

Ohio School Board Association
Capital Conference and Trade Show

“Assessing Curriculum for College Success”

A joint project of the Massillon City School District and the Ashland University Telego Center for Educational Improvement

Presenters

- Dr. Oscar McKnight, Assistant Dean, Student Affairs, Ashland University
- Dr. David Silverberg, Consultant, Ashland University
- Dr. Angela Chapman, Curriculum Director, Massillon City School District
- Dr. Lynne Kulich, Coordinator of Instruction, Massillon City School District
- Dr. Gene Linton, Director of Professional Development, Ashland University

Why this Project?

- The district is fortunate to have a great teaching and administrative staff
- Students perform well on school assignments and this is reflected on grade cards
- Student success on the ACT is not at the same level of success as grade card performance
- Student college enrollment and success after high school is not at the expected level
- Utilization of an outside agency to evaluate provides an objective assessment

Questions to consider

- Are students utilizing their learning potential?
 - Self administered survey to elementary through high school students
 - Survey will be administered to parents of primary students at a school event
- To what extent are the new learning standards being taught and assessed?
 - Groups of teachers met with facilitator and reviewed what is being taught and assessed

The Student Success Survey

Online
5 minutes to complete
Assesses Learning Potential
Non-Judgmental
Prescriptive
Self-Selected Intervention
Copies sent to student, parent and school
School System Analytics available

Online Student Success Survey

Student Success Survey

Login

Username: _____

Password: _____

- Parent
- Student

WHAT DOES THE STUDENT SUCCESS SURVEY OFFER?

The Student Success Survey provides a student with an assessment of learning potential given their current study habits. This positive self-evaluation allows a student to build solid learn skills. All recommendations come from a statistical evaluation of successful students. Therefore, the Student Success Survey uses a best-practices approach.

If you wish to try this survey, but do not have a username or password, then please contact Dr. McKnight at researchmcknight@gmail.com

[Student Success Survey Validity Manual](#)

Quantitative Questions (Sample)

Student Success Survey

This is a simple but powerful survey. Be open and honest with your responses. Results will talk about ways to improve your success in school. Each report is specific to the person filling in the survey. It takes about 5 minutes to complete. Good luck with your studies - enjoy school and what it brings.

- | | |
|---|---|
| 1. Does your child make study notes or flashcards? | Never <input type="radio"/> Seldom <input type="radio"/> Sometimes <input type="radio"/> Usually <input type="radio"/> Always <input type="radio"/> |
| 2. Does your child study in a quiet environment? | Never <input type="radio"/> Seldom <input type="radio"/> Sometimes <input type="radio"/> Usually <input type="radio"/> Always <input type="radio"/> |
| 3. Does your child self-quiz before taking a test? | Never <input type="radio"/> Seldom <input type="radio"/> Sometimes <input type="radio"/> Usually <input type="radio"/> Always <input type="radio"/> |
| 4. Does your child complete the chapter reviews? | Never <input type="radio"/> Seldom <input type="radio"/> Sometimes <input type="radio"/> Usually <input type="radio"/> Always <input type="radio"/> |
| 5. Does your child complete his/her homework? | Never <input type="radio"/> Seldom <input type="radio"/> Sometimes <input type="radio"/> Usually <input type="radio"/> Always <input type="radio"/> |
| 6. Does your child ask questions in class? | Never <input type="radio"/> Seldom <input type="radio"/> Sometimes <input type="radio"/> Usually <input type="radio"/> Always <input type="radio"/> |
| 7. Does your child take notes in class? | Never <input type="radio"/> Seldom <input type="radio"/> Sometimes <input type="radio"/> Usually <input type="radio"/> Always <input type="radio"/> |
| 8. Does your child pay attention in class? | Never <input type="radio"/> Seldom <input type="radio"/> Sometimes <input type="radio"/> Usually <input type="radio"/> Always <input type="radio"/> |
| 9. Does your child attend class? | Never <input type="radio"/> Seldom <input type="radio"/> Sometimes <input type="radio"/> Usually <input type="radio"/> Always <input type="radio"/> |
| 10. Does your child ask his/her teachers for clarification? | Never <input type="radio"/> Seldom <input type="radio"/> Sometimes <input type="radio"/> Usually <input type="radio"/> Always <input type="radio"/> |

Qualitative Questions

Student Success Survey

This is a simple but powerful survey. Be open and honest with your responses. Results will talk about ways to improve your success in school. Each report is specific to the person filling in the survey. It takes about 15 minutes to complete. Good luck with your studies - enjoy school and what it brings.

