

"COMMITTED TO HIGH PERFORMANCE"

Growing Our Future

Dr. Morcease J. Beasley, Superintendent of Schools

Purpose

To discuss the **desired outcomes** for students when they graduate from Clayton County Public Schools

To discuss the **current achievement levels** of our students as evidenced by DIBELS and the Georgia Milestones Assessments

To discuss the **instructional practices** that have a **greater impact** on student learning and readiness levels

The Why?



Dr. Morcease J. Beasley, Superintendent

Vision Statement

The vision of Clayton County Public Schools is to be a district of high performance preparing ALL students to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.

Core Belief Statements

- We believe children have priority for all of our resources.
- We believe education is the shared responsibility of the student, the parent/guardian, the school, and the community.
- We believe communication and understanding among all stakeholders of our diverse community are essential to achieving the goals of education.
- We believe that learning is a continuous process and most productive when the needs of each child are met through high quality instruction provided by competent and caring adults.
- We believe a learning environment where everyone experiences security, care, dignity, and respect is essential.

Strategic Goals

- To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national and international assessment results
- To provide and maintain a safe and orderly learning environment
- To create an environment that promotes active engagement, communication, accountability, and collaboration of all stakeholders to maximize student achievement
- To provide high quality support services delivered on time and within budget to promote high performance in the Clayton County Public Schools
- To recruit, develop, and retain highly qualified and effective staff

Strategic Improvement Plan (SIP) 2018-2023

STRATEGIC IMPROVEMENT PLAN 2018-2019

The vision of Clayton County Public Schools is to be a district of high performance preparing ALL students to live and compete successfully in a global society.

Clayton County Public Schools will increase the percentage of students scoring at the Proficient and/or Distinguished levels on the Georgia Milestones.

We will implement evidentiary- and research-based instructional and intervention strategies grounded in Literacy, Numeracy, Critical Thinking, Technology, and STEM/STEAM.

We will engage multiple stakeholder groups in activities that support high performance and collaboration.

Clayton County Public Schools will increase the graduation rate.

We will implement, monitor, and support programs for school redesign and transformation.

We will implement, monitor, and support the district's framework for creating and implementing innovative school-based choice programs or schools such as magnet, theme, STEM/S.TEAM etc. that support the transformation of schools.

We will implement, monitor, and support research-based strategies and programs to improve students' early learning readiness.

Clayton County Public Schools will increase the number of students absent less than 10% of their enrolled academic year.

We will implement, monitor, and support research-based strategies used to increase student attendance and engagement.

Clayton County Public Schools will decrease the number of discipline infractions while increasing employee morale and community support.

We will develop, implement, monitor, and support a systematic discipline improvement strategy.

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The Sense of Urgency



Dr. Ralph Simpson,
Deputy of School Leadership and Improvement

Review of Students' Performance Data



Dr. Ebony T. Lee,
Director of Curriculum, Instruction, and Assessment

The Critical Facts

- **Fact:** According to research by the Annie E. Casey Foundation, **third graders** who are not reading at grade level are among the most vulnerable to drop out of school later.
- **Fact:** 88 percent of students who failed to earn a high school diploma were struggling readers in **third grade**.
- **Fact:** Research shows that vocabulary gaps are evident by 4 years of age. Children from lower-income families hear a staggering **30 million** fewer words than children from higher-income families by the time they are 4 years old.

READINESS AND *AUTOMATICITY*

Grade 3 *BOY* Expectations

From Nomad to Farmer

Cross-Curricular Focus: History/Social Science



Many historians and scientists believe that the earliest people in North America may have traveled here from the continent of Asia many thousands of years ago. At that time, Earth was experiencing an Ice Age. Much of the water that separates the northern parts of Asia and North America would have been frozen at the time. It may have formed an ice bridge that people were able to walk across. Perhaps they were hunters following their food. Perhaps they were adventurous and wanted to explore. We do not know for sure. Their migration to North America, however, may make them the ancestors of the people we call Native Americans.

We do know that the earliest North Americans were nomads. They traveled from place to place instead of settling in one place. Eventually, these nomads began to establish permanent settlements. They had already learned to gather plants growing in the wild. After a time, they began to learn about agriculture. Agriculture is raising plants and animals for human use. With more reliable sources for food, they didn't need to move around so much.

As they began to look for more permanent homes, they paid attention to the resources of specific locations. They wanted to live near water sources, such as streams or rivers. This helped ensure that they could water their crops and take care of the water needs of humans and animals. It's not surprising, then, to discover that most early villages were located very close to water sources.

People moved around less often than before. However, they were still slowly migrating to other areas. Every time a group or tribe moved into a different natural environment they had to adapt to the climate and resources of that area. The clothing they wore, the kind of houses they built and even the kind of food that they ate depended upon the region in which they lived. Over time, four major cultural regions developed in North America: the Eastern Woodlands, the Great Plains, the Pacific Northwest, and the Desert Southwest.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) The "ice bridge" theory has never been proven, but could be true. Do you think it is a reasonable explanation for how Native American came to North America?

