

# Suffield Public Schools

## Lighthouse Session 1

Committing to High Expectations  
and Improved Instruction for All Students



Copyright © 2014 by The Iowa School Boards Foundation\Connecticut Lighthouse



## Introduction and Overview

- Introductions
- Session Outcomes
  - Outcome 1 - Urgency
  - Outcome 2 – What's At Stake
  - Outcome 3 – What's Possible
- Rationale
  - There must be a sense of urgency and a vision to lead change.

## Student Achievement Expectations

- On post-it note, write:
  - Percentage of students who are currently successful.
- On a different color post-it note, write:
  - Percentage of students we believe can be successful.

## Discussion

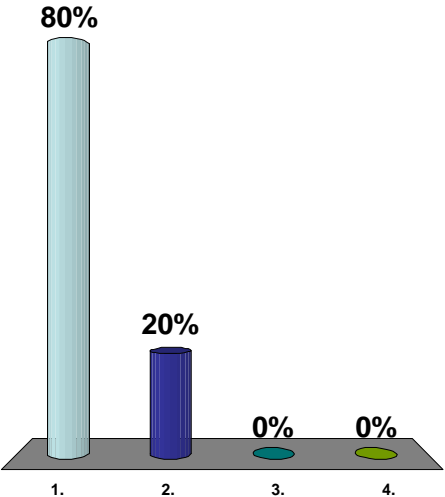
- What sources of info help shape your perception about the current percentage of students who are proficient (succeeding at their current grade level)?
- What are your observations from the data/info on this chart?
- What are the implications of this data/info for our subsequent work?

Why are you here?



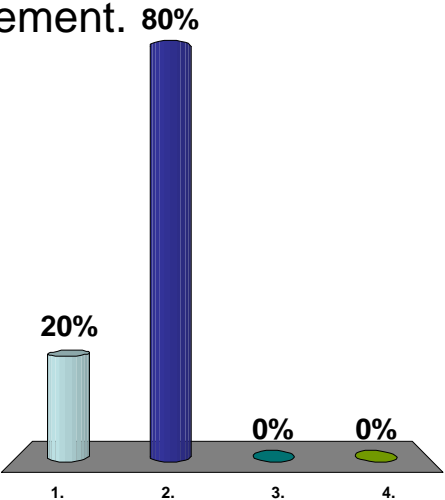
I believe school boards can impact student achievement.

- 1. Strongly agree
- 2. Agree
- 3. Disagree
- 4. Strongly disagree

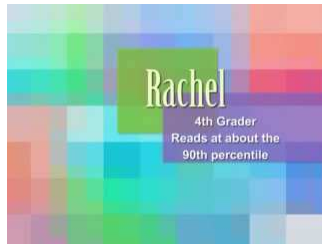


I know \_\_\_\_\_ about what school boards can do to improve student achievement.

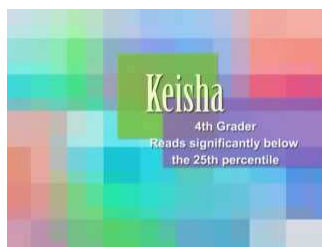
- 1. A lot
- 2. Some
- 3. Very little
- 4. Nothing



## What's At Stake - Students



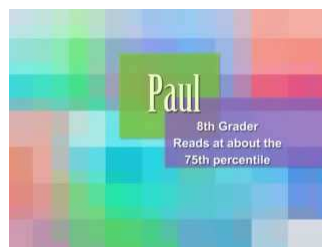
## What's At Stake - Students



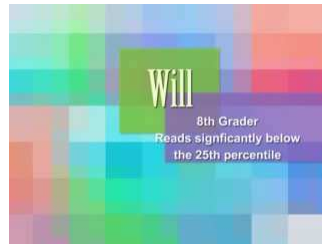
## What's At Stake - Students

- Reading as gateway skill
- Fourth grade readers
  - Rachel
    - What did you observe?
  - Keisha
    - What did you observe?
    - How well do you think Keisha answered the comprehension questions?

