Figure G-5
What We Saw in the Data: IMPLICATIONS

SOMEWHERE ELEMENTARY SCHOOL

DEMOGRAPHICS

- Are teachers prepared to teach the changing population? Do teachers know how to teach students with English as a second language, and those who live in poverty? What are the implications of teaching students living in poverty? (Perhaps more male and minority teachers need to be recruited?)
- How are class-size issues dealt with, with mobility?
- Does the school know why the mobility rate is high, and where students go? Do students stay in the district?
- How are new students and their parents welcomed to the school? How do teachers know what the new students know and are able to do?
- Are materials, programs, and library books appropriate for the student population (e.g., EL, poverty, mobile, special education), and for getting students college and career ready? Are there appropriate extra-curricular activities, clubs?
- How does the school help parents know how to help their children learn?
- How are the needs of students who speak English as a second language met? Is there a need for an English Language Development program?
- Why are so many males identified for special education? What is the implemented intention of special education? How effective is the RtI process? Why are so many students identified for Speech and Language?
- A positive, consistent behavior system is needed. Parents need to be a part of the behavior system.
- Instructional assistants, recess and lunch supervisors need professional development in the behavior system.

STUDENT, STAFF, PARENT QUESTIONNAIRES

- Someone should follow-up on the lowest scoring items (K-1)—*The work I do in class makes me think, Students at my school are friendly, I have lots of friends- even though they are still high.*
- The lowest items on the grades 2-5 questionnaire are related to students treating each other with respect and being friendly, having freedom and choices at school, and being challenged by the work my teacher asks me to do.
- The school personnel might need professional development in behavior/respect and diversity issues, and how they give students freedom and choices.
- Communication and shared leadership need to improve.
- Enrichment in learning.

STUDENT LEARNING

- How is ELA being taught? How is ELA being measured on an ongoing basis?
- How is Math being taught? How is Math being measured on an ongoing basis?
- Did teachers focus too much on the students not proficient? Do all teachers know what to do when students are proficient?
- We need stronger core instruction for all students.

PROCESS DATA

Somewhere School staff need to—

- Continue using schoolwide data as they have in the past to help them know how the system is doing. Get and keep the database up-to-date so staff can gauge progress.
- Clarify the assessment system to measure the attainment of the Common Core State Standards.
  - Balance it with variety, including performance assessments and student self-assessments.
  - Make sure the assessments that are used are telling them what they need to hear to know how to ensure student proficiency.
  - For math and behavior.
  - Streamline the pre-referral process, especially the form completion process.
  - What staff do when students are proficient on benchmarks.
- Improve RtI:
  - Understand why students who have been through interventions are not proficient. Problem-solving cycle can guide this.
  - Continue to provide professional development on RtI for all staff so everyone can understand it and implement it in the same way.
  - Implement a teacher self-assessment and grade-level self-assessment system to help implement the vision and the RtI system with integrity and fidelity throughout the school. Identify internal quality measures.
  - Clarify what the vision and RtI would look like when implemented.
  - Improve the peer coaching system: support and provide guidance for new instruction and assessment strategies. Provide time to develop new skills and improve Level 1.
- Update, improve, and follow the continuous school improvement plan.
- Improve shared decision making and leadership: Define, implement, and communicate.
- Clarify win-win partnerships with parents. Make sure parents know the vision and mission of the school, and learning expectations for their children.
- Ensure cross-grade-level work improves to implement the standards, vision, and RtI consistently, and to also ensure that a continuum of learning makes sense for all students.

Figure G-6
What We Saw in the Data: IMPLICATION COMMONALITIES

SOMEWHERE ELEMENTARY SCHOOL

DEMOGRAPHICS	STUDENT, STAFF, PARENT QUESTIONNAIRES	STUDENT LEARNING	PROCESS DATA
• Are teachers prepared to teach the changing population? Do teachers know how to teach students with English as a second language, and those who live in poverty? What are the implications of teaching students living in poverty? (Perhaps more male and minority teachers need to be recruited?) • How are class-size issues dealt with, with mobility? • Does the school know why the mobility rate is high, and where students go? Do students stay in the district? • How are new students and their parents welcomed to the school? How do teachers know what the new students know and are able to do? • Are materials, programs, and library books appropriate for the student population (e.g., EL, poverty, mobile, special education), and for getting students college and career ready? Are there appropriate extra-curricular activities, clubs? • How does the school help parents know how to help their children learn? • How are the needs of students who speak English as a second language met? Is there a need for an English Language Development program? • Why are so many males identified for special education? What is the implemented intention of special education? How effective is the RtI process? Why are so many students identified for Speech and Language? • A positive, consistent behavior system is needed. Parents need to be a part of the behavior system. • Instructional assistants, recess and lunch supervisors need professional development in the behavior system.	• Someone should follow-up on the lowest scoring items (K-1)—*The work I do in class makes me think, Students at my school are friendly, I have lots of friends- even though they are still high.* • The school personnel might need professional development in behavior/respect and diversity issues, and how they give students freedom and choices. • Communication and shared leadership need to improve. • Enrichment in learning.	• How is ELA being taught? How is ELA being measured on an ongoing basis? • How is Math being taught? How is Math being measured on an ongoing basis? • Did teachers focus too much on the students not proficient? Do all teachers know what to do when students are proficient? • We need stronger core instruction for all students.	*Somewhere School staff needs to—* • Continue using schoolwide data as they have in the past to help them know how the system is doing. Get and keep the database up-to-date so staff can gauge progress. • Clarify the assessment system to measure the attainment of the Common Core State Standards. * Balance it with variety, including performance assessments and student self-assessments. * Make sure the assessments that are used are telling them what they need to hear to know how to ensure student proficiency. * For math and behavior. * Streamline the pre-referral process, especially the form completion process. * What staff do when students are proficient on benchmarks. • Improve RtI: * Understand why students who have been through interventions are not proficient. Problem-solving cycle can guide this. * Continue to provide professional development on RtI for all staff so everyone can understand it and implement it in the same way. * Implement a teacher self-assessment and grade-level self-assessment system to help implement the vision and the RtI system with integrity and fidelity throughout the school. Identify internal quality measures. * Clarify what the vision and RtI would look like when implemented. * Improve the peer coaching system: support and provide guidance for new instruction and assessment strategies. Provide time to develop new skills and improve Level 1. • Update, improve, and follow the continuous school improvement plan. • Improve shared decision making and leadership: Define, implement, and communicate. • Clarify win-win partnerships with parents. Make sure parents know the vision and mission of the school, and learning expectations for their children. • Ensure cross-grade-level work improves to implement the standards, vision, and RtI consistently, and to also ensure that a continuum of learning makes sense for all students.

LEGEND: *Related to—*

○ Teacher professional development ○ Administrative processes ○ Parents ● Data use and standards implementation ○ Communication