Using Data

to Improve Student Achievement

for the fine educators
in
Savannah-Chatham
Public Schools

Developed and Presented by Deborah Wahlstrom

Successline Inc 10th Anniversary Year

About Your Presenter

Deborah Wahlstrom, Ph.D.

Deborah Wahlstrom has served as an educational consultant to many schools and school divisions locally and nationally. She is an award-winning trainer and researcher –including two awards from the National School Boards Association. Her specialty areas include using data for improving student achievement, comprehensive classroom assessment, curriculum design, and instructional strategies. Deborah has extensive experience in working with district profiles and Schoolfolios and has designed customized software for tracking student achievement.

Deborah is the author of several books and publications including *Using Data to Improve Student Achievement: Collecting, Organizing, Analyzing, and Using Data* (1999, 2002), *Practical Ideas for Teaching and Assessing the Virginia SOL* (1998, 1999), *Designing and Using High Quality Paper-and-Pencil Tests* (2002) *Designing and Using High-Quality Rubrics* (in press), and a new data book (in press). Additionally, her popular customized software for Virginia Public Schools, SOL Tracker, has been designed to help schools meet their data analysis needs.

Deborah lives with her husband and business partner, Mark, and their dogs, Astro and Keesa, in Suffolk, Virginia. Together, they own Successline Inc. –a training, consulting, and publishing company which has provided services to schools and divisions since 1994. You may reach Deborah (and Mark) at the phone number and email address listed below.

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We Aim to Please! I sincerely hope that you find your training experience today to be both enjoyable and informative. I appreciate the chance to work with each of you – thanks!

Our Learning Targets

1. Identify key vocabulary related to data-based school improvement.

2. Identify data sources and types of data –outcome, demographic, and process.

3. Identify the differences and purposes of the three types of data –outcome, demographic, and process.

4. Disaggregate and triangulate data and explain *why* these techniques are important.

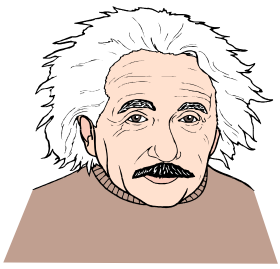
5. Review Deb's new model for using data for school improvement, which includes the familiar *Path to Student Success*. Identify factors that are critical in aligning curriculum, instruction, and assessment.

6. Identify and analyze information in suggested data analysis reports.

7. Use tools for supporting important conversations related to data –Quadrant Analysis; Data and the Big Picture; and Deb's School/District Strategy Cards.

8. Identify the role of data in the school improvement process.

9. Identify connections between data used for No Child Left Behind and Savannah's school improvement process.



Not everything that counts can be counted.
And not everything that can be counted, counts.

Albert Einstein

Introduction to Data Analysis

"Education is the key to unlock the golden door of freedom."
George Washington Carver

Standards Reform

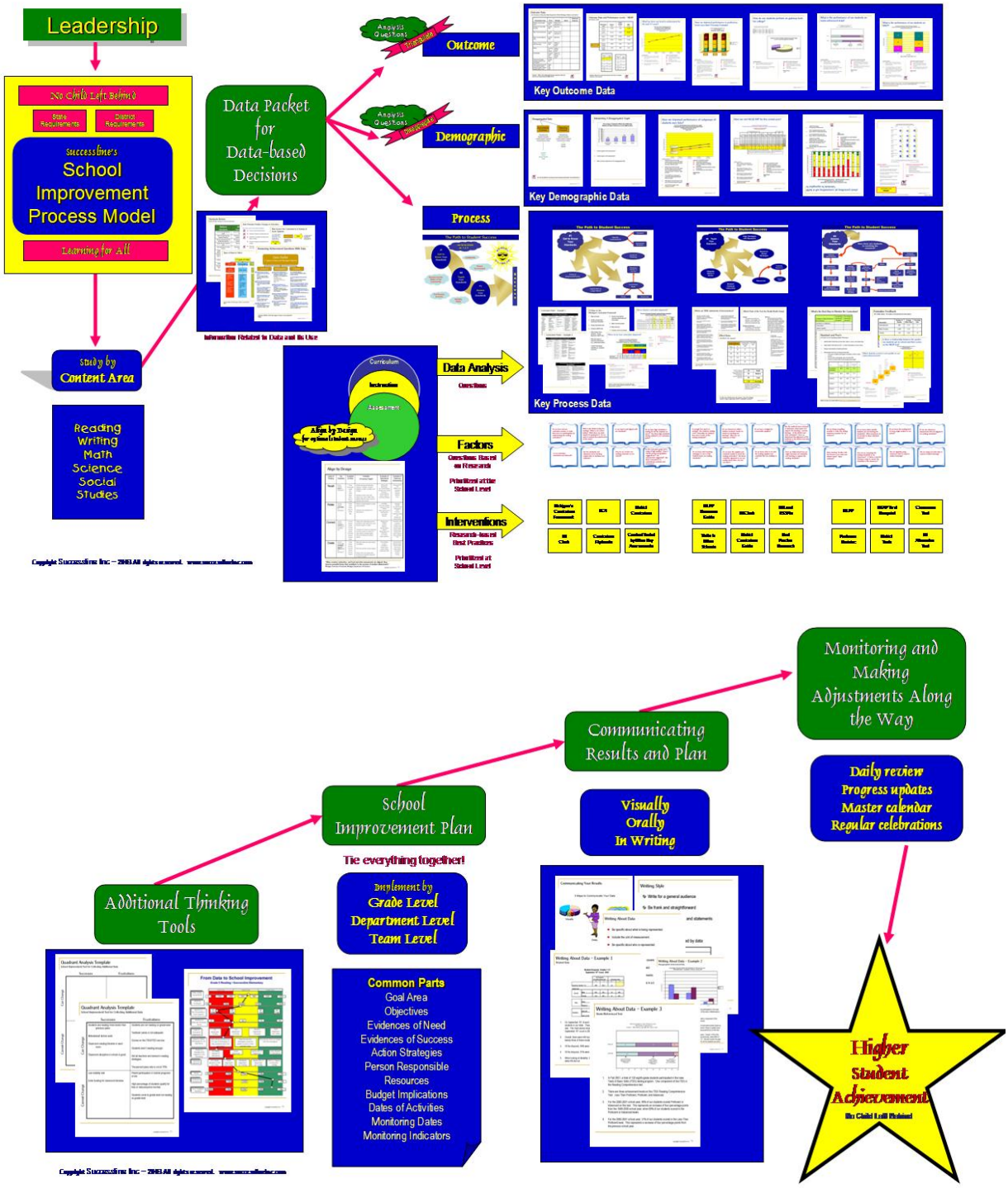
Driving Positive Changes in American Education

Before Standards	After Standards
Focus on how well teachers taught	Focus on how well students learn
Teachers taught what they thought as important	Teachers teach specified content standards
Teachers assessed what they thought was important	Teachers assess specified content standards
Taught whomever wanted to learn	Teach all students
High expectations for select students	High expectations for all students
Different expectations for different groups of students	Same expectations for all groups of students
Students screened for higher level courses and activities	All students have opportunity for higher level courses and activities
Limited expectation for use of data	High expectation for use of data
Limited availability of data	Readily accessible data
Expectation to use summative data to produce grades	Expectation to use formative data to improve student achievement

Adapted from: Center for Leadership in Education, Maryland Department of Education

Successline's School Improvement Model

A Model For Working With the School Improvement Process



Data Promotes Positive Changes in Education

Data can be used to help schools and districts:

- Focus on how well students learn.
- Determine if teachers are teaching the standards.
- Determine if all students are learning the standards (e.g., equity in quality).
- Document strengths and weaknesses of the overall academic program.
- Determine if there are high expectations for students –and the same expectations for all groups of students.
- Determine how close a school or district is in meeting its adequate yearly progress targets.
- Identify and monitor growth in student achievement.
- Make decisions about what to include in the school or district's improvement plan. Determine what changes might bring about improved student achievement.
- Communicate student achievement progress to others.
- Verify if beliefs about programs are accurate.

"One thing about the school of experience is that it will repeat the lesson if you flunk the first time." Anonymous

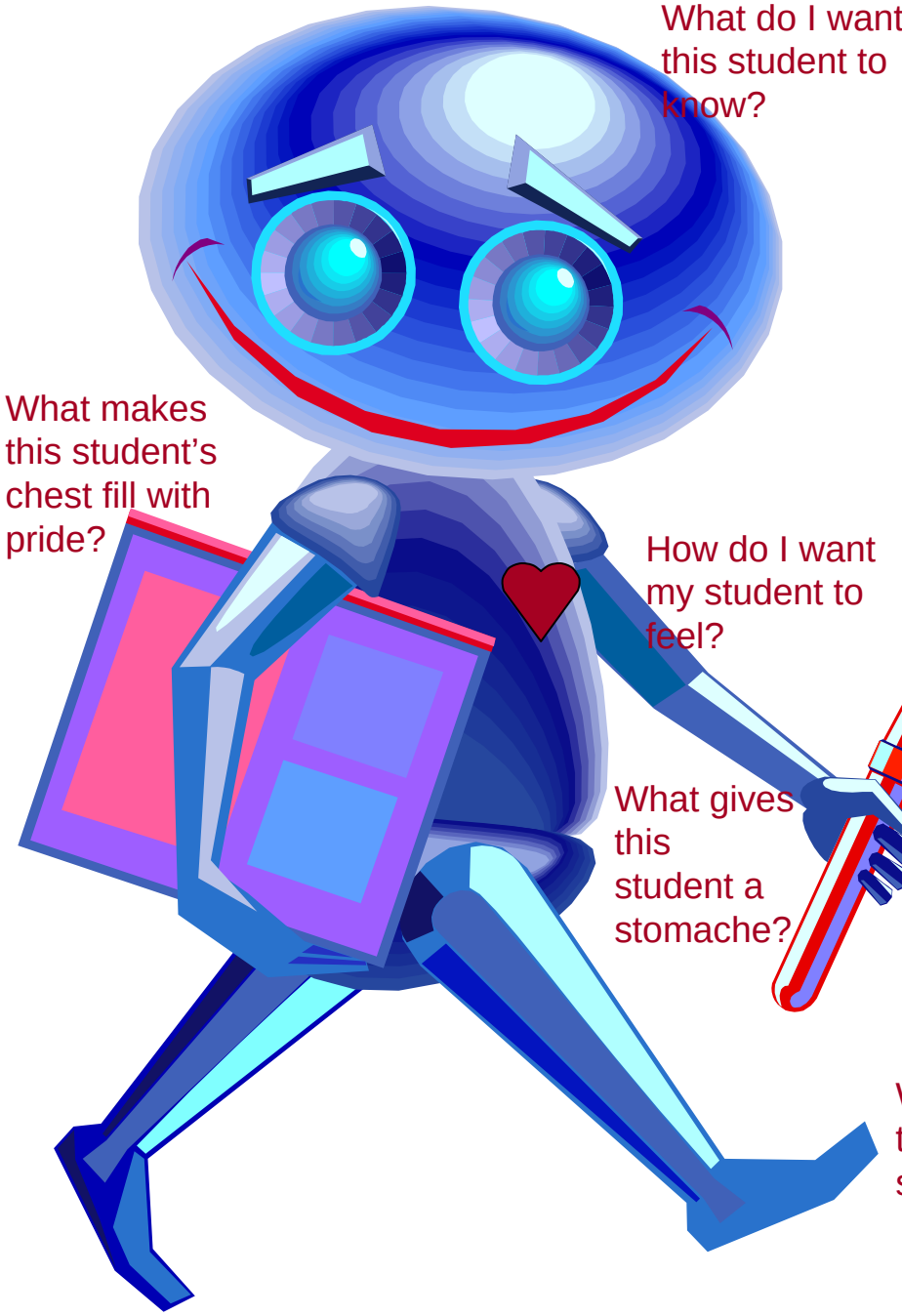
Learning From Data

Do you want to find out about . . .

