

# **Gary Community School Corporation**

## ***Academic Results and Planning***

July 28, 2022



**Gary Community School Corporation**  
*Strong. Resilient. Built for Education.*

# Meeting Agenda and Goals

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## Meeting Goals:

- Share and reflect on 2022 student outcomes
- Discuss work to date and plan to address root causes of academic outcomes

## Topic

Year-End Academic Results and Reflection

Root Causes & Academic Plans to Address

Next Steps

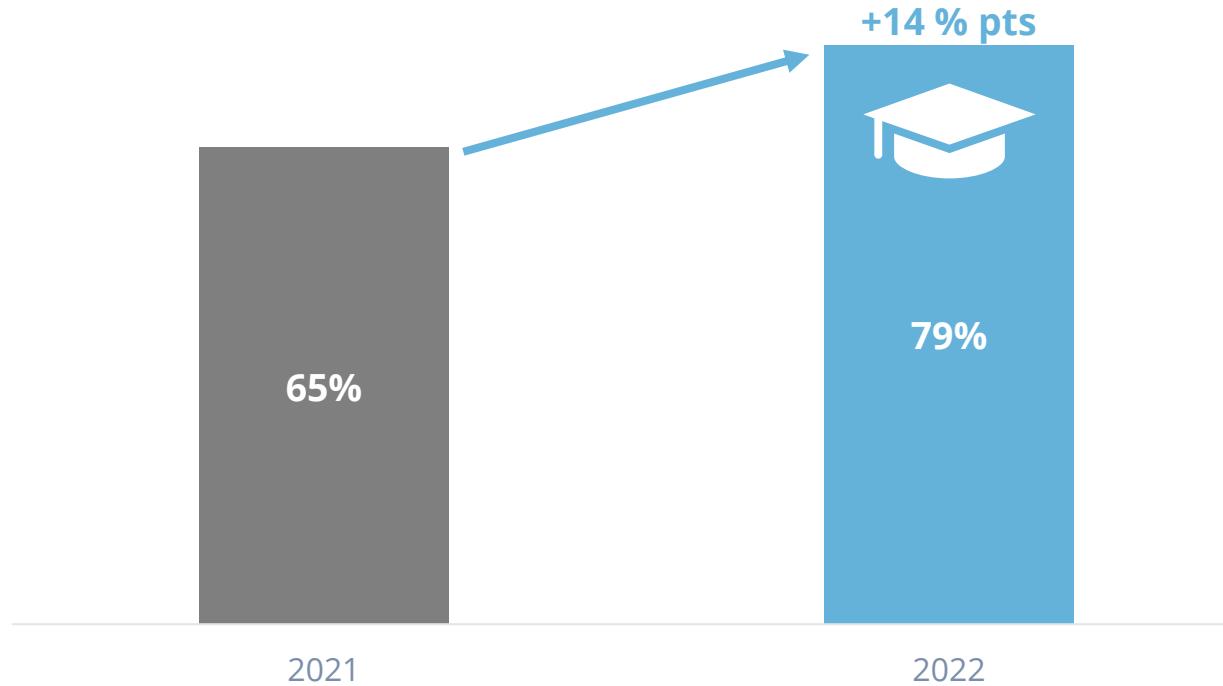
# Agenda

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## High school graduation increased, providing more students with a credential and pathway to employment or higher education

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# ILEARN Context

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- Indiana state exams (ILEARN) are taken annually for students in **grades 3 through 8**.
- ILEARN **measures student achievement and proficiency according to Indiana Academic Standards** for English/Language Arts, Math, Science (grades 4 & 6 only), and Social Studies (grade 5 only).
- ILEARN is one important measure of student performance and achievement among other critical measures of success (e.g. high school graduation).

# COVID Impact Report from Indiana Dept. of Education

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**“Analyses reveal student learning in GCSC was disproportionately impacted by COVID 19.”**

- **ELA:** 56% of students experienced significant academic impact compared to 40% statewide.
- **Math:** 75% of students experienced significant academic impact compared to 50% statewide

**The state defined “significant academic impact” as requiring multiple years to recover to pre-COVID levels, with 2021 set as the new baseline.**

# Two Shared Truths

The current ILEARN proficiency scores are nowhere near where GCSC wants and needs to be for Gary students, families, and community. And recovery from COVID plus additional academic growth takes time, especially for students who are not yet on grade level. We must hold both of these ideas at the same time.

