Strand 1 Pre-assessment statements

Focus Areas:

1	What is the connection between data analysis, the creation of Continuous Improvement Plans, and the creation of School Improvement Plans?
2	What are the essential data needed to ensure continuous improvement?
3	What are the sources for these data in your educational setting?
4	What are the most effective and efficient ways to organize data to make decisions that realize ambitious goals?
5	How do you represent data in a meaningful way when interpreting and sharing with others?
6	How can longitudinal data be used to investigate student and systemic changes over time?
7	How can data be used appropriately to predict student performance? This focus area is reserved for use in strands two and three professional development due to the nature of the question.
8	How can data be used to evaluate program and material effectiveness?
9	How do you build and support district- and school-level data teams?

Participants respond with:

1	We don't do this.
2	Sometimes this happens but not always.
3	This is new for us and we are still learning how.
4	We've been doing this for a while and it is working well.
5	We've got this down. It is a regular process that we refine.

I. What is the connection between data analysis, the creation of Continuous Improvement Plans, and the creation of School Improvement Plans?

1. Each year our district completes a full analysis of OSAT results as well as local student achievement data in preparation for reviewing and writing the Continuous Improvement Plan.

2. Before developing a School Improvement Plan, the building completes a full analysis of its AYP report, OSAT data, and other student performance indicators.
3. The goals and strategies of the School Improvement Plan support the goals of the district's Continuous Improvement Plan.

II. What are the essential data needed to ensure continuous improvement?

4. The district has identified specific data elements that are collected and analyzed each year, such as assessment scores, behavioral data, and attendance data.
5. School leadership teams analyze and review essential data as part of their school improvement cycle.
6. Discussions are held to decide which data are relevant to student and school improvement.

III. What are the sources for these data in your educational setting?

7. Each year, the administrative team meets to discuss and analyze the AYP reports for individual buildings and the district.
8. I access the data I need when working to improve student achievement.
9. I access the data I need when reviewing student achievement results for the building.
10. I access OSAT data from the ODE website when needed
11. When considering school improvement issues, we look at both student performance data and how well each staff member is implementing the curriculum.

IV. What are the most effective and efficient ways to organize data to make decisions that realize ambitious goals?

12. In analyzing data, we look at disaggregated data for achievement as well as other measures such as attendance or behavior.
13. We understand and use a formal process like DDDM (Data Driven Decision Making) for making decisions using data.
14. We use multiple data sets (multiple measures) to seek out deeper relationships or patterns that affect student achievement.
15. The results of data analysis are reduced to clear statements that identify a need or a goal for continued improvement.

V. How do you represent data in a meaningful way when interpreting and sharing with others?

16. Data presentations to different stakeholders use different levels of detail appropriate to the group (for example, a school board presentation uses district-wide data, while a teacher presentation uses student- and/or grade-specific data).

VI. How can longitudinal data be used to investigate student and systemic changes over time?

17. The district tracks selected data over multiple years to evaluate systemic changes.
18. The district examines cohort data to evaluate changes as students move through the system.
19. Individual schools track selected data over multiple years to evaluate systemic changes.

20. Individual schools examine cohort data to evaluate changes as students move through the school.

VII. How can data be used appropriately to predict student performance?

This focus area is reserved for use in strands two and three professional development due to the nature of the question.

VIII. How can data be used to evaluate program and material effectiveness?

21. School administrators share progress made toward School Improvement Plan goals multiple times during the year with a focus on what is working and what is not working at a systems level.
22. Teachers share student achievement results with grade-level teams on an ongoing basis with a focus on what is working and what is not working regarding instructional strategies.
23. As program changes are made, efforts are made to collect data on student achievement that will help evaluate the impact of these changes.
24. Teachers share student achievement results with cross-grade level teams on an ongoing basis with a focus on what is working and what is not regarding curriculum alignment (for example, fifth-grade teachers meet with fourth- and sixth-grade teachers).

IX. How do you build and support district- and school-level data teams?

25. We have found time within our schedule to support teams that discuss and analyze student achievement data at a school level.
26. We have found time within our schedule to support teams that discuss and analyze student achievement data at a district level.
27. At a district level we are purposeful in how we allocate professional development time and resources to support our Continuous Improvement Plan and our School Improvement Plan(s).