What’s an “It’s Being Done” School?

An “It’s Being Done” school is one that is either very high achieving or rapidly improving and has substantial enrollments of students from low-income families or students of color or both.

These are schools that are, generally speaking, not expected to be high performing. But they are.
Let’s walk through just a few.

Capitol View Elementary School
Atlanta, Georgia

252 students in grades K-5
– 94% African American
89% Low-Income

Source: Georgia Department of Education
Capitol View Elementary
Meeting Standards

<table>
<thead>
<tr>
<th>Grade 3 Reading</th>
<th>Grade 4 Reading</th>
<th>Grade 5 Reading</th>
<th>Grade 3 Math</th>
<th>Grade 4 Math</th>
<th>Grade 5 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>98%</td>
<td>97%</td>
<td>100%</td>
<td>93%</td>
<td>91%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Students Overall (2009)

Source: Georgia Department of Education

Capitol View Elementary
Exceeding Standards in Grade 5 Reading

Note: In 2009, 100% of Capitol View 5th graders met standards in reading.
Source: Georgia Department of Education
Graham Road Elementary School
Falls Church, Virginia

- 356 students in grades K-6
  - 13% Black
  - 16% Asian
  - 64% Latino
- 81% Low-Income
- 51% ELL

Source: Fairfax County School Profiles

Graham Road Elementary School
Meeting Standards

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Latino</th>
<th>Low-Income</th>
<th>ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6 Math (2009)</td>
<td>97%</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage Proficient and Above</td>
<td>93%</td>
<td>65%</td>
<td>61%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Source: Virginia Department of Education

© 2009 THE EDUCATION TRUST
Graham Road Elementary School  
*Exceeding* Standards

Students Overall – Grade 6 Reading

- 2006: 21% (Graham Road), 21% (Virginia)
- 2007: 37% (Graham Road), 37% (Virginia)
- 2008: 38% (Graham Road), 38% (Virginia)
- 2009: 60% (Graham Road)

Note: In 2008, 98% of Graham Road 6th graders were proficient in reading. 
Source: Virginia Department of Education

Imperial High School  
Imperial Valley, California

850 students in grades 9-12
- Latino: 71%
- Low-Income: 27%
- ELL: 13%

Source: California Department of Education
Imperial High School
California Academic Performance Index (API)

Growth API

© 2009 THE EDUCATION TRUST

U.S. History, Grade 11

© 2009 THE EDUCATION TRUST
Elmont Memorial Junior-Senior High
Elmont, New York

• 1,880 students in grades 7-12
  – 76% African American
  – 14% Latino
• 28% Low-Income

Source: New York Department of Education

Graduation rates at Elmont Memorial Junior-Senior High

Source: New York Department of Education

© 2009 THE EDUCATION TRUST
Regents Test Results, 2008
Elmont Memorial Junior-Senior High

What makes these schools so successful?
Each school is different. Each school defines what it does with different words and different emphases.

But I argue that “It’s Being Done” schools have done the educational equivalent of “inventing the wheel.”
How It’s Being Done schools:
(as articulated by Molly Bensinger-Lacy, former principal, Graham Road Elementary School)

• Keep a “laser-like” focus on what students need to learn;
• Collaborate on how to teach it;
• Assess frequently to see whether students have learned it;
• Use data to inform instruction;
• Build personal relationships.

Let’s get a quick sense of what each of those mean.
#1 Focus on what students need to learn

- The schools focus on state standards or college preparatory standards (In states where the standards are inadequate or unclear, some schools look to other states with clearer, more rigorous standards)
- Note: They do not focus instruction on the state tests. At their best, state tests are mere samplings of what students should know and be able to do.

It’s Being Done schools focus on standards.

