

# Plattsburgh City School District

## Data Analysis Plan



Created: June 2016

Updated: June 2018

## **Purpose**

The purpose of the Data Analysis Plan is to ensure that the Plattsburgh City School District has common protocols and procedures for the use, analysis and response to data. The vision is for all buildings within the district to:

- Engage in quality professional learning to ensure delivery of effective instruction for students, and
- Collect student data from several sources to analyze, interpret, and use the data to identify trends in learning, adjust instruction, identify interventions and facilitate collegial conversations about student learning embedded in fact.

Included in this plan are the following components:

- Data driven philosophy statement
- Unification statement to guide our work
- Multiple data measures available within the district
- School data team – composition, roles, and responsibilities
- Data Collection/Analysis/Prioritization Procedures
- Action Planning
- Accountability to DWEIC
- Ongoing professional development

The content of this plan follows the work of:

Marzano, Waters, and McNulty (2005)

Bambrick-Santoyo (2010)

Boudett, City, Murnane (2014)

### **Plattsburgh City School District Data Driven Philosophy Statement**

The Plattsburgh City School District is committed to using sound and meaningful data collection. This data will be used to analyze student performance in order to maximize student achievement by ensuring the best instructional practices, programs, and placements to support each individual student. Data will be used systematically over the course of each student's educational career to help the district make proactive instructional decisions for each of its students. The district maintains the importance of keeping the whole child at the forefront of data driven instruction and decision making. Data from multiple measures will serve to identify growth in both cohorts and individual students over intervals of time. These decisions, along with identified curriculum, will be the driving force behind instructional practice, student intervention and allocation of resources within the district.

### **Unification Statement**

To guide our PreK-12 district on the journey of using data to drive decision making we need to have a unified understanding that promotes consistency. We need to remember that **what** data we look at may be different at different grades/buildings, but **how** we look at data needs to be consistent PreK-12.

## **Multiple Measures of Data Used within the District**

- Classroom walkthroughs
- Lesson plans
- Benchmark Testing – AIMS Web
- Teacher anecdotal notes/observations
- Student work samples
- AIS Program Plans
- IEPs
- Surveys/Questionnaires
- McGraw Hill Reading data
- DRP data
- Behavioral data
- Regents data
- NYS testing data
- Nelson Denny Reading test data
- I-Ready data
- Measured Progress data
- Attendance
- Types of diplomas
- Graduation rate
- Dropout rate
- Enrollment data
- Classification rate data
- Report card grades
- Behavior benchmark assessments
- Diagnostic assessment data
- Community resources/agency data
- Health records
- Other

**Current Multiple Measures Used at Elementary, Middle School and High School**

**Identifying Data**

Elementary Buildings

<b>District</b>	<b>School/Building</b>	<b>Classroom</b>	<b>Individual</b>
Benchmark Testing	Benchmark Testing	Benchmark Testing	Benchmark Testing
Surveys/questionnaires	Anecdotal notations	Anecdotal notations	Anecdotal notations
Behavior Data	Surveys/questionnaire	Student Work Samples	Student Work Samples
Regents Data	McGraw Hill Reading Data	Surveys/ questionnaires	AIS Plans
NYS Testing	Behavior Data	McGraw Hill Reading Data	IEP/504
Attendance	NYS Testing	Attendance	McGraw Hill Reading Data
Types of diplomas	Attendance	Behavior Benchmark	Behavior Data
Graduation Rate	Enrollment Data	Diagnostic Assessment Data	I-Ready Data
Drop Out Rate	Behavior Benchmark		Attendance
Enrollment Data			Report Card Grades
Classification Rate			Behavior Benchmark
Community/Agency data			Diagnostic Assessment Data
Clear Track Summary data			Health Records
IEP Summary Data			

