Silverback
Learning Solutions

CASE STUDY: USING SILVERBACK MILEPOSTS TO DRIVE IMPROVED STUDENT LEARNING

"The implementation of Silverback within CCSD #1 has served as a critical piece in the educational puzzle that each student brings forth.

Mileposts truly encompasses the concept of a learning community because it focuses on the concepts that benefit students in our educational system today: data-driven decisions, individualized planning and differentiated instruction."

Tanya Seeds - Douglas Primary School Principal and Title I Coordinator

Data Integration

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SITUATION:

- Douglas Primary School (Converse County School District #1, Douglas Wyoming)
- 17 classroom teachers (9 Kindergarten and 8 First Grade) and 260 students
- Despite the district's focus on benchmarking and progress monitoring, the data being collected was not stored or reviewed in a manner in which students' deficits were targeted
- Although the district had many researched based programs for interventions there was no specific way to track which interventions were successful.
- Staff lacked the ability to prescribe, implement and track interventions to each specific student.
- All students were exposed to various interventions within the classroom (sensory, behavior, and academic) however this information was not carried over from classroom to classroom or year to year.

GOALS:

As Douglas Primary School (Converse County School District #1, Douglas, Wyoming) entered the 2013-14 school year, they had four primary goals:

- All benchmarking and progress monitoring data will be entered into each student's e-file in Mileposts on a weekly basis.
- Student data from e-files will be used during RTI and PLC meetings to drive discussion in order to improve instructional strategies.
- All students within interventions are required to have the intervention documented, opened and closed during the duration of use.
- Any additional interventions or tools utilized within the classroom; sensory, academic or behavior will be documented within each e-file on a quarterly basis.

OBJECTIVES:

- **Organize** regular PLC meetings within each grade level where all data is reviewed and student concerns are discussed on a bi-monthly basis.
- **Implement** teaching teams where engagement videos are created, shared and evaluated. Goals for specific engagement practices will be created and implemented within each classroom.
- **Require** Tier 0 Environmental Adjustments and Tier 2 Behavioral Interventions as components to any e-file if applicable in the classroom.
- **Review** student progress based on the triangulation of data points, including NWEA, Aims-Webb and core reading curriculum.

QUESTIONS TO REACH RESULTS:

- What information is vital to student achievement?
- How can data be used to better prescribe interventions to focus on deficiencies?
- How can behavior incidents be tracked to identify problematic areas within the schedule, student day or routine?
- How can the data be used to identify a student in need of a new intervention?
- In what ways can data be used to compare and contrast students within a grade level not just within the classroom?

SILVERBACK PROCESS:

Deployed Silverback Mileposts in all CCSD #1 schools including Douglas Primary School:

- **Loaded** 2 years of state test results, established district achievement benchmarks in both NWEA and Aims-Webb with PAWS and ACT being added in the upper grade levels.
- **Delivered** any-time access and up-to-the-minute student demographic, educational, and achievement data synchronized nightly with the school's Student Information System, PowerSchool, to maintain accurate class roster relationships.
- **Uploaded** new and existing interventions for every student. Interventions at the primary level are based on the big five in reading; alphabetic principle, phonemic awareness, fluency, comprehension, and vocabulary.
- **Trained** teachers on a regular basis throughout the year. Trainings included after school professional developments, grade level meetings, staff meetings, and on an individual basis.
- **Followed-up** bi-monthly to ensure student data was properly entered, interventions were updated with notes provided, progress monitoring scores were added and additional information was inputted as needed. This information was utilized during PLC meetings, checked each quarter and on a regular basis by the instructional facilitator and principals.

"We now have a resource that can be used to improve instructional techniques and interventions to enhance academic growth in all students attending Converse County School District #1."

John Weigel - Converse County School District #1 Curriculum Director

- **Improved Data Analysis:** Mileposts was able to compile the results and share with teachers more rapidly, meaning they could convert what used to be data gathering time into focused instructional time.

- **Personalized Learning:** Automated individual student learning plans were established enabling teachers and principals to evaluate students in two dimensions: achievement and growth. This aided in direction instruction to meet the individualized needs of each student.

- **Intervention Management and Tracking:** Silverback provided professional development to assist staff in creating, managing, and analyzing all interventions and accommodations according to RTI tier-based methodology.

- **School-Wide Promotion of Philosophy:** Staff learned the importance of Silverback Milepost through the analysis of data, documentation and student progress.

- **Glow for the Year:** For the 2013-2014 school year, the Primary School met and exceeded the CCSD #1 School Board expectations in proficiency NWEA Map Reading scores (Kindergarten 85% students proficient and 1st Grade 89% students proficient.)

FUTURE FOCUS

- Implement progress monitoring on a weekly basis in the core reading program.

- Staff will utilize the contact and notes section in Silverback, they will be required to make contact with each parent or guardian at least three times per semester. Documentation will be required of this contact.

- Continued improvement in tracking major behavioral incidents throughout the year.

TESTIMONIALS:

"Mileposts collects vital information about student growth throughout the school year to help teachers and PLC teams guide educational programming for individual students; this is a crucial component of our school improvement process which is to ensure academic success for all students. With Silverback's longitudinal learning platform we get a comprehensive resource that shows levels of mastery for each of our students, what worked or didn't work in reference to previous instructional strategies, as well as comprehensive plans and intervention templates. We now have a resource that can be used to improve instructional techniques and interventions to enhance academic growth in all students attending Converse County School District #1."

John Weigel
Converse County School District #1 Curriculum Director

"The implementation of Silverback within CCSD #1 has served as a critical piece in the educational puzzle that each student brings forth. Providing a stage in which data plays the main role is essential to developing instructional based programs that best meet the needs of all students. While some schools continue to get by on data systems that do nothing but dwell on student past performance, Silverback has leapt ahead where educators keep saying education should be: student-led learning plans that support competency based learning directed at individual student needs, while maintaining best-in-class support of all state, district, and classroom data including assessment data. Mileposts truly encompasses the concept of a learning community because it focuses on the concepts that benefit students in our educational system today: data-driven decisions, individualized planning and differentiated instruction. Silverback is a true asset in our school environment and community."

Tanya Seeds
Douglas Primary School Principal and Title I Coordinator