Montgomery County Schools

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TO: Board of Education

FROM: Dale Ellis

DATE: February 6, 2012

SUBJ: INFORMATION ITEM (SAT PDSA)

Enclosed are the unofficial results of the November administration of the SAT. Utilizing the PDSA process to generate strategies for improvement proved to be successful. While the SAT results are still not where we want it to be, it shows the power of the PDSA approach in our improvement efforts. By identifying strategies and engaging educators in the process, they were successful in helping the students raise their performance on the test. Thanks to all involved, and especially the teachers who donated time to work with students after school.

We will now be transitioning this PDSA to continue improvement on the newly required ACT. This improvement effort will be an ongoing, long-term process.

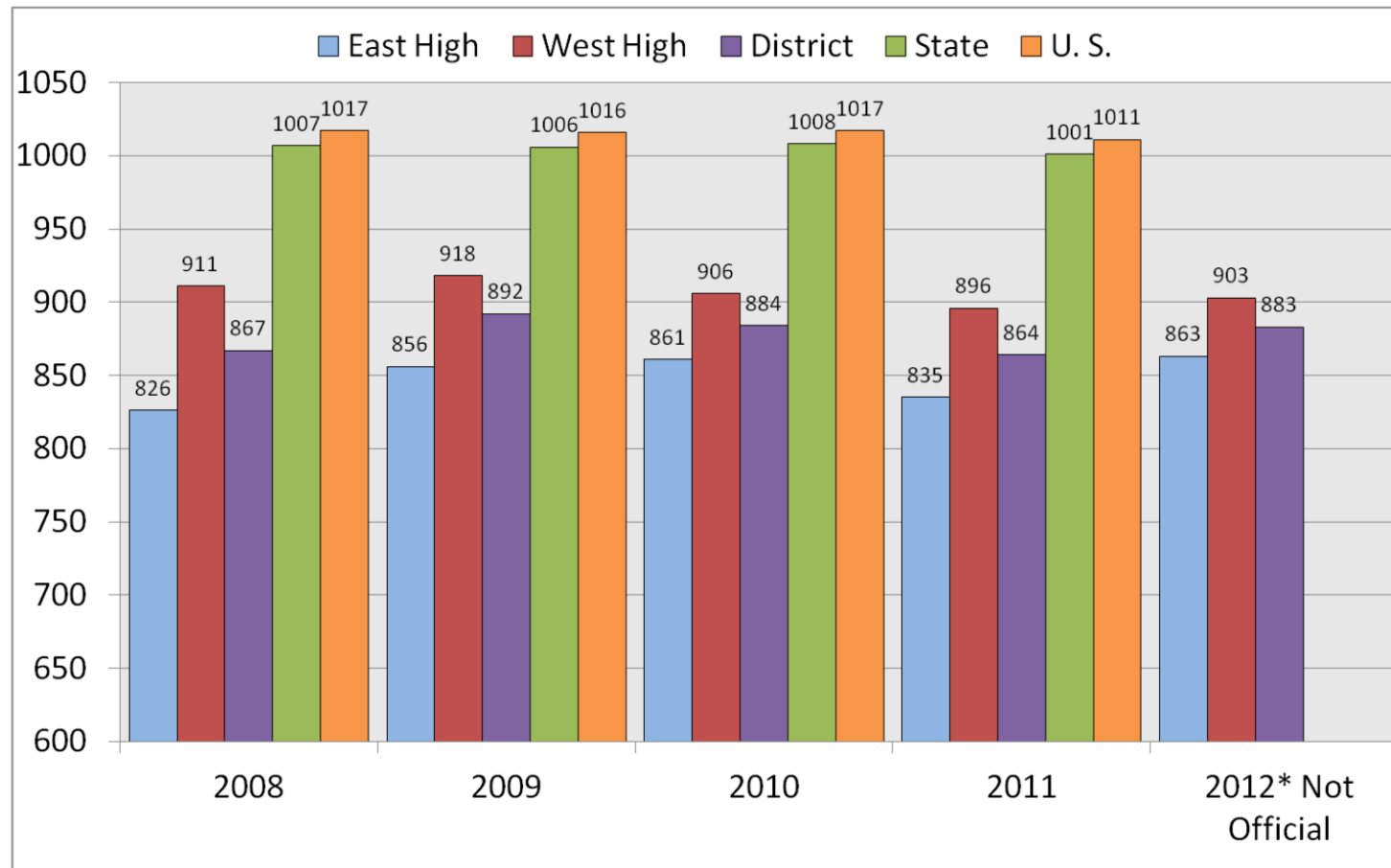I will be available to answer any questions you may have.

