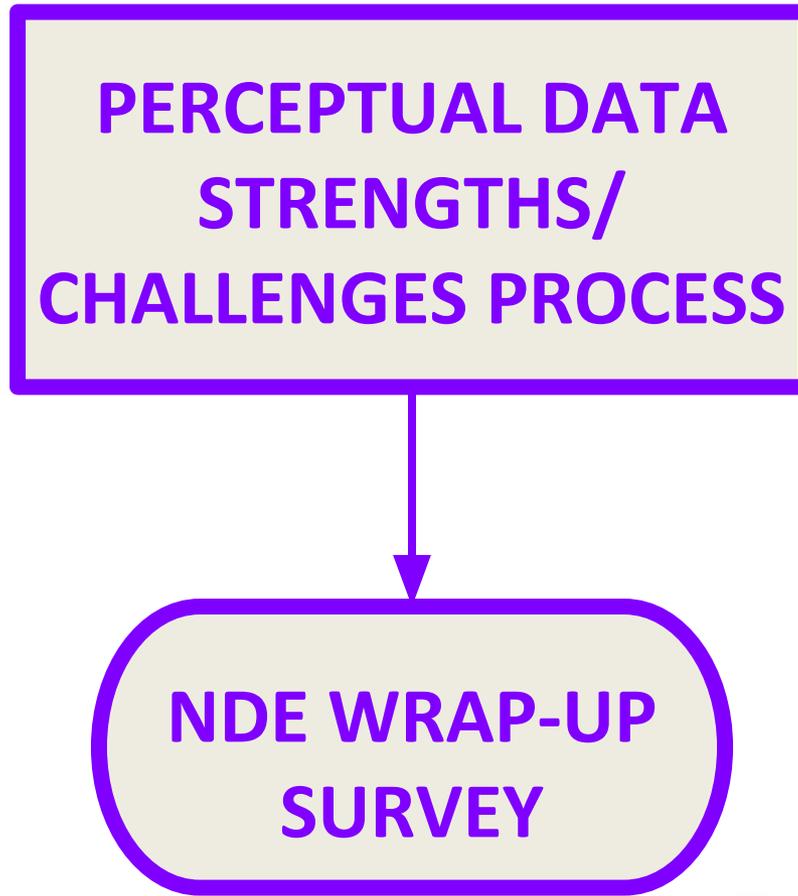


# ***Using Data for Continuous School Improvement***

2015 Fall CIP Workshops  
PM Session

# AFTERNOON OVERVIEW



# OVERVIEW OF THIS SESSION

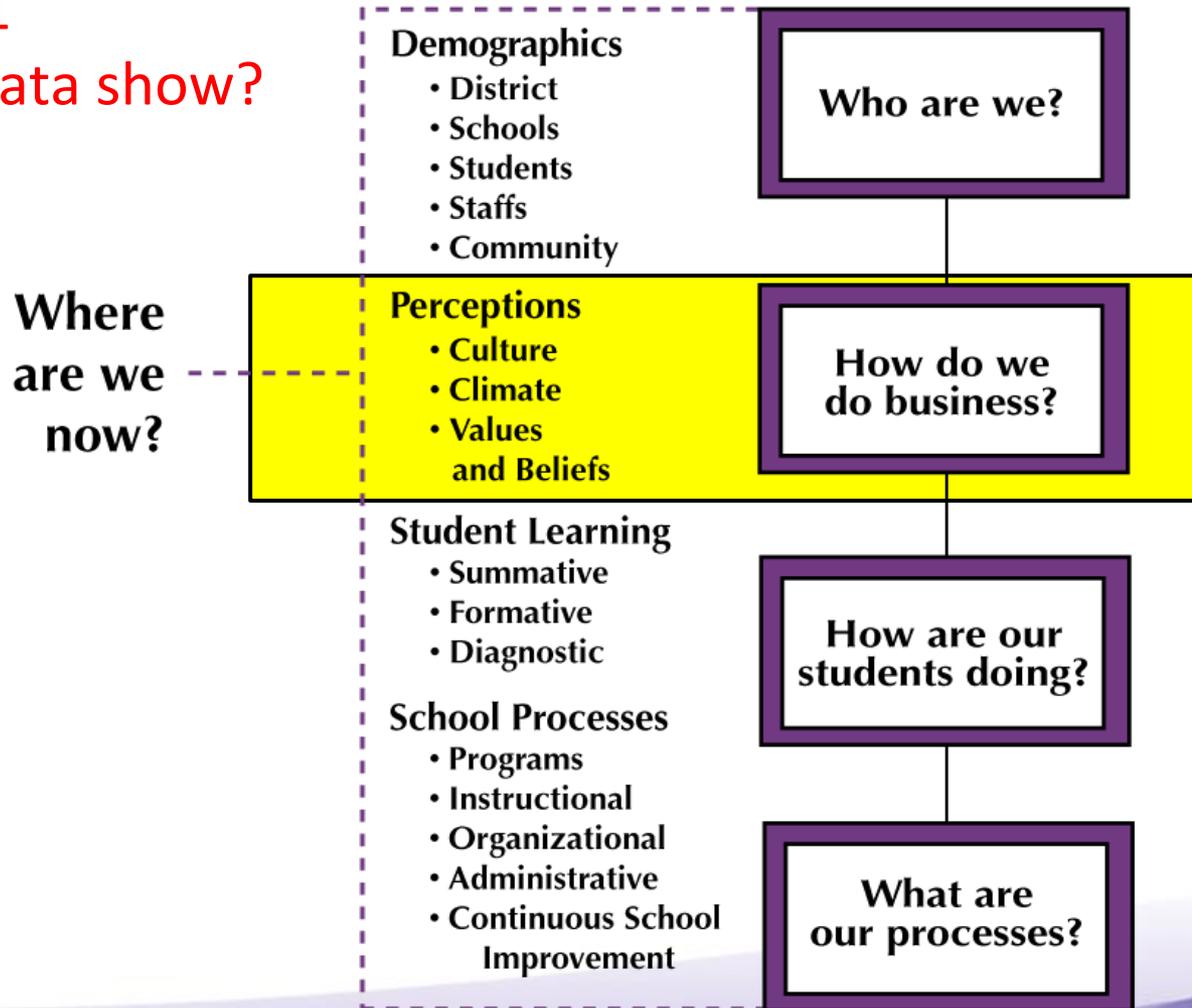
- **Making Connections**
- **Study Questions—Strengths, Challenges, Implications**
- **Implications Across the Four Types of Data**
- **Resources**
- <https://goo.gl/eZoFjR> ▶



# CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK

## Data Literacy 1

What do the data show?



# CONTINUUMS: A Source of Perceptual Data

## Continuous Improvement Continuums for Schools INFORMATION AND ANALYSIS

	One	Two	Three	Four	Five
Approach	Data or information about student performance and needs are not gathered in any systematic way; there is no way to determine what needs to change at the school, based on data.	There is no systematic process, but some teacher and student information is collected and used to problem solve and meet accountability expectations.	School collects all types of data, including demographics, student learning, perceptions, and school processes. The information is used to drive the strategic quality plan for school change.	There is systematic reliance on data (including data for subgroups) as a basis for decision making at the classroom level as well as at the school level. Changes are based on the study of data to meet the needs of students and teachers.	Information is gathered in all areas of student interaction with the school. Teachers engage students in gathering information on their own performance. Accessible to all levels, data are comprehensive in scope and an accurate reflection of school quality.
Implementation	No information is gathered with which to make changes. Student dissatisfaction with the learning process is seen as an irritation, not a need for improvement.	Some data are tracked, such as student learning results, attendance, and behavior. Only a few individuals are asked for feedback about areas of schooling.	