## What's At Stake - Students



## What's At Stake - Students



## What's At Stake - Students

- Eighth grade readers
  - Paul
    - What did you observe?
  - Will
    - What did you observe?
    - How well do you think Will did with comprehension questions?



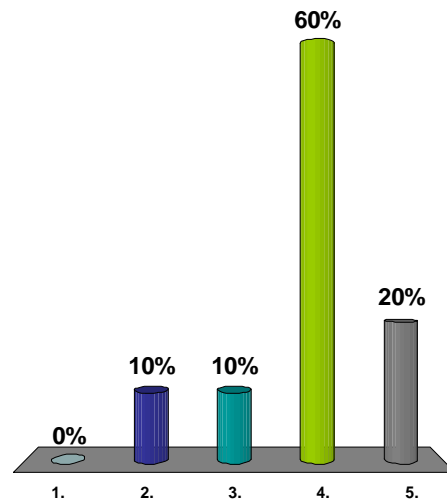
## What's At Stake?

What's at stake for these struggling readers if nothing changes??



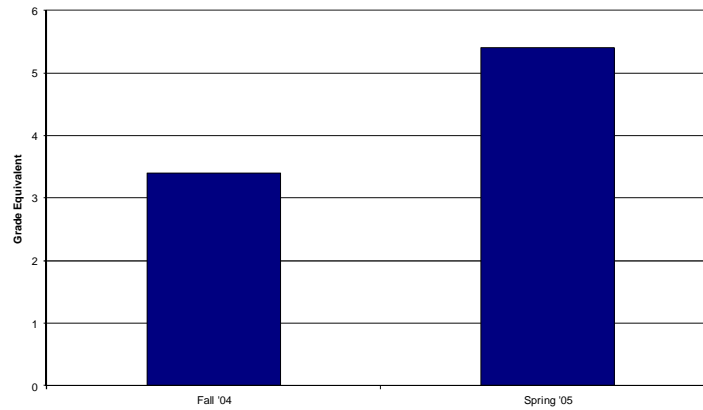
With intervention, what improvement did  
Will make from Fall 04 to Spring 05?

1. None
2. .5 Grade
3. 1 Grade
4. 2 Grades
5. 3 Grades



## But Something Did Change. . .

Will's Reading Comprehension Scores  
Gates McGinile Reading Assessment  
2004-2005



## What's Ahead?

Review the attached sample  
adding passages.

What is learning like for a  
struggling reader in high  
school?



## What's at Stake – Students

### Preface

Every child can learn. Every school can ensure the success of every child.

Statements to this effect appear in goals statements, commission reports, and school district offices. They are posted in school buildings and appear as mottoes on school stationery. But does our education system behave as if they are true?

If we truly believed that every child could learn under the proper circumstances, we would be relentless in the search of those circumstances. We would use well-validated instructional methods and materials known to be capable of ensuring the success of nearly all children if used with intelligence, flexibility, and fidelity. We would involve teachers in constant, collaborative professional development activities to continually improve their abilities to reach every child. We would frequently assess children's performance to be sure that all students are on a path that leads to success, and to be able to respond immediately if children are not making adequate progress. If children were falling behind despite excellent instruction, we would try different instructional approaches, and if necessary, we would provide them with tutors or other intensive assistance. We would involve parents in support of their children's school success; . . .

If we truly believed that all children could learn, we would rarely, if ever, assign children to special education or long-term remedial programs that in effect lower expectations for children.

If we truly believed that all schools could ensure the success of all children, then the failure of even a single child would be cause for great alarm and immediate, forceful intervention.

Source: *Every Child, Every School, Success for All*. R. Slavin, N. Madden, L. Dolan, & B. Wasik. (1996). Thousand Oaks, CA; Corwin Press

## What's at Stake – School Boards

Read the pink sheet and identify the passage that most closely identifies with your experiences with board members?



## Student Achievement – What's Possible?

As you read the packet. . .