Montgomery County Schools
District Plan, Do, Study, Act (PDSA) Template
A Continuous Improvement Tool

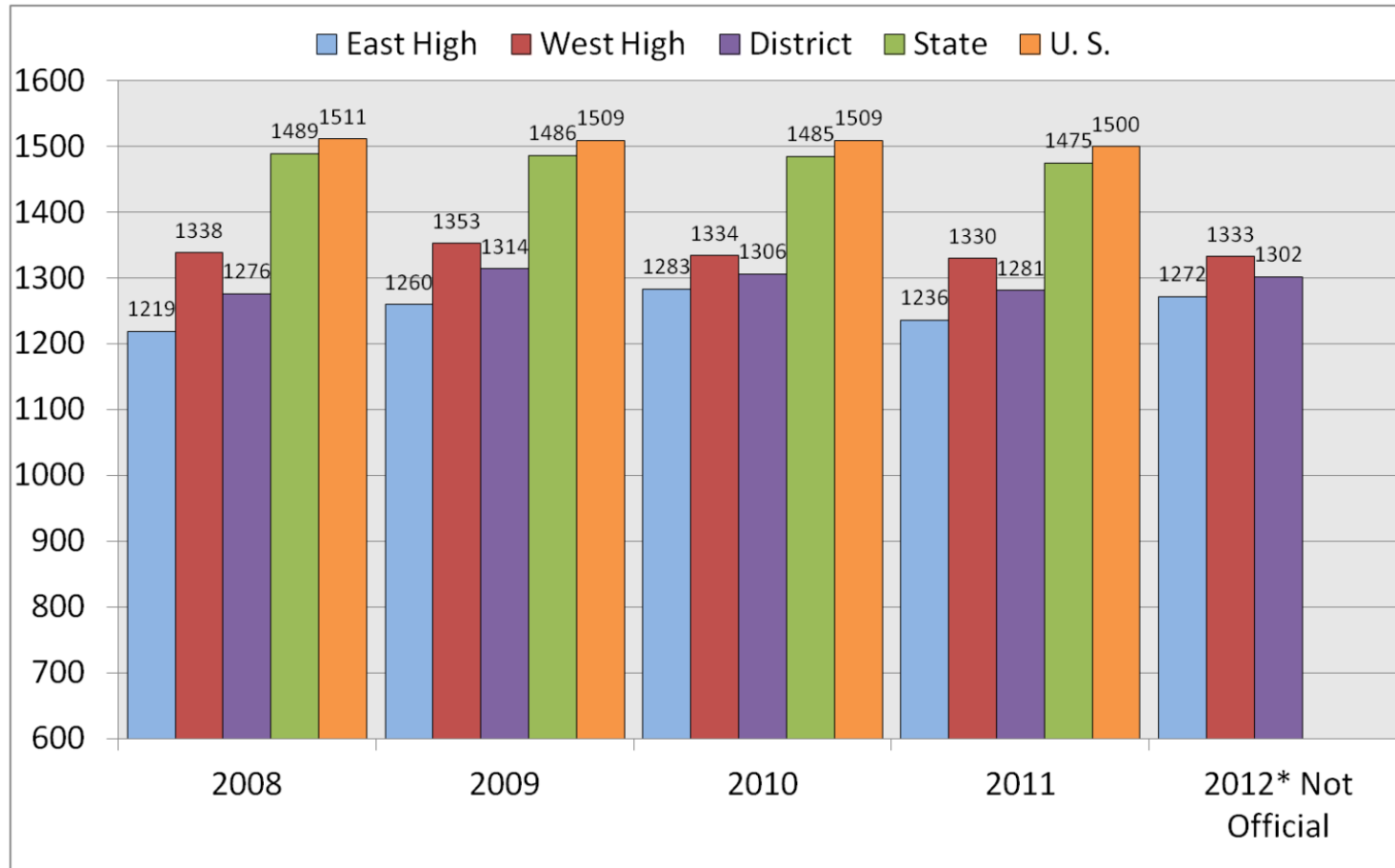| Department/School Name: Learning Division	School Year: 2011-2012	Quarter: 1	Date: February 6, 2012

Target SMART Goal/Measure: (What needs to be improved and what specific outcomes need to occur? What is the condition and data that supports the need for improvement? Who are the <u>direct</u> customers of the improvement and how will it benefit them?)

