A Data-Driven, Research-Based Approach to Improving Practice:

The NYKids COMPASS Tool

DATAG Summer Conference
July 12, 2012
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Susan Tangorre
Objectives

• Learn (more) about NYKids Resources
• Sample a new tool – NYKids research findings + continuous improvement model = COMPASS
COMPASS

• COMP are practices to higher performers
• Assess priorities
• Select potential levers to improve
• Set SMART goals
NYKids Mission: Inform, Inspire, Improve

Inform – web site: see and compare school performance

Inspire – cross-case reports, best practice case studies, presentations, books, articles

Improve – surveys and self-assessment tools, keyword collections, best practice frameworks, COMPASS Tools and Institutes

www.albany.edu/nykids
Research Results

A primary activity of NYKids is research to determine practices that distinguish higher-performing from average-performing schools.

Results of each study are available in multiple formats and include reports that summarize the results of each study, best practice frameworks that offer comparisons of higher- and average-performing schools and sample documents from the higher performers, and case studies of the individual higher-performing schools studied. These resources are organized by level of schooling and can be accessed through the links below:

Level of Schooling

- Elementary School Studies
- Middle School Studies
- High School Studies

Other resources include Presentations, Articles and books.
Know Your Schools~
for NY Kids

Inform

FIND YOUR SCHOOL

NEW: choose up to 5 comparison schools
Inform

FIND YOUR SCHOOL

NEW: constant comparisons, can identify all grey dots
5 studies of best practice completed

- Elementary schools (2005)
- Middle schools (2007)
- High schools (2008)
- Middle school science (2009)
- Critical needs at the elementary level (2011)
- High school graduation (2012-13)
Our Typical Sample (2011)

- 10 consistently higher-performing (HP) schools – C.N. students; 5 similar but consistently average-performing (AP) schools, based on 3 years of NYS Assessment data (2007-8-9).
- ELA and Math Assessments, Grades 3-6
- Urban, rural, suburban
- Favor poverty (F/RL)
- Open admissions
- PPE near NYS average
- In consultation with Advisory Board
Inspire

What have others done? And how?

- Individual School Cases
- Cross-Case Report
- Best Practice Framework
- Articles and books
Know Your Schools~ for NY Kids

Overview of COMPASS Steps

Step 1: Compare your practices to higher-performing schools
Step 2: Assess priorities
Step 3: Select levers to improvement
Step 4: Set SMART Goals

Stage 1: Understanding
- Framing/Analyzing

Stage 2: Formulating
- Identifying Possible Solutions/Selecting Solutions

Stage 3: Applying
- Applying Solutions

Stage 4: Reflecting
- Assessing Outcomes/Evaluating Outcomes

Stage 5: Improving
- Refining Solutions/Repeating the Cycle

New Tools: COMPASS

Know Your Schools~for NY Kids

COMPASS (Compare, Assess, Select Levers to Improve, Set Goals) Tool Kit for Elementary Schools

Kristen Campbell Wilcox

University at Albany

School of Education

Albany Institute for Research in Education (AIRE)

February 2012
Higher performance among critical needs students is related to

1. Close engagement with and understanding of the population
2. Literacy- and technology-enriched instruction
3. Enlightened approach to curriculum and data
4. Fluid adaptation and deployment of resources
I appreciated having the time to inquire into the work of my own school. The inquiry-based approach stands in contrast to traditional PD where an outside “expert” presents “what works.”

This was an excellent opportunity to create a team to move forward in creating a new school community.

Excellent summer institute. Very hands on. Providing working time and direction to meet goals made this very different from other conferences.