_____

_____

2) What might be a benefit of living life as a nomad?

_____

_____

3) Besides having a fresh water source, how could living by the river meet the tribe's needs?

_____

_____

4) Why did tribes in different areas live in different kinds of houses?

_____

_____

5) In which of the four cultural regions would you choose to build a home? Explain your choice.

_____

_____

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Tier 2 Words	Language Arts	Mathematics	Science	Social Studies
analyze collaborate communicate compare contrast determine distinguish evaluate illustrate infer refer	characters dialogue fiction vs. nonfiction inform motivation narrative opinion point of view prefix, suffix setting theme	compute equation estimate graph interpret measure operations represent solve	attribute classify construct environment evidence features habitat observations organism patterns investigation	accomplishment culture climate Democracy exploration factors location obstacle perspective Republic resources trade

Unit	Writing Genre	Writing Task Description:
1	Narrative	**Title of Stimulus Texts:** Source #1: "The Wolf and The Crane" Source #2: "The Wolf, the Kid, and the Goat" Source #3: "What are Fables?" **Writing Task Description:** The two stories you read are examples of fables. **Your assignment is to write your own fable that is several paragraphs long. It should include the characteristics of fables discussed in the article and shown in the stories you read.** Make sure to include dialogue, descriptions, characters, plot, setting, and an ending. Be sure to develop your story completely.

By School Year 2023…

To meet our 2023 district goal, at least 80% of our students must be proficient or distinguished on the GMAS in all content areas.



Our Current Reality...

On average, 25% of students demonstrate proficiency on the Georgia Milestones Assessments.



CCPS EOG Data

English Language Arts End of Grade (EOG) Trend for Percent Proficient Learner and Above (PL + DSL)					Metro-RESA	Georgia
	SY 2014-2015	SY 2015-2016	SY 2016-2017	SY 2017-2018	SY 2017-2018	SY 2017-2018
Grade 3	23	20	21	22 ↑	41	37
Grade 4	24	21	27	30 ↑	46	41
Grade 5	25	25	23	26 ↑	46	41
Grade 6	27	24	27	25 ↓	44	39
Grade 7	24	26	25	24 ↓	43	38
Grade 8	26	33	28	28 →	48	43
Mathematics End of Grade (EOG) Trend for Percent Proficient Learner and Above (PL + DSL)					**Metro-RESA**	**Georgia**
	SY 2014-2015	**SY 2015-2016**	**SY 2016-2017**	**SY 2017-2018**	**SY 2017-2018**	**SY 2017-2018**
Grade 3	19	23	29	32 ↑	48	46
Grade 4	20	18	29	32 ↑	50	47
Grade 5	19	21	21	21 →	42	39
Grade 6	18	20	21	20 ↓	43	38
Grade 7	19	21	21	23 ↑	47	43
Grade 8	19	15	17	16 ↓	34	34

For EOG, English/Language Arts, students showed growth in proficiency rates in Grades 3, 4, and 5. In Mathematics, students showed growth in proficiency rates in Grades 3, 4, and 7.

CCPS EOG Data

Science End of Grade (EOG) Trend for Percent Proficient Learner and Above (PL + DSL)					Metro-RESA	Georgia
	SY 2014-2015	SY 2015-2016	SY 2016-2017	SY 2017-2018	SY 2017-2018	SY 2017-2018
Grade 5	20	24	24	23 ↓	42	39
Grade 8	15	8	12	13 ↑	29	30
Soc. Studies End of Grade (EOG) Trend for Percent Proficient Learner and Above (PL + DSL)					**Metro-RESA**	**Georgia**
	SY 2014-2015	SY 2015-2016	SY 2016-2017	SY 2017-2018	SY 2017-2018	SY 2017-2018
Grade 5	14	17	16	17 ↑	33	30
Grade 8	20	24	25	27 ↑	46	41

PL - Proficient Learner

DSL - Distinguished Learner

For Science and Social Studies, which are only assessed in Grades 5 and 8 for the EOG, Grades 5 and 8 showed growth in Social Studies, and Grade 8 showed growth in their science proficiency. **In comparison to the State and MRESA's EOG results, the District had higher gains in the following areas: Grade 4 English/Language Arts, Grades 4 and 7 Mathematics, and Grade 5 Social Studies.**

CCPS EOC Data

CCPS End of Course (EOC) Trend for Percent Proficient Learner and Above (PL + DSL)						
Conten Area	SY 2014-2015	SY 2015-2016	SY 2016-2017	SY 2017-2018	GA Metro RESA 17-18	State of Georgia 17-18
9th Grade Literature	30	28	34	36 ↑	56	52
American Literature	26	29	29	28 ↓	52	47
Algebra 1	NT	17	17	16 ↓	45	38
Geometry	NT	NT	20	22 ↑	42	39
Biology	19	28	29	29 →	53	49
Physical Science	17	18	26	27 ↑	49	43
US History	27	30	29	29 →	53	47
Economics	33	40	37	38 ↑	55	49

