Andover
Data Dashboard

EXECUTIVE SUMMARY
2016-2017

ANDOVER
PUBLIC SCHOOLS

Andover Organizational Focus
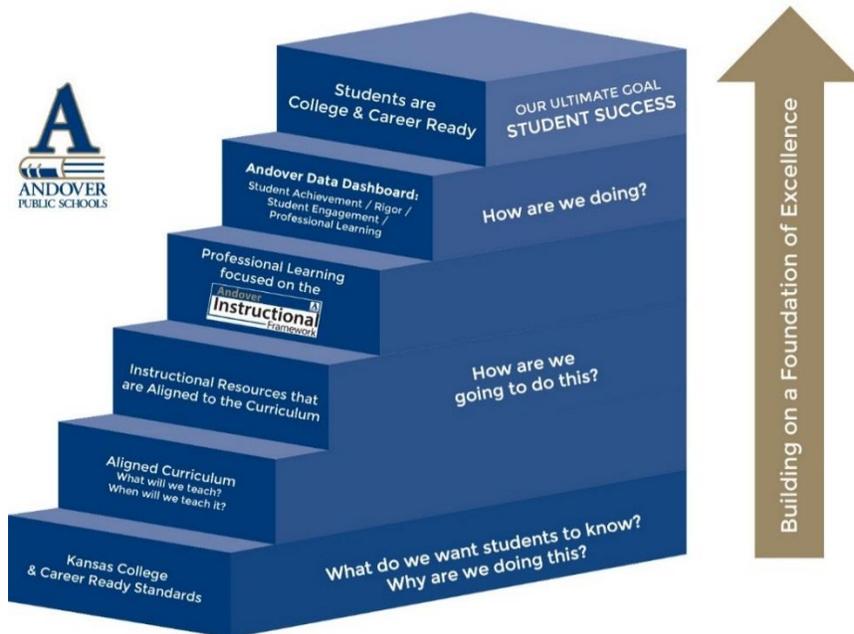
Andover Organizational Focus
Our talented educators have been working diligently to prepare students for success in college and their future careers. In order to accomplish this task, we have organized and aligned our school district for success.

We are proud of our academic accomplishments and strive for continuous improvement. Our goal is to prepare students for success. Our organizational focus creates an aligned system to ensure we reach our goals.

Kansas College and Career Ready Standards
Today's students are preparing to enter a world in which colleges and businesses are seeking highly-skilled, critical thinkers. To ensure all students are ready for success, the new standards establish clear, consistent guidelines for what every student should know and be able to do. The standards are rigorous and will help our students be competitive in a global marketplace.

Aligned Curriculum and Instructional Resources
Our school district is committed to ensuring students are on the pathway to success in their academic careers. Educators across the district collaborate to align their curriculum (what we are teaching students) and by selecting the materials, resources, textbooks and technology tools students will use to learn.

Andover Instructional Framework
One of our district goals is the implementation of the Andover Instructional Framework. Educators are responsible for preparing students for success and we feel it is important to transform how we teach and facilitate learning in the classroom. High quality instruction is the backbone of student learning and success. Students who are highly engaged, experience cognitive rigor and who are invested in learning through relevant classroom experiences will receive an excellent education in our district. The Andover Instructional Framework is designed to create these learning opportunities for students.

Andover Data Dashboard
As a successful school district, we engage in a system of continuous improvement. We monitor our progress by setting goals, analyzing data and making decisions based on the results. The Andover Data Dashboard shows us results as a visual "dashboard", much like your vehicle. We monitor our academic progress through the STAR assessment which is given in the Fall, Winter and Spring to all students in Kindergarten through 10th grade. We also look at data from classroom instruction in the areas of student engagement and cognitive rigor. The data dashboard also monitors the effectiveness of our professional learning within the district. A highly effective educator is the most important factor in student achievement. We all want our physician to be a highly skilled in best practice and the same holds true for our educators. We believe professional learning increases educator effectiveness and results for all students.

Updated 2-2-17

Student Achievement

District Goal for Student Achievement:
Increase student learning through the implementation of KS College and Career Ready Standards

Evidence of Success:
- STAR Reading Target: 80% of students will be proficient or above by Spring 2017.
- STAR Math Target: 90% of students will be proficient or above by Spring 2017.

STAR Overview:
We monitor our academic progress through the STAR assessment which is given in the Fall, Winter and Spring to all students in Kindergarten through 10th grade. The assessment is nationally normed and we use the data to monitor the academic achievement of each student throughout the year.