Our current proficiency scores are unacceptable



Growth is being made and COVID recovery & academic growth takes time

# Aligning on Terms

The following taxonomy will be used in order to most accurately describe student academic outcome data:

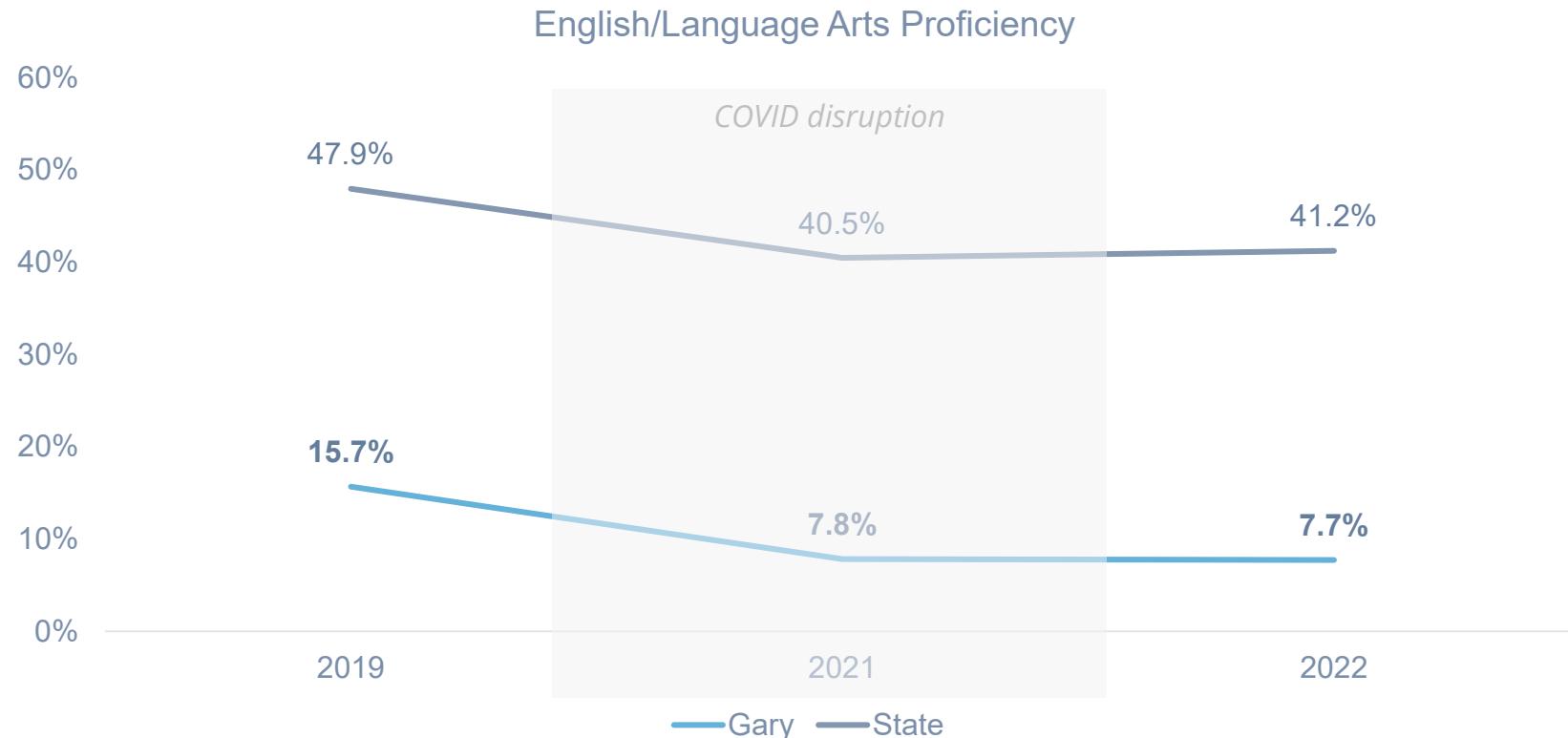
## Proficiency: *Student performance on grade-level assessments*