## Identifying Data

SMS

<b>District</b>	<b>School/Building</b>	<b>Classroom</b>	<b>Individual</b>
Benchmark Testing	Benchmark Testing	Benchmark Testing	Benchmark Testing
Surveys/questionnaires	Anecdotal notations	Anecdotal notations	Anecdotal notations
Behavior Data	Student Work Samples	Student Work Samples	Student Work Samples
Regents Data	IEP/504	IEP/504	IEP/504
NYS Testing	Behavior Data	DRP Data	Behavior Data
Attendance	I-Ready Data	Attendance	I-Ready Data
Types of diplomas	Attendance	I-Ready Data	Attendance
Graduation Rate	Report Card Grades	Report Card Grades	Report Card Grades
Drop Out Rate	Diagnostic Assessment Data	Diagnostic Assessment Data	Diagnostic Assessment Data
Enrollment Data	DRP Data	Health Records	DRP Data
Classification Rate	Community/Agency data		Community/Agency data
Community/Agency data	Health Records		Health Records
Clear Track Summary data			Poverty indicators
IEP Summary Data			

## Identifying Data

PHS

<b>District</b>	<b>School/Building</b>	<b>Classroom</b>	<b>Individual</b>
Benchmark Testing	Benchmark Testing	Lesson Plans	Benchmark Testing
Surveys/questionnaires	AIS Program Plans	Anecdotal notations	AIS Program Plans
Behavior Data	IEP Summary Data	Student Work Samples	IEP Summary Data
Regents Data	CST Referral	IEP/504	CST Referral
NYS Testing	Behavior Data	Regents Data	Behavior Data
Attendance	Regents Summary	Measured Progress	Regents Summary
Types of diplomas	NYS Testing		NYS Testing
Graduation Rate	Attendance		Attendance
Drop Out Rate	Types of Diplomas		Types of Diplomas
Enrollment Data	I-Ready		I-Ready
Classification Rate	Nelson Denny Reading Test		Nelson Denny Reading Test
Community/Agency data	Health Records		Health Records
Clear Track Summary data	Teacher observation		Teacher observation
IEP Summary Data	Classification Rate		Classification Rate
	Health Records		Health Records
	Report Card Grades		Report Card Grades
	Student Work Samples		Student Work Samples

## **School Data Teams**

The ability to find, organize, and analyze data to meet the goal of success for all students is an expectation of our district. Data has the power to reveal what is working well in our schools and also to reveal areas of concern. Research shows that high performing schools and school systems use data in all facets of their work to continuously inform and improve their instruction. The effective use of data to make decisions enhances the ability of schools to become learning organizations by directing continuous improvement efforts. (Amanda, Park, & Kennedy, 2008). It is the School Data Team's responsibility to review disaggregated schoolwide results of universal screenings assessments to make educational programming, resource allocation and professional development decisions.

## **Overarching Purpose of School Data Teams**

**Review Schoolwide Assessments/Data and Ongoing Collection of Data** – teams should review universal schoolwide assessments and other data measures to determine overall effectiveness of programming and instruction, as well as, overall perception of building.

**Analysis of Data to Determine Strengths, Challenges and Causes** - the inquiry process assists school teams in analyzing data, generating clarifying questions to focus the inquiry, identify data needed to dig deeper into learner-centered issues, and determine areas of strength, and need of improvement.

**Prioritization of Issues** – guides the process of using data from multiple sources to prioritize areas in need of improvement so decisions can be made to plan the change needed. By closely examining the cause, teams are able to accurately define the problem being addressed and identify possible solutions.

**Establish, Review and Revise Action Plans** - once desired outcomes have been identified, and strategies selected to achieve those outcomes, teams create a plan of action that will move the school toward the desired measurable results. It is also at this point that team members determine what they will use to evaluate effectiveness of the plan using data to support the findings. This data will guide revision to the action plan if necessary.

**Share Results** emphasizes the need to communicate with stakeholders about the data and action plan outcomes and provides resources to support that communication.

## **School Data Team Roles and Responsibilities**

School data teams take responsibility for organizing, calendaring, supporting, monitoring and assessing the school's student and instructional performance. Plattsburgh City School District's School Data Teams will:

- Ensure that each building principal is a core member of the team. That the principal executes and implements all data protocols and procedures, as well as, demonstrates support for the use of data in making decisions within the building.
- The core members of the school data team are: principal, AIS providers (number to be determined by building), school psychologist (1), child advocate (1), regular education teacher (1) and special education teacher (1). Schools may opt to have data days that use the preliminary data from the school data team to review cohorts by grade and/or class with rotating members.
- Annual updates by the school data team are made regarding the overall data process in each building at the beginning of the school year to ensure that all staff has a similar baseline of knowledge.