Source: East Millboro Elementary School

To ensure that their students learn everything needed, schools will often “map” out their instruction

Source: East Millboro Elementary School
These standards are often publicly posted and visible throughout classrooms and hallways.
#2 Teacher collaboration

- Time is dedicated to collaboration during which teachers perform significant work devoted to focusing on what students need to learn. For example, teachers “unpack” the standards, map out instruction, develop common lessons and common assessments, and design interventions for students who don’t yet “get it.” They also learn from each other—what has worked with which kids and what hasn’t.
- Collaboration is structured with a clear agenda and rules of engagement.
- Often, principals sit in on collaboration meetings—at least until teachers fully internalize expectations and norms for the work. Even when they don’t sit in on the meetings, though, they expect detailed minutes, which they monitor to ensure the level of work is high.
#3 Assess frequently to see if students are learning

Frequent assessment is nothing new in classrooms, but these schools use frequent *formative* assessments—not to give a grade but to see if students are learning what they need to know.

Source: © 2009 THE EDUCATION TRUST

Here’s how one school defines formative assessment:

- **A team-constructed COMMON ASSESSMENT**, the most powerful type of data for improving student achievement:
  - Requires everyone to analyze & arrive at a common understanding of the objective.
  - Strengthens teacher expertise and eliminates the educational lottery.
  - Establishes ownership for student performance. There are no surprises on the common assessment.

Slide used by Graham Road Elementary School team at Education Trust national conference, 2009
#4 Use data to inform instruction

- Teachers bring together data from assessments to do three important things:
  - gauge how instruction is going overall;
  - figure out who is struggling and needs extra help and who has mastered the material and needs extra challenge;
  - to see patterns of instruction that would be otherwise invisible—or, at least, difficult—for classroom teachers to discern.

Source: P.S./M.S. 124 Queens
One implication of this is that data is considered to be public, not private, information.
#5 Build personal relationships

This can take the form of daily advisory periods...
...“morning meetings”...

...hugging...
...teachers working individually with students...

...groups of students...
...and each other.

Honestly, there is nothing in this list that you haven’t heard before. At this point, all schools are probably trying to work on some if not all of those things. But what distinguishes “It’s Being Done” schools is the quality of the execution and the rigor of analysis.
Just to give a sense of what I mean, let’s look a little deeper at what two schools—one elementary and one high school—did to develop relationships.

Source: Ware Elementary School

Ware Elementary School
Fort Riley, Kansas

- 629 students in grades K-5
  – 15% African American
  – 7% Latino
  – 55% White
- 72% Low-Income

Source: Kansas Department of Education
Ware Elementary
Meeting Standards

Students Overall (2008)

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>68%</td>
<td>99%</td>
<td>95%</td>
<td>95%</td>
<td>99%</td>
<td>99%</td>
</tr>
</tbody>
</table>

Percentage Meeting or Exceeding Standards

Source: Kansas Department of Education

© 2009 THE EDUCATION TRUST

Ware Elementary
Exceeding Standards

Low-Income Students – Grade 4 Reading (2006)

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>Ware</th>
<th>Kansas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>44%</td>
<td>15%</td>
</tr>
<tr>
<td>Exceeds Standard</td>
<td>47%</td>
<td>33%</td>
</tr>
<tr>
<td>Meets Standard</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Approaches Standard</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Academic Warning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Kansas Department of Education

© 2009 THE EDUCATION TRUST
But things weren’t always like that for Ware Elementary

• In 2001, it was the first school in Kansas to be put “on improvement”
• Its 2000 and 2001 data reveal a school with low proficiency rates and a difficult disciplinary environment, with many students suspended—often multiple times.

Elements of Ware’s relationship building:

• Principal Deb Gustafson told teachers that there was only one thing that they would ever be “written up” for: speaking disrespectfully to a child. All other mistakes could be forgiven and worked through.
• The assumption throughout the building is that everyone—teachers, students, support staff workers—want to be successful.
• To develop a common vocabulary and shared set of practices, the school used Love and Logic in the Classroom. But Gustafson is careful to say that it’s not what the program is but how it is implemented.
Ware Elementary School

Students Overall – Grade 5 Reading

Source: Kansas State Department of Education

“...I hope someone would say we’re a kind school. We really care about each other. The teachers care about the children.”