STAR Reading Results:

STAR Reading	Fall Proficiency	Winter Proficiency	Spring Proficiency	District Target
2014-2015	74%	78%	78%	82%
2015-2016	72%	78%	79%	81%
2016-2017	74%	79%		**80%**

STAR Math Results:

STAR Math	Fall Proficiency	Winter Proficiency	Spring Proficiency	District Target
2014-2015	86%	89%	87%	90%
2015-2016	82%	91%	87%	90%
2016-2017	84%	90%		**90%**

Educator Effectiveness

District Goal for Educator Effectiveness:
Ensure high quality instruction in every classroom by fostering professional effectiveness

Evidence of Success:

- Andover Walkthrough System:
  - Rigor Target: We will increase the percentage of application, analysis, synthesis and evaluation by the spring results for a total combined percentage of 75%.
  - Student Engagement Target: We will increase the total percentage of Student Facilitated Learning & Student Learning Conversations by the spring results for a total combined percentage of 35%.
- Professional Learning Target: 93% of our professional learning event evaluations will be rated as effective by Spring 2016.

Walkthrough Overview:
We monitor our classroom instruction in the areas of student engagement and cognitive rigor by conducting "walkthroughs". Walkthroughs are short classroom observations that typically last 3-5 minutes.

Rigor:
Rigor describes the degree of cognitive thinking our students are engaged in during learning. We believe rigorous learning can occur at any school age and within any subject. We utilize the Bloom's Taxonomy levels of rigor: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. The levels of cognitive rigor range from simple/concrete to complex/abstract. Learning at higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. While all levels are important to learning, our district goal is focused on increasing the percentage of cognitive rigor at the top four levels because they require the most complex thinking.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Remember previously learned information	Demonstrate an understanding of the facts	Apply knowledge to actual situations	Break down objects or ideas into simpler parts and find evidence to support generalizations	Compile component ideas into a new whole or propose alternative solutions	Make and defend judgments based on internal evidence or external criteria
* Arrange * Define * Identify * Label * List * Match * Name * Order * Recall * Repeat * Select	* Classify * Convert * Describe * Estimate * Explain * Give example * Indicate * Paraphrase * Summarize * Translate * Other	* Change * Choose * Compute *Demonstrate * Estimate * Illustrate * Manipulate * Modify * Practice * Predict * Produce * Show	* Analyze * Calculate * Categorize * Compare * Contrast * Diagram * Differentiate * Examine * Infer * Model * Outline * Question	* Combine * Compose * Construct * Create * Design * Devise * Formulate * Generate * Reconstruct * Synthesize	* Appraise * Argue * Assess * Conclude * Defend * Evaluate * Judge * Justify * Interpret * Rate

Updated 2-2-17

Student Engagement:

Student engagement describes how students are engaged in their learning. Students in highly effective schools are significantly more likely to be engaged in higher order thinking.

There are six categories of student engagement our walkthrough monitors. The categories and descriptions are listed below. While both Student Engaged Instruction and Teacher-Directed Instruction are both important to learning, our district goal is focused on increasing the percentage of engagement in Student Engaged Instruction, which includes Student Facilitated Learning and Student Learning Conversations. Highly successful schools have a student engagement average of 32.6% in these two areas (Student Facilitated Learning and Student Learning Conversations).

Student Engaged Instruction	**Student Facilitated Learning:** Students are engaged in higher-order thinking/learning. Common examples include authentic project work, cooperative learning, hands-on learning, problem-based learning, demonstrations, and research
	Student Learning Conversations: Students are engaged in student to student conversations that construct knowledge. Conversations may be teacher stimulated but are not teacher dominated. Higher-order thinking is evident.
Teacher-Directed Instruction	**Teacher-Led Instruction:** Students are attentive to teacher-led learning experiences such as lecture, question and answer, teacher giving directions, and video instruction with teacher interaction. Discussion may occur, but instruction and ideas come primarily from the teacher.
	Student Work with Teacher Support: Students are doing seatwork, working on worksheets, book work, tests, and video with teacher viewing the video with the students, etc. Teacher assistance or support is evident.
Disengagement	**Student Work without Teacher Support:** Students are doing seatwork, working on worksheets, book work, tests, video without teacher support, etc. Teacher support/help is not evident.
	Students and Teacher Disengagement: Students are not engaged in learning directly related to the curriculum.