School collects information on current and former students (e.g., student achievement, demographics, perceptions), analyzes and uses it in conjunction with future trends for planning. Identified areas for improvement are tracked over time.	Data are used to improve the effectiveness of teaching strategies on all student learning. Students' historical performances are graphed and utilized for diagnostics. Student evaluations and performances are analyzed by teachers in all classrooms, along with process data.	Innovative teaching processes that meet the needs of students are implemented to the delight of teachers, parents, and students. Information is analyzed and used to prevent student failure. Contributing causes are known through analyses. Problems are prevented through the use of data.
Outcome	Only anecdotal and hypothetical information are available about student performance, behavior, and satisfaction. Problems are solved individually with short-term results.	Little data are available. Change is limited to some areas of the school and dependent upon individual teachers and their efforts.	Information collected about student and parent needs, assessments, and instructional practices is shared with the school staff and used to plan for change. Information helps staff understand pressing issues, analyze information for "contributing causes," and track results for improvement.	A comprehensive information system is in place. Positive trends begin to appear in many classrooms and schoolwide. There is evidence that these results are caused by understanding and effectively using data, systemwide.	Students are delighted with the school's instructional processes and proud of their own capabilities to learn and assess their own growth. Good to excellent achievement is the result for all students. No student falls through the cracks. Teachers use data to predict and prevent potential problems, and optimize their results.