26. It is important for my child to do well in school because...

27. If my child maximizes his/her study potential, he/she could become...

28. One thing I could do to encourage my child to have better study habits is...

29. Another thing I could do is...

30. In the end, people will be surprised when my child...

Your Child's First Name:

Your Child's Last Name:

Your Email:

My child is currently a(n) student in school.

Sample Output

Student Success Survey

An Action Plan For: John Doe

Overall Score Meaning

If appropriate, encourage your child to:

- Join or create study groups
- Practice talking out the subject with teachers, tutors or peers
- Focus on specific phrases or words for recall
- Change how the word sounds on purpose to help remember
- Use a recording device as a learning tool
- Quiz himself/herself out-loud
- Practice active listening, as well as, asking himself/herself questions
- Internally ask who, what, where, when, why or how this information applies
- For math, talk out the logic or solve problems with a study partner

Survey Recommendations (Sample)

Your Score Indicates Three Successful Learning Clusters

Cluster 1

If appropriate, encourage your child to:

- Understand the basic problem before studying
- Be open to new information and learning styles
- Carefully read all directions
- Take pride in learning
- Find a quiet place to study

Cluster 2

If appropriate, encourage your child to:

- Practice writing and keeping clear notes
- Schedule study times
- Keep notes organized
- Pay attention to detail
- Finish all projects or assignments before they are due
- Shut out all distractions
- Study in quiet, isolated areas
- Use logic in study
- Pay attention in class and observe what the instructor stresses
- Take all learning and apply it in life

Parental Written Goals

Personal Learning Statement

It is important for my child to do well in school because I want him to be successful in life. If my child maximizes his/her study potential, he/she could become an attorney. One thing I could do to encourage my child to have better study habits is go to the library with him. Another thing I could do is give him a place to study at home. In the end, people will be surprised when my child is living in a big home and driving a new car.

What Now?

Overall, my child's score indicates that he/she is using 52 percent of his/her potential to learn and he/she is a(n) C+ student in school, that is, given my child's current study skills.

If I wish my child to use more of his/her learning potential, then I should encourage him/her to add new study skills or improve the existing skills that are working for him/her now. My child will start small, but the results will be great!

I will read this report carefully and select 3-4 things that I can help my child with now. I know that working hard in school will make my child a better, more successful person. I will encourage my child to add new study habits and to have a desire to succeed.

Total Agreement

I agree that in the future, I will help my child use more than 52 percent of his/her potential to learn

Send a copy of this report to:

Total Agreement

I agree that in the future, I will help my child use more than 52 percent of his/her potential to learn

Send a copy of this report to:

Curriculum
Audit of
Massillon City
School District
The Study
Dr. Silverberg
OSBA Conference
11/11/13

Overview

- The Study
 - Winter/Spring of 2012-2013
 - Intent – Examination of Implementation of the K-12 Standards into Teaching & Assessment
 - Ohio's New Learning Standards
 - English Language Arts
 - Math
 - Science - *Includes Reading & Writing Standards*
 - Social Studies - *Includes Reading & Writing Standards*

Considerations

- Horizontal Alignment
 - Across Grade-Level
 - Building-to-Building
 - Reading & Writing Across the Curriculum
- Vertical Alignment
 - At Grade-Level (Note on Differentiation)
 - From Grade-Level to Grade-Level
 - From Grade-Band to Grade-Band (EI/IS/JHS/HS)

A-School-A-Day

Franklin Elementary School
Gorrell Elementary School
Whittier Elementary School
Intermediate School
Junior High School
Washington High School