PL - Proficient Learner
DSL - Distinguished Learner
NT - No Test that year
Due to excel numbers may be truncated

Based on final results for 2017-2018, six out of eight EOC content area results maintained or showed improvement in the percentage of students who scored in the Proficient and Distinguished achievement levels in comparison to the 2016-2017 school year (Table 1). **The greatest gains occurred in 9th Grade Literature and Composition (+2.35), Geometry (+2.23), and Physical Science (+1.70).**

CCPS Reading Data

2017-2018 Reading GMAS Student Performance										% Point Change % At Grade Level/Above 2017-2018		
	District			Metro-RESA			Georgia					
	Test Takers	% Below Grade Level	% Grade Level or Above	Test Takers	% Below Grade Level	% Grade Level or Above	Test Takers	% Below Grade Level	% Grade Level or Above	District	Metro-RESA	Georgia
Grade 3	4,370	43	**57**	54,499	31	**69**	134,162	32	**68**	-1	-3	-3
Grade 4	4,564	48	**52**	55,067	34	**66**	136,228	37	**63**	6	4	3
Grade 5	4,474	42	**58**	55,487	28	**72**	137,152	30	**70**	-1	-1	0
Grade 6	4,256	54	**46**	53,615	36	**64**	133,021	39	**61**	-4	-3	1
Grade 7	4,134	41	**59**	52,373	26	**74**	130,420	29	**71**	-3	-1	-1
Grade 8	4,059	41	**59**	51,409	24	**76**	125,086	27	**73**	-10	-4	-5

CCPS Writing Data

	Idea Development, Organization, and Coherence							Language Usage and Conventions				
	0*	1	2	3	4	3 + 4 total	Difference 17-18	0*	1	2	3	Difference 17-18
Grade 3	15	44	36	4	1	5	-3	15	48	34	3	-3
Grade 4	9	30	46	13	2	15	1	9	30	46	15	-1
Grade 5	6	16	59	17	2	19	0	6	20	55	19	6
Grade 6	4	21	53	20	3	23	-1	4	19	51	27	5
Grade 7	3	20	47	25	3	28	-10	3	20	43	34	2
Grade 8	3	18	47	27	5	32	2	3	18	47	32	8
9th Grade Lit	5	21	48	20	6	26	-1	5	24	52	19	-1
11th Grade Lit	5	13	42	35	5	40	0	5	14	54	27	0
*Students with a "0" score were given a condition code.												