- Overall achievement of students in your class, school, or district?
- Your students' areas of strength and weaknesses?
- Which students are struggling? Which students would benefit from more challenging assignments?
- What students think about your units and curriculum?
- What interests your students have?
- If an instructional strategy or invention is working like you thought it would?
- What a student's grade will be?
- How to differentiate? What to differentiate?
- Which standards students have –and have not yet –learned?
- What interventions to use to help struggling students?
- Which core content and skills your students are learning?

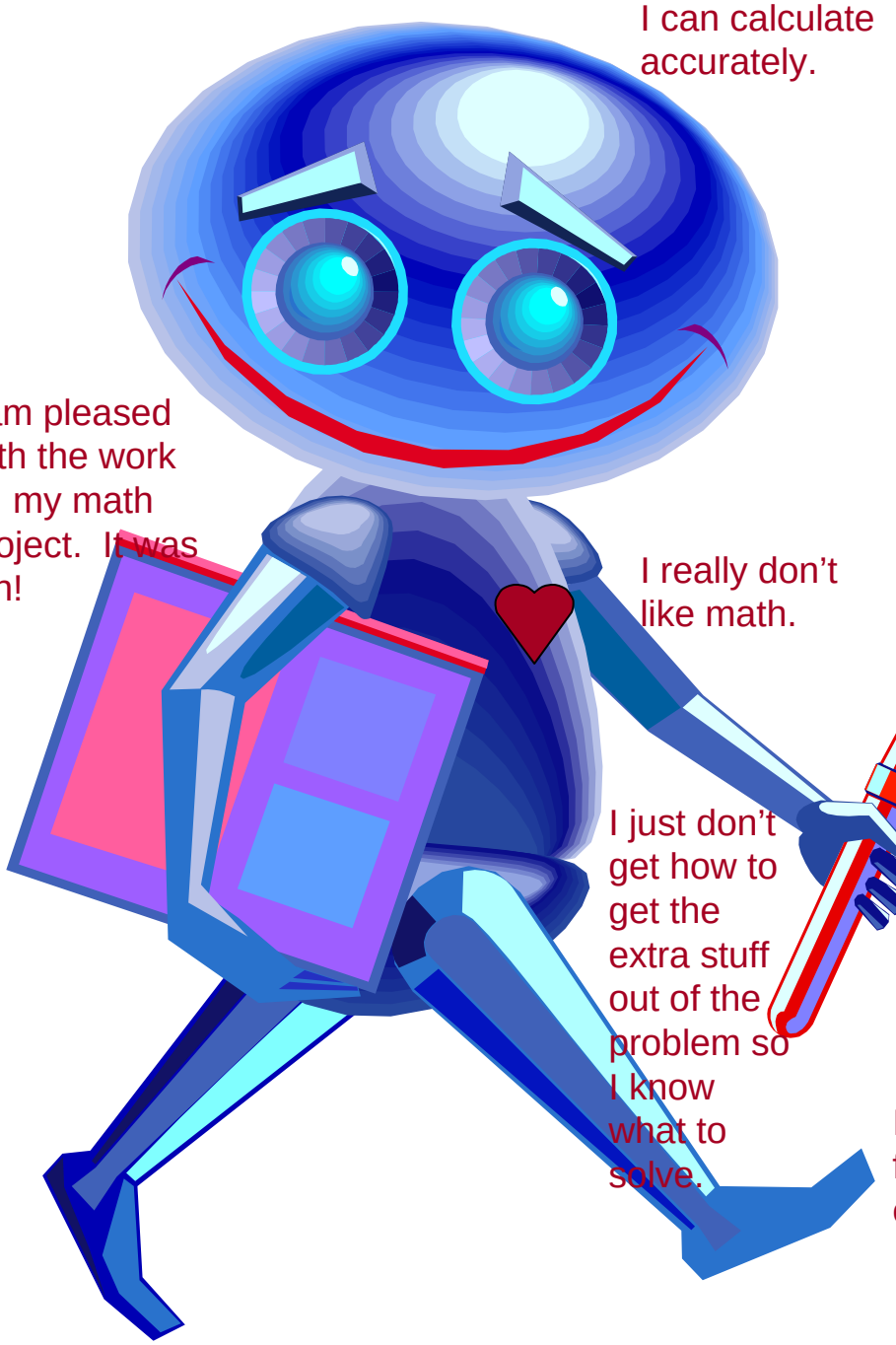
Learning About Our Students

Data lets us learn about learning.



The important thing is not to stop questioning.
–Albert Einstein

Students Talk to Us Through Data



The man who can make hard things easy is the educator. –Ralph Waldo Emerson

Types of Score Systems

Raw Score
The number of questions that a student answers correctly on a test.

Mean Score
The average score in a set of scores.

Percent Correct Score
The percentage of test items a student answers correctly.

Percent in Proficiency Level
The percentage of students who achieved a score within a proficiency level range.

Percentile Scores
A point on a score scale that divides a score distribution into two parts: the part equal to or below the score –and the part above.

Scaled Score
A mathematical transformation of a raw score into a score within an achievement continuum.

"You can get all A's and still flunk life." Walker Percy, American Novelist

Raw Scores Are Converted to A Variety of Score Systems

A 5th grade student takes a test with 40 questions. The student gets 26 questions right.

Raw Score
26

Percent Correct

If we want to know what percent of the questions the student got right.

65%

The student got 65% of the test items right. The formula is: 26 items correct/40 items possible x 100.

Scaled Score

If we want to know student achievement in relation to an established scale.

400

With a scale of 0-600, where scores from 400-600 are passing, this student would pass.

Percentile Score

If we want to know how the student did in relation to other students.

72

With a raw score of 26, this student did better than 72% of the students, from the norming group, who took the test.

Grade Equivalent Score

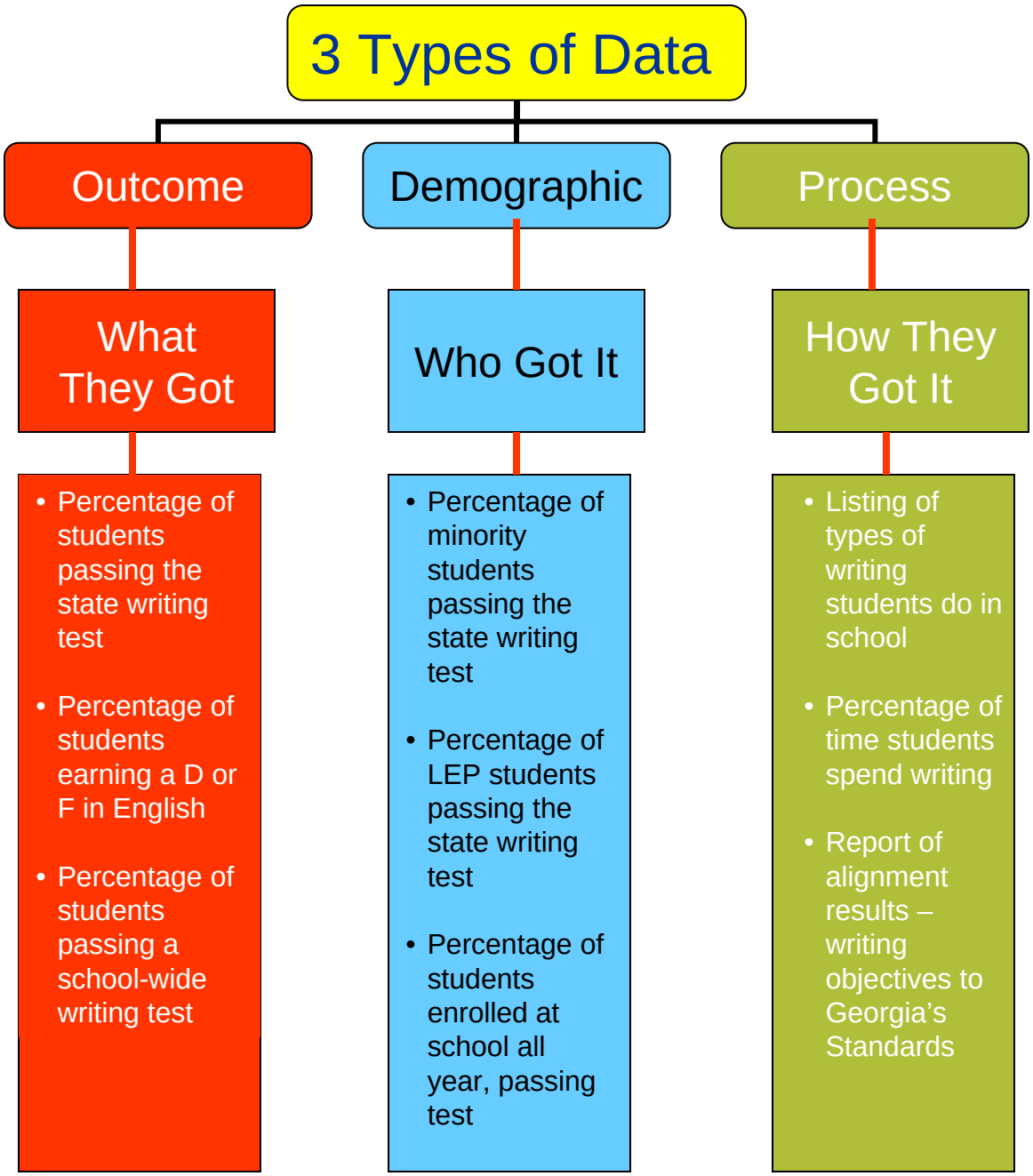
If we want to know if a student is performing at an expected grade level.

6.1

This student performed as well as a student who, in the 6th grade, 1st month, might have scored on the same test.

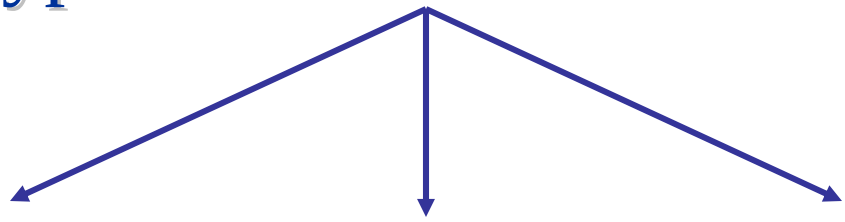
Which type of score system is most important to collect and track for No Child Left Behind?

Types of Data to Collect



Question: Which of the three types of data is most important? Why?

3 Types of Data in the Data Packet



Outcome

- What has been our trend in achievement for the past three to five years?
  Five-Year Trend in Students Scoring in Proficient Levels on CRCT Test

- Have we improved performance in proficiency levels over time?
  Three-Year Comparison of CRCT results

- How do our students perform on gateway tests for college?
  Comparison of the Percentages of Students Scoring 20 or Higher on ACT to Those Scoring Below 20

- What is the performance of our students on norm-referenced tests?
  Percent of Students in Each Proficiency Level –ITBS

- What is the performance of our students on NAEP?
  Percentage of Students in Each Performance Category –NAEP

- Have we decreased, by 10% from the previous year, the percentage of students who were not proficient? Safe Harbor
  Percentage of Students Not Proficient, Three-Year Comparison

Demographic

- How does the achievement of subgroups of students compare?
  Percentage of Students in Each Proficiency Level Disaggregated by:
  Race/ethnicity
  Disadvantaged Students
  Special Education Students
  Limited English Proficiency Students
  Migrant Students
  Gender

- What is the performance, by proficiency levels, of subgroups of students?
  Percentage of Students in Each Proficiency Level, Disaggregated by NCLB Subgroups

- Have we improved performance in proficiency levels over time? Five Year Trend in Students Scoring in Proficient Levels on CRCT Disaggregated by Subgroups

- Have we decreased, by 10% from the previous year, the percentage of students who were not proficient? Safe Harbor
  Percentage of Students Not Proficient, Three-Year Comparison

Process

Is our curriculum aligned?
Percent of Students Meeting/Exceeding Georgia's Standards

Do we have alignment at the classroom level?
Percent of Students Meeting/Exceeding Georgia's Standards, by Class

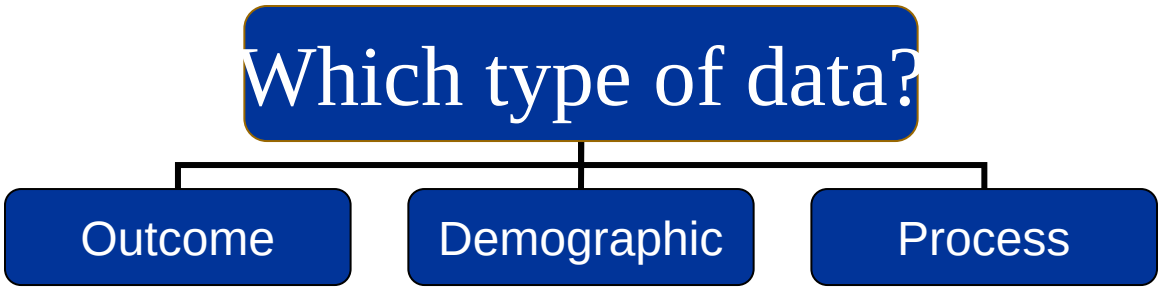
Where is our curriculum aligned? Would a focus on instructional strategies help us?
Comparison of Strengths and Weaknesses

Is our curriculum aligned class by class? Would a focus on instructional strategies be helpful class by class?
Comparison of Strengths and Weaknesses, by Teacher

Which schools, with similar SES, are performing better?
Better Performing Schools in District, With Similar SES

Is there a relationship between the grades our students get in school and their scores on the CRCT test?
Relationship Between Student Course Grade and Score on CRCT Test

Question: How will you keep up with this list as data needs change over time?



