EHPS SAT Plan

October 17, 2019

East Hartford Public Schools

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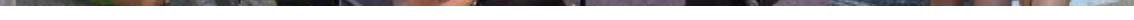
VISION

Schools that are the Pride of our Community

MISSION

To deliver a high quality learning experience for *Every Child, Every Day*

Hit the MARK
Make your MARK
www.EastHartford.org

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CORE BELIEFS

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- Expectations Matter
- Effort Matters
- Competence Matters
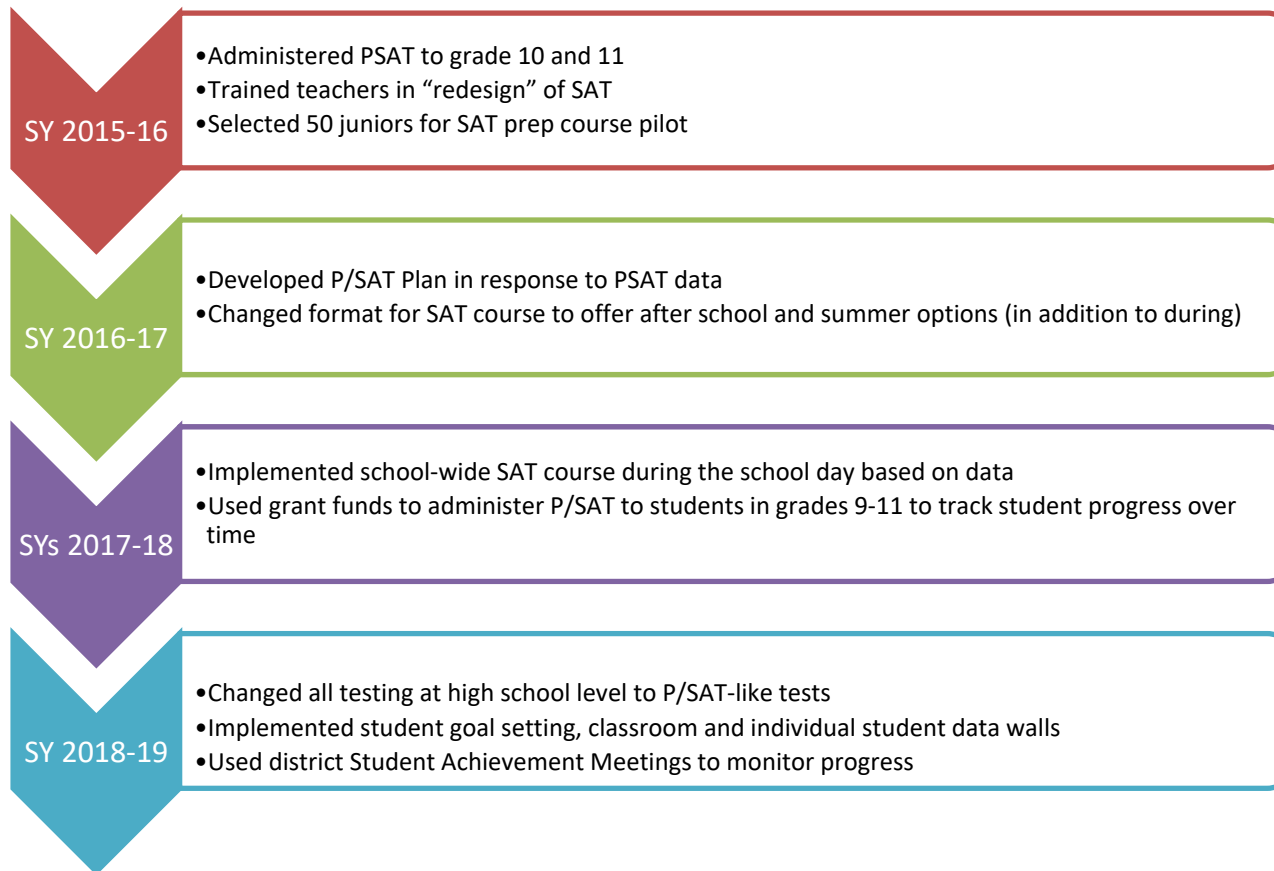- Solutions Matter
- Relationships Matter
- Results Matter