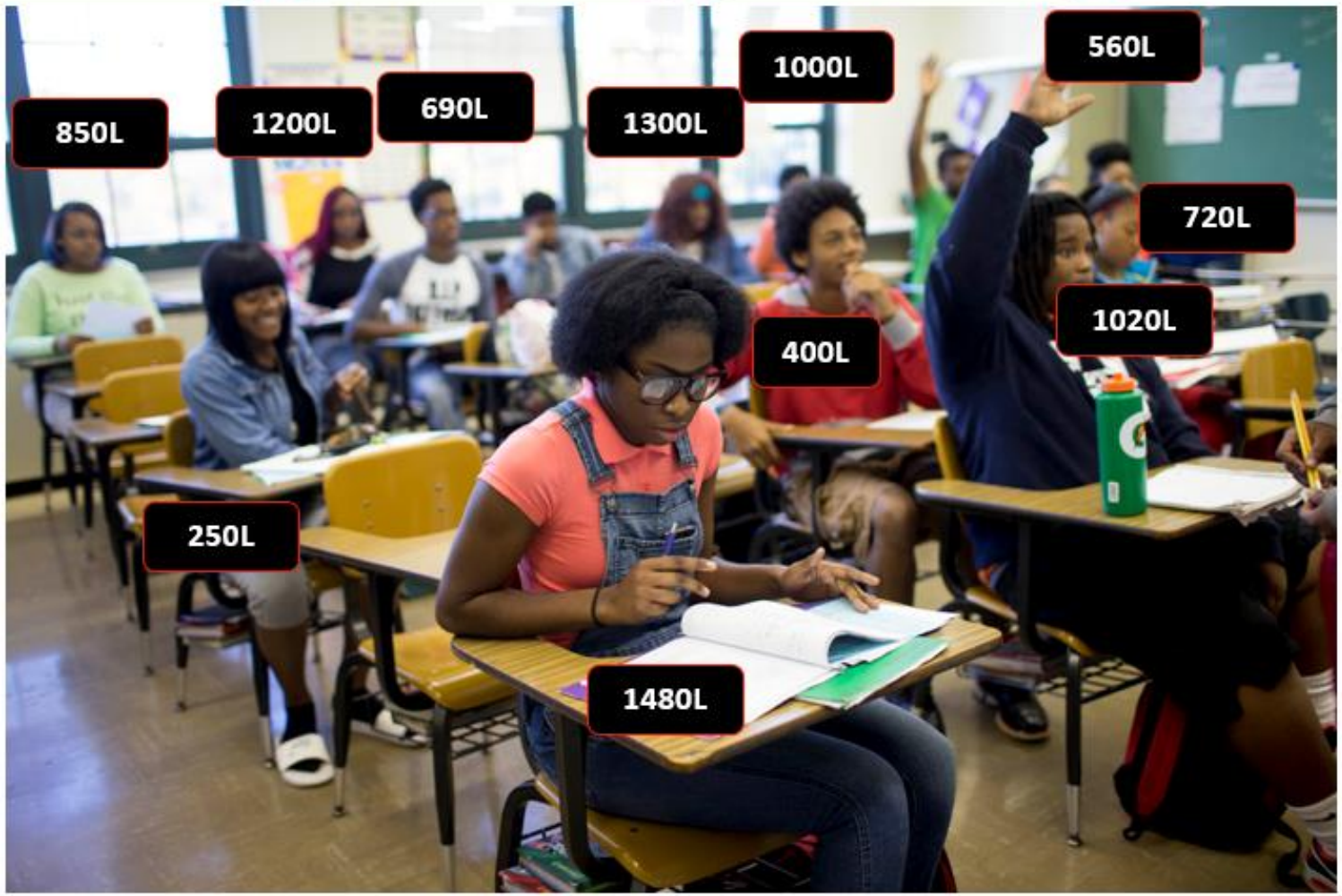
Different Learners Same Expectations

State- and grade-level standards

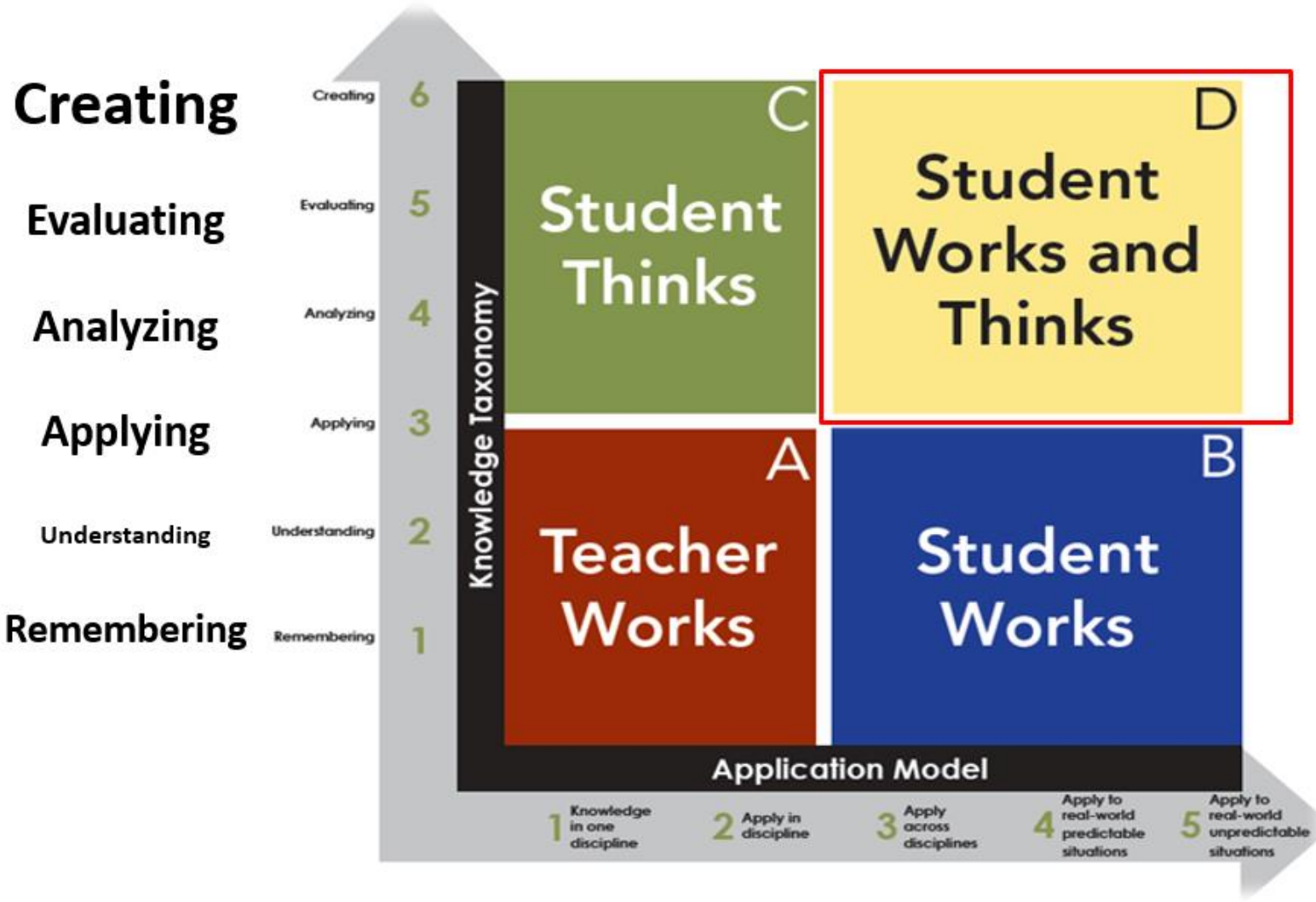
District- and grade-level content

Grade-level skills

State Assessments



Creating Rigorous and ***Relevant*** Learning Experiences



Something to consider during planning and lesson delivery:

- In which quadrants do my lesson questions tend to fall?
- In which quadrant do my learning tasks tend to fall?