Which Type of Data?

Content Area: Writing

- Percentage of students passing the state writing test
- Percentage of student failing the state writing test
- Percentage of students earning a D or E/F in English
- Percentage of students missing 11 or more days of school
- Percentage of students scoring at minimum level on state test
- Percentage of students scoring at advanced level on state test
- Percentage of students passing school-wide writing prompt
- Percentage of students passing district-wide writing prompt
- Percentage of students scoring in each domain on writing test
- Percentage of time teachers assign writing
- Listing of types of writing given by teachers
- Percentage of teachers trained in using scoring rubrics
- Percentage of teachers trained in writing process
- Percentage of students who indicate they enjoy writing
- Percentage of staff development offerings related to writing
- Report of alignment results –writing objectives to state standards
- Percentage of writing objectives at each grade level
- Percentage of teachers who indicate they like to teach writing
- Number of resources available to support writing
- Percentage of time students use technology for writing
- Percentage of students mastering each writing objective or standard
- Percentage of students receiving satisfactory grade on portfolios
- Percentage of students writing on grade level
- Percentage of time students spend writing
- Percentage of writing homework assigned/completed
- Percentage of students entering essay contests
- Percentage of students obtaining awards in essay contests
- Percentage of LEP students scoring at minimum level on state test

Question: How do you choose which data pieces to use?

Outcome Data

Outcome Data

An Overview of Outcome Data Required by NCLB, State, and District

Achievement Areas	NCLB	Georgia	Savannah
Reading Elementary and Middle	By 2005-2006 Grades 3-8 (each grade level)	G-KAP, kindergarten Reading CRCT, grades 1, 2, 3, 4, 5, 6, 7, 8 English/Language Arts CRCT, grades 1, 2, 3, 5, 6, 8 Iowa Tests of Basic Skills, grades 3, 5, 8	
Reading High School	By 2005-2006 Grade 9-12 (once within this span)	GHSGT, grade 11	
Math Elementary and Middle	By 2005-2006 Grades 3-8 (each grade level)	G-KAP, kindergarten Math CRCT, grades 1, 2, 3, 4, 5, 6, 7, 8 Iowa Tests of Basic Skills, grades 3, 5, 8	
Math High School	By 2005-2006 Grades 9-12 (once within this span)	GHSGT, grade 11	
Science	By 2007-2008 Grades 3-5, 6-9, 9-12 (once within each span)	GHSGT, grade 11 Grades 3, 4, 5, 6, 8 Iowa Tests of Basic Skills, grades 3, 5, 8	
Writing	No writing test required	Grades 3, 5, 8, 11	
Social Studies	No social studies test required	GHSGT, grade 11 Grades 3, 4, 5, 6, 8 Iowa Tests of Basic Skills, grades 3, 5, 8	
Assessment of English language proficiency of all LEP students	By 2002-2003		
NAEP (National Assessment of Educational Progress) Reading and Math – Biennial testing in grades 4 and 8	Begins in 2002-2003	Grades 4, 8, 12	

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Question: What is the relationship between classroom data and success as measured by the CRCT tests or End-of-Course tests?

Outcome Data and Performance Levels – CCRT

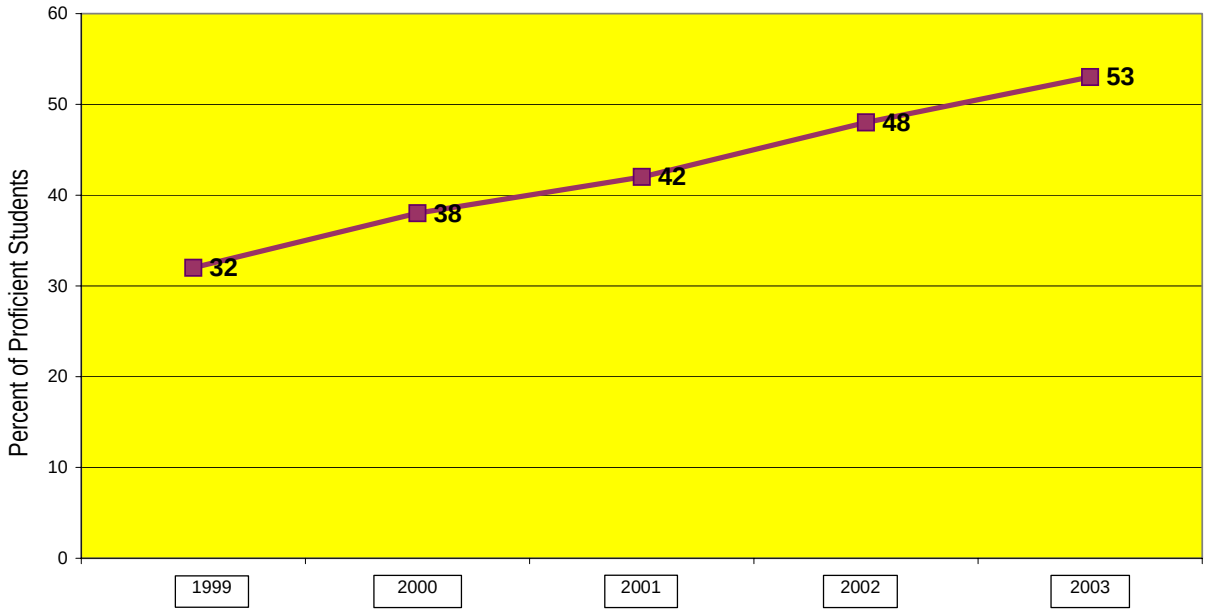
Elementary School

	Performance Levels	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Reading	Level 1 BASIC Did Not Meet Standards					
	Level 2 PROFICIENT Met Standards					
	Level 3 ADVANCED Exceeded Standards					
Math		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Level 1 BASIC Did Not Meet Standards					
	Level 2 PROFICIENT Met Standards					
	Level 3 ADVANCED Exceeded Standards					
Science		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Level 1 BASIC Did Not Meet Standards					
	Level 2 PROFICIENT Met Standards					
	Level 3 ADVANCED Exceeded Standards					
Social Studies		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Level 1 BASIC Did Not Meet Standards					
	Level 2 PROFICIENT Met Standards					
	Level 3 ADVANCED Exceeded Standards					

Question: Why aren't scores that represent fewer than 10 students included when reporting scores?

What has been our trend in achievement for the past 3-5 years?

Five Year Trend in Students Scoring in Proficient Levels on CRCT Tests
Pleasantville Sample School District 1999-2003
999-0100 Successline Elementary
Reading Grade 5



Analysis Questions

- ❑ What is the trend in achievement for this CRCT test? Do achievement scores go up? Down? Stay the same?
- ❑ In which years did students perform best? Worst? What might be some reasons for this?
- ❑ Based on this trend line, is the school heading in the right direction?

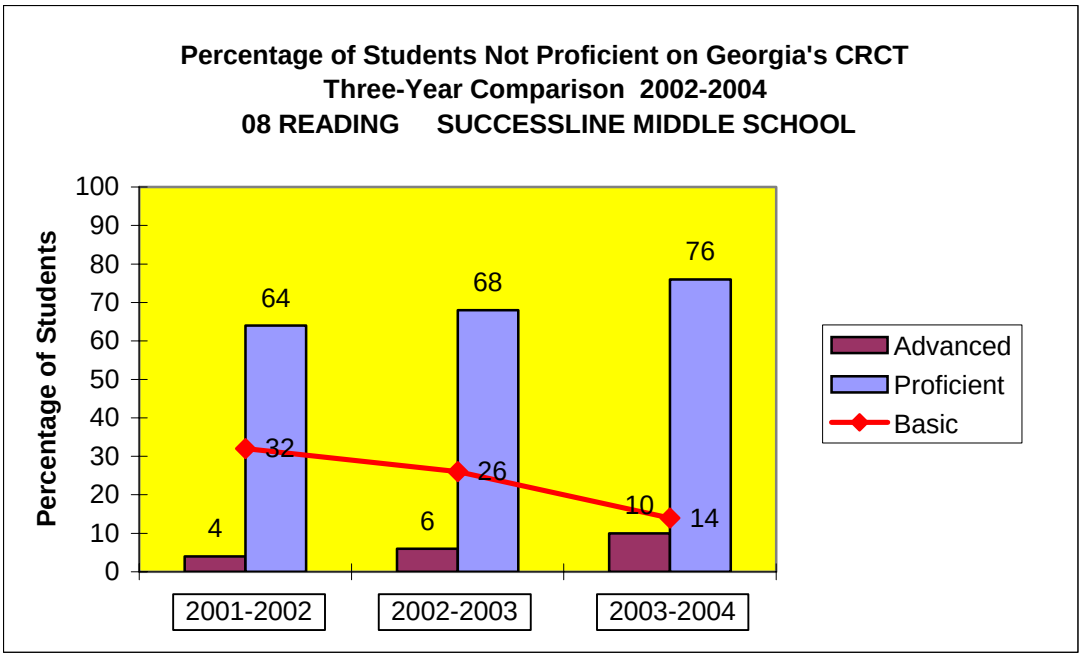
Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans
- AYP Reporting for No Child Left Behind

Report Format
Graph

Have we decreased, by 10% from the previous year, the percentage of students who were not proficient?

Safe Harbor



Analysis Questions

1. What percentage of our students scored in the Proficient level on this test? Advanced? (These are the students who are proficient on this CRCT.)

2. What percentage of our students were not proficient on the CRCT this year?

3. Did the percentage of students who scored at the Basic level for this test, this year, for this subgroup, decrease by 10%? (This is the Safe Harbor for No Child Left Behind.)