- The school data team will establish clear relationships and lines of communication between themselves and the following additional leadership committees: Climate Committee, Response to Intervention (RTI) Committee, School Improvement Plan (SIP) Committee, Behavioral Intervention (BIC) Committee, Special Education Department, Universal Team, Grade level teams, I-Team, AIS Coordinator. It should be understood that a goal of DSST is to streamline the names of all of the committees in each building so the district can have a common language when referring to committees.
- The school data team will establish an Assessment/Analysis schedule for the building each school year.

### **Organizing the School Data Team for Work**

- The school data team will collaboratively set team norms and meeting procedures. Having a mutually agreed upon statement of how the team and its members will conduct their business can prevent conflicts that may arise over time.
- The School data team will use a Parking Lot protocol so that team members questions/comments or other topics will be heard, but not take away from the focus of the meeting.
- The school data team agrees to always set an agenda for team meetings that clearly delineates the date, time and location of the meeting, as well as, subjects to be addressed, timelines, work to be done prior to the meeting, resources to bring to the meeting and outcomes or expected action as a result of the meeting. The building principal or their designee will be responsible for setting the agenda and dispersing it one week in advance of the meeting.
- The school data team agrees to have a facilitator, time keeper and recorder.
- The school data team will record meeting notes that are promptly and broadly distributed. The notes should list meeting date, time, location, members present, as well as, topics discussed, decisions made, and action items to be completed prior to the next meeting.
- The school data team will communicate the team's activities to the larger school community to build support for the culture of inquiry and data use.

### **Data Collection, Inquiry/Analysis, and Prioritization Procedures**

School data teams will be responsible for identifying data to be collected, managing access to the data, and ensuring that data is meaningfully displayed and shared with the whole school community. In the inquiry/analysis stage the school data team will use the Five Key Dimensions for Student Achievement

worksheets. These worksheets will guide the process of each school data team which will allow for consistency of data collection and analysis throughout the district. These routines will assist each data team in identifying a model of inquiry (how we look at data).

See the following worksheets that outline the process:

- Elements, definitions and possible questions to consider for all dimensions: Student Achievement, School Context and Organization, Curriculum and Instruction, Professional Development and Family/Community Involvement
- Data collected and additional data necessary for all five dimensions
- Data analysis of elements to identify areas of strength and areas needing improvement
- Prioritization of areas needing improvement

# Data Collection Elements/Definitions and Possible Questions

## Five Key Dimensions for Student Achievement

**Purpose:** To help you understand the indicators for each of the Five Key Dimensions.

**Directions:** The elements and definitions will help you review, collect, and analyze important data. The questions will help you form the basis for your data collection and analysis. Record the data on the Data Collection Worksheets provided. Not all of these questions will apply to every school. Respond to the questions that are essential and pertinent for you to conduct an in-depth Comprehensive Needs Assessment and a school profile, if appropriate. Add questions as needed to this list.

### Student Achievement

Elements	Definitions	Possible Questions to Consider
State and Other Local Assessment Tests	State and local tests; levels of proficiency attained; progress on desired outcomes; results of performance assessments or students; portfolios; examples of student work; classroom assessments; grades	<ul style="list-style-type: none"> <li>• What are our trends over time (3-5 years) in reading, math, writing, science, other core subjects on state tests?</li> <li>• Do we have any strands that are consistently weak or strong over time?</li> <li>• What local assessments are given?</li> <li>• How is local assessment data used?</li> <li>• What other performance assessments are given?</li> </ul>
Adequate Yearly Progress Results	The percentage of students meeting the AYP Targets; subgroup data	<ul style="list-style-type: none"> <li>• What are our trends over time (3-5 years) in AYP Reports?</li> <li>• Are subgroups meeting AYP Targets?</li> </ul>
Academic Performance of All Groups	The extent of monitoring subgroup performance; monitoring other groups not necessarily listed on the state subgroup categories (special education, homeless); monitoring comparison data from the subgroups/groups to the school as a whole; monitoring graduation and/or dropout rates; retention rates	<ul style="list-style-type: none"> <li>• How are all subgroups (as identified on the AYP Report) performing?</li> <li>• How are we monitoring homeless students' achievement?</li> <li>• How are we monitoring classified students' achievement?</li> <li>• Are there trends or changes to be noted?</li> <li>• How have the group(s) performed when compared to the school as a whole?</li> <li>• If high school, are students graduating at an appropriate rate?</li> <li>• How are retention rates being monitored, if appropriate?</li> </ul>
Grades and Grading Policies	The extent and procedures for monitoring student progress and grades	<ul style="list-style-type: none"> <li>• What are our strategies to monitor student progress?</li> <li>• What was our overall percentage of 0-100 for last grading period?</li> <li>• What was our percentage of 0-100 for last grading</li> </ul>

