

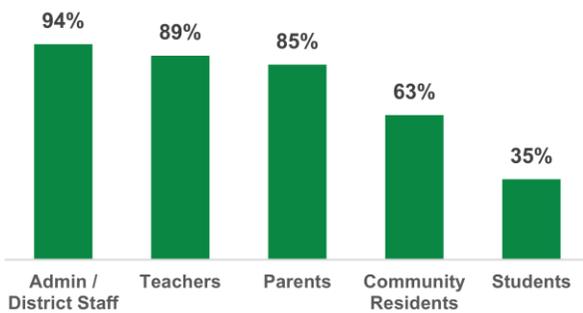
Synthesis of 2015-16 WBWF District Summaries: Key Findings



The findings below represent key findings from a thorough review of a representative sample of school district summaries.

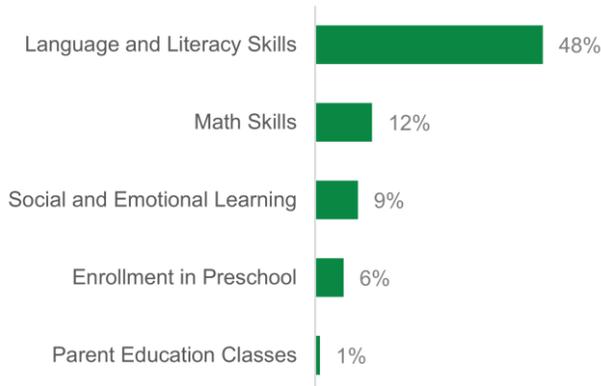
Section 1: Stakeholder Engagement

- More than half of districts held their meetings in the **fall**.
- All districts reported having formed an advisory committee.
- **Administrators and district personnel** made up the largest proportion of committee members, followed by teachers and parents.



Section 2, Goal 2a: All students are Ready for Kindergarten

- Most districts defined Kindergarten readiness as demonstrating **language and literacy skills** (letter recognition, picture naming, rhyming, and alliteration).
- Some districts included **math skills** (identifying shapes and numbers) and **social and emotional learning** (listening, following instructions).
- A few districts included enrollment in preschool and participation in parent education classes.

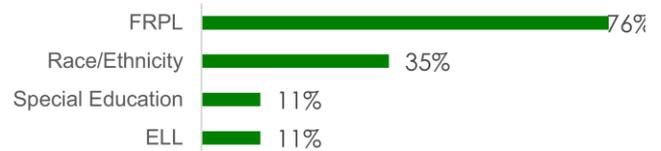


Section 2, Goal 2b: All Students in Third Grade Achieving Grade-Level Literacy

- Most schools used the **MCA-III Reading** test to assess literacy.
- Districts typically defined this goal in terms of the *total percentage* of students achieving proficiency, or the *percentage increase* of students achieving proficiency.

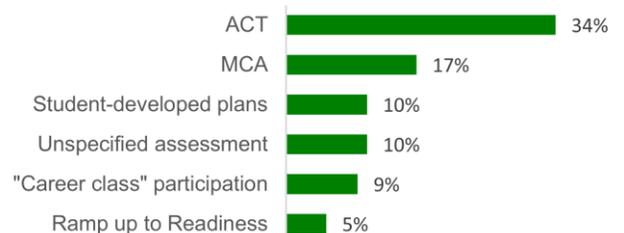
Section 2, Goal 2c: Close the Achievement Gaps Among all Subgroups

- More than half of districts are using the **MCA** to measure progress toward this goal.
- Some districts identified goals for reducing the achievement gap among specific subgroups focused on students who are classified as **FRPL**, special education, American Indian, and ELL.



Section 2, Goal 2d: All Students Career- and College-Ready by Graduation

- Most districts tied career- and college-readiness to gaining proficiency on exams, such as the **ACT** and **MCA**.
- Some districts specified participation in key activities, such as developing **personal plans** and participating in **career readiness classes**.



Section 2, Goal 2e: All Students Graduate

- More than four-fifths of districts used the **graduation rate** to identify this goal.
- Almost all districts set a goal to increase their graduation rate from the previous year; two set a goal to stay the same.
- Districts identified graduation goals ranging from **60 percent to 100 percent** of students.

Section 3: Identified Needs Based on Data

- Districts primarily used the **MCA** data to identify needs. Some used local assessments, graduation rates, and attendance rates.
- The top two identified needs were **reading** and **math** supports.
- Others identified needed supports for subgroups, such as special education students and English language learners, attendance, college and career readiness, and student behavior.

Section 4a: Systems, Strategies, and Supports for Students

- Most commonly, districts used the **MCA** or **NWEA** to analyze student progress toward academic standards.
- Many districts used **local assessments**.
- Some districts reported **disaggregating data** by subgroup to analyze progress, most commonly by special education or FRPL status.
- Districts typically analyze this data during district-wide staff development meetings or during PLCs.



Section 4b: Systems, Strategies, and Supports for Teachers and Principals

- Districts most commonly used **PLC meetings**, classroom observations, advisory committee meetings, and external consultants to evaluate instruction.
- Most districts used a cyclical **audit process** to evaluate curricula.
- Districts most commonly used an **external framework** (such as the Charlotte Danielson Framework for Teaching), principal **observation**, and peer evaluation to evaluate teacher effectiveness.
- Districts most commonly used **rubrics** such as the Marzano School Leader Evaluation Model or iObservation, and superintendent or school board **observations** to evaluate principal effectiveness.

Section 4c: Systems, Strategies, and Supports for the District

- To integrate technology, districts reported **upgrades** to schools' technology infrastructure, allowing students to use personal devices, and teacher training on technology integration.
- To create a collaborative professional culture, districts most commonly reported using **PLCs** to align curricula and collaborate on instructional strategies, and teacher mentoring programs.

Section 5: Equitable Access to Excellent Teachers

- Very few districts addressed this topic specifically in Section 5.
- Of those that addressed this topic elsewhere, one-third reported using **teacher evaluation systems** to distribute teachers.