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans and Processes (Evidence of Need and Success)
- AYP Reporting for No Child Left Behind

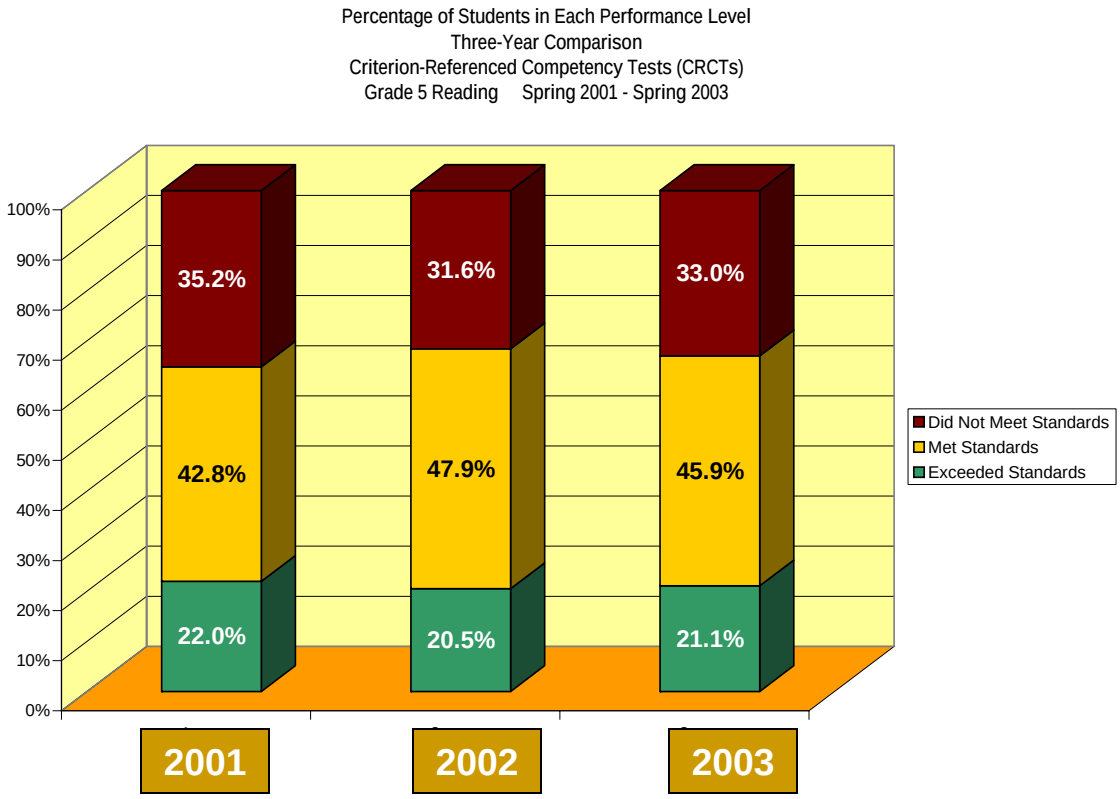
Report Format
Graph

No Child Left Behind

Safe Harbor Calculator

% of Students NOT Proficient in 2003	26% NOT PROFICIENT
Reduction in Percentage Points	- 3% (reduced by 10%)
% Needed to Meet Safe Harbor in 2004	= 23% NOT PROFICIENT

Have we improved performance in proficiency levels over time?



Analysis Questions

- ❑ What percentage of students fell into each proficiency level (e.g., Exceeds Standards, Met Standards, Did Not Meet Standards) for 2003?
- ❑ For the 2003 administration of the test, what percentage of students achieved either Level 2 (Met Standards) or Level 3 (Exceeded Standards)? How did this compare to 2002? Was there a greater percentage of students in the Meets Standards Level? In the Exceeds Standards Level?
- ❑ How does achievement in 2003 compare to 2001? Is achievement higher? Lower? About the same?

Suggested Uses (Internal/External)

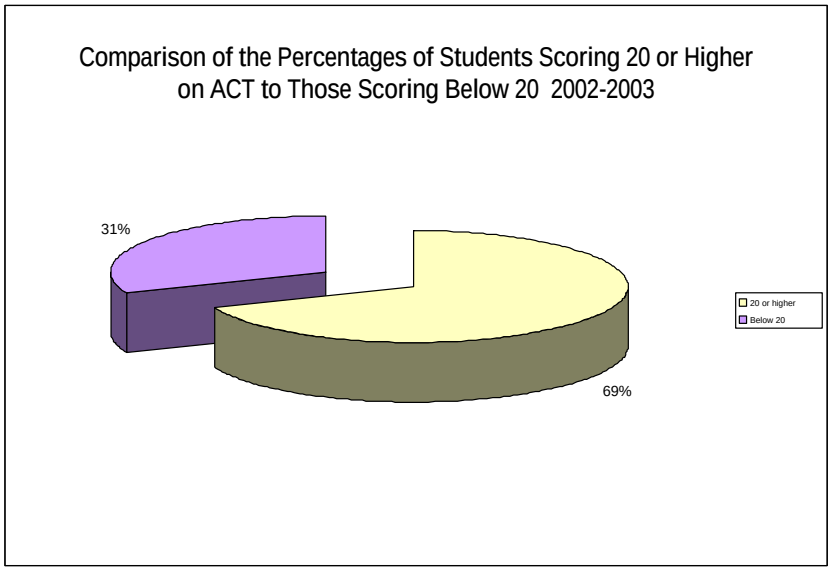
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans
- AYP Reporting for No Child Left Behind

Report Format
Graph

How do our students perform on gateway tests for college?

Percentages of Students Scoring 20 or Higher on American College Tests (ACT) 2002-2003

Scores	#	%
20 or higher	48	69%
Below 20	21	31%
Total	69	100%



Analysis Questions

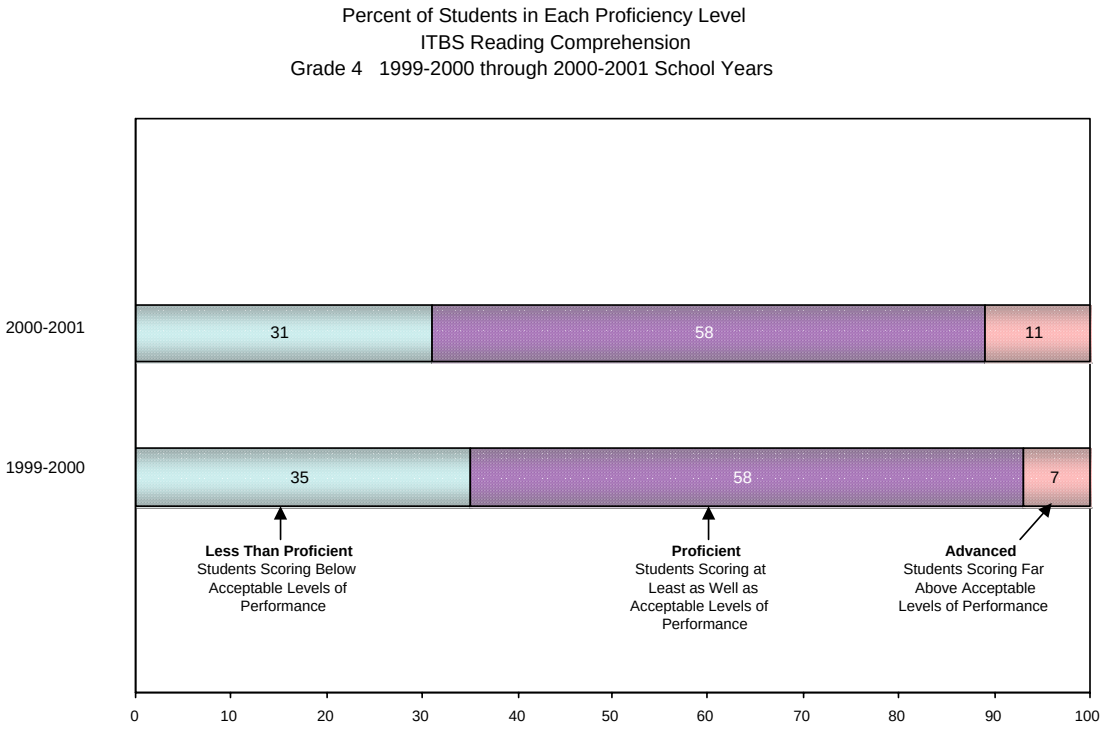
- ❑ What percentage of students scored a 20 or higher on ACT during this school year?
- ❑ Why is the score of 20 used in our achievement measures for this particular test?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans

Report Format
Graph

What is the performance of our students on norm-referenced tests?



Analysis Questions

- ❑ What percentage of students fell into each proficiency level (e.g., Advanced, Proficient, Less Than Proficient).
- ❑ Which proficiency level has the greatest percentage of students in 2000-2001. How has this changed from the previous year?
- ❑ Are more students scoring in the Proficient and Advanced levels than the previous year?

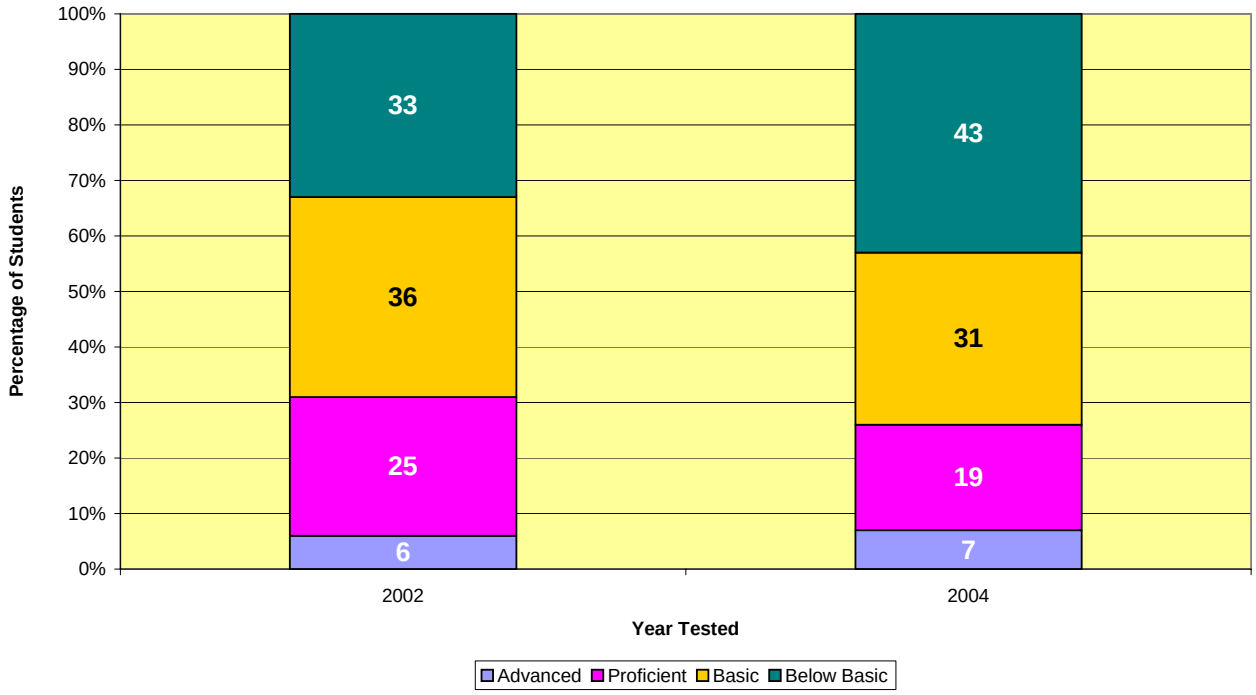
Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans (Evidences of Needs and Successes)

Report Format
Graph

What is the performance of our students on NAEP?

Percentage of Students in Each Performance Category
National Assessment of Educational Progress (NEAP) Reading Grade 4
Pleasantville Public Schools



Analysis Questions

- ❑ What percentage of students fell into each proficiency level (e.g., Advanced, Proficient, Basic, Below Basic)?
- ❑ For the 2004 administration of the NAEP test, what percentage of students achieved either Advanced or Proficient? How did this compare to 2002? Was there a greater percentage of students in the Proficient level? In the Advanced level?
- ❑ How does achievement in 2004 compare to 2002? Is achievement higher? Lower? About the same?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans (district level)
- No Child Left Behind (not part of AYP)

Report Format
Graph

NAEP is known as "the Nation's Report Card." It is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas.
http://nces.ed.gov/nationsreportcard

Defining AYP

Baseline Data Starts With Results From 2001-2002 State Assessments

- Rank all schools in state by percentage of students passing
- Then, count up to reach the student who represents the 20%ile of **total** enrollment
- The school's percent pass rate becomes the starting point

School	School Enrollment	Cumulative Enrollment	Percent Proficient (School's Pass Rate)
Successline Elementary	84	383	79%
Wahlstrom Elementary	82	299	58%
Pleasantville Elementary	92	217	46%
Pitchkettle Elementary	57	125	37%
Beach Elementary	68	68	31%

Student 77 is the student at the 20th percentile. (20% of 383 students is 77.) This student is enrolled at Pitchkettle Elementary – so Pitchkettler's score is used for baseline AYP.