		<ul style="list-style-type: none"> <li>period by subject?</li> <li>• What percentage of students received more than one failing grade?</li> <li>• What is the percentage of grades by class level?</li> </ul>
Comparative Data with Other Schools and/or District Data	Performance of students against all other meaningful categories of students in the school and/or the district; comparison of performances of students in various ethnic or programmatic subgroups	<ul style="list-style-type: none"> <li>• How has the school done when compared to schools of similar SES?</li> <li>• How has the school done when compared to other schools in the district?</li> </ul>

## School Context and Organization

Articulated and Agreed Upon Mission and Vision	Statement of underlying philosophy of the school	<ul style="list-style-type: none"> <li>• Do we have a mission/vision statement that is current and agreed upon?</li> <li>• Is it an accurate reflection of our school beliefs/philosophy?</li> </ul>
School Climate and Behavior	Staff and student attitudes toward school analyzed and reported by content and other areas; number or percentage of discipline referrals or incidents; the number or percentage of suspensions and expulsions; the frequency of at-risk behavior; clearly defined and articulated student management and discipline policy	<ul style="list-style-type: none"> <li>• How does the staff feel about key issues at the school?</li> <li>• How do students feel about key issues at the school?</li> <li>• When was the last survey for staff and/or students completed?</li> <li>• How many referrals/suspensions/expulsions have been written first semester?</li> <li>• Are disciplinary actions increasing, decreasing, stable?</li> <li>• What are the reasons for disciplinary actions?</li> </ul>
Enrollment	Number of students in the school; students in special programs; class size information; the number of students representing various ethnic groups;	<ul style="list-style-type: none"> <li>• Is our enrollment increasing, decreasing or staying stable?</li> <li>• What are our current ethnicity percentages?</li> <li>• Has our ethnicity changed during the last 3-5 years?</li> <li>• What impact does ethnicity or changing ethnicity have on our school?</li> <li>• What impact do our enrollment numbers have on our facility?</li> <li>• What impact do our enrollment numbers have on staffing and programs?</li> </ul>
Attendance and Tardies	The number or percentage of students attending class; the number or percentage of students tardy for class	<ul style="list-style-type: none"> <li>• What is our average daily attendance rate?</li> <li>• Has our rate increased or decreased over time?</li> <li>• How many students missed 10+ days first semester?</li> <li>• What is our average tardy rate?</li> <li>• What time of day/week/month do the most tardies occur?</li> <li>• Are we addressing chronic tardiness effectively?</li> </ul>
Mobility and Stability	The mobility rate is the percentage of children who move in and out of a school during a year.	<ul style="list-style-type: none"> <li>• What percentage of our students move in and out during the school year?</li> </ul>

	The stability rate refers to the percentage of students who remain in the same building for the entire year.	<ul style="list-style-type: none"> <li>Do these students move within our school district or not?</li> <li>What is causing mobility and/or stability?</li> <li>Are we instructing highly mobile students effectively?</li> </ul>
On-going and Annual Evaluation of the School Improvement Plan	Process and procedure to review, evaluate and change the School Improvement Plan on an annual basis; involvement of the district or other support	<ul style="list-style-type: none"> <li>What is the process used to annually review and evaluate the School Improvement Plan?</li> <li>How are staff involved in the review?</li> <li>Is the district or other external technical assistance included in the review?</li> <li>Are changes made to reflect the review?</li> </ul>