Walkthrough District Results:

Walkthrough Area	1st Quarter Results	2nd Quarter Results	3rd Quarter Results	4th Quarter Results	Overall Results	District Target
Number of Walkthroughs 2014-2015	875	1,015	883	503	3,276	--
Number of Walkthroughs 2015-2016	1,040	1,172	1,280	742	4,234	--
Number of Walkthroughs 2016-2017	1048	991				--
Rigor 2014-2015	59%	68%	72%	72%	68%	65%
Rigor 2015-2016	67%	71%	75%	76%	72%	75%
Rigor 2016-2017	70%	79.1%				**75%**
Student Engagement 2014-2015	22%	31%	36%	31%	30%	30%
Student Engagement 2015-2016	30%	41%	45%	41%	39%	35%
Student Engagement 2016-2017	39%	42%				**35%**

Updated 2-2-17

Professional Learning Overview:
A highly effective educator is the most important factor in student achievement. Professional learning increases educator effectiveness and results for all students.

We evaluate the effectiveness of our district professional learning to help determine the impact on instructional practices, which leads to increased student learning. Educators participate in an anonymous survey after each district professional learning event to help us gauge what worked and what may need to be improved.

Professional Learning Beliefs
- Effective professional learning is fundamental to student learning.
- All educators have an obligation to improve their practice.
- More students achieve when educators assume collective responsibility for student learning.
- Successful leaders create and sustain a culture of learning.
- Improving student learning and professional practice requires ongoing systemic and organizational change.

	1st Quarter Results	2nd Quarter Results	3rd Quarter Results	4th Quarter Results	District Average	District Target
2014-2015	Fall 83%		Winter 89%	Spring 91%	88%	85%
2015-2016	91%	95%	94%	89%	92%	92%
2016-2017	91%	93%				**93%**

	1st Quarter Results	2nd Quarter Results	3rd Quarter Results	4th Quarter Results
District Proficiency (Proficient = Agree/ Strongly Agree)	91%	93%		
Break down by question:				
The focus of this professional learning is closely aligned with our district learning goals for educators and/or students.	95%	96%		
The professional learning was relevant to my needs as an educator.	93%	94%		
The learning environment was one in which all or most educators were engaged in relevant dialogue.	95%	95%		
The design of this professional learning included opportunities for us to inquire into our practice, solve problems, and collaborate with colleagues to learn.	94%	95%		
I had an opportunity to practice applying this learning during the session.	92%	94%		
The learning provided will allow me to move my practice forward and apply in my position.	93%	94%		
Experiencing Quadrants C and D as an adult learner	79%	83%		

Updated 2-2-17

Culture and Climate

District Goal for Culture and Climate:
Provide a positive and safe environment to optimize student and staff success

Evidence of Success:
- District Climate Survey:
  - Quality Instruction Target: 90% of responses will be very satisfied or satisfied.
  - Safety Target: 93% of responses will be very satisfied or satisfied.
  - Feeling Valued Target: 82% of responses will be very satisfied or satisfied.

Climate Survey Overview:
The Andover Climate Survey is given yearly to all employees and parents. Middle and high school students also participate in the survey. The Andover Data Dashboard includes following areas from the survey:
- Quality Instruction
- Safety
- Feeling Valued

The areas were determined based on feedback from SUPER SAT, District Leadership Teams, and Administrators.

District Climate Survey	2014-2015 Results	2015-2016 Results	2016-2017 Results
Quality Instruction			
Overall District Average	**89%**	**88%**	**90%**
Parent: Satisfied that child is receiving a quality instruction and is making adequate progress	90%	88%	91%
MS/HS Student: Satisfied you are receiving quality instruction and making adequate progress	88%	87%	89%
Safety			
Overall District Average	**92%**	**92%**	**89%**
Parent: Child feels safe at school and school-related activities	90%	91%	90%
MS/HS Student: Feels safe at school and school-related activities	92%	89%	86%
Certified Staff: Feels safe at school and school-related activities	96%	97%	91%
Classified Staff: Feels safe at school and school-related activities	90%	90%	87%
Feeling Valued			
Overall District Average	**81%**	**79%**	**79%**
Parent: Your child feels valued and connected to their school	84%	83%	85%
MS/HS Student: Student feels valued and connected to their school	80%	72%	72%
Certified Staff: Feels valued as an employee	78%	79%	80%
Classified Staff: Feels valued as an employee	80%	83%	78%

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