% of students Proficient in lowest achieving subgroup:

- Economically disadvantaged
- Major racial/ethnic groups
- Students with disabilities
- Students with limited English proficiency

Subgroup	Percent Proficient (pass rate)
Economically Disadvantaged	40%
Major Racial/Ethnic Groups	46%
Students With Disabilities	35%
Students With Limited English Proficiency	45%

The HIGHER of these 2 scores is used as the baseline!

Georgia's NCLB AYP Targets

Annual Performance Targets from 2002 - 2014

	English Language Arts			Mathematics		
Year	Elementary	Middle	High	Elementary	Middle	High
Baseline 2002	Georgia's baseline data for English Language Arts was computed by individual grade levels and content area.			Georgia's baseline data for Mathematics was computed by individual grade levels and content area.		
2003	60%	60%	88%	50%	50%	81%
2004	60%	60%	88%	50%	50%	81%
2005	66.7%	66.7%	90%	58.3%	58.3%	84.2%
2006	66.7%	66.7%	90%	58.3%	58.3%	84.2%
2007	66.7%	66.7%	90%	58.3%	58.3%	84.2%
2008	73.3%	73.3%	92%	66.7%	66.7%	87.3%
2009	73.3%	73.3%	92%	66.7%	66.7%	87.3%
2010	73.3%	73.3%	92%	66.7%	66.7%	87.3%
2011	80%	80%	94%	75%	75%	90.57%
2012	86.7%	86.7%	96%	83.3%	83.3%	93.7%
2013	93.3%	93.3%	98%	91.7%	91.7%	96.8%
2014	100%	100%	100%	100%	100%	100%

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Source: Georgia Department of Education, ESEA (No Child Left Behind Act of 2001) Consolidated Plan – May 2003

Two Ways to Make AYP

Baseline Data Starts With Results From 2001-2002 State Assessments

95% of Enrolled Students Participate in Testing Program

AND

- All students and all subgroups score at least proficient in statewide assessments, at AYP targets for that year

AND

- All students and subgroups meet AYP target for graduation or absenteeism

OR

- Percent of students in subgroups not scoring at least proficient decreases by at least 10%

AND

- Students in subgroups make progress in graduation rate or absenteeism

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Demographic Data

Which School is Most Effective?

(Effectiveness as Measured by a State Writing Assessment)

School A: 92% of the students passed the writing test

School B: 70% of the students passed the writing test

School C: 32% of the students passed the writing test

School D: 85% of the students passed the writing test

School E: 88% of the students passed the writing test

Which School is Most Effective?

(Effectiveness as Measured by a State Writing Assessment)

School A: 92% of the students passed the writing test
- minority: 60% passed
- white: 95% passed

School B: 70% of the students passed the writing test
- minority: 60% passed
- white: 85% passed

School C: 32% of the students passed the writing test
- minority: 30% passed
- white: 30% passed

School D: 85% of the students passed the writing test
- minority: 85% passed
- white: 70% passed

School E: 88% of the students passed the writing test
- minority: 88% passed
- white: 90% passed

Question: What does the word, *disaggregation*, mean? Why is it important to disaggregate?

Disaggregated Data

Accountability Purposes

Race/ethnicity
Students With Disabilities
Limited English Proficient
Economically Disadvantaged

Student
School
School District
State

Reporting Purposes

Race/ethnicity
Students With Disabilities
Limited English Proficient
Economically Disadvantaged
and
Gender
Migrant

No Child LEFT BEHIND

Are all students moving toward advanced levels of proficiency?

Georgia uses 40 as the minimum number of students for the purposes of determining AYP. A minimum number of 10 students is used for reporting purposes!

Georgia's Subgroup Descriptions

Subgroups	Descriptions
Race/Ethnicity Asian/Pacific Islander Black Hispanic American Indian/Alaskan Native White Multiracial	The racial/ethnic category describes those used for Georgia and are required by the federal No Child Left Behind Act of 2001. This group is included for accountability purposes.
Students With Disabilities	These are students who have individualized education programs (IEPs), no matter what the type of disability might be. The IEP specifies the individual educational needs of the child and what special education and related services are necessary to meet the needs. This group is included for accountability purposes.
Limited English Proficient	This term is used when a student has a language background other than English and the child's chance of success in an English-only classroom is below that of peers of comparable ability who have English as their primary language. This group is included for accountability purposes.
Economically Disadvantaged	An economically disadvantaged student is one who is eligible to participate in the Free or Reduced Price Lunch Program under the National School Lunch Act. (This is based on eligibility and not participation in the free and reduced-price lunch program. This subgroup is included for accountability purposes.)
Gender Male Female	This subgroup is included for reporting purposes only.
Migrant	Migrant students are a unique at-risk population. These students face frequent educatioal interruptions since their families relocate to obtain seasonal or temporary employment in agriculture or fishing. These students may have other issues in addition to academic difficulties including poverty, language barriers, and unique health problems. This group is included for reporting purposes only.

Disaggregation 101

Data Skills for Disaggregation

- ❑ Organize disaggregated data onto a template.
- ❑ Calculate, accurately, disaggregated data.
- ❑ Determine if the results of the disaggregated data reflect quality. (Is there high student achievement?)
- ❑ Determine if the results of the disaggregated data reflect equity. (Is there learning for all?)
- ❑ Summarize disaggregated data.

What to Do

1. Use the data from the next page to complete three different disaggregation worksheets.
2. Organize the data onto the templates, make the appropriate calculations, and disaggregate the data.
3. For each disaggregation template, determine if there is quality. (Of course, justify your answer.)
4. For each disaggregation template, determine if there is equity. (Again, justify your answers.)
5. Write short statements describing the data in the disaggregation templates. Use complete sentences.

Disaggregation 101

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4. For each disaggregation template, determine if there is equity. (Again, justify your answers.)
5. Write short statements describing the data in the disaggregation templates. Use complete sentences.

Question: What is the value of knowing how to do this for other assessments?

Disaggregation Practice #1

Disaggregation of Student Achievement Data by Gender

	Males		Females		
	# of students	% of students	# of students	% of students	Gap
Pass					
Fail					
Column Totals					

Total # of Students

1. Is there quality on this assessment?

2. Is there equity on this assessment?

3. Write summary statements for this disaggregated data.

Disaggregation Practice #2

Disaggregation of Student Achievement Data by SES (Socioeconomic Status)

	Low SES		High SES		
	# of students	% of students	# of students	% of students	Gap
Pass					
Fail					
Column Totals					

Total # of Students

1. Is there quality on this assessment?

2. Is there equity on this assessment?

3. Write summary statements for this disaggregated data.

Disaggregation Practice #3

Disaggregation of Student Achievement Data by SES (Socioeconomic Status)

	Low SES		High SES		
	# of students	% of students	# of students	% of students	Gap
Pass					
Fail					
Column Totals					

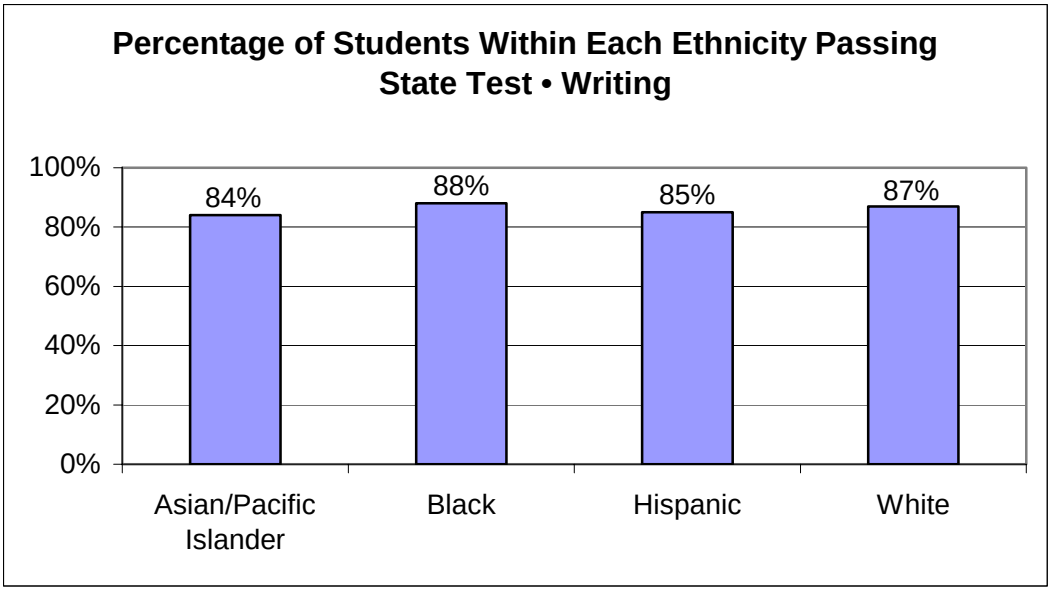
Total # of Students

1. Is there quality on this assessment?

2. Is there equity on this assessment?

3. Write summary statements for this disaggregated data.

Interpreting A Disaggregated Graph

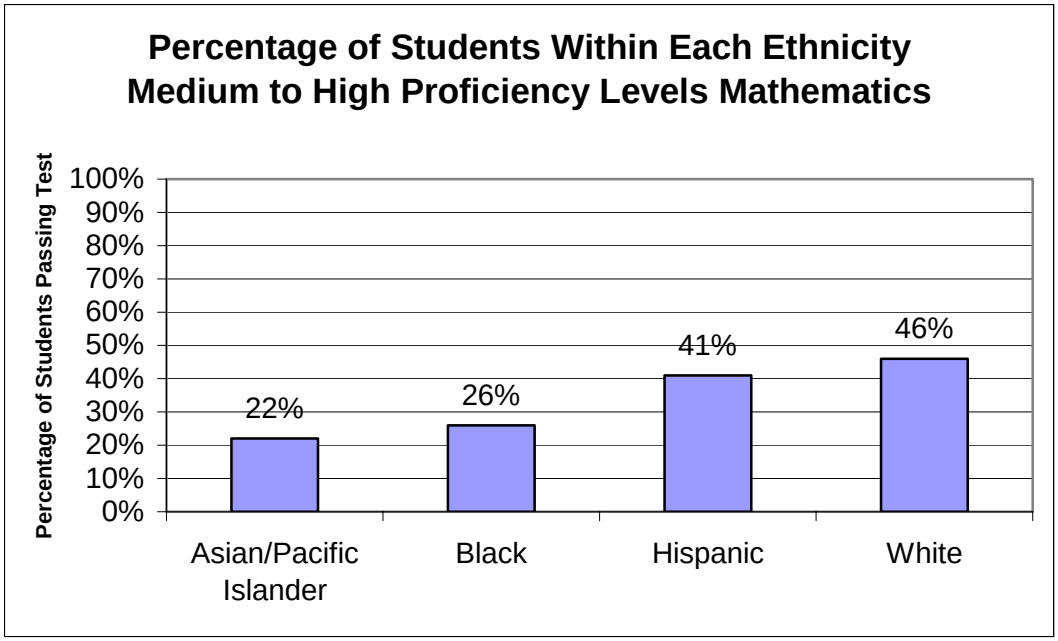


1. Is there quality on this assessment?

2. Is there equity on this assessment?

3. Write summary statements for this disaggregated data.

Interpreting A Disaggregated Graph



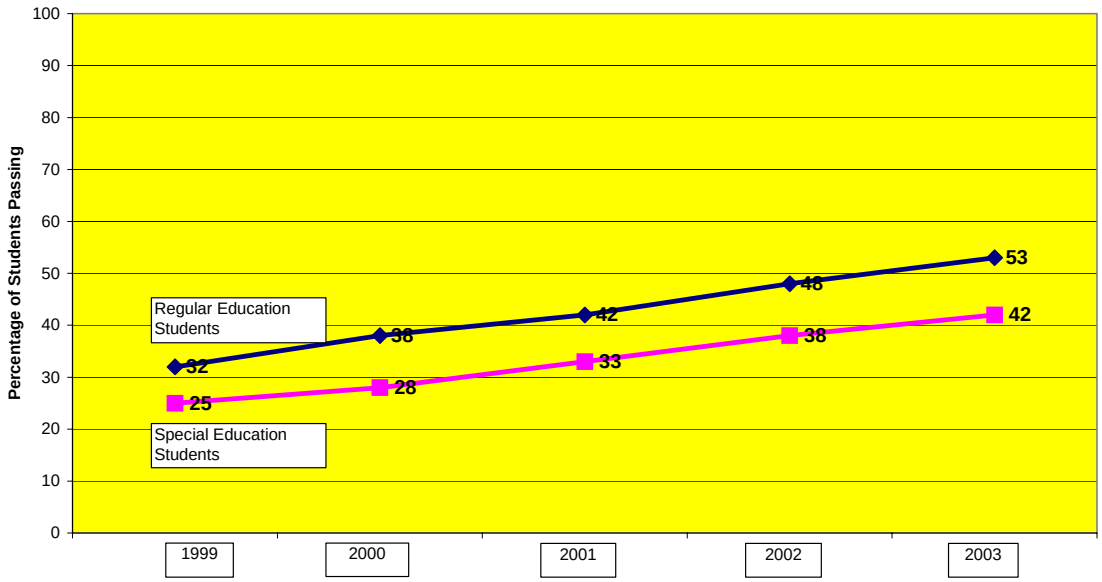
1. Is there quality on this assessment?