- When I examine my students' work, in what quadrant does it reflect?

What Does it Mean to be a Reader?

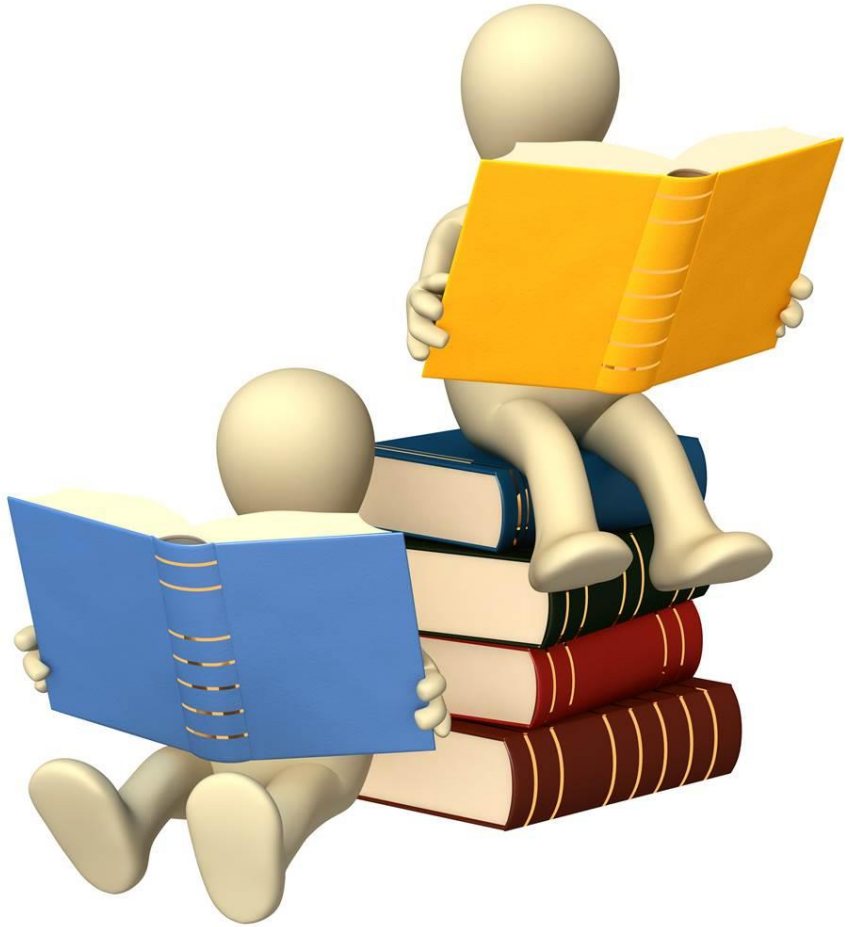


Victoria Bedford
Elementary Language Arts Coordinator

A reader is someone who discovers a passion for reading with every book they pick up. This does not mean that every book must be liked. Instead, it means that **every book reveals something about the process of reading** or, more spectacularly, the reader him/herself.



What does it take to develop a reader?



