

APPENDIX IV – 78

SY 2015-16 PLC Rubric Year-End Data

Curriculum Service Providers and Principals

SY 2015-16 Data Analysis of Pre- and Post- PLC Rubric Self-Assessment- Curriculum Service Providers

Curriculum Service Providers completed a self-assessment on the District PLC Rubric in November 2015, identifying the stage they felt their schools were at in terms of developing effective PLCs. The November assessment was given to a group of 17 participants.

In November, roughly two-thirds or more of Curriculum Service Providers placed their schools in the lower end of the scale for each element, the Learning and Literal stages of PLC development. In the Learning stage, PLC teams are beginning to meet regularly and use district curriculum guides and benchmark assessments. In the Literal stage, PLC participants are collaborating to develop written norms, establish learning goals, and establish pacing of essential learning. Those November percentages are as follows:

<u>Element</u>	<u>Learning Stage %</u>	<u>Literal Stage %</u>
Collaborate Culture	29%	47%
Guaranteed Curriculum	12%	65%
Common Assessment	17%	65%
Ensuring Learning	47%	29%
Enriching Learning	41%	35%

Lower percentages of Curriculum Service Providers ranked their schools on the upper end of the scale, the Refinement and Internalized stages of PLC development. These two stages involve educators continually sharing knowledge of content and constantly refining and utilizing instructional practices to help struggling students and enrich the learning of students who have moved beyond essential learning. Those percentages break down as follows:

<u>Element</u>	<u>Refinement Stage %</u>	<u>Internalized Stage %</u>
Collaborate Culture	12%	12%
Guaranteed Curriculum	17%	6%
Common Assessment	12%	6%
Ensuring Learning	12%	6%
Enriching Learning	6%	6%

In Spring 2016, Curriculum Service Providers completed the Post-assessment PLC Rubric at the CSP meeting on April 14, 2016. There were 16 participants in the Spring. In April, looking at each individual element, Curriculum Service Providers gave ratings that, for the most part, demonstrated an upward tick in the effective use of their PLCs. In the chart below, the first column is the element being scored. The remaining columns are the stages in implementing effective PLCs, gaining improvement left to right. The numbers in each column are percentages from April 2016; the number in parenthesis is the percentage of change from November, up or down.

<u>Element</u>	<u>Learning</u>	<u>Literal</u>	<u>Refinement</u>	<u>Internalized</u>
Collaborate Culture	12.5% (-17)	43% (-3.25)	31% (+19)	12.5% (+.5)
Guaranteed Curriculum	25% (+13)	25% (-40)	31% (+14)	18.75% (+12.75)
Common Assessment	18.75% (+1.75)	50% (-15)	25% (+13)	0% (-6)
Ensuring Learning	12.5% (-34.5)	56%(+27)	25% (+13)	0% (-6)
Enriching Learning	31.25%(-9.75)	43.75%(+8.75)	25% (+19)	0% (-6)

Looking at the elements across the four stages of development and comparing the Fall with Spring percentages, we see that the first two stages (Learning and Literal) decreased in 3 of the 5 elements. Looking at the final two stages of PLC development (Refinement and Internalized), we see increases in the percentages where the first two columns decreased. The gains have moved to the right. That points to a movement in a positive direction, an upward movement in developing effective PLCs from Fall to Spring.

In closing, there was definite growth in the PLC Rubric between November and April. Curriculum Service Providers are reporting an increase in the effective use of PLCs at their sites, as evidenced in the upward tick of the percentage data.

SY 2015-16 Data Analysis of Pre- and Post- PLC Rubric Self-Assessment--Principals

In review, Principals were given a self-assessment PLC Rubric. Principals were to mark the scale to show where they felt their schools were in the process of developing effective PLCs.

In December 2015, Principals were given the Pre-assessment PLC Rubric at an ILA. The assessment was given to two groups; a morning group and an afternoon group.