2. Is there equity on this assessment?

3. Write summary statements for this disaggregated data.

Have we improved performance of subgroups of students over time?

Five Year Trend in Students Scoring in Proficient Levels on CRCT
Disaggregated by Regular Education and Special Education Students
Pleasantville Sample School District 1999-2003
999-0100 Successline Elementary
Reading Grade 4



Analysis Questions

1. What has been the trend of regular education students over time on this CRCT test? Has student achievement increased? Decreased? Stayed the same?

2. What has been the trend of special education students over time on this CRCT test? Has student achievement for this subgroup increased? Decreased? Stayed the same?

3. For this CRCT test, are there gaps in achievement between different groups? What are the gaps?

4. What might be some of the reasons for the gaps in achievement between the groups?

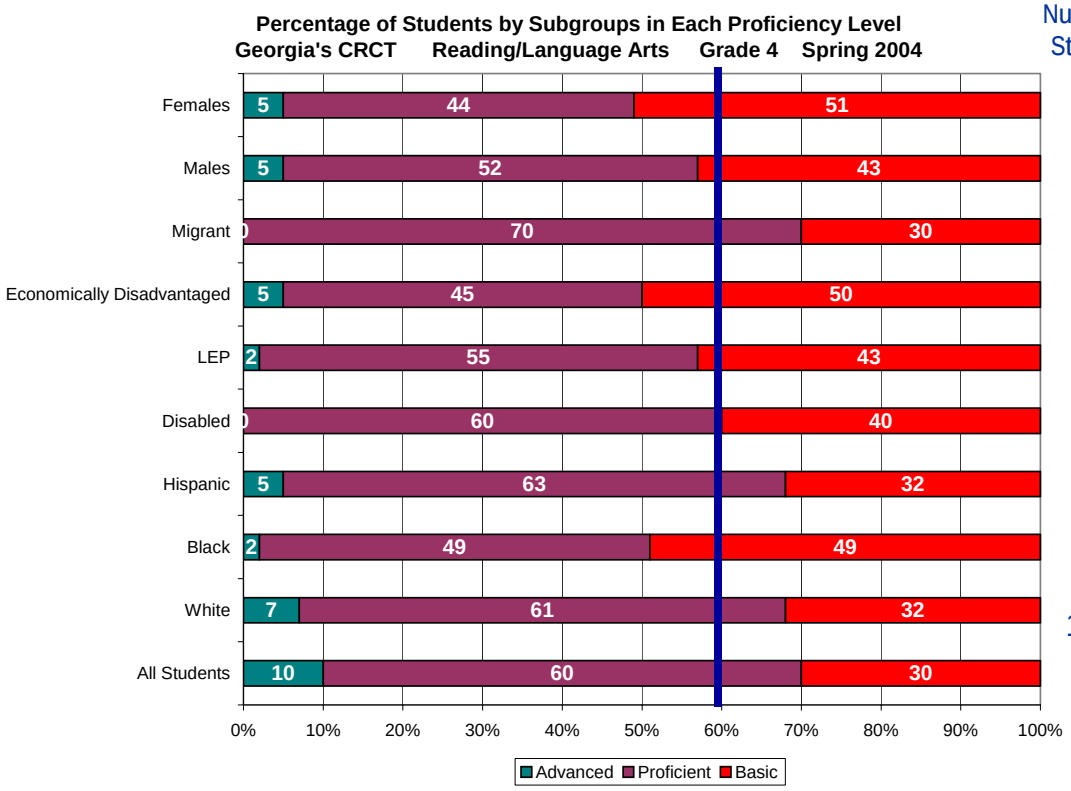
5. Have 95% of the students in each subgroup been tested?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans (Evidence of Need and Success)
- AYP Reporting for No Child Left Behind

Report Format
Graph

What is the performance, by proficiency levels, of subgroups of students?



	Number of Students	Used for AYP?	Used for Report Card?
Females	82	no	yes
Males	73	no	yes
Migrant	5	no	no
Economically Disadvantaged	32	no	yes
LEP	7	no	no
Disabled	33	no	yes
Hispanic	4	no	no
Black	18	no	yes
White	137	yes	yes
All Students	155	yes	yes

Analysis Questions

1. What percentage of our students scored in each proficiency level on this CRCT?
2. When looking at *All Students*, did our students meet or exceed Georgia's AYP target for this year? (The blue line indicates the target for *All Students*.)
3. Which subgroup of students performed the best, as measured by this test?
4. Which subgroup of students performed the worst, as measured by this test?
5. Have 95% of the students in each subgroup been tested?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans (Evidence of Need and Success)
- AYP Reporting for No Child Left Behind

Report Format
Graph

Question: What results need to be put together for Georgia's AYP? (The example above shows reading – is this all a school needs?)

What is our participation rate for state tests by subgroups of students?

	ENROLLMENT		ACTUAL STUDENTS TESTED				
	# enrolled at tested levels	% enrolled at tested levels	# Taking State Test	% Taking State Test	Participation Minimum of 95% Met?	Score used for School AYP? (at least 40 in the group)	Score used for School Report Card? (at least 10 in the group)
All Students	130	100%	120	92%	N	YES	YES
Asian/Pacific Islanders	NA	NA	NA	NA	NA	NA	NA
Black	NA	NA	NA	NA	NA	NA	NA
Hispanic	65	50%	60	92%	N	YES	YES
American Indian/Alaskan Native	NA	NA	NA	NA	NA	NA	NA
White	62	48%	60	90%	N	YES	YES
Multiracial	3	2%	3	100%	NA	NO	NO
Students with Disabilities	12		8	67%		NO	YES
Limited English Proficient	1		1	100%			
Economically Disadvantaged	32		29	90%	N	NO	YES

Analysis Questions

1. What percentage of our students were enrolled overall in our school? (These are enrolled students who are also eligible to take the state tests.)

2. For which subgroups did we meet the minimum participation rate of 95%?

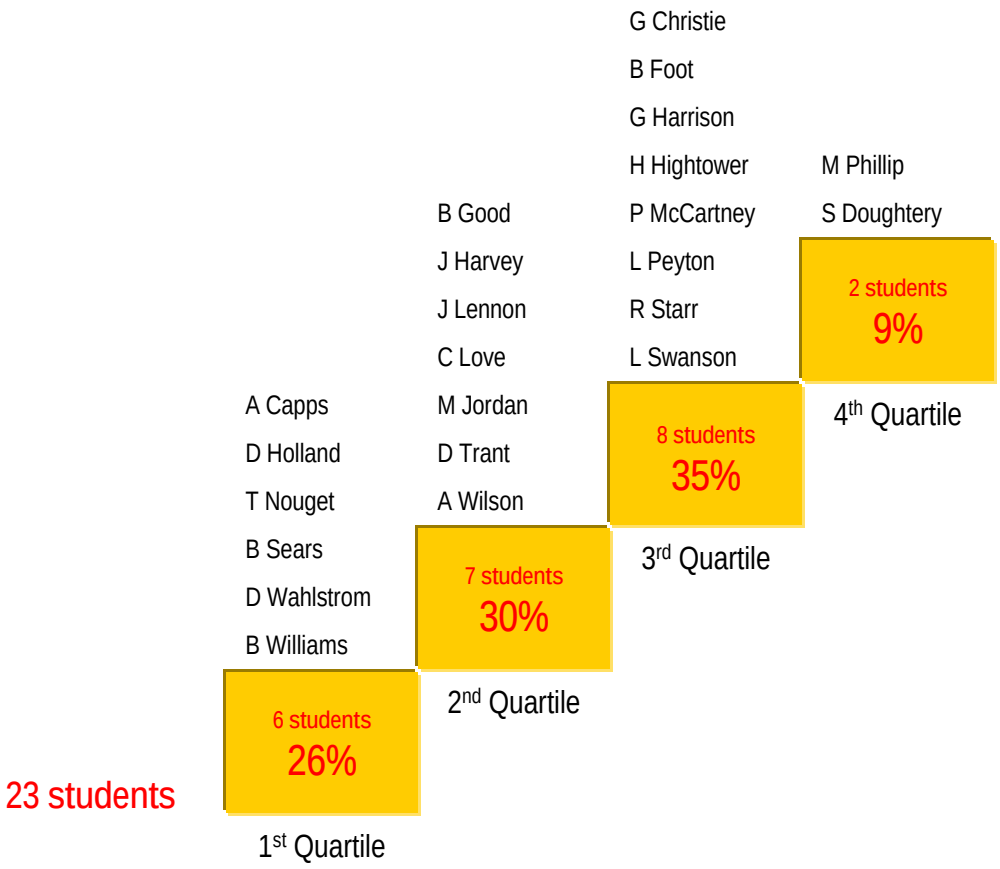
3. For which subgroups did we not meet the minimum participation rate of 95%

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans (Evidence of Need and Success)
- AYP Reporting for No Child Left Behind

Report Format
Graph

Which students scored in each quartile on our norm-referenced test?



Analysis Questions

1. What number and percentage of our students scored in each quartile?

2. Which individual students would benefit from reteaching, reinforcement, and review?

3. Which individual students would benefit from enrichment and extension activities?

Suggested Uses (Internal/External)

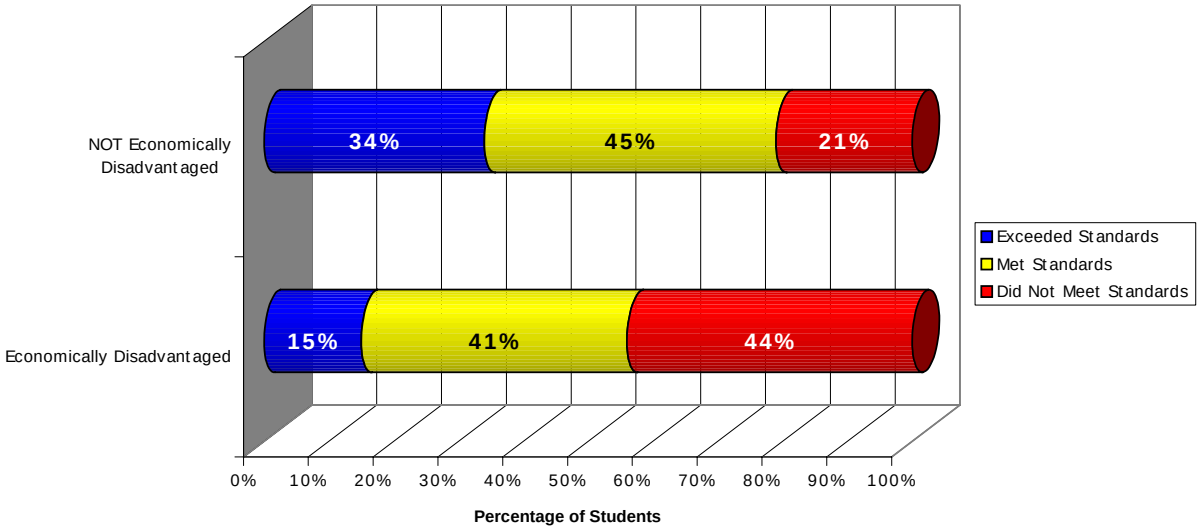
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans (Evidence of Need and Success and Action Strategies)
- Instructional Planning

Report Format

Chart

How does the achievement of subgroups of students compare?