- Measures student mastery of grade level content
- High proficiency is always our goal, and growth is how we get there

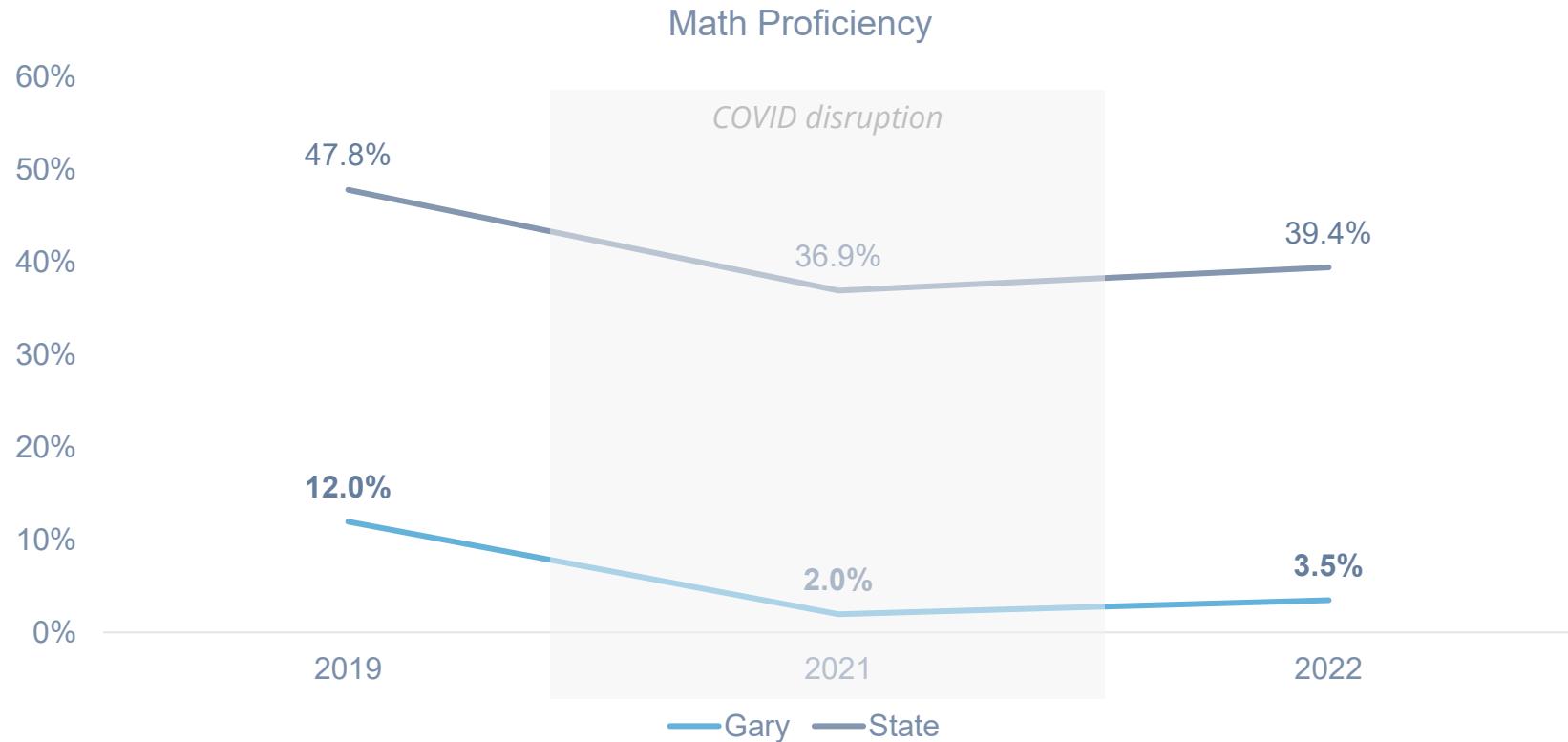
## Growth: *The change in an individual student's proficiency overtime*