Implementation Timeline

SY 2015-16
- Administered PSAT to grade 10 and 11
- Trained teachers in "redesign" of SAT
- Selected 50 juniors for SAT prep course pilot

SY 2016-17
- Developed P/SAT Plan in response to PSAT data
- Changed format for SAT course to offer after school and summer options (in addition to during)

SYs 2017-18
- Implemented school-wide SAT course during the school day based on data
- Used grant funds to administer P/SAT to students in grades 9-11 to track student progress over time

SY 2018-19
- Changed all testing at high school level to P/SAT-like tests
- Implemented student goal setting, classroom and individual student data walls
- Used district Student Achievement Meetings to monitor progress

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A Collaborative Approach
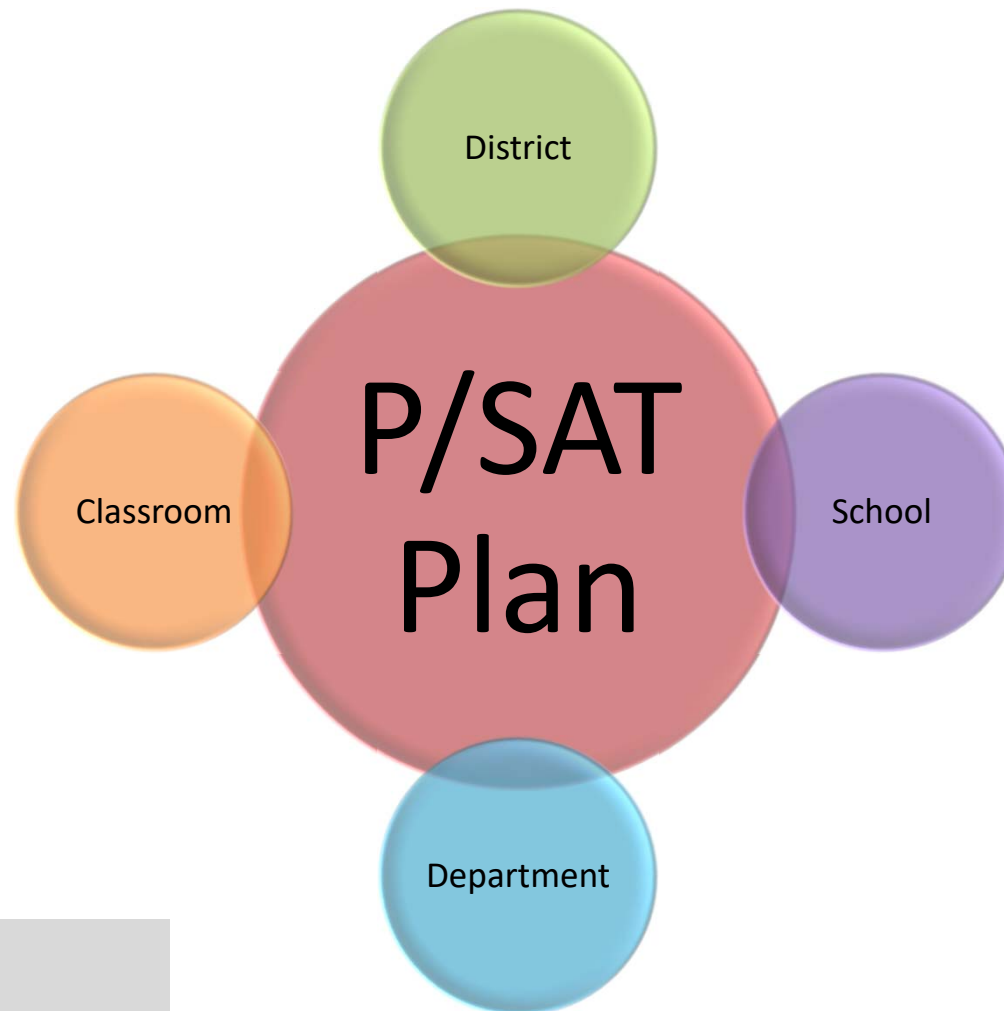
DISTRICT INVOLVEMENT & SUPPORT