- Mark anything that is especially interesting to you with an “!”
- Mark anything that challenges current beliefs (yours or others) with a “#”

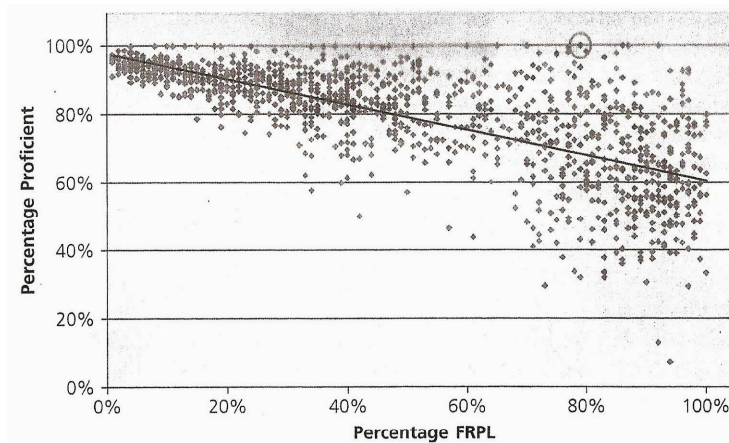
## Student Achievement – What's Possible?

Discussion:

- What got your attention?
- Was there information in the packet that “tugged” at your beliefs? Explain
- What information contradicts what you hear from others?
- How might information like this be useful?

# Leadership & Learning Matrix

Effects/Results (stud.out.)	<b>Lucky</b> High results, low understanding of antecedents Replication of success unlikely	<b>Leading</b> High results, high understanding of antecedents Replication of success likely
	<b>Losing</b> Low results, low understanding of antecedents Replication of failure likely	<b>Learning</b> Low results, high understanding of antecedents Replication of mistakes unlikely
Antecedents/Cause Data(adult actions)		



**FIGURE 1.3.** New York State Grade 7, ELA: FRPL Versus Proficiency

Note: FRPL means free and reduced price lunch, the standard measure of poverty in the education sector.

Source: Analysis by Uncommon Schools from New York State Department of Education data.

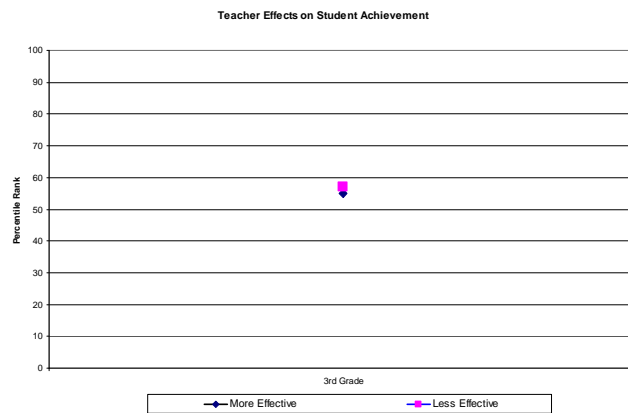
*Teach Like a Champion*, Doug Lemov ©2010

# The Face of a Third Grader

Think of a third grader, someone about 8 years old, that is near and dear to you. . .