Percentage of Students in Each Proficiency Level
by Socioeconomic Status
8th Grade CRCT • Reading
Spring 2003 • Wahlstrom Middle School



Analysis Questions

1. What percentage of economically disadvantaged students scored at the satisfactory or moderate level on this test?
2. What percentage of NOT economically disadvantaged students scored at the satisfactory or moderate level on this test?
3. For this reading test, are there gaps in achievement between these groups? What are the gaps?
4. What might be some of the reasons for the gaps in achievement between the groups?
5. Have we tested at least 95% of our students?

Suggested Uses (Internal/External)

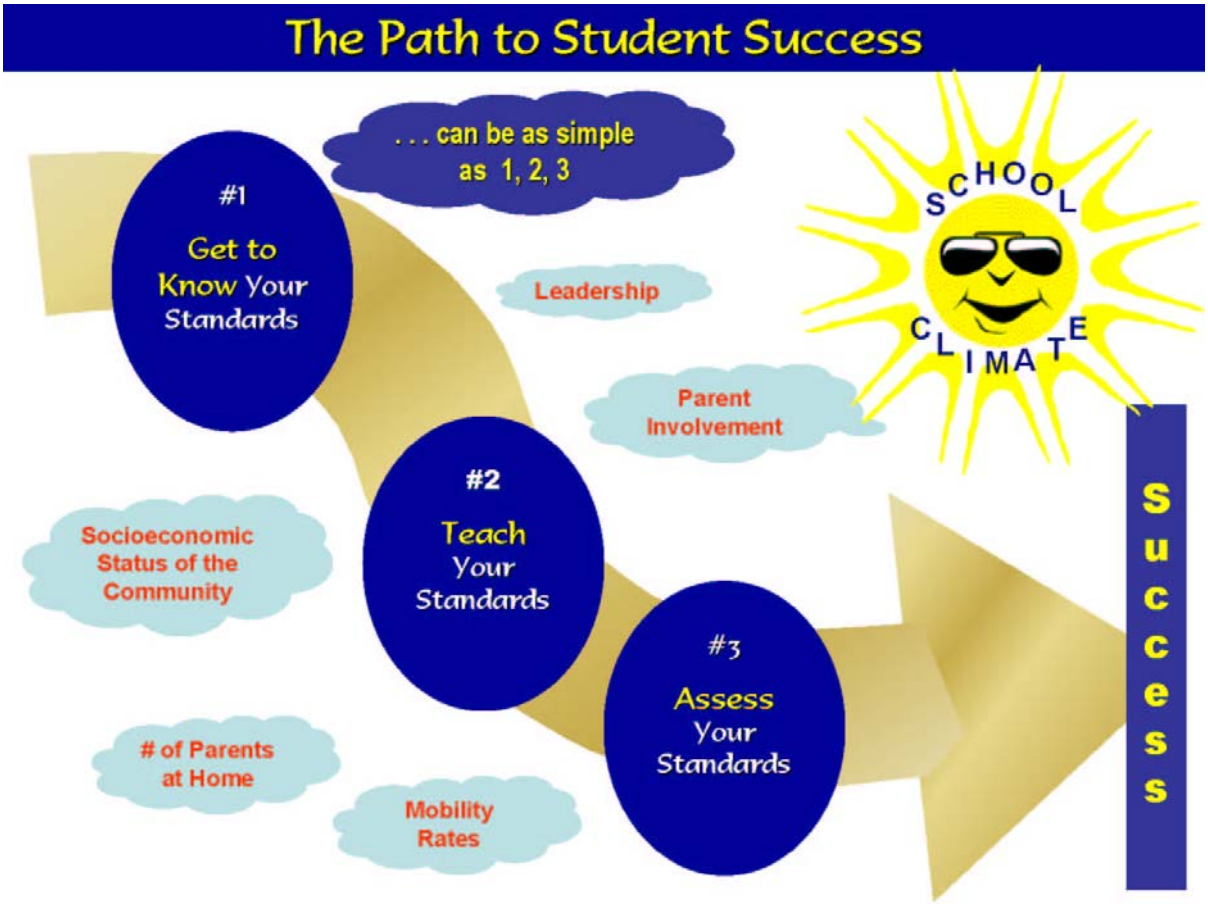
- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans (Evidence of Need and Success)
- AYP Reporting for No Child Left Behind

Report Format
Graph

Question: What does it mean to have a gap in achievement between two groups of students? What might a faculty want to do to reduce the gap?

Process Data

An Introduction to the Path to Student Success Model



"Our mission is to teach students not only how to walk, but where to walk." Unknown

Alignment is Key to Student Success

Tight Alignment	Instruction is aligned to the curriculum, but the test isn't tightly aligned.
The test is aligned to the curriculum, but instruction isn't tightly aligned.	There really isn't alignment between the curriculum, instruction, and assessment.

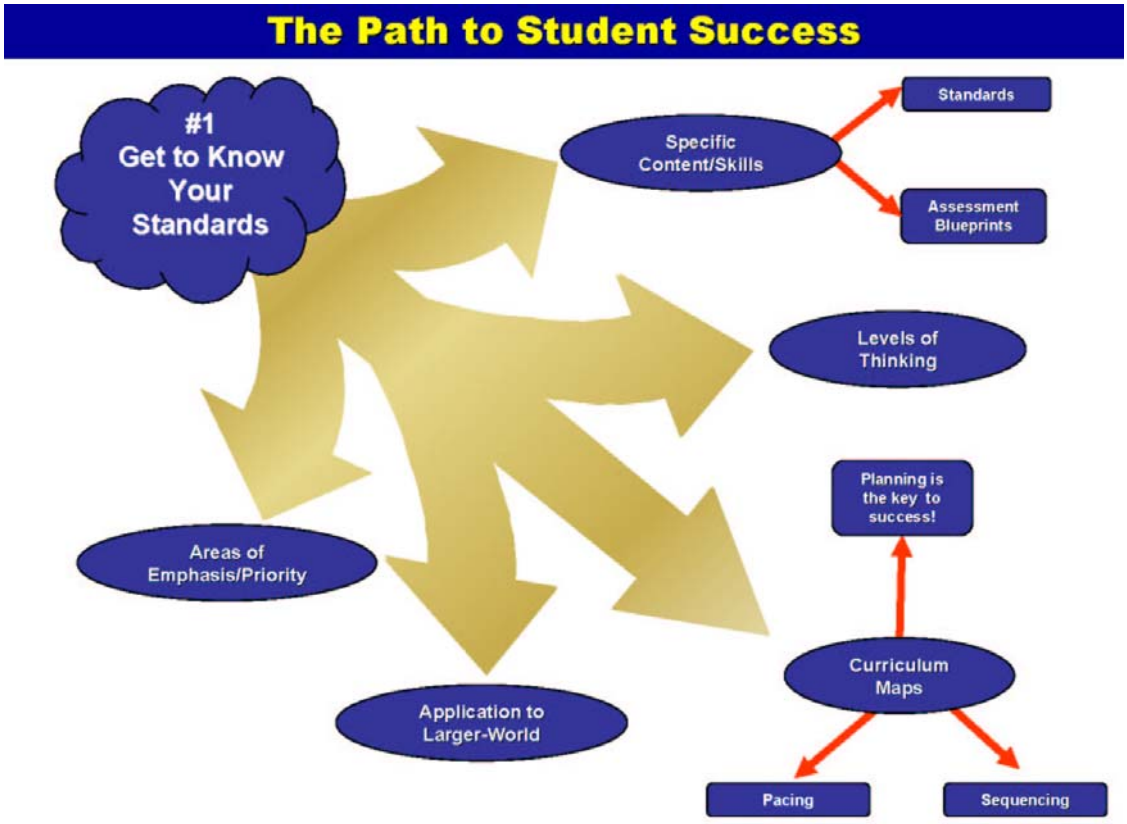
Align by Design

Levels of Thinking	Key Questions	Examples of Verbs	Examples of Learning Targets	Examples of Instructional Strategies	Examples of Classroom Assessments
Recall	Do the students **know** the information?	Recall Demonstrate Identify Who What Where When Observe Define	Identify and draw the following polygons: pentagon, hexagon, heptagon, octagon, nonagon, and decagon. Identify the parts of the solar system (sun, moon, Earth, other planets and their moons, meteors, asteoids, and comets).	Brainstorming Mindmapping Two-column Notetaking Drawing-to-learn activities Mnemonics Concept Attainment Graphic Organizers Pair Review Strategies	Paper-and-Pencil Tests Multiple-Choice Constructed Response Completion Matching Essay
Relate	Can the students **personalize** the information?	Relate Share Reflect Approve Initiate Help	Analyze oral participation in small-group activities. Evaluate own contributions to discussions.	Peer Editing Pair Review Strategies Cooperative Learning Activities Small-Group Discussions Think/Pair/Share Goal Setting Reflection	Observation Checklists Goal Setting Sheets Self-Evaluation Sheets Interviews Cooperative Learning Logs Reading Logs Reaction Pieces
Connect	Can the students **connect** the information to something else	Connect Analyze Classify Compare Contrast Explain Generalize Interpret Prioritize Rank	Analyze the relationship between an author's style, literary form, and intended impact on reader. Compare the American political and economic system to systems of other nations, including Japan, China, and Western European nations.	Writing-to-Learn Strategies Analogies Metaphors Inductive Thinking Activities Making Patterns and Abstractions Error Analysis Graphic Organizers	Classification Tasks Lab Reports Graphing Tasks Geometry Proofs Solving Problems Writing Samples Summarizations Graphic Organizers Paper-and-Pencil Tests
Create	Can the students **do something new and different** with the information?	Create Design Develop Generate Imagine Propose Suggest	Plan and conduct an experimental investigation. Write documented research papers. Design, write, test, debug, and document a completed structured computer program.	Decision-Making Inventions Investigations Problem Solving Creative Thinking Experimental Inquiry	Research Papers Multi-part Projects Artwork Exhibits Video Projects Written Reports Oral Reports Portfolios Products

"When content, instruction, and local and state assessments are aligned, they become powerful forces that contribute to the success of student achievement."
Michigan Curriculum Framework, Michigan Department of Education

Get to Know Your Standards

Step 1 of the Path to Student Success Model



"I touch the future, I teach."

Christa McAuliffe, American Teacher and Astronaut

Which has the greatest impact on student achievement?

