates (Before and During Pandemic)



## Fall 2021 End-of-Course Results Rebound

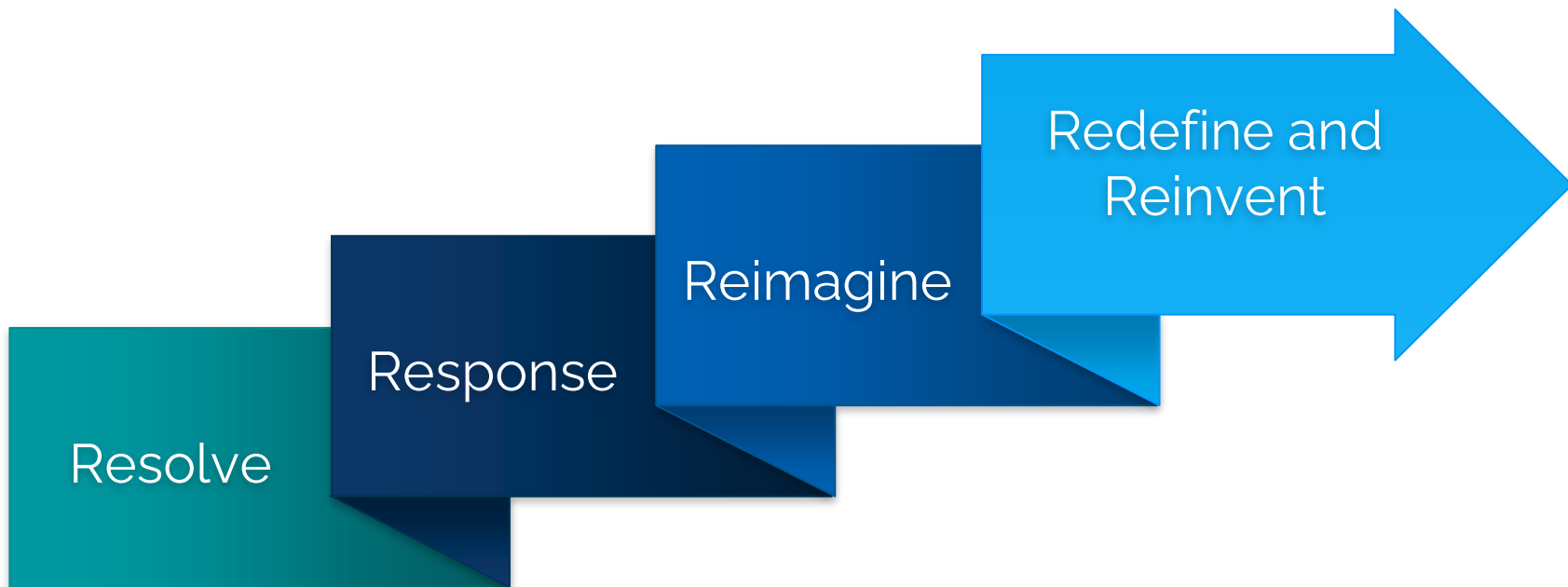
	Percent Proficient (Fall Only)			
	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Biology	67.0%	65.2%	55.3%	61.2%
English II*	66.0%	67.6%	68.1%	68.3%
NC Math 1	46.7%	47.3%	27.7%	40.0%
NC Math 3	54.3%	69.8%	54.1%	65.2%
All Combined	61.0%	65.3%	55.4%	61.9%
*New English II assessments were administered in the fall of 2019-20				



# Transitioning From Response to Recovery

Drew Cook  
Assistant Superintendent for Academics

## Transitioning from Response to Recovery



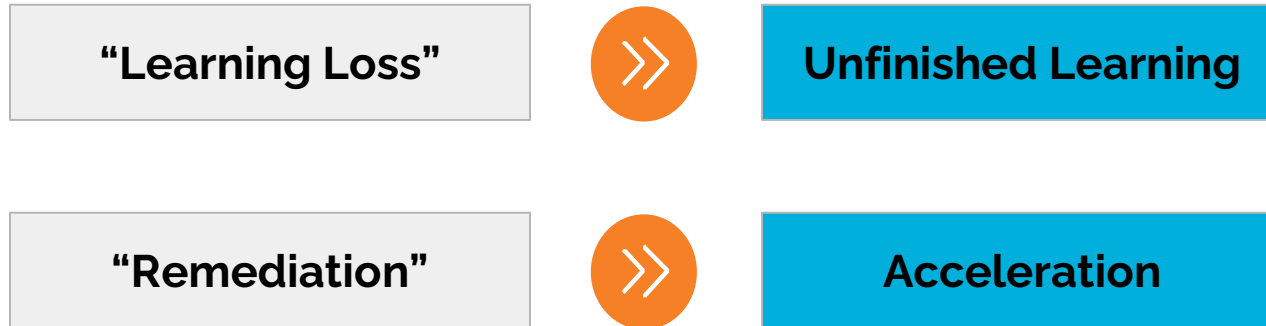
## Rebuilding Staff and Student Agency

*"Teams that enjoy a high degree of collective efficacy are able to set goals, pursue them, gauge their progress, make changes as needed, and evaluate their impact."*

