

Ingham Impact Episode 40 – Kelly Trout

Amy Hodgson: I first met Kelly Trout as high school Principal here in Dansville, and one of the things I realized rather quickly was, that we were all stretched pretty thin, and wearing a lot of hats, and it was really important to sort of realize the resources that were available at Ingham ISD, and I quickly found Kelly to be just a wealth of information. She was very trustworthy, so we could be vulnerable in just what we needed, and, can you help me understand different things? Tara Becker-Utess: Kelly always can find the right data source to pull, and that, I think, just makes everyone in the SIS (Student Instructional Services) dept.'s job so much easier that we don't even have to think about that; we can just go armed with what we know about good math instruction, and feel confident that Kelly's going to find the right data, to support those schools' decision making. Amy Hodgson: She's sort of become, and has always been to us, the guru of all things data, and all things related to state accountability. Kelly Trout: It means something to me because I'm able to see the real world application; I can see what the teachers do with that data, how that informs their instruction, day-to-day with kids, and how buildings use that data to inform their school improvement planning, and any work that they're doing to improve student outcomes. Tara Becker-Utess: She can pull data where it will compare schools to their peer districts, and I think that that really helps schools see where they're at, relative to other people their size, with the same socioeconomic demographics, and what I think she does so well is she provides it in a non-judgmental way. So, she's not going in with any pre-conceived notions; she comes in just armed with the data and shares the data and lets then the teachers and principals and district leaders use that data to inform their conversations. Amy Hodgson: We needed to find out, in reading and math over the school year, where the students are and then we needed to be doing things, once we received the data, to change the outcome for students. And that's just been a game-changer, because now we're taking the temperature in understanding where students are, and then also learning what they need in those interim times, so that we can change their outcomes, which is what we're here for. Kelly Trout: I think the way in which data evolved over the years has been that, in the beginning, we were really looking at large scale state assessments, and now we're looking at a myriad of assessment results, as well as perceptual results. Amy Hodgson: We're just a small district, but over these years, thousands of students have come through here, and she has had an impact on improving what we do here, which improves things for students, which improves their outcomes, which has an impact on their entire lives. So, just in our little Dansville, thousands of students have been impacted by Kelly, and it is a good reminder about the impact that one person can have.

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