## Curriculum and Instruction

Staff Demographics	Data on staff stability; data on staff degrees/preparation; data on licensure	<ul style="list-style-type: none"> <li>What background and preparation does the staff have?</li> <li>What is the stability and/or mobility of the staff?</li> <li>Are there concerns about staff stability?</li> </ul>
Instructional Program and Schedule	Curriculum alignment (vertical/horizontal) and correlation to state standards; assessment of the school by staff regarding the attributes of effective instructional strategies; daily, weekly schedules, calendars, before and after school programs, teaming and grouping strategies; meeting the needs of diverse learners	<ul style="list-style-type: none"> <li>Do we have curriculum aligned in all subject areas (vertical and horizontal)?</li> <li>Is the curriculum and instruction correlated with state standards?</li> <li>Is the correlation effective?</li> <li>Do we have effective and research-based strategies in all curriculum areas?</li> <li>Does our schedule meet the needs of students?</li> <li>Is staff using a variety of instructional strategies to meet the needs of diverse learners?</li> </ul>
Availability of Instructional Materials	Amount and quality of instructional materials; the extent to which available materials are consistent with state and district content standards.	<ul style="list-style-type: none"> <li>Do we have sufficient instructional materials?</li> <li>Has an inventory or other review of materials been occurring regularly?</li> <li>What materials are we lacking?</li> </ul>
Technology Instruction	The availability or access to computers, educational hardware and software; ability to link with other schools, districts and/or information sources; the extent to which teachers use technology as a means to increase student achievement and enhance instruction; appropriate adaptive devices and software tools to serve the needs of students with disabilities	<ul style="list-style-type: none"> <li>Where is our existing technology located?</li> <li>How is it allocated?</li> <li>How technology being used to enhance instruction?</li> <li>What are our technology needs?</li> </ul>
Use of Paraprofessionals and Special Programs Staff	Paraprofessional and special program schedules; paraprofessional supervision schedules; evaluation of effective use of	<ul style="list-style-type: none"> <li>How are we using paraprofessionals?</li> <li>How are we using special program staff?</li> <li>How effective is the use of paraprofessionals and</li> </ul>

	paraprofessionals and special program staff	special program staff to meeting the needs of the school?
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## Professional Development

Highly Qualified Staff	Results of analysis of staff who are Highly Qualified, including paraprofessionals; recruiting efforts to maintain Highly Qualified staff	<ul style="list-style-type: none"> <li>• Are all staff in core subjects Highly Qualified?</li> <li>• Are all paraprofessionals Highly Qualified?</li> <li>• How is the school recruiting new staff who are Highly Qualified?</li> <li>• How is the school retaining Highly Qualified teachers?</li> </ul>
Teachers , Administration, and Paraprofessionals Professional Development	Current needs assessment data; schedules and calendars for professional development; schedule for on-going sustained professional development; inclusion of all teachers, administration, and paraprofessionals; procedures to analyze implementation of professional development	<ul style="list-style-type: none"> <li>• Does the school have a professional development plan?</li> <li>• How does professional development occur in an on-going and sustained manner?</li> <li>• How is the professional development based on a current needs assessment?</li> <li>• How has staff supported existing professional development and materials?</li> <li>• Do we have regularly scheduled time for professional development for both teachers and paraprofessionals?</li> <li>• How does the school know that strategies learned in professional development are being implemented?</li> </ul>
New Staff Support	The extent to which new staff are receiving support; schedule/calendar for new teacher mentoring program	<ul style="list-style-type: none"> <li>• What is the program to help new staff (teachers and paraprofessionals)?</li> <li>• Is there a new teacher mentoring program?</li> <li>• Does the professional development support new staff to use curriculum and programs that are currently in place?</li> </ul>
Staff Specialists and Other Support Personnel Professional Development	The extent to which staff specialists and other support personnel are receiving professional development; schedule and calendars for professional development; district professional development support for specialists	<ul style="list-style-type: none"> <li>• Do others receive the appropriate and necessary professional development to meet their needs?</li> <li>• How are all staff included in the needs assessment?</li> <li>• Is the district providing professional development and is it meeting their needs?</li> </ul>
District Professional Development Opportunities and Coordination	District schedule and calendar for professional development; assessment by the district to determine school and district correlation of needs	<ul style="list-style-type: none"> <li>• Does the district offer professional development opportunities that match the school's needs?</li> <li>• Does our school have consistent time for whole school staff development offered by the district?</li> </ul>

