

# Moving Beyond Compliance

## *Dearborn School Improvement Process*

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*Districts of Distinction Recipient*



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# Our District By The Numbers

- ❖ \$300 Million Budget (Includes Foundation and Grant Funds)
- ❖ 41 Schools & Programs
- ❖ 3 Non-Instructional Buildings
- ❖ 2,797 Staff Members (one of the largest employers in Wayne County outside of Detroit)
- ❖ 1470 in DFT Union (Teachers)
- ❖ 21,000 Students
- ❖ 4,000 Students Added In The Past 17 Years
- ❖ 800 Student Increase In 2016-17
- ❖ 68% Of Students Free And Reduced Lunch
- ❖ 50% Of Students Are English Language Learners
- ❖ 8% Special Education Students



# Who Are We

- ❖ High School: 3 & (Magnet,HFEC)
- ❖ Elementary: 19
- ❖ Intermediate: 1
- ❖ Middle School: 5
- ❖ K-8: 2
- ❖ Preschool: 1



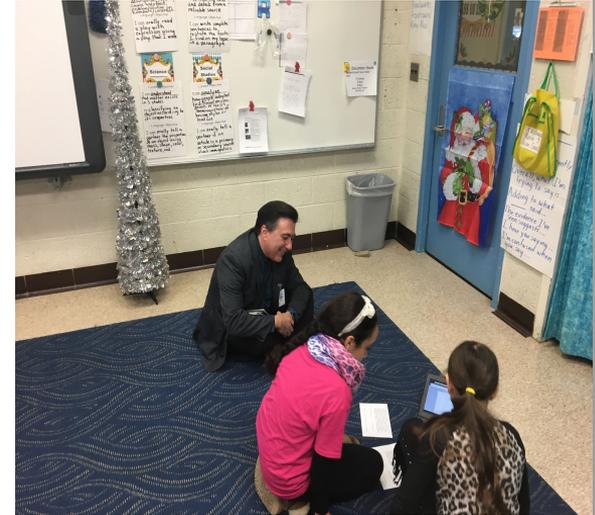
# Districts of Distinction

- ❖ District Administration magazine
- ❖ National recognition program
  - 45 Districts are recognized
- ❖ School districts that are leading the way with new ideas that work (Innovation)
- ❖ Recognizes established initiatives that can be replicated by other districts



# Why Dearborn Schools?

- ❖ Process addressed a need in the district
- ❖ Innovative in nature
- ❖ Focus on the learner
- ❖ Involves Stakeholders
- ❖ Objective and Timely Feedback



# Dearborn's Improvement

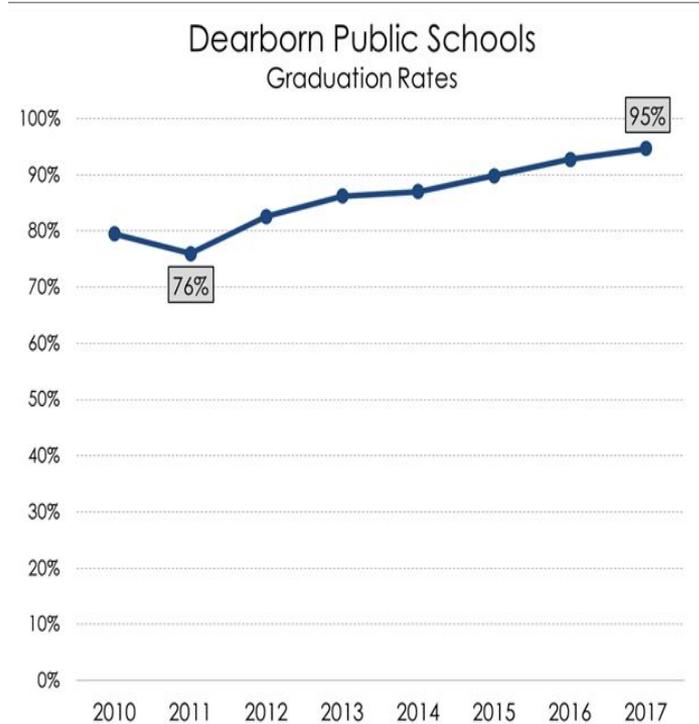
- ❖ School Improvement Process Highlighted by:
- ❖ District Administration Magazine, ([Moving Beyond Compliance](#))
- ❖ Education Dive Brief ([Michigan administrators](#) detail district's evidence-based approach to improvement),
- ❖ ASCD SmartBrief ([District Leaders Tap Research for Improvement.](#))
  - Over 300,000 subscribers nationwide.
- ❖ National Recognition as a [District of Distinction/2018](#)