--Lisa Akard, teacher, Ware Elementary

Source: © 2009 THE EDUCATION TRUST
Granger High
Granger, Washington
388 students, Grades 9-12

Latino  86%
American Indian  7%
White  8%
Low Income  89%


Elements of Granger’s Focus on Relationships

- Advisory periods in which every professional in the building was assigned 15-18 students who they monitored. Advisories followed a real curriculum set by Washington state on college going, family finances, and a variety of other topics outside normal academic curriculum.
- Twice-a-year parent-student-teacher conferences, with 100 percent attendance.
PERSONALIZED EDUCATION PLAN

The purpose of this plan is to provide information and strategies for educators, caregivers, and students to work together to help the student be a successful learner.

School Year: __________________________

Student’s name: __________________________ Birth date: __________________________

Grade Level: ____________________________ Advisor: __________________________

Parent/Guardian Name: __________________________ Telephone: __________________________

Date of Parental Notification: 1. _______ 2. _______ 3. _______.

Date: __________________________

Academic Information

Reading Level: __________________________ Math Level: __________________________

MAP Scores: Reading Total ________ Language Total ________ Math: ________

WASL Scores (7th): Reading ________ Writing ________ Math ________ Science ________

(Circle tests that were passed) (400 passing) (12 passing) (400 passing)

WASL Scores (10th): Reading ________ Writing ________ Math ________ Science ________

(Circle tests that were passed) (400 passing) (17 passing) (400 passing)

Absences: Excellent Good Fair Poor

(If fair or poor marked please write short explanation)

Career Interest __________________________

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Note that this is building personal relationships with a purpose—the success of the student.
Growth in Graduation Rates

Note: Washington State does not report graduation rate for 2001—information from principal, and is approximate. 2008 rate may include the graduation rate of the alternative high school.

Other markers of success

- Rising achievement rates
- Dropping crime rates
A focus on relationships means having a school-wide discipline and school environment policy and program. This can take the form of a home-grown program or a purchased one that allows everyone in the school to know what is expected and what their responsibilities are.

Having said that, once they get basic control over school, they rarely punish kids. Rather, they actively engage them.

“If you focus on discipline, then discipline will be your focus. We focus on rigorous, engaging, hands-on instruction.”

--Arlene Snowden
Capitol View Elementary
“Kids will always dig themselves into holes—because they’re kids, and they’re going to make mistakes. It’s our job to throw them a rope.”

-- Diane Scricca, former principal, Elmont Memorial Junior-Senior High School
This issue of relationships can sometimes be thought of as “squishy,” but it is essential. And it pays big dividends.
This issue of relationships can’t be faked. Kids know when teachers are just trying to look good on tests and when they actually care about how students are doing. But it isn’t just caring about kids in general—it is about caring enough to ensure that they will be successful.

Source:

“It’s not just about being successful in high school. We work for a greater accomplishment. We work for students to be successful, to take care of themselves and take part in society.”

--Lisa Tabarez, principal
Imperial High School

Source:
At other schools, it’s “Those are the smart kids. Here, we’re all the smart kids.”

Students respond powerfully to that kind of caring and respect.

“It’s the best school ever. In the world.”
To sum up: The adults in “It’s Being Done” schools expect their student to learn and they work hard to master the skills and knowledge necessary to teach them and to create a warm, supportive environment.

Source: © 2009 THE EDUCATION TRUST

But don’t take my word for it:

• Plan on attending the Ed Trust National Conference November 4-6, where you can hear directly from educators in many of these schools.
• Participate in upcoming webinars featuring leaders from high-performing high-poverty and high-minority schools.

Source: © 2009 THE EDUCATION TRUST
For more information, see:

Available at amazon.com and Harvard Education Press
(www.hepg.org)

Also available at amazon.com and Harvard Education Press
Osmond A. Church School (P.S./M.S. 124)
Queens, New York

- 1,107 students in grades pK-8
  - 36% African American
  - 40% Asian
  - 21% Latino
- 97% Low-Income

Source: New York Department of Education
So, what role do principals play in creating these schools?

A crucial one

Principals focus teachers and staff on what they *can* change, rather than what they *can’t*. What they *can’t* change:

- Pre-natal care
- Low birth-weight
- Parental drug use
- Neighborhood Crime Rates
What they *can* change:

- How they use time
- Quality of instruction
- School environment and atmosphere

“Some of our children live in pretty dire circumstances. But we can’t dwell on that, because we can’t change it. So when we come here, we have to dwell on that which is going to move our kids.”