- Measures the amount that students have learned
- If a student begins school year below grade level, that student could show high growth throughout the year while still scoring below grade-level proficiency at the end of the year

# ELA proficiency decreased during COVID and remained relatively flat in 2022, following a similar trend but maintaining gap with state average

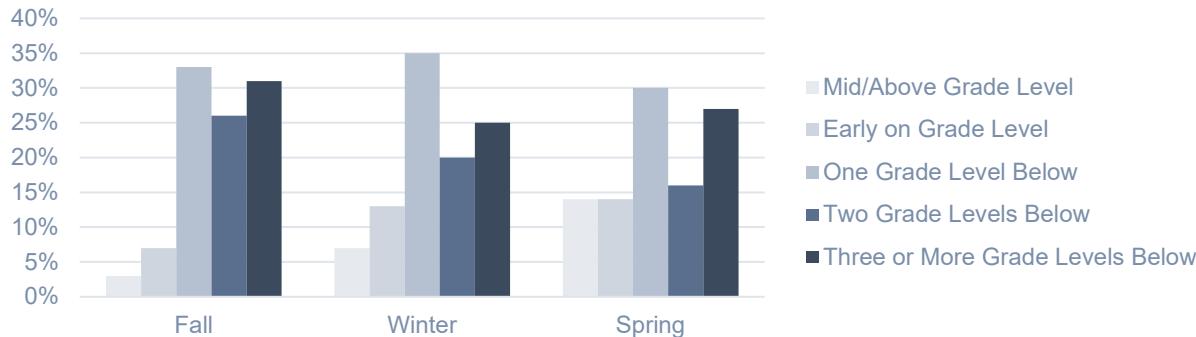


# Math also followed a similar trend to the state average, with a slight increase in 2022



# Connection between iLEARN and iReady Results: students are growing but not yet proficient

Example: iReady Reading data previously shared for 2021-22



iReady “on grade level” indicates a student is working on grade level content (e.g. a 3<sup>rd</sup> grader is working on 3<sup>rd</sup> grade level reading).

If a 3<sup>rd</sup> grader starts the year behind and begins working on 3<sup>rd</sup> grade reading mid-way through the year they may be “mid grade level” in iReady but not yet proficient on the state exam.