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# Dearborn's Improvement

- ❖ Graduation rate
- ❖ Commitment to PLCs
- ❖ National model of EL instruction
- ❖ State recognition as top-performing district (Mackinac [Center](#), Bridge [Magazine](#))
- ❖ Community commitment to early childhood
- ❖ Three high schools rated in the top 11% by US News
- ❖ Becker Elementary and STEM Middle School are both Blue Ribbon Schools





# LEADER

Summer 2018 Official Magazine of the Michigan Association of Superintendents & Administrators

Inspire,  
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**Groundwork of supports drives student graduation success in Dearborn**

Page 12

**Balanced Calendar**

bringing a balanced approach to student achievement

Page 20

MASA  
Cover  
Story

# Other District Initiatives & Links

- ❖ [Strategic Plan](#)
- ❖ Feeder Track Model and PLC
- ❖ Graduation Intervention Model
- ❖ ELL Model

# Main Purpose of Dearborn's Local SI Process

- ❖ to create a simple and logical structure for reviewing and using multiple measures of data,
- ❖ to create and implement a growth tool engaging all stakeholders
- ❖ To measure the impact of our vision and implementation strategies on student learning.
- ❖ Ensure the process is comprehensive and continuous and move beyond “only accountability” practices

# Dearborn School Improvement Process

## Dearborn SIP Implementation- Growth Tool

- ❖ Research based
- ❖ Engages all stakeholders (Admin, Teachers, parents, etc. in collecting data through visible learning strategies (see digital forms for sign up)
- ❖ All schools and classrooms receive unannounced visits at least two times/year
- ❖ Follows the SIP Walkthrough and Needs Assessment Protocol-

➤ SIP protocol

- ❖ Data Meeting with Administrators based on NA



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# Dearborn School Improvement Process Cont.

- ❖ [School Visit video clip](#)
- ❖ Participation Sign Up Forms
  - Board Members, Instructional and Non Instructional Administrators [Form](#),
  - Parents
- ❖ Rating [Form](#) (Digital)
- ❖ Feedback [Form](#) (Digital)

# SIP Rubric Strategies & Indicators

- ❖ Content and Language Objectives
- ❖ Student Engagement
- ❖ High Expectations/questioning Techniques
- ❖ Checking for Understanding/formative Assessment
- ❖ Digital Learning
- ❖ My Learning Plan
- ❖ Co Teaching
- ❖ School Culture/Climate
- ❖ Customer Service



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# Measuring Progress through Needs Assessment

- ❖ Demographic: who are we, (district, school, students, staff, community/parents)
- ❖ Perception: How do we do business, culture, climate, values, and beliefs
- ❖ Achievement Outcome: How are our students doing
- ❖ Process: What are our processes-programs, instructional, organizational, administrative, continuous school improvement, etc.

# Creating Systems

- ❖ Multiple barriers to obtaining and using available measures by administrative staff include:
- ❖ Administrative staff at different levels of Data Literacy
- ❖ Multiples platforms and Portals-barrier to gathering data
- ❖ Changes in assessments and metrics

School Data Profile Template

[Elementary School](#)

[Middle School](#)

[High School](#)

Data Analysis Template/Data Profile

[Elementary School](#)

[Middle School](#)

[High School](#)



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# Alignment with MDE/AdvancED/Strategic Plan

- ❖ Alignment with the AdvancED/MDE Reporting Requirements and Dearborn Strategic Plan
- ❖ Needs assessment is presented by Leadership Teams
- ❖ Needs assessment streamlines what is/is not working and how schools should proceed with their plans
- ❖ The plan is designed to help all our schools move forward with continuous improvement involving all stakeholders.