In the morning group of principals, about one-third of the 51 principals offered no response in all elements of the rubric. Roughly half of principals placed their schools in the lower end of the scale for each element, the Learning and Literal stages of PLC development. In the Learning stage, PLC teams are

beginning to meet regularly and use district curriculum guides and benchmark assessments. In the Literal stage, PLC participants are collaborating to develop written norms, establish learning goals, and establish pacing of essential learning. Those percentages are as follows:

<u>Element</u>	<u>Learning Stage %</u>	<u>Literal Stage %</u>
Collaborate Culture	16%	27%
Guaranteed Curriculum	19%	25%
Common Assessment	12%	45%
Ensuring Learning	16%	39%
Enriching Learning	27%	27%

Lower percentages of principals ranked their schools on the upper end of the scale, the Refinement and Internalized stages of PLC development. These two stages involve educators continually sharing knowledge of content and constantly refining and utilizing instructional practices to help struggling students and enrich the learning of students who have moved beyond essential learning. Those percentages break down as follows:

<u>Element</u>	<u>Refinement Stage %</u>	<u>Internalized Stage %</u>
Collaborate Culture	22%	4%
Guaranteed Curriculum	29%	0%
Common Assessment	10%	2%
Ensuring Learning	12%	2%
Enriching Learning	7%	2%

In the afternoon group of Principals for December, an average of 2%-4% offered no response on all elements of the rubric. In December, the afternoon group ranked their schools in the middle of the rubric scale, with percentages in the Literal and Refinement stages, constituting a majority of the responses. Those percentages break down as follows:

<u>Element</u>	<u>Literal Stage %</u>	<u>Learning Stage %</u>
Collaborate Culture	31%	46%
Guaranteed Curriculum	46%	29%

Common Assessment	54%	15%
Ensuring Learning	38%	23%
Enriching Learning	44%	8%

Only a handful of principals ranked their schools in the Internalized column of the scale. Those percentages across the elements are at 12% and under.

In May 2016, principals were given the Post-assessment PLC Rubric at ILA. Overall, in comparison, we saw positive changes in the scoring from December; upticks in the ratings that principals are giving their schools. Again, this PLC Rubric Post-Assessment was given to a morning group and an afternoon group.

In the morning group in May, the number of respondents remained similar, with 58 principals completing the survey. The number of no responses was reduced significantly, down to 1% for each element from December when one-third of principals offered no response. In May, a large majority of the morning group of principals placed their schools in the "Literal" to "Refinement" stages; this reflects a shift upward from December, a shift toward improving their use of PLCs.

<u>Element</u>	<u>December 2015 %</u>	<u>May 2016 %</u>
Collaborate Culture	49%	69%
Guaranteed Curriculum	54%	85%
Common Assessment	55%	74%
Ensuring Learning	51%	84%
Enriching Learning	34%	71%

In the refinement stage, teams begin to focus on content standards, instructional methods, and assessments that impact student learning. There was an increase in the number of A.M. principals who scored their schools in the refinement stage, showing raw numbers more than doubling while tripling in the bottom two elements. Principals scoring their school in the internalized stage more than doubled from December. With the afternoon group in May 2016, the number of respondents is decreased 2.5 times, going from 52 in December to just 20 in May. Percentagewise, there was an improvement of the numbers. The number of non-responders dropped from 4% in December to 0% in May; each of the 20 principals gave an answer for each element of the rubric. The percentage of principals that scored their schools in the literal stage of PLCs rose in three of the five elements and dropped 9% points in the other two.

<u>Element</u>	<u>December 2015 %</u>	<u>May 2016 %</u>
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Collaborate Culture	31%	35%
Guaranteed Curriculum	46%	35%
Common Assessment	54%	45%
Ensuring Learning	38%	50%
Enriching Learning	44%	75%

However, a shift in percentages ticked up in the Refinement column of the rubric. Each element in the Refinement column rose in May over December as follows:

<u>Element</u>	<u>December 2015 %</u>	<u>May 2016 %</u>
Collaborate Culture	46%	50%
Guaranteed Curriculum	29%	50%
Common Assessment	15%	20%
Ensuring Learning	23%	30%
Enriching Learning	8%	10%

The percentages in the Internalized column of the rubric also ticked up for three of the five elements.

<u>Element</u>	<u>December 2015 %</u>	<u>May 2016 %</u>
Collaborate Culture	8%	15%
Guaranteed Curriculum	4%	5%
Common Assessment	12%	10%
Ensuring Learning	10%	5%
Enriching Learning	2%	5%

In closing, there was definite growth in the PLC Rubric between December and May. Principals in the morning and afternoon groups in May are reporting an increase in the effective use of PLCs at their sites, as evidenced in the upward tick of the percentage data.