COMPASS participants, June 2012
Overview of COMPASS steps

1. **COMPare** practices – take a multi-component self-assessment (also available online) *(1 component)*

2. **Assess** priorities – with colleagues consider your scores and which priority it makes sense for your school to investigate first *(we chose sample)*

3. **Select** potential levers to improve – read cross-case report and case studies and of higher performers for ideas

4. **Set** SMART goals – based on all of the above
**Element 3: Enlightened Approach to Curriculum and Data**

**What is your school like?**

For each aspect (column 1), make two decisions: Decision A is to choose the description that is more like your school; then go to B in the column you select and circle 1, 2, 3 or 4 to indicate how much the description is like your school. Place your page total and average score in the last row.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>A: My school is more like this</th>
<th>OR</th>
<th>My school is more like this</th>
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</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
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<tr>
<td>Curriculum revision is seen as a product-oriented endeavor and something that is finished until scheduled for revisiting; curriculum may be out of sync with programs and materials.</td>
<td><strong>very similar</strong></td>
<td><strong>somewhat similar</strong></td>
<td><strong>B:</strong> If my school is more like this, about how much? Circle #1 or #2</td>
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<tr>
<td><strong>Data</strong></td>
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<td>Classroom performance data are seen as disconnected from what is important and therefore results are not effectively used; discussions of data between teachers and administrators are infrequent and optional.</td>
<td><strong>very similar</strong></td>
<td><strong>somewhat similar</strong></td>
<td><strong>B:</strong> If my school is more like this, about how much? Circle #1 or #2</td>
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<tr>
<td><strong>Adjustments</strong></td>
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<tr>
<td>No specific adaptations for special education and ESL students are articulated in the curriculum.</td>
<td><strong>very similar</strong></td>
<td><strong>somewhat similar</strong></td>
<td><strong>B:</strong> If my school is more like this, about how much? Circle #1 or #2</td>
</tr>
</tbody>
</table>

Add together the 3 numbers you circled and place that number here: Total: _______
Average (Total divided by 3): _______
## Step 2: Assess Priorities

For each of the themes, record your averages.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Your Average</th>
<th>Group Average</th>
<th>Priority</th>
<th>See Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement and Understanding</td>
<td></td>
<td></td>
<td></td>
<td>pp. 11-12</td>
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<tr>
<td>Literacy- and Technology-Enriched Instruction</td>
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<td>pp. 13-14</td>
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<tr>
<td>Enlightened Approach to Curriculum and Data</td>
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<td>pp. 15-16</td>
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<tr>
<td>Fluid Adaptation and Deployment of Resources</td>
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<td>pp. 17-18</td>
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</table>

Once you have identified your priority area, refer to the relevant pages to find suggested levers for improvement in Step 3.
Other considerations

- Results of previous efforts to identify needs
- Emerging practices needing more support
- Practices that are inconsistent across the school
- Expectations or norms that are implicit rather than explicit
Step 3: Select Levers to Improvement

Overview

• Read the handout: pp. 18-21 of *What Works for Diverse and Special Needs Students*. (Can also access the full report from front page of [www.albany.edu/nykids](http://www.albany.edu/nykids)).
Step 3: Select Levers to Improvement

Also consult individual case reports.

www.albany.edu/nykids
Report out

• What surprised you in what you read?
• What do you want to investigate further?
• Which school’s case studies would you recommend for your school/district?
A **SMART** goal is:

- **Specific**
- **Measurable**
- **Attainable**
- **Results Oriented /Relevant**
- **Time Bound**
Sample Goals

By the end of the 2012-13 school year, all students will increase their state test scores (ELA and math) by at least a 2 percentile rank.

- MS, Oct. 2011
Elementary Level

By June 2013, all staff will work from a clear shared vision of every adult taking responsibility for the social, emotional, and academic learning of every child, to be measured by a 25% decrease in students identified as “need”, measured by the DESSA-Mini social, emotional screening.
By 2013, we will attain a 90% graduation rate for students in each 4 yr. cohort by consistently monitoring student progress on a quarterly basis and by using a pyramid of interventions to support all students.
Next Steps: Setting SMART Goals, Making Action Plans

COMPASS Action Plan 2012-2013

Goal: ____________________________________________________________

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Evidence</th>
<th>Who</th>
<th>Target Date</th>
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