# General Findings

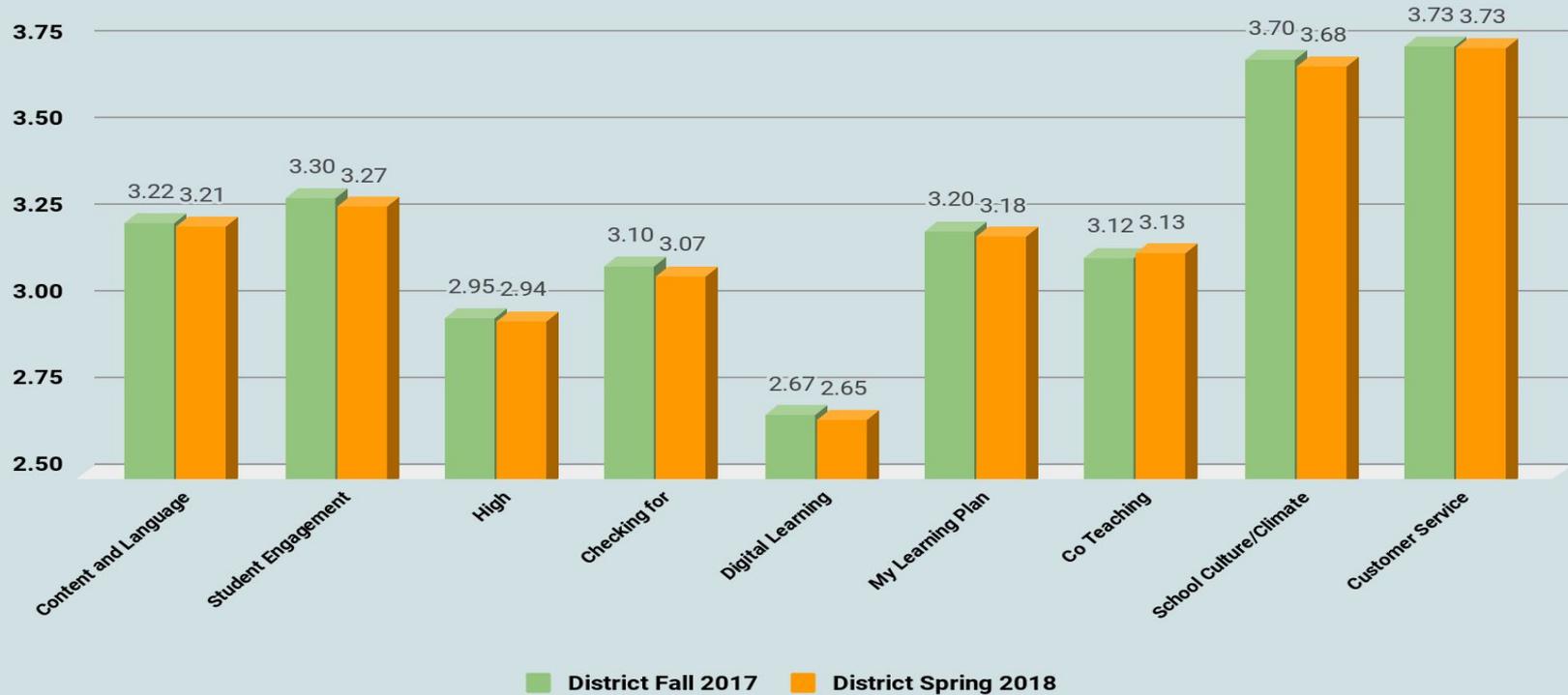
- ❖ Over 1000 formal classroom visits examining evidence of implementation of each of nine strategies
- ❖ Visits established baseline data for intentional dialogue
- ❖ The data shows strengths or lack of incidents of implementation on specific strategies
- ❖ Feedback Data disaggregated to show fall to winter implementation level comparison by school, feeder, and district.
- ❖ Questioning techniques and using digital tools are two areas getting the lowest ratings.
- ❖ Findings are consistent with recent Engagement Review results