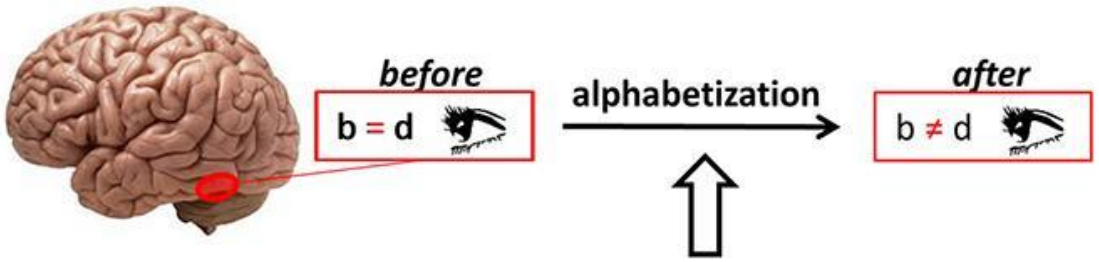
2017-2018 BOY to EOY DIBELS Data

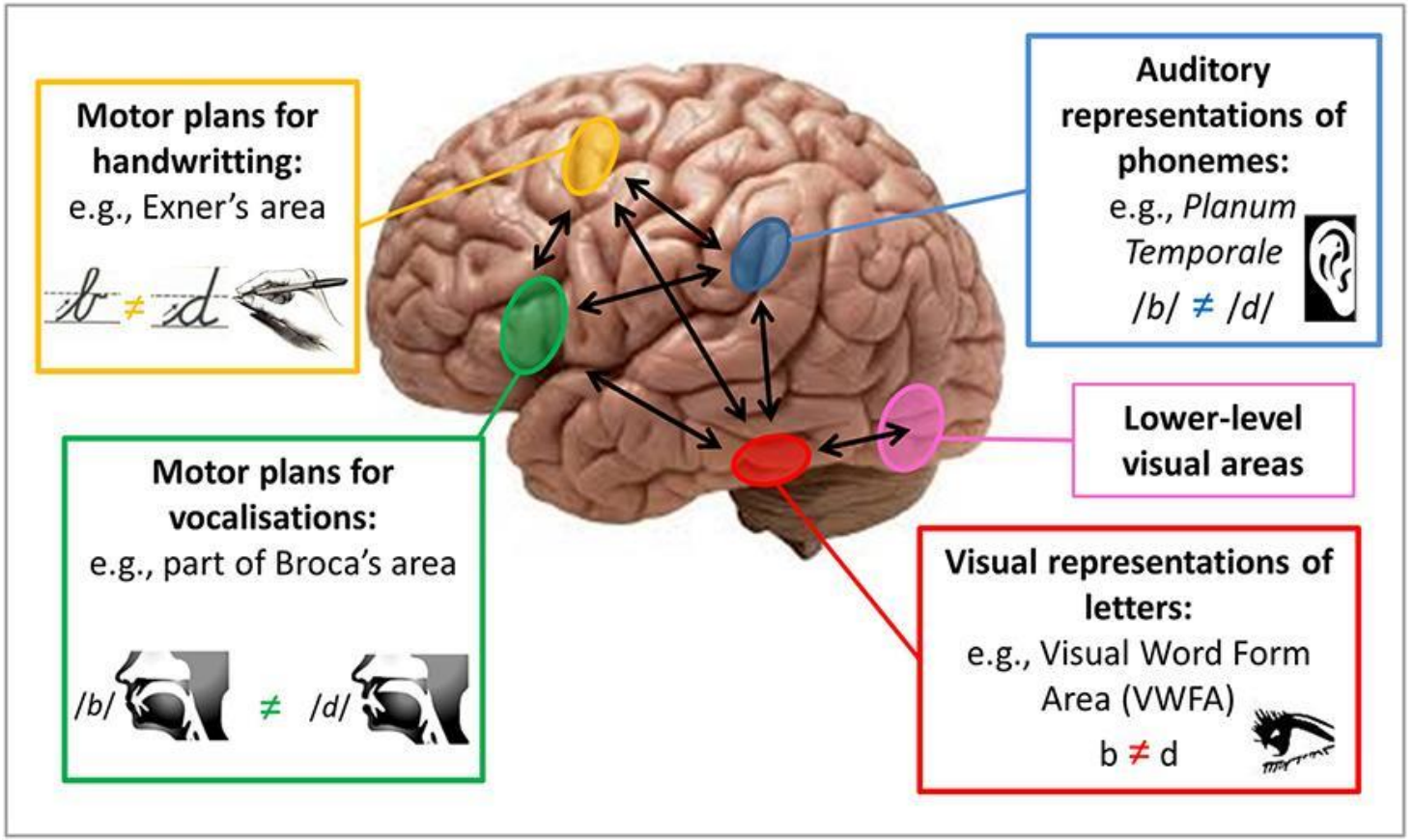


Everyone is born with the **language** part of the brain—the speech and meaning parts. You learn to speak and to understand spoken language simply by being around other people who speak for a few years.

Everyone is born with the **visual** part of their brain. We easily recognize shapes, objects, places, and faces.

BUT…**no one is born with** the connections between vision and speech, **the connections that enable reading.** Instead, you have to build the visual word form area of your brain one connection at a time. You have to learn that *p* stands for the sound at the of *pen* (usually) and *ough* stands for the sound at the end of *though* (sometimes).