--Barbara Adderley, principal, M. Hall Stanton Elementary, Philadelphia
“Our kids deserve a good education no matter what’s going on in the world.”
-- Jenny Black, assistant principal
Ware Elementary, Fort Riley

Graham Road Elementary School uses a “fish head”

My Challenge
Lack of background knowledge

My Next Steps
- Incorporate the right books in guided reading lessons.
- Video background knowledge project.
Principals recognize and act on the critical importance of teachers

This means they:

- **Hire carefully**
  
  – Elmont not only looks at credentials but for “the Elmont heart”
  
  – Lincoln Elementary has a panel of teachers, parents, and administrators watch a model lesson by applicants.

  – Graham Road Elementary has put in place so many requirements that interviews “are very long.”
“Before they ever begin here, we explain this is an ongoing learning experience and it should never stop.”

John Capozzi
Principal, Elmont Memorial Junior-Senior High, NY

This means they:

• **Assign carefully**
  – Wells Elementary assigns its best, most experienced reading teacher to teach the “lowest” reading group in the school.
  – Lockhart Junior High assigns its most effective teachers to teach the “rescue classes” that are used to catch up students.
  – Granger High School assigns its best teachers to teach their “Second-shot reading” classes, which are designed for students entering 9th grade two or more grade levels behind.
This means they:

- **Help teachers improve**

  - Ware Elementary School—extensive reading and math instruction training and constant help and monitoring
  - Lockhart Junior High School—new teachers receive a year’s worth of lesson plans when they enter
  - Elmont Memorial Junior-Senior High School conducts seven observations a year of new teachers

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**Elmont evaluation process**

- **Untenured teachers**
  - 7 observations per year (unannounced)
  - 4 by chairperson
  - 1 by district coordinator
  - 1 by assistant principal
  - 1 by principal
  
  Chair people begin observations in September

- **Tenured teachers**
  - 2 observations per year
    - 1 by chairperson
    - 1 peer/chairperson or video
Elmont evaluation process

END-OF-THE-YEAR EVALUATION
Factual data
Summary of progress
Instruction/professional development
Involvement in school activities

INDIVIDUALIZED GOALS
Classroom Management Skills
Lessons containing essential elements
Lessons responsive to the curriculum

LESSON PLANS
Review for aim, motivation, and summary
Peer support
Review organisational activities

COMMITMENT TO SCHOOL ACTIVITIES
Match assignment to interest and ability
Extra help

OBSERVATION
Build on strength, minimise weakness
Be effective
No more than three recommendations
Be supportive
Rate the lesson

PROFESSIONAL DEVELOPMENT
Peer observations
Faculty workshops, staff
Development days, department conference
Small group workshops

The New Teacher

The Veteran Teacher

END-OF-THE-YEAR EVALUATION
Factual data
Summary of progress
Instruction/professional development
Involvement in school activities

INDIVIDUALIZED GOALS
Maintain/recapture enthusiasm
Match skill & interest to technique for instructional improvement

LESSON PLANS
Supervisory review of new skills
Peer support
Share resources

COMMITMENT TO SCHOOL ACTIVITIES
Re-energise in activities according to interest

OBSERVATION
Build on strength, minimise weaknesses
Look for integration of new skills and make recommendations for improvement

PROFESSIONAL DEVELOPMENT
Workshops in new skills
Peer observation
Teachers teaching teaching
It’s Being Done schools do what they can to support teachers, but they do not tolerate bad teaching.

“It is your job as principal to make a marginal teacher uncomfortable.”

--Jenny Black, assistant principal, Ware Elementary School, Fort Riley, Kansas

“No one has the right to waste a day in the life of a child.”

--Valarie Lewis, principal P.S./M.S. 124, Queens, New York
“No lousy teacher ever got tenure without a lousy principal.”

--Susan Swanson, director, urban education
Hamilton County, Tennessee

Principals make sure teachers focus closely on instruction by:

• Scheduling carefully to permit teacher collaboration and individual instruction

• Ensuring that curriculum is closely aligned to standards by reviewing lesson plans, assignments, and assessments
It’s Being Done principals help teachers understand assessment data and use it wisely.

