

## East Cleveland City Schools DLT Minutes

**Date:** January 14, 2014

**Time of Meeting:** 12:00 – 3:00

**Location:** Board Office

**Facilitator:** Candi Hazelwood and Cathy LaForme **Timekeeper:** Debra Matthews

**Process Observer:** David Van Leer **Recorder:** Cathy LaForme

**Members Present:** Bunkley, Corley, Curtain, Elder, Fritzgerald, Jones, Hunsbarger, Lyons, Matthews, Powell, Prince, Roberts, Rollins, Trammel, Van Leer, Watson, Cooper, MacLearie, Hazelwood, LaForme

**District Goal:** All students in East Cleveland City Schools will show improved achievement outcomes through the delivery of timely, rigorous, appropriate instruction that utilizes differentiation strategies daily in Reading, Mathematics and Science.

**District Strategies:** 1. Teachers will meet regularly in teacher based teams that use common assessments to analyze student data, collaboratively design and implement instruction and intervention using differentiated strategies. 2. Faculty and staff will implement research based, district designated instructional and intervention strategies.

### Agenda Items:

1. Welcome/Introductions (3 minutes)
2. Review meeting norms (2 minutes)
3. Review assigned roles (2 minutes)
4. 5-Step Process addressing data source (120 minutes)
5. Develop a Communication Plan (10 minutes)
6. Develop a Preliminary Agenda for the next meeting (10 minutes)
7. Evaluate the meeting (5 minutes)

### Step 1: Collect and Chart Data Brief description of data: (attach as necessary)

1. Practice Profile Summary Next Steps:
  - a. Review special education enrollment numbers based on classification
    - i. See attachment (Breakout of Students with Cognitive Disabilities January 2014) produced by Courtney Bean Jones. Summary of data indicates the following for each school: SWD/SWCognitive Disabilities
      1. Caledonia 20%/5%
      2. Chambers 12%/2%
      3. Heritage 30%/9%
      4. Mayfair 9%/4%
      5. Prospect 15%/6%
      6. Shaw 20%/5%
      7. Superior 18%/8%
  - b. Using the list of priorities review the list of priorities that were determined at the last DLT meeting and “operationalize” the language and add to the plan.
    - i. Team members properly prepared for meetings
    - ii. DLT implements actions to implement work
    - iii. Inclusive practices—need to strengthen with all staff
    - iv. Teams partially share analysis, but need to dive deeper into adult implementation data pertaining to curriculum, assessment, instructional practices and assessment
    - v. District strategies are not implemented with fidelity
    - vi. Data analysis—work in progress
2. BLT minutes review: Process for review of BLT minutes. 1:30 to 2:15
3. Prediction Reports: Each building is asked to predict results by grade, reading and math by the end of the semester. 3:00 to 3:15

Prediction Reports – January 2014							
Building	3 <sup>rd</sup>	4th	5th	6th	7th	8th	
Caledonia	R – 80; M-75	R-90;M-90	R-60; M-60	R-50; M-50			
Chambers	R -68; M-73	R-88; M-63	R-54; M-50	R-63; M-67			
Mayfair	R-67; M-71	R-76; M-41	R-50; M-50	R-80; M-80			
Prospect	R-62; M-67	R-86 ; M-41	R-36; M-57	R-74; M-83			
Superior	R-75; M- 75	R-55; M-50	R-60; M-60	R-90; M-90			
Heritage					R-75; M-75	R-75; M-75	
Shaw HS	10 <sup>th</sup> R-80; M-60						

## Step 2: Analyze Data

Strengths:	Obstacles:
<p>1. Practice Profile Summary Next Steps</p> <p>a. We have data that identifies our special education population and we can use it in the building discussions. The majority of the students in special education do not have cognitive disabilities</p>	<p>1., a. We might be setting expectations too low for our population of SWD. Some of the students require more energy to address their needs. We might not be doing that extra. We might not have all of the knowledge and skills to address students with challenges. Plans might not be as good as needed, assessments not as good, support might not be well articulated and delivered. We might not have the system of accountability for these students.</p> <p>Teachers are not setting high enough expectations for what they teach and what they expect from the students.</p> <p>We have created separate systems for students with disabilities so that our teachers do not know what to do with students.</p> <p>We probably require a paradigm shift to change people's behavior (making students an active part of the core curriculum)</p>
<p>b. Practice Profile Summary</p> <p>Strengths and obstacles were recorded during the Practice Profile discussion last month</p>	
<p>2. BLT review</p> <p>This BLT review process was more helpful than previous process that we used. Principals appreciated the feedback from others at the table.</p>	<p>2. There is some evidence that teams did not implement strategies with fidelity</p>
<p>3. Prediction Reports: most buildings were able to complete predictions of their performance on the state assessments this spring based upon the data from the latest STARS assessments in reading and math.</p>	<p>3. Two schools were not present for the discussion and will submit their reports later (Chambers and Prospect). The high school will need to recalculate their score reports to make grade level predictions.</p>

## Step 3: : Establish Expectations for Improvement/to be Implemented:

**What next steps do we have to take as a DLT to implement effective practices in our buildings? What support will be offered to buildings? How will we support buildings to support all TBTs? When will the support happen? How long will the support last? How will we know that the support has been successful?**

As a result of this information what priority next steps will be taken?