# Family and Community Involvement

<p>Parent Involvement and Support at Home for Students</p>	<p>Parent participation in home learning activities; information provided to families on how to assist students with schoolwork; assistance provided to families in helping students set academic goals; trainings and workshops designed to help all families establish home environments to support children as students; information, assistance, and resources provided to all families who want it; evidence that all cultures are respected and represented in parent training activities</p>	<ul style="list-style-type: none"> <li>• Do we have a schoolwide homework policy/philosophy?</li> <li>• How well are students completing and returning homework?</li> <li>• Are we supplying parents with training/support to help them with their child's academic success?</li> <li>• How have our evening programs supported academic success?</li> <li>• What do we offer in terms of parent classes/training?</li> <li>• Are all cultures being respected and represented in parent activities?</li> <li>• What help, that the school supports or is aware of, are parents providing for homework support?</li> </ul>
<p>Parent Participation in Governance and Decision-making</p>	<p>Amount and frequency of opportunity for involvement in decision-making; parent attitudes on key issues</p>	<ul style="list-style-type: none"> <li>• How are parents involved in decision making at the school?</li> <li>• When was the last parent survey given and data used?</li> <li>• How are parents involved in reviewing and/or evaluating programs at the school?</li> <li>• How many parents participate in the Site Council or other leadership groups?</li> <li>• Do parents feel they have input regarding school issues?</li> </ul>
<p>Parent Communication from School and Teachers</p>	<p>Amount and frequency of information disseminated to parents about school programs and children's progress; quality of information disseminated; information in the language spoken by parents; frequency of parent/teacher interactions; professional development for staff on effective communication with families; parent-teacher conferences; effective school-parent compact</p>	<ul style="list-style-type: none"> <li>• How do parents access, regardless of language written or spoken, information about our school and their child?</li> <li>• Are we checking to see that parents are receiving important communication?</li> <li>• What is the participation percentage for conferences or other school-to-parent communication?</li> <li>• How effective is our conference format?</li> <li>• Are we evaluating our parent communication?</li> <li>• Do we have a procedure in place to contact "no-shows" at conference?</li> <li>• When was the last parent compact developed?</li> <li>• How were parents involved in developing the parent compact?</li> </ul>
<p>Parent and Community Volunteer Opportunities</p>	<p>Recruiting and organizing parent help and support through the use of volunteers at school; family room or resource area for parents; reduction of barriers to participation of</p>	<ul style="list-style-type: none"> <li>• Do we have sufficient parent/community volunteers?</li> <li>• How are parents/community working as volunteers?</li> <li>• Do we have someone coordinating volunteer options?</li> </ul>

	volunteers by providing transportation, childcare, flexible schedules, and addresses the needs of English language learners	<ul style="list-style-type: none"> <li>• How are we making volunteering accessible to parents?</li> <li>• Do we communicate with parents/community about volunteer options?</li> <li>• Do we have a district process for screening and training volunteers?</li> </ul>
Community Collaboration and Partnerships	Evidence of school and business partnerships; community programs that support the school; coordination and integration of resources and services	<ul style="list-style-type: none"> <li>• What community partnerships assist in the school?</li> <li>• How do these partnerships support student achievement?</li> <li>• How effective are these partnerships?</li> <li>• How well do we communicate with the community?</li> </ul>

# Data Collection Worksheets

## Five Key Dimensions for Student Achievement

**Purpose:** To gather as much data that is available and needed to create a Comprehensive Needs Assessment.

**Directions:** This Worksheet sections may be assigned to teams or to individuals who have the most knowledge about specific data. Review the elements, definitions, and questions. Include as much relevant data and/or trends, for instance, as you can. It is very helpful to include where the data is from and the date of the data. This will help if the team needs to find the material again or there is a question about the data. The “Additional Data” column is for a time when the team meets and others have ideas that have not been included. A team or someone is assigned then to get data and include it. Having a person’s name here will remind the team who (and possibly when) will bring the data.