--Imperial High School has a “data queen” who arranges the data so that teachers can find underlying patterns.

--Frankford and East Millsboro Elementary Schools ask teachers to enter their own data so that they focus closely on each child.

It’s Being Done principals are very respectful of teacher and student time.

“Time is our most precious commodity, and we must use it effectively and wisely. In terms of school improvement, school leaders must not waste teacher or student time. Therefore, meetings and requirements must be well organized, focused, agenda-driven, and contain specific expectations. Student time must be protected, learning-focused, and relevant.”

-- Deb Gustafson, principal, Ware Elementary
And for more information about Elmont’s observation system:

Source: Albert J. Coppola, Diane B. Servia, Gerald E. Conson

Bonus Slides
Students are the best advertisement for “It’s Being Done” schools

Additional schools
Elmont Classroom Observation

- Observations should be conducted early in the year
- A clear supervisory plan should be formulated based on the needs of the teacher
- The observer should minimize tension by actively listening, smiling, and encouraging the teacher during the lesson
- Observations should be a full period
- Observers should enter before the bell and take a seat in the back of the room
- Observers should never take over the class or show displeasure
- Observers should note elements of effective instruction
- Observers should make note of the quality and quantity of student participation

Elmont Evaluation Written Report

- Objective narrative
- Identify commendations
- Identify recommendations
- Rate the lesson
- Develop an action plan
Elmont Commendations

- Identify effective instructional strategies used in lesson
- Provide specific examples from lesson
- Explain why strategies are effective

Sample Elmont Commendations

- You had effective starting routines for the class. You were in the hallway before class began encouraging students to arrive on time. The aim and do now were clearly written on the white board for students to see as they entered the classroom. All of your students were seated before the late bell and working on the do now activity. By taking these actions, you demonstrated your support for school policies and conveyed the idea to your students that every moment of instructional time will be used in your class. Also, standing in the hallway encouraging students to arrive on time helps the school and your department meet their goals to minimize lateness.
Sample Elmont Commendations (continued)

• Your students were actively engaged and on task the entire period. This is a direct result of the meticulous planning of the exam that you developed. Creating an assessment that requires students to be on task for the entire period is important because it eliminates the opportunity for students who have finished their exam to distract their classmates who have not. Please continue to develop exams that challenge your students for the entire period.

Sample Elmont Commendation (cont.)

You built this lesson around a well-defined instructional aim. The worksheet that you distributed at the start of the period contained the lesson’s aim, “Am I contributing to or hurting the achievements of the Civil Rights Movement?” You introduced the lesson by having a student read the aim aloud to the class and regularly mentioned it throughout the lesson. An effective aim is one that is problematic, evaluative, supported by your activities, and only answerable at the end of the period. Your aim today fits that description. Please continue to check this definition of an aim with those that you design for your daily lesson plans.
Elmont Recommendations

- Identify areas in need of improvement
- Provide specific examples from lesson
- How the recommendations will improve instruction
- Graded pattern:
  - Knowledge of classroom management and routines
  - Exhibiting a good rapport
  - Constructing a worthwhile aim
  - Utilizing the essential elements of the lesson plan
  - Encouraging participation
  - Utilization of various instructional methods
  - Integration of technology

Elmont Sample Recommendation

- At our post-observation conference we discussed that your application activity sparked interest and engaged your students in the learning process. However, we also agreed that while the students were engaged, the activity did not allow them to critically think at a high level. For example, the directions on the activity worksheet stated, “Read each of the below scenarios and determine whether negligence has occurred.” This is problematic because students were only required to answer yes or no to each scenario. We discussed that your students consistently display a high level of energy because they find the material very interesting and want their opinions and thoughts heard in class. We agreed that pairing students together and providing them with four to five scenarios for them to determine if negligence has occurred could have improved the lesson’s activity. Pairing students would also be required to base their responses on the four elements needed to prove if negligence has occurred. You could then have the pairs of students defend their responses to the class.
Elmont Sample Recommendation (continued)

• As we discussed during our Post-Observation Conference, at one point in the lesson you took a sub-standard response that was not elaborated on. We agreed that the definition of internal conflict, pivotal to the aim of the lesson, was not good enough. You admitted that, in the interest of time, you took the response and moved forward with the lesson. As we discussed, setting standards and having students meet those standards includes the proper responses. In the future make it a point to ensure that students have a true grasp on the concept. We agreed that students did not make the connection between the lesson activities and the aim of internal conflicts. This ultimately took away from the lesson. Please be sure to accept responses that further the developmental objectives or question further to see that these responses are formed so that the level of understanding can be of the highest level, not a superficial one.