### 1. Practice Profile Review

#### a. Special Education numbers review

- (1) Make people across the entire district aware of the statistics in each building regarding SWD and numbers that actually have significant cognitive disabilities. Even students with the most significant disabilities related to cognitive processing need to be included and viewed on the continuum for instructional support.
- (2) Need to make all teachers aware of the higher expectations for these students. Start at central office with already started initiative of including all teachers including IS in training and support to develop enhance teachers practices. Share at BLT and Staff meetings in all of the buildings to encourage discussion about next steps to enhance instructions practices including for SWD.
- (3) Each BLT and TBT will track the progress of student including SWD to see if we are bringing about changes and narrowing the gap between SWD and nonSWD. Buildings will need to break down additional data related to SWD in the buildings.
- (4) Use principal and peer walkthroughs to measure the attitudinal change and language change in buildings.
- (5) We must include this discussion in all work we do about making our Core Instruction better in the district, so that all students are included in good, quality core instruction, and that the good, quality core instruction includes all kids.
- (6) our regular education teachers might need to be included in training that ISs get to better understand the support for our students.

#### b. Practice Profiles followup:

- (1) Team members "properly" prepared for meetings. DLT implements actions to implement work. "Just Do It" All buildings/leadership/BLTs will seek assistance if they do not know how to respond to data and make appropriate decisions. Formalize feedback to BLTs regarding the performance so that BLTs know their areas for improvement and next steps. Create common definitions for analyzing results more clearly. Define what we are looking at within the data. All buildings will check calendar for BLTs

and TBTs and will verify that it is correct. We will guarantee that we will operate off that calendar for the rest of the year. BLTs will change their meeting schedule now if it is necessary.

(2) Inclusive practices—need to strengthen with all staff.  
PD and staff meeting discussions about inclusive practices.

(3) Teams partially share analysis, but need to dive deeper into adult implementation data pertaining to curriculum, assessment, instructional practices and assessment. Stagger presentation time each month, but have fewer teams present at each meeting. Shuffle seating assignments at DLT.

(4) District strategies are not implemented with fidelity. Need more time to discuss the issue from the district level. Talked more about TBTs today need to focus on district level implementation.

(5) Data Analysis—work in progress  
How does the DLT/BLT/TBT impact instruction....show the evidence and relate to the instruction. If need to go to item analysis to get to the point of what is causing the results, we need to go there and teach people how to do that. Create specific questions at levels of analysis. Make sure there is always evidence and how do you know?

**2. BLT review** : discuss further support for principal support for BLT and TBT implementation  
We need to discuss how buildings are implementing strategies and if we have problems with fidelity. We have a general across the district issue with the depth of data analysis, and we need to strengthen this for next time.

**3. Prediction Data:** Share predictions with BLT and TBTs and use 5 step process. All buildings will take these predictions back to BLT to review and identify strategies and practices through TBT and BLT.

#### **Step 4: Implement: Describe how it will be known that implementation has happened. (10 minutes)**

How will we monitor the support to know that it is happening and that it is effective.

How will the next steps be implemented

Small group was identified several months ago to take new information from Profile and fine tune this information into the district plan action steps.

**Step 5: Analyze Results Data, Make Decisions Based on Results:** Define adult and student data for review at next meeting. (Going to Step one, compare new data each month to the data from the previous month and to projections made for each month.)

**Communication Plan—** What/How will this be Communicated to Staff (Buildings and Teacher Based Teams), Parents, Students?  
What are the main talking points for the DLT to communicate this information to others?

Principals will share prediction data with BLTs and staff; Principals will share Special ed data/issues with BLTs and staff

**Preliminary Agenda for Next DLT Meeting:** Everything that is in step 5 – Prediction data, special ed conversations,

#### **Evaluate This DLT Meeting:**

Good info about how to make BLT analysis and feedback useful.

Make the BLT review earlier in the meeting and longer.

Profile discussion needed more time and delineation.

Had more voice today regarding good ideas and suggestions to our colleges.

BLT review felt less threatening today, more like feedback to the bldgs..

Explanation of CD and LD was very useful.

Preparedness discussion was good.

Planning time discussion and usefulness of planning time discussion.

Jokes were good too.

The feedback to our new member was good and appreciated by others.