Focus Groups

Big Picture
120 Teachers
1,288 Standards



Group Design
Content Area or Grade-Band
Teacher-Only Sessions
1 to 1.5 Hours Each
Tension & Transparency

Resources
Standards

Inquiry-Based Approach

- Invitation to share openly
 - Do you teach this standard?
 - Do you use summative assessments to evaluate student learning for this standard?
- Responses recorded into spreadsheets
 - Yes
 - No
 - So/So
 - Inconsistent Implementation
 - Teacher-to-teacher basis,
 - Some sub-standards and not others
 - No Grade-Level Standards

Data Analysis

- Results Logged Into Spreadsheets
 - Content Area
 - Building
 - Grade-Level
 - Taught (Yes, No, So-So)
 - Assessed (Yes, No, So-So)
- Qualitative Responses Noted
- Report Delivered
 - Administrative Meeting
 - Faculty
 - Whole Group Findings
 - Content & Grade-Level Workshops

Report

- District & Building-Level Findings
 - Commendations
 - Recommendations
- Content-Area Sections: Math, ELA, Sci., SS
 - Major Findings by Grade-Band (El, IS, JHS, HS)
 - Strengths
 - Needs
 - Findings by Building
 - Grade-Level Results

Detailed Analysis (Hypothetical)

	4 th Grade Taught	4 th Grade Assessed	5 th Grade Taught	5 th Grade Assessed
Earth Science				
Space Science				


Major Content-Area Findings (Hypothetical)

	<u>Science Standards</u>	
<u>Content Taught</u>	<u>Reading & Writing Taught</u>	
Yes	51%	Yes 35%
So-So	40%	So-So 48%
No	9%	No 17%
Assessed		Assessed
Yes	33%	Yes 26%
So-So	38%	So-So 51%
No	29%	No 23%

Major District Findings: Commendation


Buy-In For Curriculum Audit & Improvement Process

"This experience itself is Professional Development."



Contact Information

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Massillon City School District

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Coordinator of Instruction

Action Plan:

1. Analyze the Data and Review the Recommendations
2. Report out the Findings
3. Prioritize Curricular Needs
4. Begin the work

10/31/2013 27

Reflections from the Teacher Surveys ?

- 55% of the teachers reported teaching the CCSS
- 32% of the teachers reported assessing the CCSS
- No evidence of curricular alignment amongst the 3 elementary buildings
- Very little evidence of consistent writing instruction or assessment in K-12

10/31/2013 28

Recommendations from the Audit:

Professional Development:

1. Horizontal Continuity Between Elem. School
2. Vertical Alignment Across Levels
3. Content-Area Reading and Writing
4. Developmentally Appropriate Summative Assessments

Resources:

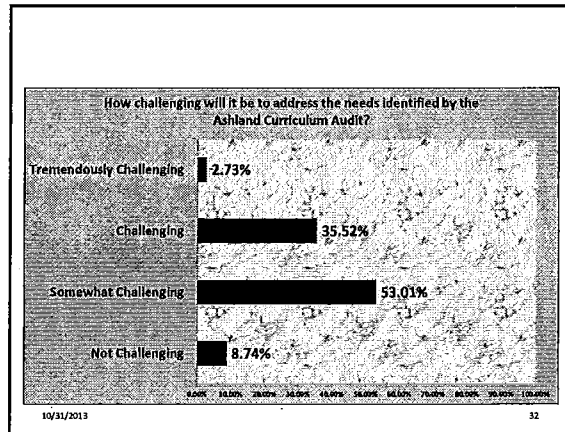
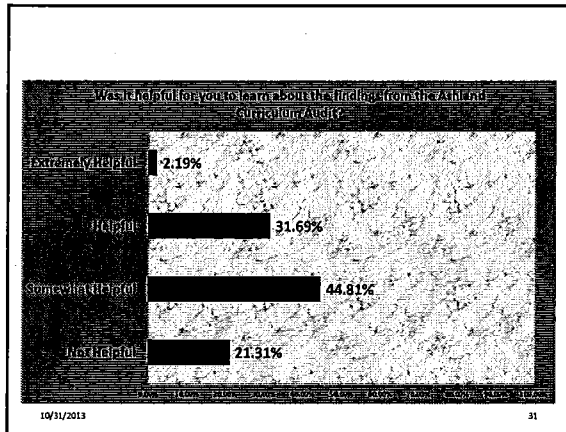
1. New Textbooks & Materials
2. Increase Technology Access