In-Depth Data Analysis

PSAT 11 18-19 Report

EHPS Performance Office & EHHS RISE Team

December 06, 2018

Contents

1 Executive Summary

The following report provides a high level overview of school level performance on the PSAT NMSQT assessment for Grade 11 students at East Hartford High School. The purpose of the report is to provide stakeholders, leaders, and community members with several points of analysis regarding student performance. Note that the PSAT NMSQT is scored on a scale of 320 to 1520, with each section being scored on a scale of 160 to 760.

2 Summary Statistics

The lowest score was a **340** and the highest score was a **1370**.

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In-Depth Analysis
PSAT: Fall 2019

- 9% Approaching Benchmark for EBRW and Math
- Sub Scores for EBRW all fall as a mean of 7, while Math follows the same pattern EXCEPT for Heart of Algebra (6)
- Of the Reading Passages:
  - Best Response Rate- Passage #3 (Analysis in Science)
  - Worst Response Rate—Passage #5 (last- Analysis in Science)
    - Most Omitted Questions (between 9-10 per question)
  - Students struggled with final two passages: speech (#4) and science text (#5).
  - Most difficult question types:

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Student Achievement Meetings

East Hartford Public Schools

1110 Main Street, East Hartford, CT 06108   Tel: (860) 622-5107 Fax: (860) 622-5119   www.easthartford.org

District Student Achievement Meetings: Procedures and Protocols (SY19)

Purpose: As a district committed to the core belief *Results Matter,* Student Achievement Meetings (SAMs) provide East Hartford educators with a dynamic way for school and district teams to engage in a collaborative accountability process that links School Improvement Plans (SIPs) and current student achievement results. SAMs require school teams to review student performance data with respect to district targets and provide high level analysis to a supportive and critical panel of Central Office staff. Occurring three times throughout the school year, SAMs serve as key meetings to set goals, monitor progress and report annual accomplishments. A successful SAM is a result of the school team that has spent time understanding student results, analyzing student data in advance to find trends and patterns in achievement and has making powerful connections to action steps or school needs. As a cornerstone of EHPS' continuous improvement cycle, SAMs are the checkpoints that fuel future growth.

The SAMs are designed to look deeply at student achievement and evaluate performance impact/outcome of annual plans. As such, schools are asked to finalize SIPs for the year and present them in conjunction with the data package.

Logistics: SAMs are designed to promote both accountability for plans and results in a collaborative team environment. School Based SAM teams bring together a dynamic team of educators who collaboratively present key data findings as well as provide high level analysis.

Time Frame	• Approximately one hour in length-- School Teams are encouraged to carefully review protocol timelines and make every effort to stay on pace.	
Participants	• School Team (Principal, Administrative Team, Department Supervisors, Coaches, Faculty Leaders) • District Team (Superintendent, Assistant Superintendent, Director of Pupil Personnel, Performance Office, Program Development/Professional Development	
Location	• Central Office (location may be moved upon request)	
Required Documents/ Preparation	SAM	
	• Achievement Data Package (School performance/ goals)	• 5 color copies (handouts- full page slides/ double sided)
	• SIP (electronic only- sent to Supervisor)	• Electronic access to be reviewed on screen at meeting

Agenda/Protocols: SAMs are intentionally rigorous review and analytic meetings paced by a tight agenda. This agenda is planned to promote deep pre-planning, efficient analysis and quality conversations about what matters most. In preparation, SAM teams are encouraged to focus on the most important data points that should be reviewed and analyzed prior to the presentation. Effective SAM meetings require tight adherence to the following protocols designed to push thinking and encourage process.