Education for the Future Initiative, Chico, CA (<http://eff.csuchico.edu>).

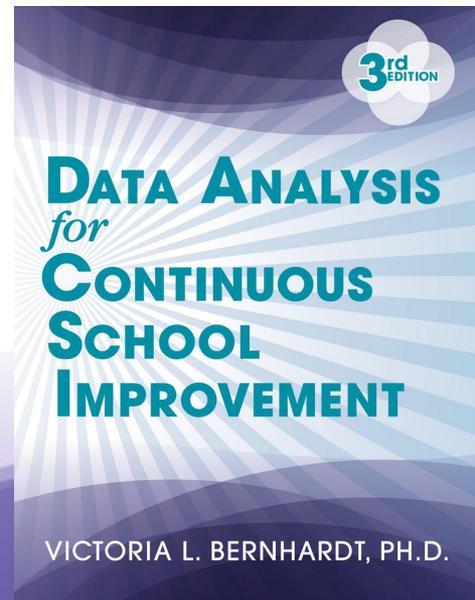
Updated 2013

# WHY PERCEPTUAL DATA IS IMPORTANT

It reflects what stakeholders feel about the school's culture, climate, and organizational processes.

- **Staff** beliefs, cohesiveness, professional learning
- **Student** interests, learning needs, educational environment and support
- **Parent** involvement in child's learning

*How do we do business?*  
Pages 42-43 ►



# PERCEPTUAL SURVEY FORMAT

## Perceptual Survey Questions

Please answer the following questions by using a scale of 1 to 5 indicating whether you (1) strongly disagree, (2) disagree, (3) are neutral, (4) agree, or (5) strongly agree with each statement.

### 1 [ ]When I am at school, I feel:

Please choose the appropriate response for each item:

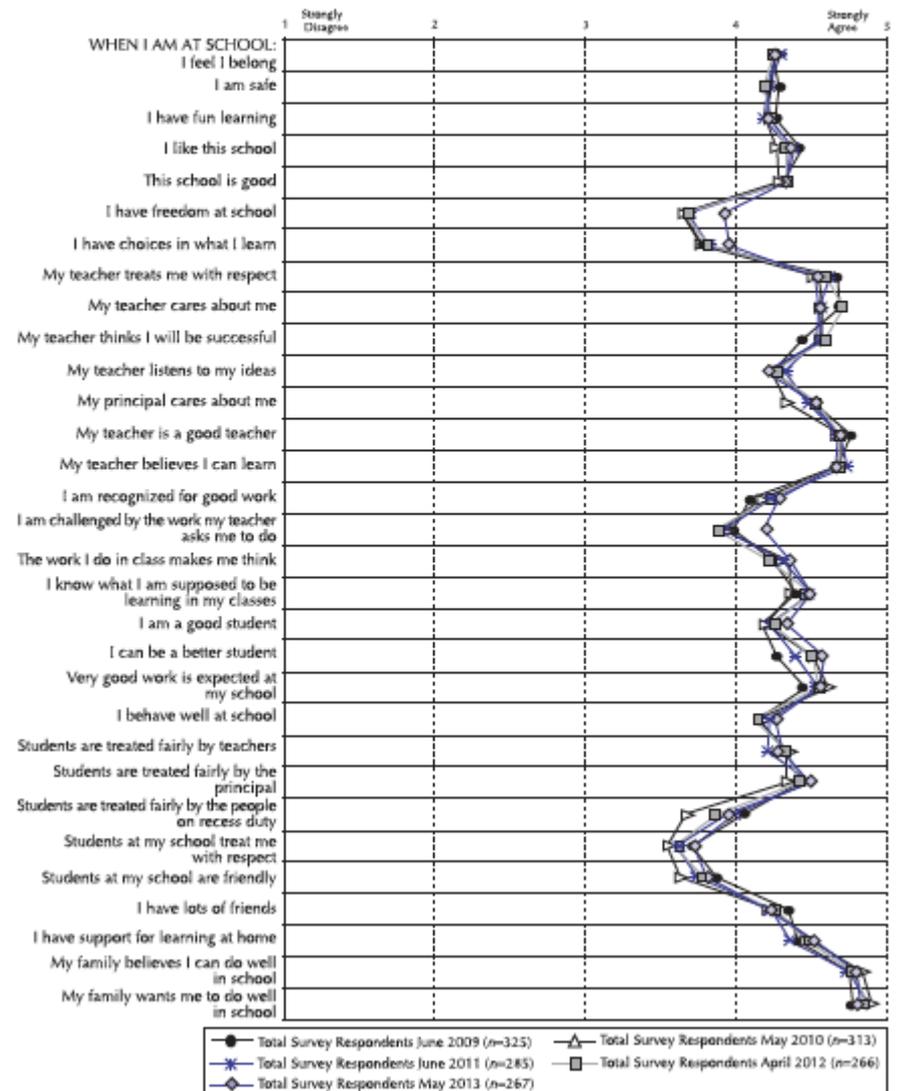
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I belong	<input type="radio"/>				
I am safe	<input type="radio"/>				
I have fun learning	<input type="radio"/>				
I like this school	<input type="radio"/>				
This school is good	<input type="radio"/>				

# Sample Perceptual Data Page 302

Your survey results  
will come to you in  
this format.

Figure F-38

Somewhere Elementary School Students (Grades 2 to 5)  
Responses by Year, June 2009, May 2010, June 2011, April 2012, and May 2013



# STUDY QUESTIONS: Perceptual Data

1. What are your perceptual <i>strengths</i> and <i>challenges</i> ?	
<i>Strengths</i>	<i>Challenges</i>
Strengths	Challenges
2. What are some <i>implications</i> for your continuous school improvement plan?	
Implications for the continuous school improvement plan.	
3. Looking at the data presented, what other perceptual data would you want to answer the question <i>How do we do business?</i> for your school?	
Other data . . .	

# DEFINITIONS

- **STRENGTHS:** Something positive that can be seen in the data. Often leverage for improving a challenge.
- **CHALLENGES:** Data that imply something might need attention, a potential undesirable result, or something out of a school's control.

# DEFINITIONS

- **IMPLICATIONS FOR THE SCHOOL**

**IMPROVEMENT PLAN:** placeholders until all the data are analyzed. Implications are thoughts to not forget to address in the school improvement plan. Implications most often result from ***CHALLENGES***.

## PROTOCOL:

- Review the sample data INDIVIDUALLY to identify strengths, challenges, implications for planning, and additional data needed.
- Write your findings on the Perceptual Data handout.

1. What are your perceptual <i>strengths</i> and <i>challenges</i> ?	
<i>Strengths</i>	<i>Challenges</i>
2. What are some <i>implications</i> for your continuous school improvement plan?	
3. Looking at the data presented, what other perceptual data would you want to answer the question <i>How do we do business?</i> for your school?	

# ANALYZING THE DATA

## ***Answer Questions—***

*Strengths, Challenges,  
Implications, Other  
Perceptual Data.*

1. Independently
2. Small Group (depending on numbers)
3. Merge to Whole Group

WHAT ARE  
THE BENEFITS  
OF THIS  
APPROACH?