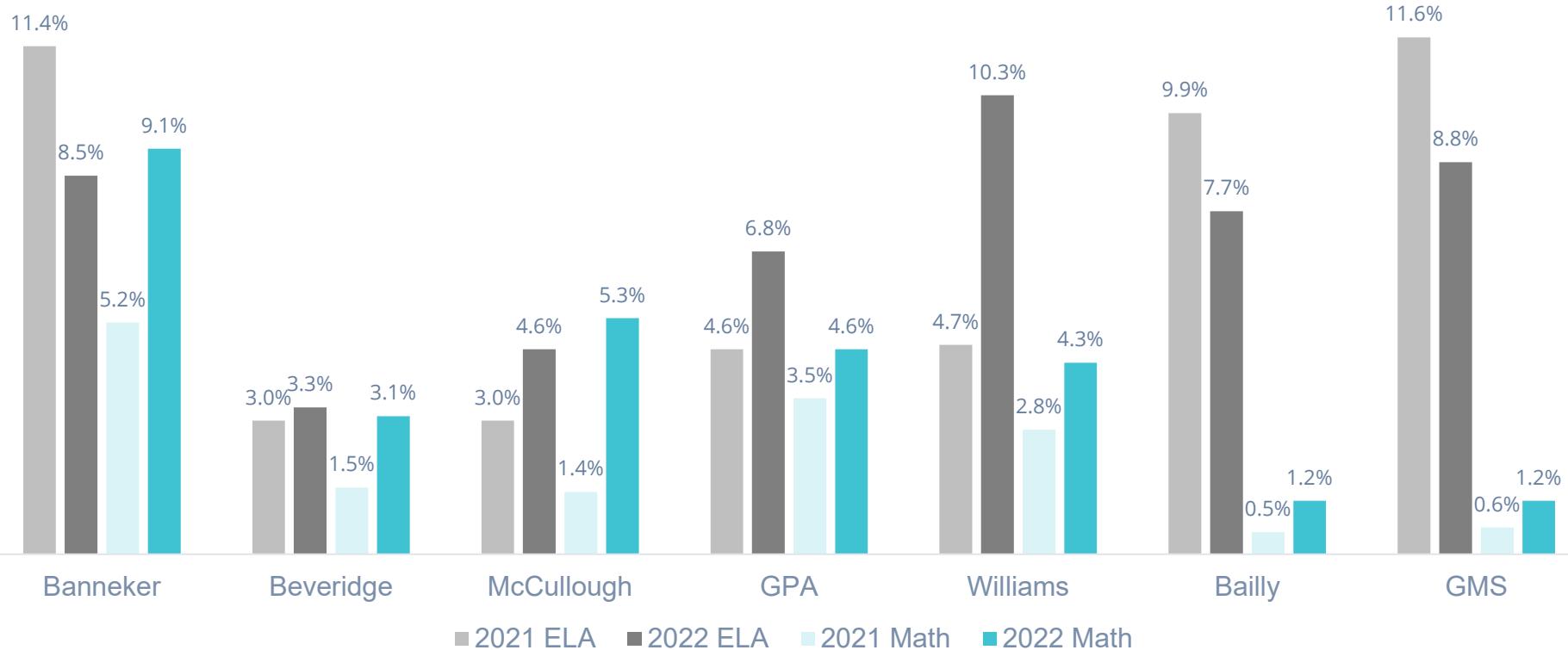
GRADE LEVEL PLACEMENT	iReady Fall	iReady Winter	iReady Spring	Growth Fall to Spring	BIG PICTURE
Mid/Above Grade Level	3%	7%	14%	11%	+18%
Early on Grade Level	7%	13%	14%	7%	
One Grade Level Below	33%	35%	30%	-3%	-3%
Two Grade Levels Below	26%	20%	16%	-10%	Decrease by -10%
Three or more grade levels below	31%	25%	27%	-4%	Decrease by 4%

iReady Spring
14% Mid/ Above Grade Level

~8% proficient on state exam

~7% working on grade level content but not yet proficient

# School Proficiency Results



# Agenda

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Year-End Academic Results and Reflection
<b>Root Causes &amp; Academic Plans to Address</b>
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# Root Causes Academic Plan Addresses

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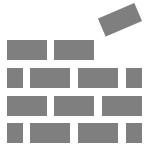
## Culture of High Expectations

Need to build high expectations and school cultures that support learning



## Attendance

Codify expectations and systems, and incentivize good and improved attendance



## Instructional Foundation

Key foundational best practices of teaching and learning need to be established



## Gap Closing

Most students are not yet on grade level and thus cannot access grade-level content

# Culture of High Expectations



## Culture of High Expectations

Need to build high expectations and school cultures that support learning



## Gary Way & Culture Work

Define culture of high expectations with Gary way and create systems to support positive school culture

### Key actions taken to date

- ✓ Strengthened the use of Positive Behavior Incentive System (PBIS) in all schools by providing training to all administrators during 21-22 SY
- ✓ School leaders established PBIS systems on their campuses
- ✓ Began vision setting work with stakeholders

### Key upcoming actions

- ❑ Initiate Gary Way project to define vision and expectations for learning (*Summer '22*)
- ❑ Provide additional PBIS professional development to school admin and teacher teams (*July '22*)
- ❑ Evaluate school behavioral data for trends and solutions to areas of concern (*Monthly*)

# Student Attendance



## Attendance

Students are not attending school regularly and thus missing out on learning



## Attendance Initiatives

Codify expectations and systems, and incentivize good and improved attendance

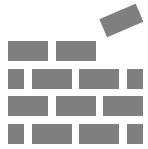
### Key actions taken to date

- ✓ Hired an Attendance Director in 2021
- ✓ Strengthened the district's relationship with Gary's truancy court
- ✓ Began to update/communicate attendance policies