### Student Achievement

Elements	Data Collected (Include the data and source of data)	Additional Data (Needed or collected at a later time; identify who is responsible)
State and Other Local Assessment Tests		
Adequate Yearly Progress Results		
Academic Performance of All Groups		
Grades and Grading Policies		

Comparative Data with Other Schools and/or District Data		

## School Context and Organization

<b>Elements</b>	<b>Data Collected (Include the data and source of data)</b>	<b>Additional Data (Needed or collected at a later time; identify who is responsible)</b>
Articulated and Agreed Upon Mission and Vision		
School Climate and Behavior		
Enrollment		
Attendance and Tardies		
Mobility and Stability		

On-going and Annual Evaluation of the School Improvement Plan		
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## Curriculum and Instruction

<b>Elements</b>	<b>Data Collected (Include the data and source of data)</b>	<b>Additional Data (Needed or collected at a later time; identify who is responsible)</b>
Staff Demographics		
Instructional Program and Schedule		
Availability of Instructional Materials		
Technology Instruction		
Use of Paraprofessionals and Special Programs Staff		

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## Professional Development

Elements	Data Collected (Include the data and source of data)	Additional Data (Needed or collected at a later time; identify who is responsible)
Highly Qualified Staff		
Teachers , Administration, and Paraprofessionals Professional Development		
New Staff Support		
Staff Specialists and Other Support Personnel Professional Development		
District Professional Development Opportunities and Coordination		

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## Family and Community Involvement

Elements	Data Collected (Include the data and source of data)	Additional Data (Needed or collected at a later time; identify who is responsible)
Parent Involvement and Support at Home for Students		
Parent Participation in Governance and Decision-making		
Parent Communication from School and Teachers		
Parent and Community Volunteer Opportunities		
Community Collaboration and Partnerships		

## Data Analysis Worksheets

**Purpose:** To analyze the Data Collection Worksheets onto these Data Analysis Worksheets so that data is seen as an area of strength or an area needing improvement.

**Directions:** As a team, begin discussing the data from the Data Collection Worksheets, decide which column the data should be included: Is it a perceived area of strength or a perceived area needing improvement? It is a good idea to write statements if possible, especially in the Areas Needing Improvement, as they will become the statements for the Prioritization of Needs in the next step. If there is no area of strength or need for that indicator, just write “none” so there is no question later.

### Student Achievement

Elements	Perceived Areas of Strength	Perceived Areas Needing Improvement
State and Other Local Assessment Tests		
Adequate Yearly Progress Results		
Academic Performance of All Groups		

Grades and Grading Policies		
Comparative Data with Other Schools and/or District Data		

## School Context and Organization

<b>Elements</b>	<b>Perceived Areas of Strength</b>	<b>Perceived Areas Needing Improvement</b>
Articulated and Agreed Upon Mission and Vision		
School Climate and Behavior		
Enrollment		
Attendance and Tardies		
Mobility and Stability		

On-going and Annual Evaluation of the School Improvement Plan		

## Curriculum and Instruction

<b>Elements</b>	<b>Perceived Areas of Strength</b>	<b>Perceived Areas Needing Improvement</b>
Staff Demographics		
Instructional Program and Schedule		
Availability of Instructional Materials		
Technology Instruction		
Use of Paraprofessionals and Special Programs Staff		

# Professional Development

Elements	Perceived Areas of Strength	Perceived Areas Needing Improvement
Highly Qualified Staff		
Teachers , Administration, and Paraprofessionals Professional Development		
New Staff Support		
Staff Specialists and Other Support Personnel Professional Development		
District Professional Development Opportunities and Coordination		

# Family and Community Involvement

Elements	Perceived Areas of Strength	Perceived Areas Needing Improvement
Parent Involvement and Support at Home for Students		
Parent Participation in Governance and Decision-making		
Parent Communication from School and Teachers		
Parent and Community Volunteer Opportunities		
Community Collaboration and Partnerships		

# Prioritization of Areas Needing Improvement Worksheets

## Five Key Dimensions for Student Achievement

### EXAMPLES-----Blank Sheets Follow

**Purpose:** To determine the Priority Areas Needing Improvement so decisions can be made to plan for changes needed at the school

**Directions:** The following are Four Steps to help facilitate the Prioritization of Areas Needs Improvement. You will need to duplicate the priority list for each section.