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Student Achievement Meetings

Time	Topic	Description
2 mins	Principal Welcome	Introductions as necessary
22 mins	Review of Data Package and Analysis of Student Data	Key Points of Review/Analysis • Comparison to previous assessment data o Previous Fall, Winter, Spring • Comparison to their school data points (DIBELS, F&P, SAT, SB) • Compare to cohort data over testing window Based on the previously presented Data Package, School Teams will lead a targeted and pre-planned analysis of student data. In this portion of the presentation, the team should provide best thinking about why certain trends appear, what has been done in the past that may have resulted in these outcomes and/or what they have learned as a result of carefully reviewing the data. The following prompts should be used to guide this analysis: • Significant and important trends in the data: Think bigger picture, connected data points or correlations between multiple measures • Significant outliers: Consider areas of either achievement or struggle that stand out in your data set. What is different about these classrooms, grade levels, subgroups? • Subgroup focus: What does a close examination of student subgroups tell you about student achievement? What students are excelling as a group? What interventions or treatments worked the best? Which ones did not work? • Data Questions: What questions or wonderings have arisen at the school level regarding student achievement? What key questions have emerged or where is the school team currently stuck and looking for further assistance?
12 mins	Data Interaction (Q/A with SAM team)	A successful Data Interaction phase includes the following components of inquiry: • Identify key data point(s) that illustrates a particular strength or need • Identify a trend, pattern, or outlier that you see in the data and ask the team about its significance • Question the team regarding current performance as compared to cohort and previous year assessment data • Challenge the analysis/assumptions of the school team
12 mins	SIP Review/Analysis (Scroll through your SIP page by page)	A successful SIP Review/Analysis includes the following components of inquiry: • Summarize for each TOA, summarize your action plan/mid-year report/ end of year report (Elevator speech). o As appropriate, what challenges are prompting you to alter your plan?
10 mins	SIP Interaction (Q/A with SAM team)	A successful SIP Interaction phase includes the following components of inquiry: • Affirm or question the current plan in relation to student achievement • Challenge the analysis/assumptions of the school team with another line of thinking/potential suggestion for a different approach • Identify needed resources or supports to support the school team
2 mins	Closure	• Principal summary of 3 key takeaways • Plus/Delta of SAM Process

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P/SAT Plan

Relationships & Opportunities

EHHS

Begin. Build. Become.

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KHANACADEMY

EHH

RISE NETWORK

CollegeBoard

EHHS SAT Master Plan
2019-2020

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Plan Organization

- Summary of the Major Work and Rationale
  - Is comprehensive for grades 9-12 but includes a focus for grade 11
    - Includes data on current cohort of grade 11 students over time
- Strategies and Actions – Whole School
- Specific plan by department
  - Includes identified skills broken down by course as well as "guaranteed experiences"

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*** Developed in the summer and updated in December after PSAT results

SCHOOL BASED ACTIONS

SAT Strategies and Actions

Strategies and Actions	Person/People Responsible	Forum/Venue (Dept. Meeting, IDT, PD Day)	Date/Timeline	Additional Resources (if Needed)
ANALYZE THE DATA **Department Supervisors will:** ● Review PSAT results with members of the English, social studies, math, and science departments.	Department Supervisors	Department Meetings	By January 2020	N/A
SHARE THE DATA, BUILD STUDENT AWARENESS AND SET GOALS **School Counselors and Teachers will:** ● share PSAT score results with students ● review main areas for growth ● help students to set personal goals for improvement	School Counselors and Teachers	Class Time	January 2020	Student Score Reports College Board Reporting Site
ESTABLISH ACCOUNTABILITY STRUCTURES **School Counselors and teachers will work with students to:** ● Ensure that students' College Board Accounts are linked to their Khan Academy accounts; ● Ensure that students have "shared" their SAT practice with their teachers	11th Grade Teachers 10th Grade Teachers	Class Time	February 2020	Assistance from School Counselors in helping students to interpret PSAT scores
COLLABORATE AND PLAN FOR INSTRUCTION **Teachers will:** ● Review results from EBRW, Math and sub-tests ● Identify target instructional areas ● Explore collaboration with colleagues from the four core departments to specific item type questions that arise after analysis ● Use the Instructional Planning report on the College Board website to identify questions to share with students and review correct/incorrect responses	Teachers in Four Core Department Areas	Department Meeting and/or Data Team Time	January-February 2020	College Board Reporting Site ** Teachers may need their accounts updated by Department Supervisor (F. Staples)