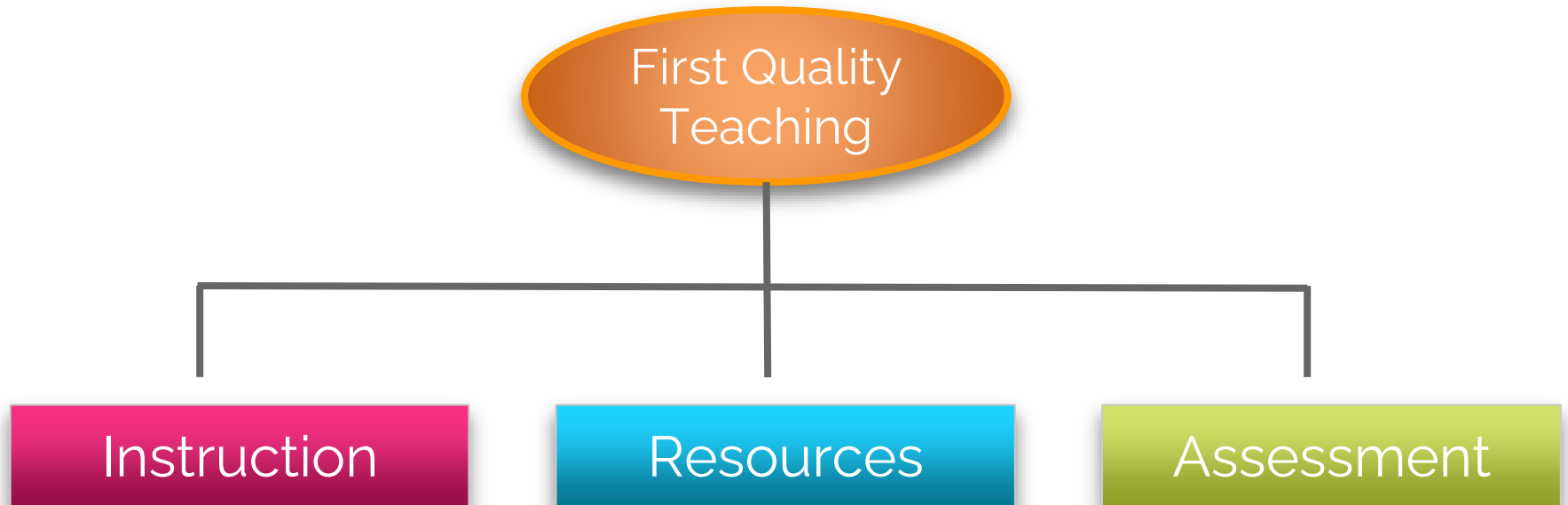
*Fisher, D., Frey, N., Smith, D. B., & Hattie, J. (2021)*