MCS will increase performance on SAT (ACT-Spring 2012) by 10% during school years 2011-12, 2011-12, 2012-13.
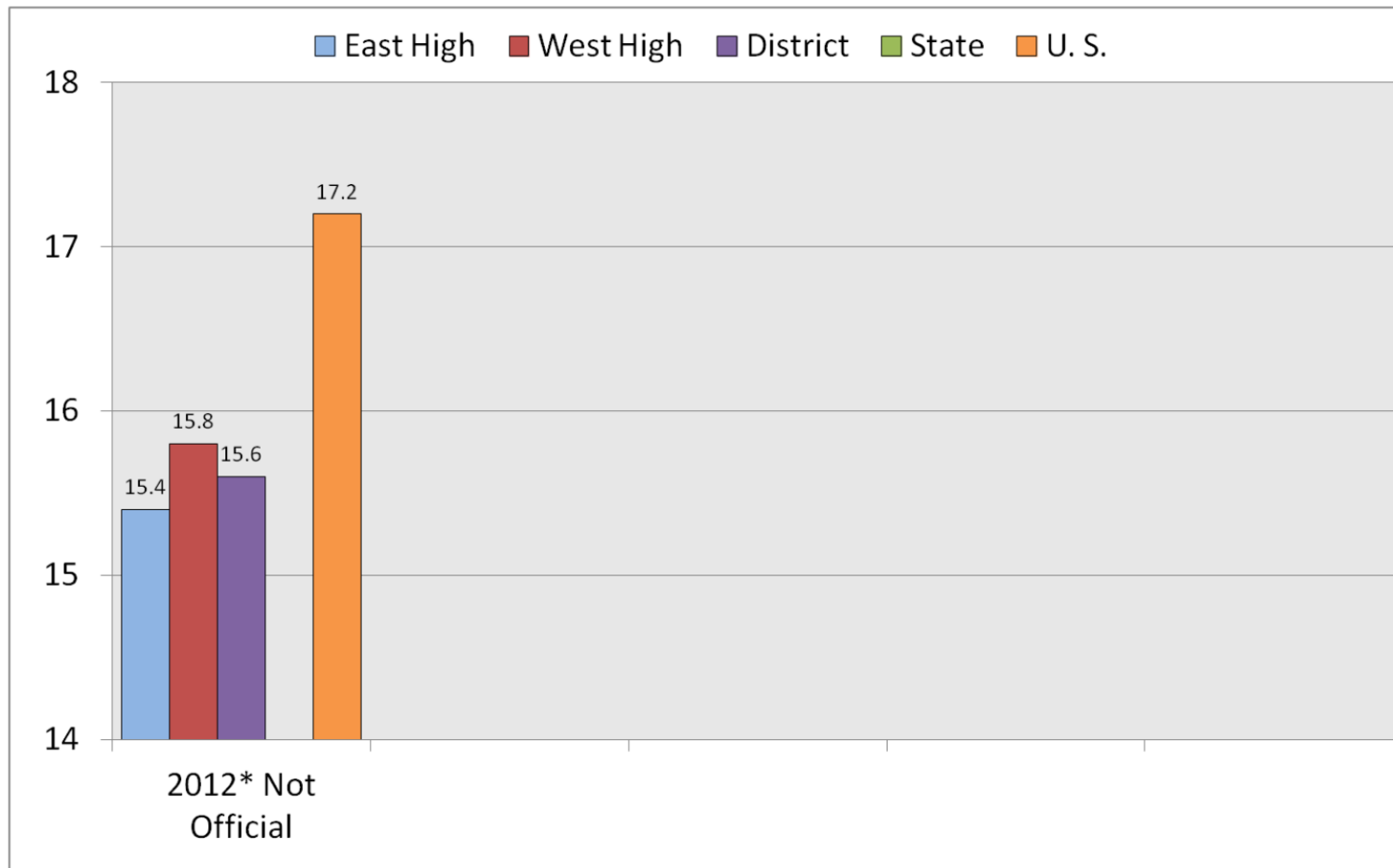

2008 – 2012 SAT REPORT
School, District, State, United States
Math and Reading Combined

2008 – 2012 SAT REPORT
School, District, State, United States
Math, Reading and Writing Combined

2011-2012 PLAN REPORT
School, District, State, United States
Math, Science, Reading, English Composite

Legend: East High · West High · District · State · U. S.