**Step 1:** The team should write clear statements using information from the Data Analysis Worksheets column “Perceived Area Needing Improvement”. The statements should be written in a way that staff can rank from 5 (high priority) to 1 (low priority) each idea.

Ranking	Curriculum and Instruction
	The library reading materials need to match student needs.
	The curriculum alignment for mathematics needs to be completed.
	Staff stability has been a concern and needs to be addressed.
	Students need to use technology more as part of instruction.

**Step 2:** Each person should rank his or hers individually so staff has an opportunity to give input on the priority of items. 5(high) to 1 (low)

Ranking	Curriculum and Instruction
2	The library reading materials need to match student needs.
5	The curriculum alignment for mathematics needs to be completed.
3	Staff stability has been a concern and needs to be addressed.
4	Students need to use technology more as part of instruction.

**Step 3:** Calculate the ranking. This is a simple ranking method, but is helpful in determining rankings of the staff.

Ranking	Curriculum and Instruction	Calculating—Sample with 15 staff reporting # of staff X rank number = Total Divided by number of “vote” on that line = Rank Number
1.6	The library reading materials need to match student needs.	$9 \times 2 = 18$ ; $6 \times 1 = 6$ Total 24 -/- by 15 = 1.6
4.86	The curriculum alignment for mathematics needs to be completed.	$7 \times 5 = 35$ ; $5 \times 4 = 20$ ; $3 \times 6 = 18$ Total 73 -/- by 15 = 4.86
3.53	Staff stability has been a concern and needs to be addressed.	$1 \times 5 = 5$ ; $10 \times 4 = 40$ ; $4 \times 2 = 8$ Total 53 -/- by 15 = 3.53
4	Students need to use technology more as part of instruction.	$5 \times 5 = 25$ ; $5 \times 4 = 20$ ; $5 \times 3 = 15$ Total 60 -/- by 15 = 4

**Step 4:** Reorder the rankings by Key Dimensions. The list should be numerically ordered with the highest priority is at the top of the list and the lowest priority is at the bottom.

Ranking	Curriculum and Instruction
4.86	The curriculum alignment for mathematics needs to be completed.
4	Students need to use technology more as part of instruction.
3.53	Staff stability has been a concern and needs to be addressed.
1.6	The library reading materials need to match student needs.

# Prioritization of Needs

Rank from 5 (high priority) to 1 (low priority). Rank each key dimension separately.

[There will probably be many more lines needed for the various statements in each dimension.]

Ranking	Student Achievement

Ranking	School Context and Organization

Ranking	Curriculum and Instruction

Ranking	Professional Development

Ranking	Family and Community Involvement



**Evaluating Progress**

Assessing progress is essential in the data inquiry cycle in ensuring overall improvement of the school. Without measuring effectiveness of actions, the school data team will not know whether any progress has been made. After the end date specified in the strategic statement, the school data team should gather to evaluate the effects of the plan.

**Evaluation Tool**

Dimension:						
Element:						
Key Area in Need of Improvement:						
Date	Baseline Measurement	New Measurement	Difference	Change Achieved for Area in Need of Improvement	Change Achieved for Element	Next Steps
				Y or N		
				Y or N		
				Y or N		
				Y or N		
				Y or N		
Has the school data team achieved improvement in the element? If yes, describe:						

**School Data Team Accountability**

- Each building should have assembled a School Data Team using the membership listed on page 6 of this document.
- By the first Monday in November each building needs to complete and forward to DSST (Director of Curriculum) the Data Collection Sheets (p. 19-23 of this document), the Prioritization of Needs Sheet (p. 26 of this document) and the Action Plan (p. 27 of this document) for:
  - o on the dimension/element that was focused on in the prior school year for either continued work or maintenance of plan.
  - o on another dimension **or** element within the same dimension and complete an action plan.
- By the first Monday in May each building needs to complete and forward to DSST (Director of Curriculum) the Evaluation Tool for both action plans(p. 28 of this document).

## **Appendices**

- Data Implementation Rubric
- Norm Development Resources
  - How to Lead Your Team With the Development of Team Norms
  - Norms Development Template
  - Sample Norms
- Sample Assessment Timeline