### Key upcoming actions

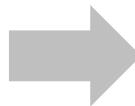
- Clarify attendance expectations and goals (*Spring/Summer 2022*)
- Educate and engage students and families about the impact of attendance on achievement
- Coordinate school based/district attendance teams to ensure expectations, systems and incentives are standard across buildings
- Ensure accurate data collection and monitor attendance data regularly and recognize good/improved attendance

# Instructional Foundation



## Instructional Foundation

Key foundational best practices of teaching and learning need to be established



## Instructional Coherence Work

Strengthen foundational instructional tools and best practices, set expectations and train staff

### Key actions taken to date

- ✓ Rolled out new Math, Reading, Special Education, electives curricula (2021-2022)
- ✓ Added 2 instructional coaches to each school (*Fall 2022*)
- ✓ Launched professional learning communities (PLCs) to enhance practice (*Fall 2021*)
- ✓ Trained instructional coaches and teachers on Guided Reading strategies (*SY 2021-2022*)
- ✓ Adopted RISE walkthrough tool for teacher evaluation

### Key upcoming actions

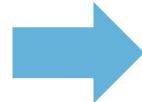
- ❑ Deepen professional development on new curricula, key skills and initiatives (*monthly*)
- ❑ Professional learning community focus on data review/response (*bi-weekly*)
- ❑ Implementation of 90-minute reading block for Guided Reading and differentiated instruction (*ongoing*)

# Gap Closing



## Gap Closing

Most students are not yet on grade level and thus cannot access grade-level content



## Multi-Tiered System of Support (MTSS)

Tier students based on areas of need and provide differentiated academic support on their level

### Key actions taken to date

- ✓ Students completing individualized lessons on their level through i-Ready (*Daily*)
- ✓ i-Ready assessments administered, with results accessible through dashboard
- ✓ Instructional coaches trained teachers on differentiation (*Spring 2022*)
- ✓ School-level MTSS teams established

### Key upcoming actions

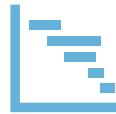
- ❑ Implementation of differentiation with focus on 90-minute reading block to start (*beginning August 2022*)
- ❑ Use walkthroughs and assessment data to monitor progress (*daily/weekly/monthly*)
- ❑ Job-embedded teacher coaching on use of data to inform instruction (*ongoing*)
- ❑ Codify and implement process for developing plans for students identified through MTSS

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# Integrated Plan & Working Team Structures



Reviewing and cohering all academic improvement efforts



Aligning roles & responsibilities, systems, processes, and tools



Developing clear goals and metrics, internal accountability, and a focus on execution



Aligning ongoing collaboration and communication structures

## Guiding Principles:

- Students at the center
- Foster collaboration
- Execute with fidelity – every day, every classroom

# Key Academic Support Roles:

## Inside / Outside Structure to Ensure Coherence, Support, and Capacity-Building

### MGT Project Executives (Lead: Rajeev and Eric)

*Engagement leader, management decision making, support for GCSC and MGT team.*

### Transformation Director (Andre)

*Academic support leader providing additional capacity to design and shepherd the academic plan, in collaboration with GCSC academics & operations teams*

### Project Managers (Caitlin and Carys)

*Lead project team including development of integrated work plan and ongoing collaboration and accountability. Interface with DUAB Executive Director*

### Communication and Engagement

#### (Chelsea, Denise, Robin, Brendan)

*Support engagement and communications with community stakeholders including local media*

### Superintendent/Manager

*Leads GCSC and operational functions; works with GCSC leadership team and MGT support team to meet academic and operational goals*

### Chief Academic Officer

*Oversee teaching and learning, professional development, assessment, and day to day implementation of academic plan*

### Directors of Elementary / Secondary

*Manage Principals, providing support and accountability for implementing plans and meeting goals at the school level*

### Principals

*Develop school improvement plans aligned to district goals; implement and coach teachers to meet at the school level*

### Instructional Coaches

*New school-level roles for Reading and Math; directly coach teachers on practices to improve academics*