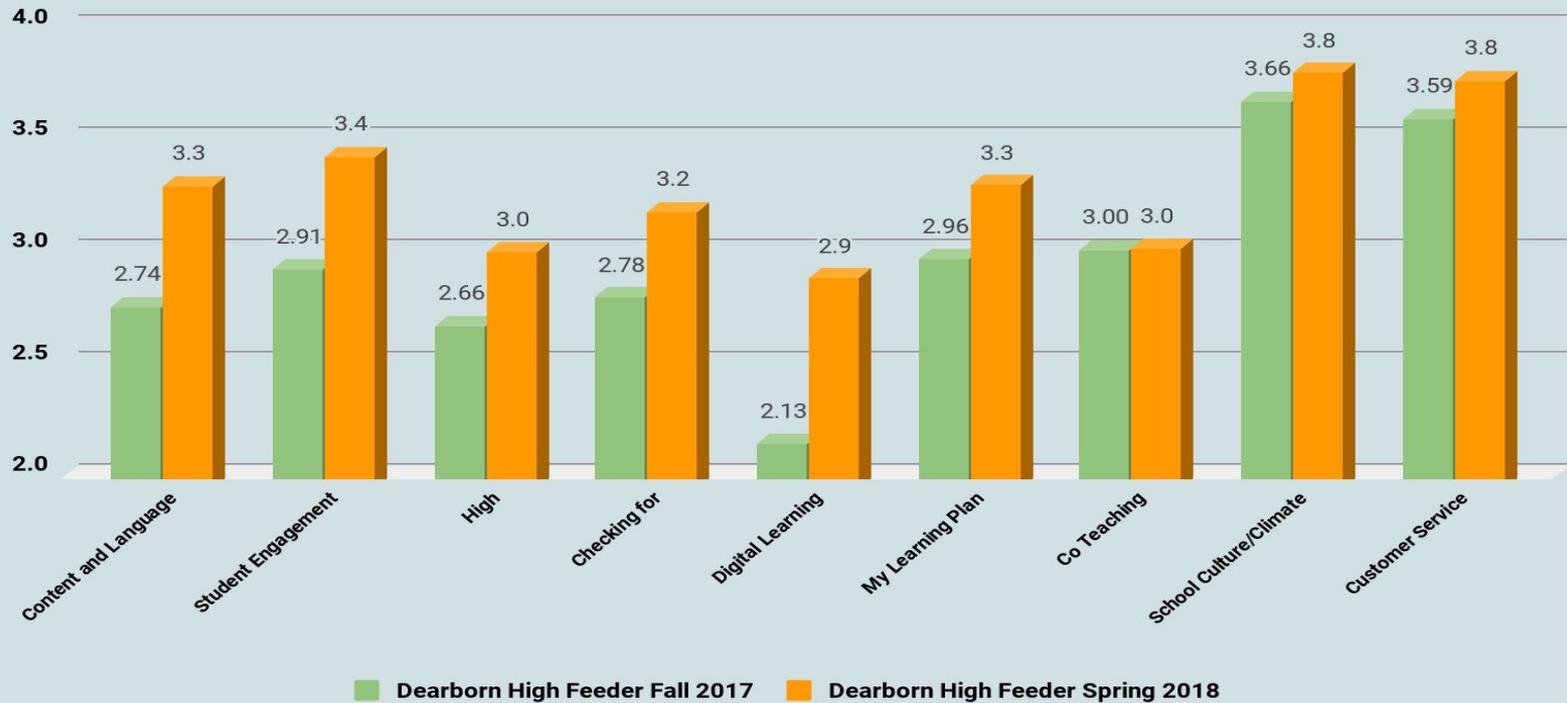
## More focused Analysis

- Further analysis by feeder indicated that certain strategies were not necessarily the focus strategy for all three feeder groups.
- This will help feeder groups target their professional development based on focus areas
- Individual Strategy analysis by Feeder was shared with all building administrators and executive directors

## District average Rating Fall 2017 to Spring 2018



## Dearborn High Feeder average Rating Fall 2017 to Spring 2018



# Data collection/Inquiries/Reflection

- ❖ Although, the tool is not evaluative, has there been direct correlation between implementation level (school or district) and improvement in teacher practice?
- ❖ Has student achievement improved as a direct or indirect result of the employment of the protocol?
- ❖ Has curriculum, program, and/or state and district mandates been implemented at greater depth due to the implementation of the rubric?

How can this process or parts of this process be implemented other districts?

# We Use Social Media As Part Of Our Communications Plan Because We Do...



social  
media



# Questions Comments