# SAMPLE IMPLICATIONS

## Page 337, Figure G-2

Identifying actionable items (implications) for consideration related to perceptual data.

Figure G-2  
What We Saw in the Data: PERCEPTIONS

SOMEWHERE ELEMENTARY SCHOOL STRENGTHS, CHALLENGES, IMPLICATIONS, AND OTHER DATA	
PERCEPTUAL DATA	
1. What are Somewhere School's perceptual strengths and challenges?	
Strengths	Challenges
<p><b>Kindergarten-Grade One</b></p> <ul style="list-style-type: none"> <li>The staff has done a wonderful job of getting student questionnaire responses each year (98.5% in 2013).</li> <li>It is great to see five years of data.</li> <li>On the aggregate, all K-1 student responses were in agreement. Not much has changed for them over time.</li> <li>It is very cool the K-1 students like reading/books the most, followed by learning, and playing with friends.</li> <li>The second most written-in comment to the questionnaire for K-1 students was about everybody being nice to each other</li> </ul>	<p><b>Kindergarten-Grade One</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>The second most written-in comment to the questionnaire for K-1 students was about everybody being nice to each other and</li> </ul>
<p><b>Grades Two-Five</b></p> <ul style="list-style-type: none"> <li>Overall, the students in grades 2 through 5 are in strong agreement with the items on the questionnaire.</li> <li>Students in grades 2 to 5 named teachers as what they like most about their school in the past 4 years.</li> <li>The majority of things students in grades 2-5 liked most were related to the learning,</li> </ul>	<p><b>Grades Two-Five</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>American Indian students (n=8), grades 2-5, were in disagreement with the items, Students at my school are friendly, Students at my school treat me with respect, and I am safe.</li> <li>There were 8 American Indian students who marked low on several items; however, there is only 1 American Indian student, according to the demographic data. We don't know who these other students are. They may have thought they marked "American."</li> <li>Seven (7) African-American students were in disagreement to: I have fun learning, I like this school, This school is good, I have freedom at school, I have choices in what I learn, Students are treated fairly by teachers, Students at my school treat me with respect, Students at my school are friendly, and I have lots of friends.</li> </ul>
<p>and learning were different. In 2012-13, learning is not mentioned as something they wished was different.</p> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Staff questionnaire results show that staff, for the most part, continue to be very positive about the school. All items were in agreement or strong agreement in 2012-13. Staff now feel that the school has a good public image. They also feel that their school culture and staff collaboration are the biggest strengths of the school. One can see progress over time.</li> <li>Staff indicate the talented school staff, staff collaboration, and the use of data are their greatest strengths.</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>Overall, parents continue to be very positive about the school.</li> <li>Parents, the caring, loving staff, and environment are the strengths of Somewhere Elementary School, according to parents.</li> </ul>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>The staff members with the most years of experience were the least positive in 2013.</li> <li>Communication continues to be the most written in comment of what needs to improve, from the perspective of staff. Equity in ideas and favorites needs to be reviewed.</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>Parents, in the ethnic category "Other," were the lowest.</li> <li>Parents want more social skills for students and more supervision before/after school and during recess.</li> </ul>
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<ul style="list-style-type: none"> <li>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</li> </ul>	
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# SAMPLE IMPLICATIONS

## Page 337, Figure G-2

Identifying actionable items (implications) for consideration related to perceptual data. p 300

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Figure G-2  
What We Saw in the Data: PERCEPTIONS

SOMEWHERE ELEMENTARY SCHOOL STRENGTHS, CHALLENGES, IMPLICATIONS, AND OTHER DATA	
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1. What are Somewhere School's perceptual strengths and challenges?	
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***10-minute Break***

# COMMONALITIES AMONG DATA TYPES

Page 343

Strengths, Challenges,  
Implications, and Other Data

*Demographics,  
Perceptions,  
Student Learning,  
School Processes*

Part 1—  
Comprehensive Data Analysis  
to School Improvement  
Implementation

Look for Implication  
Commonalities

STRENGTHS	CHALLENGES	IMPLICATIONS
...	...	...