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SAT Strategies and Actions

Strategies and Actions	Person/People Responsible	Forum/Venue (Dept. Meeting, IDT, PD Day)	Date/Timeline	Additional Resources (if Needed)
Continue to IDENTIFY AND BUILD INSTRUCTIONAL RESOURCES Teachers will: ● Review released items and practice questions from resources (College Board, Khan Academy, 2018 PSAT Score Report); identify key resources ● Develop SAT lessons and/o r SAT-like questions to implement in daily instruction ● Build bank of SAT resources to share with members of the department for future use ● Develop a toolbox for test-taking strategies	Teachers in Four Core Department Areas	Data Team Time	January – March 2020	N/A
DELIVER INSTRUCTION AND MONITOR PROGRESS : KHAN Academy Fall 2019 SAT Prep Students ● 2x per week in Math SAT Prep ● 2x per week in English SAT Prep ● Total of 30 hours on Khan Spring 2020 SAT Prep Students ● Homework Assignment ● 15 hours on Khan prior to SAT Day	Math Bob Janes Adam Krupa EBRW Michelle Eckler Suzanne Avellallement	Weekly KHAN Academy usage reports	SAT Prep Courses Fall and Spring 2019.20	Laptop Cart and/or dedicated SAT Prep computer lab time (TBD)

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Department Specific Plans

English Department Plan
2019-2020

EBRW: Reading and Writing/Language
EHHS Assigned Skills by Course and Grade Level

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Department Specific Plans

Course & Grade Level	SAT Content/Skills	Guaranteed SAT Experiences
English I Grade 9	**Reading** ● Author's Purpose ● Command of Evidence **Writing and Language** ● Verb Tenses ● Transitions ● Apostrophes	● PSAT 9 ● 3x per year benchmark assessments ● In-class Interim Assessments ● Khan Academy in SAT Prep Classes
English II Grade 10	**Reading** ● Words in Context ● Command of Evidence **Writing and Language** ● Semi-Colons ● Comma Usage ● Appropriate use of Parentheses	● PSAT 10 & PSAT ● 3x per year benchmark assessments ● In-class Interim Assessments ● Khan Academy in SAT Prep Classes
English III Grade 11	**Reading** ● Command of Evidence ● Making Inferences **Writing and Language**	● PSAT & SAT ● 3x per year benchmark assessments ● In-class Interim Assessments ● Khan Academy in SAT Prep Classes