Simple View of Reading



Based upon The Simple View of Reading, Gough and Tunmer (1986)

Answers the question: When you are presented with a passage of text, how do you get meaning from it?

1. You need to convert written words into speech.
2. You need to understand that speech.

Simple View of Reading

- If you can't decode the symbols in a sentence, you can't read it, even if you know the language in which it is written.

- Here is an English sentence rewritten in a made-up system, with the code beneath it. Try decoding it.



/a/		at	/f/		fat	/n/		net	/t/		tag
/b/		bat	/g/		got	/o/		odd	/u/		up
/k/		cat	/h/		hat	/p/		pat	/v/		vet
/d/		dog	/i/		it	/r/		rat	/w/		wet
/e/		end	/l/		let	/s/		sat	/z/		zen
			/m/		mat				/th/		thin

Answer…

Kit ran and hid.



The sentence is written from right to left.

So what does this all mean for teaching and learning to read?

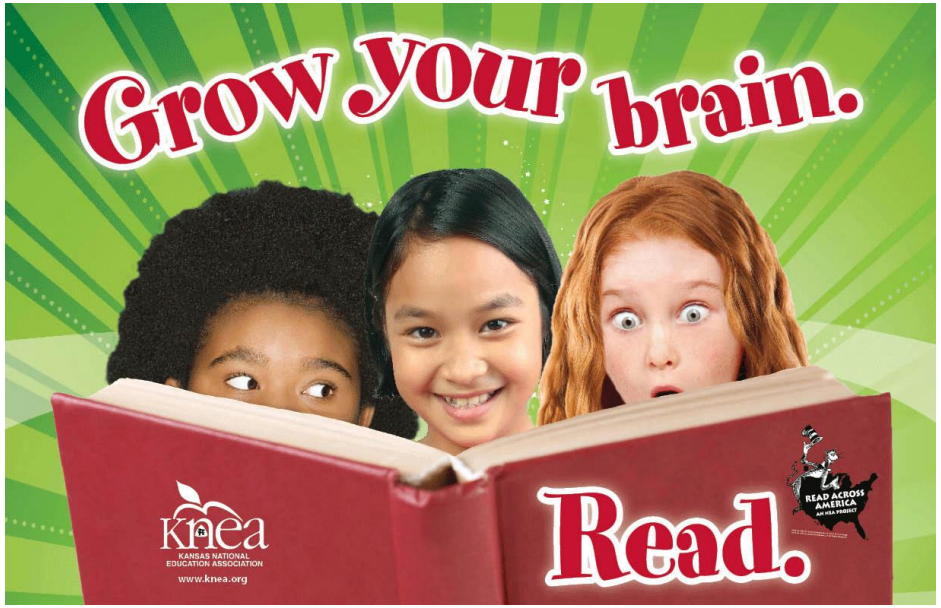
- On average, it takes a child **two to three years to learn to decode** English. It is the toughest alphabetic writing system in the world.

- There are no shortcuts. You can't just learn to recognize every word on sight. There are too many of them. You would never be able to figure out words like ***Brobdingnag*** and ***Glubdubdrib***.



So what does this all mean for teaching and learning to read?

As a muscle, your brain can grow with practice. Practicing decoding doesn't mean flipping through beautiful books or listening to someone else read. Expert pianists and tennis players don't become expert by watching someone else play. They practice deliberately, focusing on their weakest skills and working hard to improve them.



Why can't my child skip the 20 minutes of **Reading** tonight?



Well…let's figure it out **Mathematically**



Student A—Reads 20 minutes a night, 5 days a week

Student B—Reads 4 minutes a night or not at all

Step 1—Multiply minutes a night by 5 times each week

Student A—20 min. x 5 times a week = 100 min. each week

Student B—4 min. x 5 times a week = 20 min. each week



Step 2—Multiply minutes a week x 4 weeks each month

Student A—100 min. x 4 weeks each month = 400 min. each month

Student B—20 min. x 4 weeks each month = 80 min. each month

Step 3—Multiply minutes a month x 9 months in a school year

Student A—400 min. each month x 9 months = 3600 min. a school year

Student B—80 min. each month x 9 months = 720 min. a school year

Student A practices reading the equivalent of 10 school days a year.

Student B practices reading the equivalent of 2 school days a year.



If these reading habits continue, by the end of 6th grade…

Student A will have read the equivalent of 60 whole school days.

Student B will have read the equivalent of 12 whole school days.

One can expect that the gap of information retained will have widened considerably and, undoubtedly, so will school performance.



Which child will read better?

Which child will know more?

Which child will write better?

Which child will have a better vocabulary?

Which child will be more successful in school? In life?

Never underestimate the power of 20 minutes of reading a night!