Aggregate  
Implications for the  
Continuous School  
Improvement Plan

STRENGTHS	CHALLENGES	IMPLICATIONS
...	...	...

# COMMONALITIES AMONG DATA TYPES

Page 352

Figure H-5  
LOOK FOR IMPLICATIONS COMMONALITIES

Use this template to look across the implications for the four types of data. Highlight the common implications across the types of data.

Demographics	Student, Staff, Parent Questionnaires	School Processes	Student Learning

# COMMONALITIES AMONG DATA TYPES

Figure G-6

What We Saw in the Data: IMPLICATION COMMONALITIES

SOMEWHERE ELEMENTARY SCHOOL			
DEMOGRAPHICS	STUDENT, STAFF, PARENT QUESTIONNAIRES	STUDENT LEARNING	PROCESS DATA
<ul style="list-style-type: none"> <li>• 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?)</li> <li>• How are class-size issues dealt with, with mobility?</li> <li>• Does the school know why the mobility rate is high, and where students go? Do students stay in the district?</li> <li>• 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?</li> <li>• 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?</li> <li>• How does the school help parents know how to help their children learn?</li> <li>• How are the needs of students who speak English as a second language met? Is there a need for an English Language Development program?</li> <li>• 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?</li> <li>• A positive, consistent behavior system is needed. Parents need to be a part of the behavior system.</li> <li>• Instructional assistants, recess and lunch supervisors need professional development in the behavior system.</li> </ul>	<ul style="list-style-type: none"> <li>• Someone should follow-up on the lowest scoring items (K-1)—<i>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.</i></li> <li>• The school personnel might need professional development in behavior/respect and diversity issues, and how they give students freedom and choices.</li> <li>• Communication and shared leadership need to improve.</li> <li>• Enrichment in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• How is ELA being taught? How is ELA being measured on an ongoing basis?</li> <li>• How is Math being taught? How is Math being measured on an ongoing basis?</li> <li>• Did teachers focus too much on the students not proficient? Do all teachers know what to do when students are proficient?</li> <li>• We need stronger core instruction for all students.</li> </ul>	<p><i>Somewhere School staff needs to—</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clarify the assessment system to measure the attainment of the Common Core State Standards.             <ul style="list-style-type: none"> <li>* Balance it with variety, including performance assessments and student self-assessments.</li> <li>* Make sure the assessments that are used are telling them what they need to hear to know how to ensure student proficiency.</li> <li>* For math and behavior.</li> <li>* Streamline the pre-referral process, especially the form completion process.</li> <li>* What staff do when students are proficient on benchmarks.</li> </ul> </li> <li>• Improve RtI:             <ul style="list-style-type: none"> <li>* Understand why students who have been through interventions are not proficient. Problem-solving cycle can guide this.</li> <li>* Continue to provide professional development on RtI for all staff so everyone can understand it and implement it in the same way.</li> <li>* 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.</li> <li>* Clarify what the vision and RtI would look like when implemented.</li> <li>* 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.</li> </ul> </li> <li>• Update, improve, and follow the continuous school improvement plan.</li> <li>• Improve shared decision making and leadership: Define, implement, and communicate.</li> <li>• Clarify win-win partnerships with parents. Make sure parents know the vision and mission of the school, and learning expectations for their children.</li> <li>• 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.</li> </ul>

LEGEND: Related to—

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

# AVAILABLE RESOURCES

## What instruments have already been developed?

- ASSIST Surveys (AdvancED)
- State Surveys (NDE/ESU)



# NDE/ESU PERCEPTUAL SURVEYS

Click to download



# NEXT STEPS

## **Work with your ESU Staff Developer to**

- Engage with your district/school data
- Analyze perceptual data via continuums or through the study question process
- Look at all four data types to identify goals and establish a district action plan

# EXIT SURVEY



<https://www.surveymonkey.com/r/dataliteracy>

# THANK YOU

- Questions & Answers
- Work Time
  - Plan perceptual survey administration
  - Look at district data
  - Strategic Planning

