East Cleveland City Schools DLT Agenda

Date: February 10, 2014   **Time of Meeting: 12:00 noon – 3:00 PM**   **Location: Board Office**

Facilitator: Hazelwood and LaForme   Timekeeper: _____Hunsbarger_____

Process Observer: ____Van Leer_____   Recorder: _____Cathy LaForme_____

Members Present: Bunkley, Cash, Corley, Curtain, Elder, Fritzgerald, Hunsbarger, Lyons, Matthews, McCants, Prince, Roberts, Rollins, Trammel, Van Leer, Bean-Jones, MacLearie, Hazelwood, LaForme

District Goal: All students in East Cleveland City Schools will show improved achievement outcomes through the delivery of timely, rigorous, appropriate instruction that utilizes differentiation strategies daily in Reading, Mathematics and Science.

District Strategies: 1. Teachers will meet regularly in teacher based teams that use common assessments to analyze student data, collaboratively design and implement instruction and intervention using differentiated strategies. 2. Faculty and staff will implement research based, district designated instructional and intervention strategies.

Agenda Items:
1. Welcome/Introductions (3 minutes)
2. Review meeting norms (2 minutes)
3. Review assigned roles (2 minutes)
4. 5-Step Process addressing data source (60 minutes)
5. Develop a Communication Plan (10 minutes)
6. Develop a Preliminary Agenda for the next meeting (10 minutes)
7. Evaluate the meeting (5 minutes)

Step 1: Collect and Chart Data

Brief description of data: (attach as necessary)
1. BLT Feedback – Provide feedback to BLTs and what learning is there for the DLT?
   Three teams looked at BLT minutes from the buildings and wrote feedback based on the minutes.
2. Follow up to conversations in buildings about special education numbers: A district next step based on the discussion from the Practice Profile is to strengthen core instruction and expectations for SWD across the district. At the last DLT Meeting data was presented on how many students in each building are on IEPs and how many of those students on IEPs have cognitive disabilities. Each building was going to have conversations about this information. What is the learning for the DLT?
   1. Caledonia 20%/5%
   2. Chambers 12%/2%
   3. Heritage 30%/9%
   4. Mayfair 9%/.4%
   5. Prospect 15%/6%
   6. Shaw 20%/5%
   7. Superior 18%/8%

Principals talked to their staff about the numbers. Some looked at scores and realized that although gains were made, overall scores stayed well below other students as a group. Some individual teachers are setting high expectations and are seeing progress for students with disabilities. One principal shared "Mind Set" article with staff. (Closed mind set vs open mind set) Some teams are planning ongoing discussions about their students with disabilities. Some schools are different because of amount of inclusion in the building. Building with more inclusion has more all-staff discussions about achievement of students with disabilities. One building designated increased use of coteaching specifically in reading and math. Teachers reported being amazed by participation and involvement of students with disabilities. Teachers want to try to work on something to improve results, but process might be difficult.

Group read and discussed *Ohio Special Education Research Project Executive Summary, October 2013.*
- High expectations were set for students.
- Teams analyze and use data to inform instruction. Ongoing assessment with the use of data is critical.
- Schools focused on the implementation of strategies.
- Question. What about higher SES schools and how they responded, especially related to the discussion of higher numbers of SWD in populations that are also lower SES. Discussion of how students of lower SES may be exposed to lower expectations and fewer opportunities.
- Attempt to provide materials and educational resources although indicated as an important factor, is sometimes

- viewed as excess in districts with restricted overall assets.
- Collaboration components this year appear to be more genuine and less compliance. High expectations appear to be present in the district, but not universal.
- Instructional leadership is important. Principals are important.
- *Principal of the Thing* recommended book that Mrs. Corley will sell some jewelry to buy for all staff.
- Collective efforts of teams that review and use data regularly are more success in producing outcomes.