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CLASSROOM ACTIONS
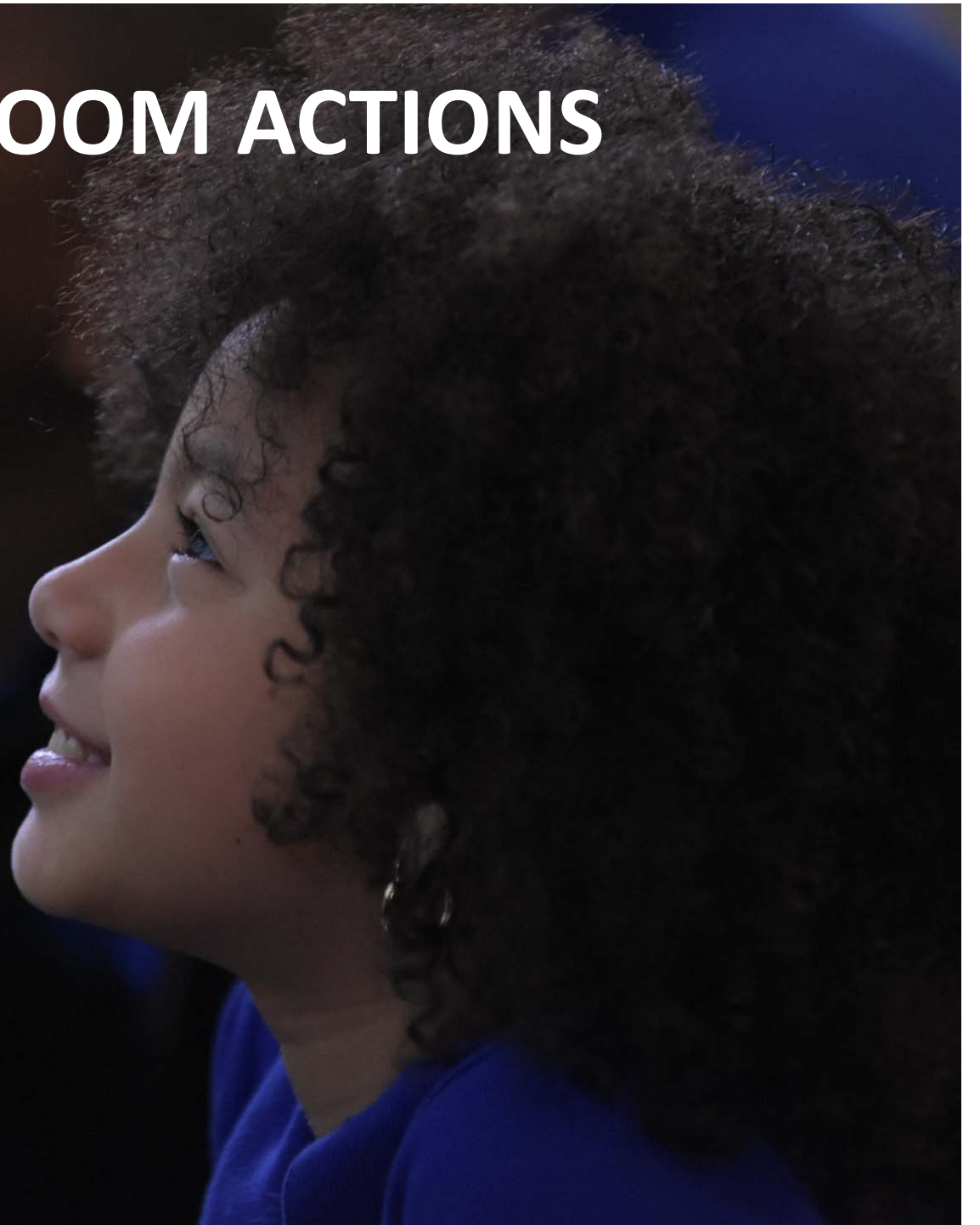
In the Classroom

- Use Internal and College Board Assessments
- Conference with Individual Students for Goal Setting
- Debrief PSAT Results in English and Math Classrooms
- Identify Skills by Grade Level and Content Area for Use in Classrooms
- Use SAT Questions Regularly in Core Content Areas
- Post and Monitor Student Progress on Data Walls
  - Individual and Classroom

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Student Conferences & Goal Setting

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Assessments

	Internal Baseline (Eng., SS, Math & Science)	October School Day	Mid-Term Exam (Eng., SS, Math & Science)	February Practice	March School Day	Final Exam (Eng., SS, Math & Science)
Grade 9	x	X PSAT	x		X PSAT	X
Grade 10	x	X PSAT	x		X PSAT	X
Grade 11	x	X PSAT	x	X	X SAT	X
Grade 12		X SAT				

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