Schools that deliver the strongest results…

- **Start early**. They work hard to get students on track in Kindergarten. Students who get through the decoding stage by age 8 begin building vocabulary and background knowledge through reading itself.
- **Surround kids with books!** Reading at the right level improves decoding, vocabulary, content knowledge and stamina. Reading volume is more important than even cognitive ability in building knowledge.
- **Measure student progress.** They measure whether an intervention is having the expected impact. They are constantly tinkering and learning.



High-Impact Practices with the ***Greatest Impact*** on Student Growth

Dr. Ebony Lee

Which instructional practices have the greatest impact on students' reading levels?



Evidence-Based Writing

All students demonstrate their understanding by producing a written response that includes a precise **claim** and **relevant evidence** with **justification/reasoning.**



Higher-Order Questioning

All students fully **explain** and **justify** their **thinking** when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information.

All students **generate questions** about content that demonstrate **rigorous independent thinking.**

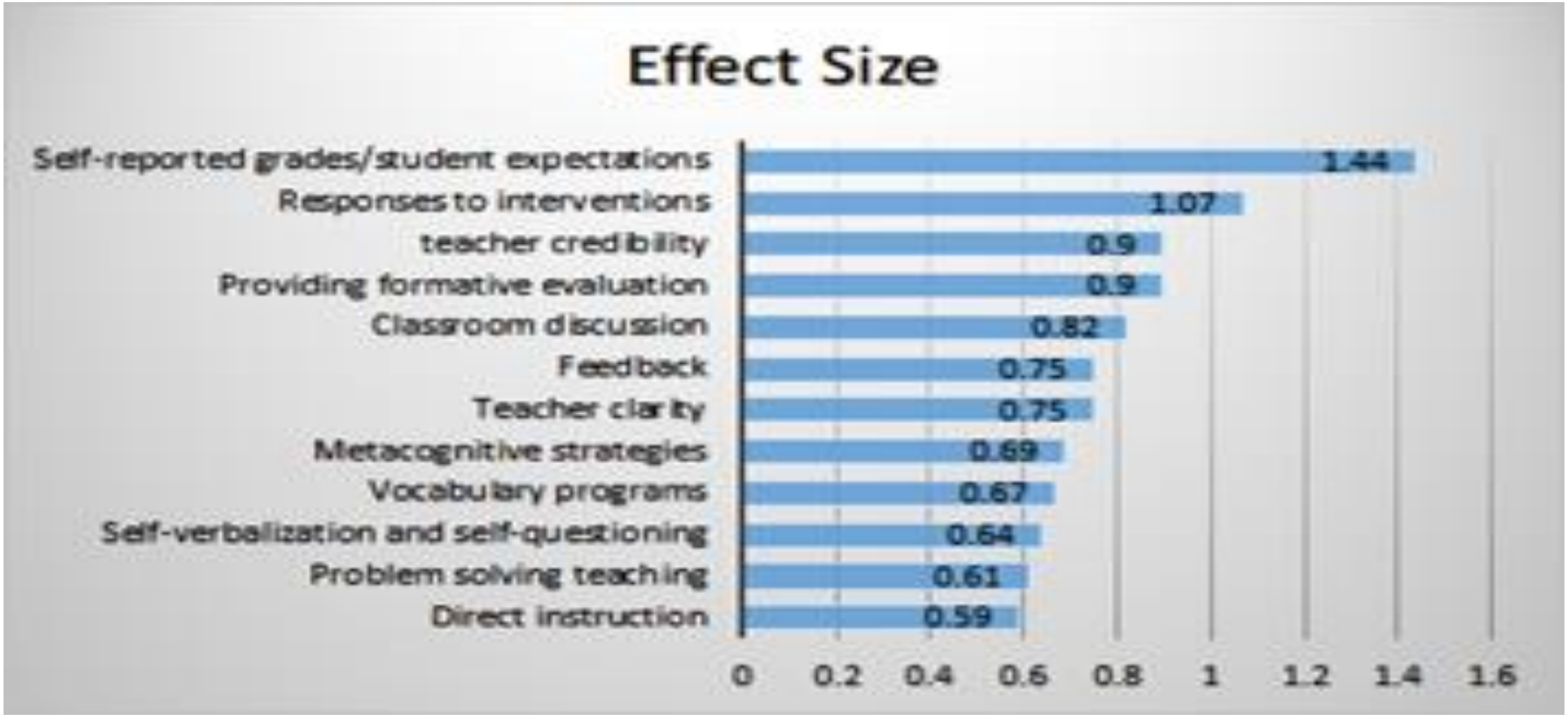


Academic Discussions

Students **engage** with peers in academic discussions focused on analysis, synthesis, and evaluation of **content-driven topics**, using **academic language** to express their thinking regarding the major concepts studied.



High Impact Literacy Approaches



Calculating My Impact

Dr. Morcease J. Beasley, Superintendent

Thank you and Questions?

https://tinyurl.com/TeacherImpactFeedback