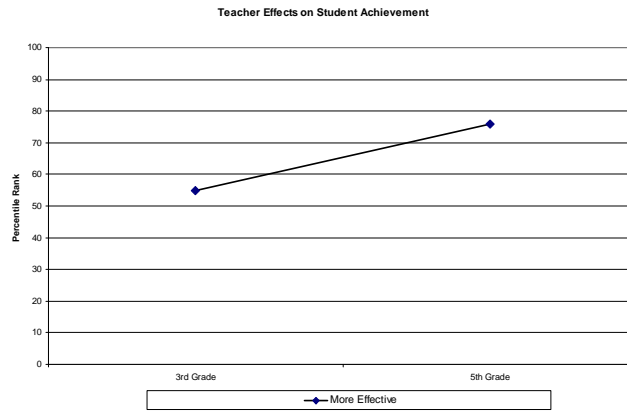


## Texas Study - Cumulative Effects On Students' Math Scores: Dallas (Grades 3-5)



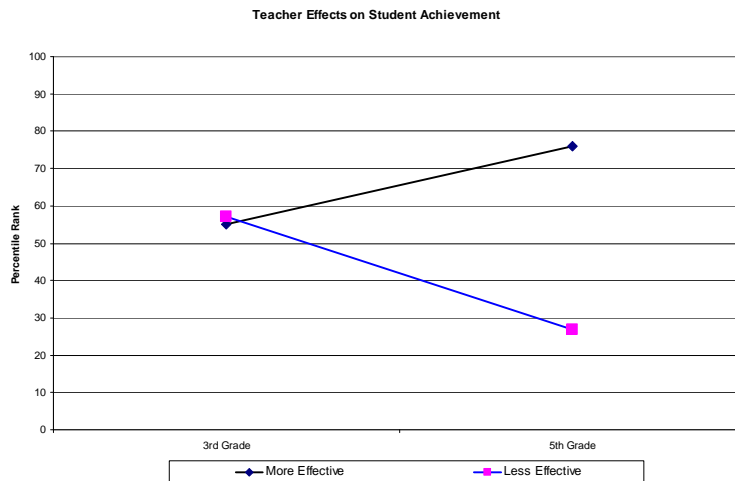
Source: Heather Jordan, Robert Mendro, & Dash Weerasinghe, "Teacher Effects On Longitudinal Student Achievement".

## Cumulative Effects On Students' Math Scores: Dallas (Grades 3-5)



Source: Heather Jordan, Robert Mendro, & Dash Weerasinghe, "Teacher Effects On Longitudinal Student Achievement".

## Cumulative Effects On Students' Math Scores: Dallas (Grades 3-5)



Source: Heather Jordan, Robert Mendro, & Dash Weerasinghe, "Teacher Effects On Longitudinal Student Achievement".

## Effects of High & Low Support

### Home Support & Classroom Support

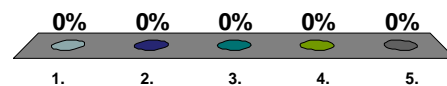
	High Home Support	Low Home Support
High Classroom Support	<b>100%</b>	
Mixed Classroom Support	<b>100%</b>	
Low Classroom Support	<b>60%</b>	

Snow, Barnes, Chandler, Goodman, and Hemphill. *Unfulfilled Expectations: Home and School Influences on Literacy*, p. 161. Harvard University Press.

What do you expect to see where class support is high, but home support is low?

1. 100%
2. 75%
3. 50%
4. 25%
5. 0%

Response Counter





## Effects of High & Low Support

### Home Support & Classroom Support

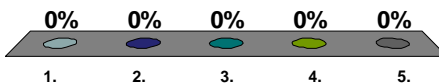
	High Home Support	Low Home Support
High Classroom Support	<b>100%</b>	<b>100%</b>
Mixed Classroom Support	<b>100%</b>	
Low Classroom Support	<b>60%</b>	

Snow, Barnes, Chandler, Goodman, and Hemphill. *Unfulfilled Expectations: Home and School Influences on Literacy*, p. 161. Harvard University Press.

What do you expect to see where class support is mixed, and home support is low?

1. 100%
2. 75%
3. 50%
4. 25%
5. 0%

Response Counter



## Effects of High & Low Support

### Home Support & Classroom Support

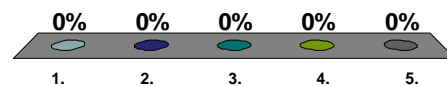
	High Home Support	Low Home Support
High Classroom Support	<b>100%</b>	<b>100%</b>
Mixed Classroom Support	<b>100%</b>	<b>25%</b>
Low Classroom Support	<b>60%</b>	

Snow, Barnes, Chandler, Goodman, and Hemphill. *Unfulfilled Expectations: Home and School Influences on Literacy*, p. 161. Harvard University Press.

What do you expect to see where class support is low, and home support is low?