Values shown:
- East High: 15.4
- West High: 15.8
- District: 15.6
- U. S.: 17.2

X-axis: 2012* Not Official

Study	Data analysis: (SWOT) analysis	Quarter 1 1. What does the data tell us? • 20 point drop in math/reading composite in 2011 • 28 point drop in 2 years • % taking SAT has also dropped 2. Not tell us? • Why such a sharp decrease 3. Celebration(s)? • Performance relatively stable – scores virtually the same as 2008 4. OFIs? • Did not sustain or improve increases of 2009 • Need to better prepare students for the test due to its importance to their college choice	Quarter 2 1. What does the data tell us? • Increase in math/reading composite for 2011-2012 school year • Increase in math/reading/writing by 21 points • PLAN (pre ACT administered in December – unofficial results show the district within 2 points of the national average 2. Not tell us? • Performance on ACT • State average on the PLAN 3. Celebration(s)? • Increase in SAT scores 4. OFIs? • Need additional opportunities for students to prepare for SAT or ACT • Need additional writing development prior to SAT/ACT • Students and parents need more exposure to college opportunities	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Plan	Identify Key Strategy	5. Next step? • After School preparation program • Class with MCC • Revise College preparation process to generate more interest in college as a post-secondary choice.	5. Next step? (revise to address Identified OFIs) • Continue to work with students and parents to promote opportunities for higher education • Continue vocabulary development • Review and provide task force results of course offerings that include CCP • Hold a Higher Education Expo-ACT/SAT/PLAN/CCP event in March for students and parents including financial aid information and an overview of course offerings. EMHS will be holding a Latino SAT/ACT parent night. • Create a proposal for a summer study skills camp for rising 11th graders • Development of writing courses for the 2012-2013 school year • Writing Across the Curriculum trainings and monitoring • Analyze ACT results after March testing window. (once received) • Monitor SAT scores for improvement	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)	5. Next step? (revise to address Identified OFIs)

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Plan	Person(s) Responsible for ensuring the strategy is deployed	Supt. – Asst. Supt. – HS Principals and IF's	Supt.- Asst. Super. – Secondary/CTE Director – HS Principals and IFs			
Plan	Resources Available (include $ encumbered and name of budget)	Quarter 1 $2,000 need for outside trainer (Local)	Quarter 2 $5,000 for resources and events (Local)	Quarter 3	Quarter 4	Summer
Plan	Resources Needed	• Outside trainer to work with students on test strategies • 2 teachers from each HS to work w/ students after school (Voluntary)	• Events center, resources, materials for parents and students • 2 teachers from each HS to w/students after school (Voluntary)			
Plan	Professional Development (Indicate title, content and audience)	None	None			
Plan	Parent and Community (Stakeholder) Involvement	Parental pickup if necessary	Higher Education Expo ACT/SAT/PLAN/CCP			
Do	Create the deployment plan	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below	
Study	Evaluation: 1. What data will you use to determine if the strategy was deployed? 2. What data will you use to determine if the strategy was deployed with fidelity? 3. What data will you use to determine if the strategy impacted the overall goal or target goal?	Quarter 1 1. Participant logs 2. Staff Survey (informal by prin) 3. Overall SAT and ACT data in 2012	Quarter 2 1. Participation Logs 2. Student Survey 3. Parent Feedback 4. Contact Logs 5. SAT/ACT data (overall and as updated throughout testing cycles)	Quarter 3	Quarter 4	Summer

		Quarter 1 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 2 1. What does the data tell us? • Overall increase in the SAT scores. 2. Not tell us? • Number of students opting to take the ACT in March instead of SAT 3. Celebration(s)?	Quarter 3 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Quarter 4 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?	Summer 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?
Study	State the results for the current quarter					
Act/Plan	If target met, adjust target goal. If not, continue to quarter to answer remaining questions.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer

Steps (Provide detailed steps)	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	SAT PDSA team formed and meet	Sue Hatley	Agenda	September 2011
#2	Strategies discussed and plan formulated	Dale Ellis	Agenda/PDSA template	September 2011
#3	Teachers identified for after-school program	Kennedy/Cagle	Teacher list	September 2011
#4	Implement after-school program	Selected teachers	Program documents	November 2011
#5	Identify support structure for teachers	Kinch/Absher	Follow-up docs	November 2011
#6	PDSA team meet to review cycle	PDSA Team	Agenda	November 2011

Steps (Provide detailed steps)	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	SAT PDSA team meeting for 2nd quarter planning	Sue Hatley	Agenda	January 2012
#2	PLAN data reviewed at local level	Dale Ellis	Agenda/PDSA template	February 2012
#3	ACT administered to all 11th graders	Kennedy/Cagle/ Ward/Grindstaff	Student Data	March 2012
#4	Higher Learning Expo	Brown/Kennedy/ Cagle	Agenda/Parent Logs	March 2012
#5	PDSA team meet to review cycle	PDSA Team	Agenda	April 2012

Steps (Provide detailed steps)	Quarter 3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
#2				
#3				
#4				
#5				

Steps (Provide detailed steps)	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				