3. Prediction Numbers – the buildings reported their predictions. Buildings were to discuss. What is the learning for the DLT

Prediction Reports – January 2014						
Building	3rd	4th	5th	6th	7th	8th
Caledonia	R – 80; M-75	R-90;M-90	R-60; M-60	R-50; M-50		
Chambers	R -68; M-73	R-88; M-63	R-54; M-50	R-63; M-67		
Mayfair	R-67; M-71	R-76; M-41	R-50; M-50	R-80; M-80		
Prospect	R-62; M-67	R-86 ; M-41	R-36; M-57	R-74; M-83		
Superior	R-75; M-70	R-55; M-50	R-60; M-60	R-90; M-90		
Heritage					R-75; M-75	R-75; M-75
Shaw HS	10th R-80 M-60 Sci-46 SS-65 W-80	11th R-90 M-80 Sci-70 SS-65 W-80	12th R, M, Sci, SS, W-100			

Step 2: Analyze Data (20 minutes)

Strengths:	Obstacles:

1. BLT feedback summary:
   a. Learned about what other building are doing for step 3 which will help our own building.
   b. Definite dates and timelines identified in minutes is helpful.
   c. Information is going back to the TBTs to inform their practices, not everyone is doing this but it would be good to inform what is decided upon in the BLT meeting.
	1. BLT feedback summary:
	   a. Evidence is not always there and documented so how do we actually know that strategies are actually being implemented.
	   b. Establishing the correlation between a strategy and improvement in scores is difficult. Probably need more information about how to capture this.
	   c. Think about the makeup of the BLT. May not have all of the members that are important to include.
	   d. How do we determine the best strategies? At the BLT? At the TBT?
	   e. Monitoring is a big issue with problems with making sure that things are being implemented. How do we ensure fidelity?

2. Practice Profile: Special Education Data
3. Projections: Numbers allowed some deep discussions by teachers across the district.
	2. Practice Profile: Special Education Data
	3. Projections;
	   a. Math scores are lower than reading across the district.
	   b. The middle school has a 30% SWD and is concerned about this population when attempting to improve achievement outcomes.
	   c. 5th grade scores are low across the district.

Step 3: : **Establish Expectations for Improvement/to be Implemented: (20 minutes)**
What next steps do we have to take as a DLT to implement effective practices in our buildings? What support will be offered to buildings? How will we support buildings to support all TBTs? When will the support happen? How long will the support last? How will we know that the support has been successful?

1. BLT feedback:
    a. We need to identify how administrators are monitoring the implementation of instructional strategies, through there walk throughs, through their feedback to the group of teachers regarding the observed degree of implementation.
    b. BLTs will make sure that they enter appropriate information in the minutes regarding (Step 1) "Implementation: Did we implement the building strategies/steps as planned?" (Step 2) "Where did we see the highest implementation of instructional practices and why?"
    c. Teams will bring examples of their building prioritized instructional strategies to the next meeting.
    d. It was important to focus on "Why?" "How do you know?"
2. Practice Profiles: Special Education numbers:
    a. Conversations will be held within buildings/BLTs/TBTs. Some have already had discussions.
    b. What will special education look like? Use the existing practice of some of our teachers who have already established very high expectations for students and have established practices that produce results.
3. Prediction data

Step 4: **Implement: Describe how it will be known that implementation has happened. (10 minutes)**
How will we monitor the support to know that it is happening and that it is effective.
1. Principals bring examples of effective instructional strategies and how to monitor the implementation
2. Buildings will continue to have conversations with BLT/TBT about SWD – high expectations for all, building capacity for strengthening instructional practice

Step 5: **Analyze Results Data, Make Decisions Based on Results**: Define adult and student data for review at next meeting. (Going to Step one, compare new data each month to the data from the previous month and to projections made for each month.)

Communication Plan– What/How will this be Communicated to Staff (Buildings and Teacher Based Teams), Parents, Students? What are the main talking points for the DLT to communicate this information to others?
BLT feedback: strategies to take back to team that were recommended by group today. Will discuss what changes have come about in instruction based on thoughts about expectations for SWD.
Monitoring the implementation should be discussed at each BLT and TBT. Documentation should occur on the minutes for the BLT and TBT.
Send along the full article on Special Education for the group.

Preliminary Agenda for Next DLT Meeting:
Strategy sharing: Each principal will bring strategies from TBT/BLT.
Separate strategies into District-wide, Building-wide, and Teacher based team.
Also bring along information about how these strategies are being implemented.

Evaluate This DLT Meeting:
Strengths: keep these groups together, they work well for feedback of BLTs.
Obstacles/challenges: Identifying the cause/why of the increased and decreased of scores.
Outside articles and readings are good for the group to expand our perspective and to create discussion. Example: discussion of SES and SWD and the relationship. Good discussion of the emotional components of an article and our beliefs are good.