1. 100%
2. 75%
3. 50%
4. 25%
5. 0%

Response Counter



## Effects of High & Low Support

Home Support & Classroom Support

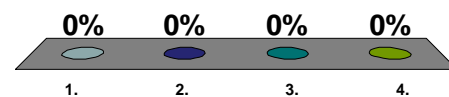
	High Home Support	Low Home Support
High Classroom Support	<b>100%</b>	<b>100%</b>
Mixed Classroom Support	<b>100%</b>	<b>25%</b>
Low Classroom Support	<b>60%</b>	<b>0%</b>

Snow, Barnes, Chandler, Goodman, and Hemphill. *Unfulfilled Expectations: Home and School Influences on Literacy*, p. 161. Harvard University Press.

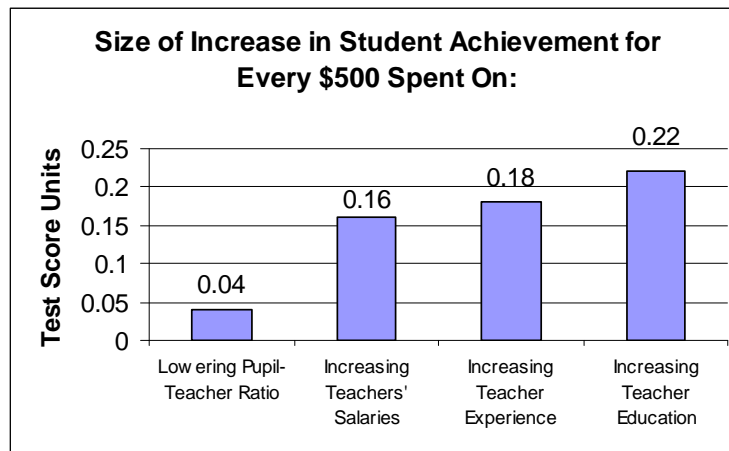
**For every \$500 spent, which of these has the greatest effect on student learning?**

1. Lowering pupil/teacher ratio
2. Increasing Teacher salaries
3. Increasing teacher experience
4. Increasing teacher education (PD)

Response Counter



## Effects of Educational Investments



Source: Greenwald, R., L.V. Hedges, and R.D.Laine "The Effect of School Resources on Student Achievement," Review of Education Research 66 (3), pp. 362-396

## ***How many do you need to see?***

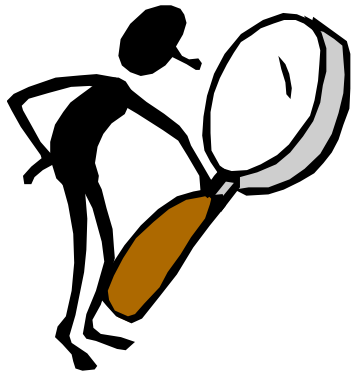
*“How many effective schools would you have to see to be persuaded of the educability of all children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that basic pupil performance derives from family background instead of school response to family background. Whether or not we will ever effectively teach the children of the poor is probably far more a matter of politics than of social science and that is as it should be.*

*We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that.*

*Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.”*

Ron Edmonds

## ***Differences***



## ***Differences***



**Differences between the  
Improving and Stuck  
districts fell into two  
categories:**

- Beliefs**
- Conditions for change**

## “Stuck” Beliefs. . .

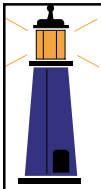
- “With the kind of students we have, we are going to have low achievement scores.” *a Board Member*
- “You can’t overlook the need for parents to send better kids to our schools.” *a Board Member*

## “Improving” Beliefs. . .

- “This is a place for all kids to excel. No one feels left out.” *a Board Member*
- “Sometimes people say the poor students have limits. I say all kids have limits. I believe we have not reached the limits of any of the kids in our system.” *a Board Member*

## Homework

At your next regular board meeting, discuss what this board does to support student learning.



[www.connecticutlighthouse.org](http://www.connecticutlighthouse.org)



Copyright © 2014 by The Iowa School Boards Foundation/Connecticut Lighthouse