10/31/2013 29

Reporting on the Findings:

- Group Presentation to All Principals
- Shared results at District waiver day on Aug. 30th
 - Teachers had access to an electronic copy of the audit
 - Whole group meeting with all staff
 - Small group meetings by grade level/content
 - All staff completed an electronic survey

10/31/2013 30



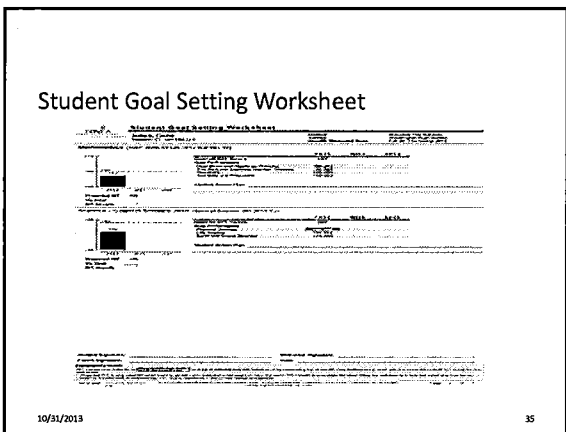
Reflections from the Student Surveys:

- Students reflect on their future careers
- Students have a desire to do well in school, but lack the study skills to do so
- Students need to be explicitly taught study skills
- Students admit that they don't spend time studying, reviewing additional resources or preparing for exams

Ashland University Student Success Survey: Assessing Learning Potential (Spring 2013)

Recommendations:

- Encourage all students to read, review and select 4 new learning behaviors.
- Students should write out a plan for Success
- Stress the importance of the 10 areas rated the lowest by students
- Give the parents a brief overview of the results
- Use the data to develop a system of specific intervention



Curriculum Audit Opportunities:

- Provided an overall analysis of the "State of the Curriculum, Instruction & Assessment"
- Gave all teachers voice and honored their feedback and input through an open evaluation process
- Provided useful data to prioritize curricular needs
- Identified strengths and weaknesses
- Buy-In for the Audit
 - "This experience itself is Professional Development"

Curriculum Audit Challenges:

- A few teachers were unable to make connections and did not take ownership of the data
- The audit was implemented during a "transition" year for the Common Core State Standards

10/31/2013

37

Using the data to guide the OIP Process:

- All of the recommendations from the audit were used to guide the OIP Process
- Used the recommendations to plan Professional Development
- Used the data to prioritize curricular needs

10/31/2013

38

Phase I Action Steps:

- Developed a Common Core Transition Plan
- Implement a K-12 Writing Initiative
- Facilitate Vertical Alignment Meetings
- Explicitly Teach & Model Study Skills
- Align assessments to Instruction
- Implement MAP Assessments (K-10)
- Align Math Curriculum K-6
 - Teachers can earn graduate credit from Ashland University for their work

10/31/2013

39

Phase II Action Steps:

- ELA alignment K-6
- Science alignment K-8
- Allocate additional time for vertical collaboration meetings
- Establish a district wide curriculum committee
- Support opportunities for Co-teaching with regular and special education teachers
- Establish a district wide, teacher-led professional develop program

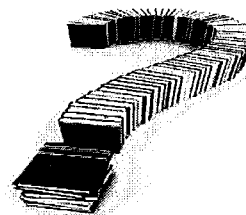
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40

Can this study be replicated in other districts?

- Yes. We have currently completed one additional study and are working with several other districts to examine their specific district needs.
- Study is customized to meet each district's needs.
- After examining what information is desired, the Telego Center presents a plan and a cost estimate for the district's specific project.

Questions ?



10/31/2013

42