Elmont Sample Action Plan

• Analysis: This was a satisfactory lesson. Although you are working hard and planning well, that hard work is not on display because of the fundamental management issues discussed. You are to observe department members and discuss your observations with your chairperson at some point over the next three weeks. By observing Ms. McDonnell, you will take note of smooth transitions between lesson activities that will enable you to maintain student attention. From Ms. Smith, you will see the perfect implementation and enforcement of sound opening strategies. Finally, from Mr. Schuler you will observe the benefits reaped from a well-structured activity. Further, please continue to discuss your lessons with your chairperson each week to ensure that you are effectively addressing the recommendations. Once this is accomplished, you will be able to contribute to the English Department and school goals as you have so far this year.
Elmont Sample Action Plan
(continued)

• This was a very good lesson. Your enthusiasm and sincere desire to motivate your students is truly commendable. You have created a warm and nurturing environment where the students are at the center of the learning process. Your commitment to becoming an excellent teacher is evidenced by the fact that you are open to discussing your own professional growth and open to suggestions on how to improve. To help you continue your growth I suggest that you continue to work closely with Mr. Greene on developing lessons that engage your students at the highest level.

George Hall Elementary School
Mobile, Alabama

• 444 students in grades preK-5
  – 99% African American
• 99% Low-Income
Rapid Improvement

African-American Students – Grade 4 Math

Source: Alabama Department of Education

Luis Muñoz Rivera School (P.S. 83)
New York, New York

- 408 students in grades preK-5
  – 34% African American
  – 55% Latino
- 93% Low-Income
- 10% ELL

Source: New York Department of Education
Achievement Across Grades at Luis Muñoz Rivera School

North Godwin Elementary School
Wyoming, Michigan

- 414 students in grades preK-6
  - 36% African American
  - 23% Latino
  - 37% White
- 70% Low-Income

Source: New York Department of Education

Source: Michigan Department of Education

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High Performance Across Groups at North Godwin

Source: Michigan Department of Education

Parks Middle School
Atlanta, Georgia

- 460 students in grades 6-8
  - 98% African American
- 94% Low-Income

Source: Georgia Department of Education
Improvement at Parks Middle

Curriculum Planning Key Questions

1) What do my students need to know or be able to do by the end of the year?

2) What is the most effective way for me to teach students these important concepts?

3) How will I know that students have really learned the concepts that I wanted them to learn?

Source: Georgia Department of Education

Source: Roxbury Prep Charter School

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Curriculum Alignment Templates

Part 1 – Internal Standards

- **Process:**
  - Interpret what the National/State Standard really means.
  - Break down larger National/State Standard into smaller standards that will help scaffold the learning.

- **Benefits:**
  - Have a clearer, more measurable idea of what standards really mean.
  - Ensure curriculum planning is aligned with state and national standards.
  - Facilitate lesson and unit planning.
**Curriculum Alignment Template**

**Part 2 – Learning & Assessment Activities**

- **Process:**
  - Define major concepts, key questions and ideas for activities and assessments for each internal standard

- **Benefits: **
  - Longer-term view of entire curriculum the beginning of the year
  - Units are planned before school year starts
  - Lesson plans are always aligned to standards
## Curriculum Alignment Template