## SHIFTING the NARRATIVE

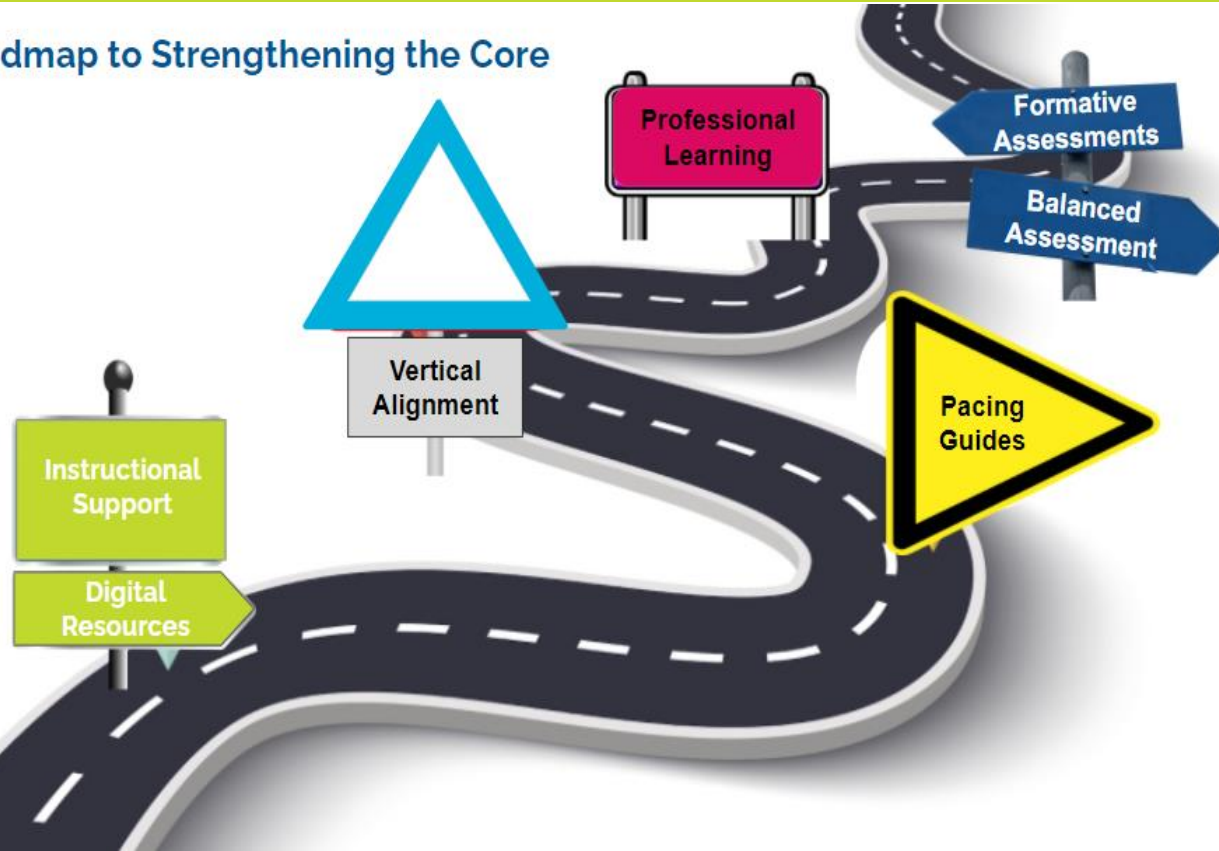


## Recovery through Teaching and Learning



# Recovery through Teaching and Learning

## Roadmap to Strengthening the Core



Resources

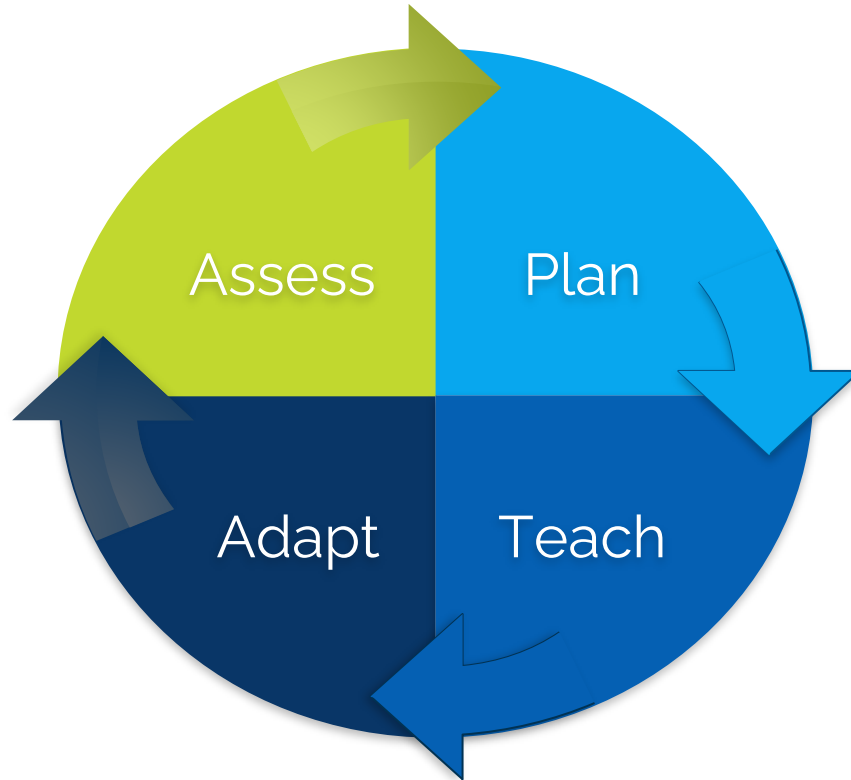
# Recovery through Teaching and Learning

Instruction



# Recovery through Teaching and Learning

## Assessment



## Recovery through a Framework of Systems and Structures



## Transitioning from Response to Recovery

“The greatest travesty that can arise for schools is if we rush back to the old normal, having learned nothing new.”

*Fisher, D., Frey, N., Smith, D. B., & Hattie, J. (2021)*



# Dialogue and Questions

WHAT     
STARTS  
 HERE  
CHANGES  
 EVERYTHING.