### Year-long Pacing Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Week #</th>
<th>Topics To Cover/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25-8/28</td>
<td>1</td>
<td>Unit 1: Whole Numbers, Place Value</td>
</tr>
<tr>
<td>8/31-9/4</td>
<td>2</td>
<td>Unit 1: Whole Numbers, Addition, Perimeter, Ruler Measurement, Pre-test</td>
</tr>
<tr>
<td>9/7-9/11</td>
<td>3</td>
<td>Unit 1: Whole Numbers: Subtraction, Multiplication Introduction</td>
</tr>
<tr>
<td>9/14-9/18</td>
<td>4</td>
<td>Unit 1: Whole Numbers: Area, Area &amp; Perimeter multi-step word problems,</td>
</tr>
<tr>
<td>9/21-9/25</td>
<td>5</td>
<td>Unit 1: Whole Numbers: Division, Choose the correct operation</td>
</tr>
<tr>
<td>9/28-10/2</td>
<td>6</td>
<td>Unit 1: Whole Numbers: Choose the correct operation, Complete pattern, Open Response</td>
</tr>
<tr>
<td>10/5-10/9</td>
<td>7</td>
<td>Unit 1: Whole Numbers: Open Response</td>
</tr>
<tr>
<td>10/12-10/16</td>
<td>8</td>
<td>Unit 2: Integers: Introduction, Integers Addition, Open Response</td>
</tr>
<tr>
<td>10/19-10/23</td>
<td>9</td>
<td>Unit 3: Data Analysis: Definition of Data, Data Measures (through average)</td>
</tr>
<tr>
<td>10/26-10/30</td>
<td>10</td>
<td>Unit 3: Data Analysis: Line Plots, Tally Charts, Stem and Leaf,</td>
</tr>
<tr>
<td>11/2-11/6</td>
<td>11</td>
<td>Unit 3: Data Analysis: Review for Comp, Bar Graphs</td>
</tr>
<tr>
<td>11/9-11/13</td>
<td>12</td>
<td>Unit 3: Data Analysis: Line Graphs, Choose the best graph</td>
</tr>
</tbody>
</table>

Source: Roxbury Prep Charter School

### Part 3 – How will I know if my students learned the concepts that I wanted them to learn?

1. **Teacher-generated Internal Standards**
2. **Revise Internal Standards/Learning Activities**
3. **Teacher –generated Final Comprehensive Exams and Projects**
4. **Analyze Student Performance on Exams**

Source: Roxbury Prep Charter School
Assessment Analysis

• Process:
  – Create Comprehensive Exams and Projects
  – Align all questions with internal standards
  – Analyze student scores by standard
  – Use data from analysis to inform curriculum planning, teaching and remediation plan

• Benefits:
  – Continuously evaluating and improving effectiveness of internal standards and lesson plans.
  – Allows for timely intervention/remediation with students.

Source: Roxbury Prep Charter School

Assessment Analysis

• Example:

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A Arrows on Number Line</td>
<td>86%</td>
</tr>
<tr>
<td>6A Placement of Positive and Negative Integers Relative to Zero</td>
<td>81%</td>
</tr>
<tr>
<td>6A Creation of Scale for a Number Line (Even Spaces for Even Measures)</td>
<td>62%</td>
</tr>
<tr>
<td>6B Reading a Table</td>
<td>91%</td>
</tr>
<tr>
<td>6B Comparing Integers</td>
<td>80%</td>
</tr>
<tr>
<td>6B Explanation with Argument</td>
<td>73%</td>
</tr>
<tr>
<td>6B Explanation with Conclusion</td>
<td>68%</td>
</tr>
<tr>
<td>6B Explanation with Major Premise</td>
<td>59%</td>
</tr>
<tr>
<td>6B Explanation with Minor Premise</td>
<td>55%</td>
</tr>
<tr>
<td>6C Identifying Sum as Addition</td>
<td>91%</td>
</tr>
<tr>
<td>6C Addition of Positive and Negative Integers (Negative Sum)</td>
<td>71%</td>
</tr>
<tr>
<td>6C Reading and Transferring Information from a Table</td>
<td>57%</td>
</tr>
<tr>
<td>6D Identifying Difference Word Problem</td>
<td>57%</td>
</tr>
<tr>
<td>6D Reading and Transferring Information from a Table</td>
<td>35%</td>
</tr>
<tr>
<td>6D Determine Difference Between a Positive Integer and Negative Integer</td>
<td>24%</td>
</tr>
</tbody>
</table>

Source: Roxbury Prep Charter School

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