1. Audiovisual
2. Grading
3. Inquiry-discovery
4. Focusing on objectives
5. Hands-on manipulation
6. Modifying instructional materials
7. Presentation mode of teacher
8. Questioning strategies
9. Testing
10. Teacher direction
11. Wait time
12. Miscellaneous

Curriculum Poster – Example 1

4th Grade Virginia Studies

People/Groups	Places/Geography	Documents	Big Ideas	Skills
African Slaves American Indians Algonquain Iroquoian Siouan Arthur Ashe John Brown Harry F. Byrd, Sr. Patrick Henry Thomas "Stonewall" Jackson Thomas Jefferson James Lafayette Robert E. Lee Abraham Lincoln James Madison George Mason James Monroe J.E.B. Stuart Nat Turner George Washington L. Douglas Wilder Woodrow Wilson George Wythe	**4 Geographic Locations of Virginia** Tidewater Piedmont Ridge and Valley Allegheny Plateau **Virginia Communities** Eastern Shore Richmond Northern Virginia Shenandoah Valley Southwest Virginia Hampton Roads Area **7 Regions of United States** Coastal Plain Appalachian Mountains Interior Lowlands Great Plains Rocky Mountains Basin and Ridge Coastal Range **Things to Locate on Maps or Globes** Original 13 States United States West Africa Western Europe	Bill of Rights Declaration of Independence Charters of the Virginia Company of London Virginia Declaration of Rights Virginia Statue for Religious Freedom	• Where did people settle in Virginia, and why? • How did the layout of the state affect growth and location of cities? • How did the climate in Virginia influence economic growth? • How do you locate places on a map using absolute location and relative location? • What physical features make up different communities in Virginia? • What are the physical characteristics of the four regions of Virginia? • What are the physical characteristics of the seven regions of the United States? • What were the different relationships between the Virginia colony and England (e.g., economic, political)? • Who made important contributions to the development of colonial Virginia? Plus More!	• Locate geographic features on a map • Interpret maps • Use a map key and legend • Summarize and sequence major events in Virginia history from 1607 • Locate significant places and events on a map • Use a Compass Rose • Use a grid system to locate places • Interpret abstract map symbols • Identify, analyze, and make generalizations about life in Virginia • Locate places relative to other places **Special Note:** Please use this as model of how to create a curriculum poster. If you're a 4th grade teacher, you'll certainly want to check the content with your district's curriculum! DeDanahWahlstrom ©2000-2002

Curriculum Poster – Example 2

Virginia — The Land and Its First Inhabitants

Key Questions	Places/Geography	Definitions	People/Groups	On-Going Skills
1. What are the distinctive characteristics of the five regions of Virginia? (VS.2b) 2. Why did Christopher Columbus call the people he found in the lands he discovered "Indians?" (VS.2d) 3. How did the American Indians adapt to the climate and the environment to secure food, clothing, and shelter? (VS.2c) 4. Why were water features important to the early history of Virginia? (VS.2c) 5. How can places be described? (VS.2a)	**5 Geographic Locations of Virginia (VS.2b)** Coastal Plains (Tidewater) Piedmont Blue Ridge Mountains Valley and Ridge Appalachian Plateau **Bordering Bodies of Water (VS.2c)** Atlantic Ocean Chesapeake Bay **Rivers (VS.2c)** James River York River Potomac River Rappahannock River **Bordering States (VS.2a)** Maryland West Virginia Kentucky Tennessee North Carolina	**Fall Line** — the natural border between the coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river. (VS.2b) **Peninsula** — a piece of land bordered by water on three sides. (VS.2c) Climate — Environment — Landforms —	American Indians (VS.2d) (3 major language groups) Algonquian Iroquoian Siouan Christopher Columbus (VS.2d)	• Identify and interpret artifacts and primary and secondary source documents. (VS.1a) • Determine cause and effect relationships. (VS.1b) • Compare and contrast historical events. (VS.1c) • Draw conclusions and make generalizations. (VS.1d) • Make connections between past and present. (VS.1e) • Sequence events in Virginia history. (VS.1f) • Interpret ideas and events from different historical perspectives. (VS.1g) • Evaluate and discuss issues orally and in writing. (VS.1h) • Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)

Special Note: Please use this as mode of how to create a curriculum poster. If you're a 5th grade teacher, you'll certainly want to check the content with your district's curriculum!

Deborah Wahlstrom ©2002

Answers to the Key Questions

1. **What are the distinctive characteristics of the five regions of Virginia? (VS.2b)**

5 Geographic Regions of Virginia	Distinctive Characteristics
Coastal Plain (Tidewater)	Flat land. Located near Atlantic Ocean and Chesapeake Bay (includes Eastern Shore.) East of the Fall Line.
Piedmont	Rolling hills. West of the Fall Line.
Blue Ridge Mountains	Old, rounded mountains. Part of the Applachian mountain system. Located between the Piedmont and Valley and Ridge regions. Source of many rivers.
Valley and Ridge	Includes the Great Valley of Virginia and other valleys separated by ridges. (The Blue Ridge Mountains and the Valley and Ridge Regions are part of the Appalachian mountain system.) Located west of Blue Ridge Mountains.
Appalachian Plateau	Located in Southwest Virginia. Only a small part of plateau located in Virginia.

2. **Why did Christopher Columbus call the people he found in the lands he discovered "Indians?" (VS.2d)**
   - Christopher Columbus called the people he found in the lands he discovered "Indians" because he thought he was in the Indies (near China).
   - American Indians (First Americans) were the first people who lived in Virginia.
   - American Indians (First Americans) lived in all areas of the state.

3. **How did the American Indians adapt to the climate and the environment to secure food, clothing, and shelter? (VS.2c)**
   - Forests, which have a variety of trees, cover most of the land. Virginia's Indians are referred to as Eastern Woodland Indians.
   - The climate in Virginia is relatively mild with distinct seasons — spring, summer, fall, and winter — resulting in a variety of vegetation.

Foods	winter — hunted birds and animals spring — fished and picked berries summer — grew crops (beans, corn, squash) fall — harvested crops
Clothing	Used animal skin (deerskin) for clothing.
Shelter	Made shelters from materials around them.

4. **Why were water features important to the early history of Virginia? (VS.2c)**
   - Rivers flow downhill to the sea.
   - Each river was a source of food and provided a pathway for exploration and settlement of Virginia.
   - Four major rivers flow into the Chesapeake Bay and are separated by peninsulas.
   - The Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.
   - The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.

Bodies of Water	Water Features Important to Early History of Virginia
Atlantic Ocean	Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean).
Chesapeake Bay	Provided a safe harbor. Was a source of food and transportation.
James River	Flows into the Chesapeake Bay. Richmond and Jamestown are located along the James River.
York River	Flows into the Chesapeake Bay. Yorktown is located along the York River.
Potomac River	Flows into the Chesapeake Bay. Alexandria is located along the Potomac River.
Rappahannock River	Flows into the Chesapeake Bay. Fredericksburg is located on the Rappahannock River.

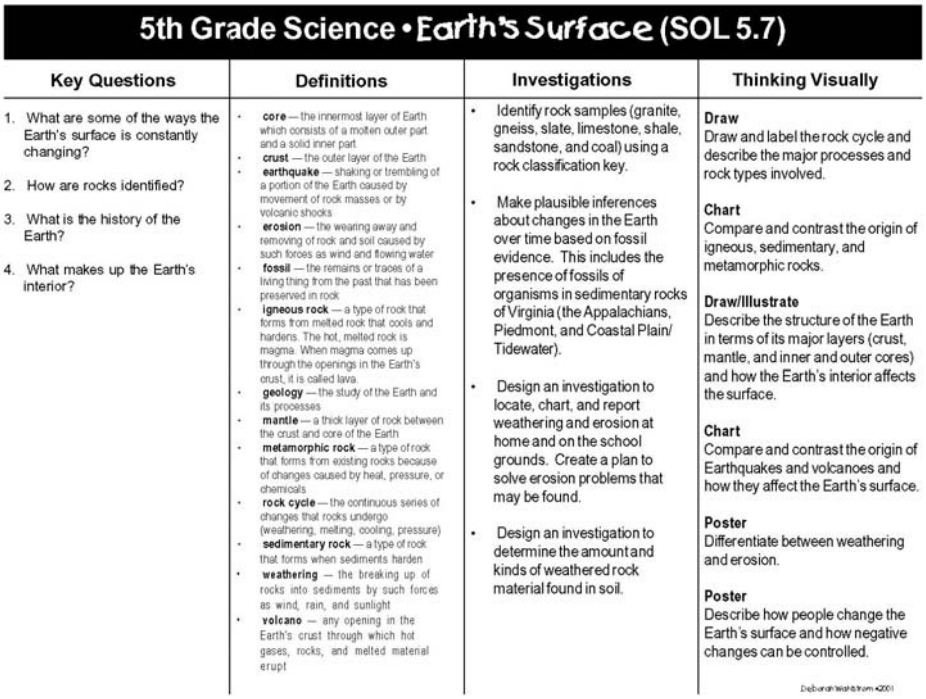
5. **How can places be described? (VS.2a)**
   - Relative location may be described using terms that show connections between two places such as "next to," "near," "bordering."

Curriculum Poster – Example 3

Vocabulary Development • English • VA SOL 8.2

Figures of Speech	Examples	Strategies	Assessment
analogy—two pairs of words related in the same way. An analogy is a comparison in which different items are compared point by point. Analogies help explain something unknown to something known. a:b::c:d — *a is to b as c is to d*	• *shoe* is to *foot* as *tire* is to *wheel* • *shells* were to *ancient cultures* as *dollar bills* are to *modern culture* • a *puppy* is to *dog* as a *kitten* is to *cat*	• Have students construct a master list of analogies. • Have students make analogy cards in which they tape or glue an item (or picture) to a card and write an analogy to go with it.	Paper-and-pencil test • Students identify analogies in a list of words and expressions. • Students write analogies.
idiom—expression that cannot be understood from their literal definitions and are peculiar to a language.	• We do not have this item available. Will you take a *rain check?* • piece of cake • beat around the bush • bite off more than you can chew	• Have students construct a master list of idioms. • Have students create sentences that include the idioms. • Have students rewrite a passage from literature substituting or inserting idioms.	Paper-and-pencil test • Students identify idioms in phrases and passages. Performance • Students write a passage using idioms.
metaphor—figure of speech in which the comparison is implied. A metaphor compares two unlike things and states that one thing is something else. (A metaphor does NOT use *like* or *as* in the comparison.) A metaphor can suggest that something appears, sounds, or behaves like something else.	• burning ambition • the long arm of the law • blindingly obvious • Stockholm, the Venice of the North • The giant's steps were thunder.	• Have students construct a master list of metaphors. • Have students change similes to metaphors. • Have students, using a person of their choice, write a metaphor to help describe that person. • Have students identify metaphors in things they read.	Paper-and-pencil test • Students identify metaphors in phrases and passages.
simile—figure of speech that uses the words *like* or *as* to make comparisons between two dissimilar objects.	• My love is like a red, red rose. • pretty as a picture • fresh as a daisy • tough as leather • like a bull in a china shop • as strong as an ox • sell like hot cakes	• Have students construct a master list of similes. • Have students change metaphors to similes. • Have students identify similes in things they read.	Paper-and-pencil test • Students identify similes in phrases and passages. Performance • Students create a graphic organizer which includes analogies, similes, metaphors, and idioms.

Curriculum Poster – Example 4



5th Grade Science • Earth's Surface (SOL 5.7)

Key Questions

1. What are some of the ways the Earth's surface is constantly changing?
2. How are rocks identified?
3. What is the history of the Earth?
4. What makes up the Earth's interior?

Definitions

- **core** — the innermost layer of Earth which consists of a molten outer part and a solid inner part
- **crust** — the outer layer of the Earth
- **earthquake** — shaking or trembling of a portion of the Earth caused by movement of rock masses or by volcanic shocks
- **erosion** — the wearing away and removing of rock and soil caused by such forces as wind and flowing water
- **fossil** — the remains or traces of a living thing from the past that has been preserved in rock
- **igneous rock** — a type of rock that forms from melted rock that cools and hardens. The hot, melted rock is magma. When magma comes up through the openings in the Earth's crust, it is called lava.
- **geology** — the study of the Earth and its processes
- **mantle** — a thick layer of rock between the crust and core of the Earth
- **metamorphic rock** — a type of rock that forms from existing rocks because of changes caused by heat, pressure, or chemicals
- **rock cycle** — the continuous series of changes that rocks undergo (weathering, melting, cooling, pressure)
- **sedimentary rock** — a type of rock that forms when sediments harden
- **weathering** — the breaking up of rocks into sediments by such forces as wind, rain, and sunlight
- **volcano** — any opening in the Earth's crust through which hot gases, rocks, and melted material erupt

Investigations

- Identify rock samples (granite, gneiss, slate, limestone, shale, sandstone, and coal) using a rock classification key.
- Make plausible inferences about changes in the Earth over time based on fossil evidence. This includes the presence of fossils of organisms in sedimentary rocks of Virginia (the Appalachians, Piedmont, and Coastal Plain/ Tidewater).
- Design an investigation to locate, chart, and report weathering and erosion at home and on the school grounds. Create a plan to solve erosion problems that may be found.
- Design an investigation to determine the amount and kinds of weathered rock material found in soil.

Thinking Visually

Draw
Draw and label the rock cycle and describe the major processes and rock types involved.

Chart
Compare and contrast the origin of igneous, sedimentary, and metamorphic rocks.

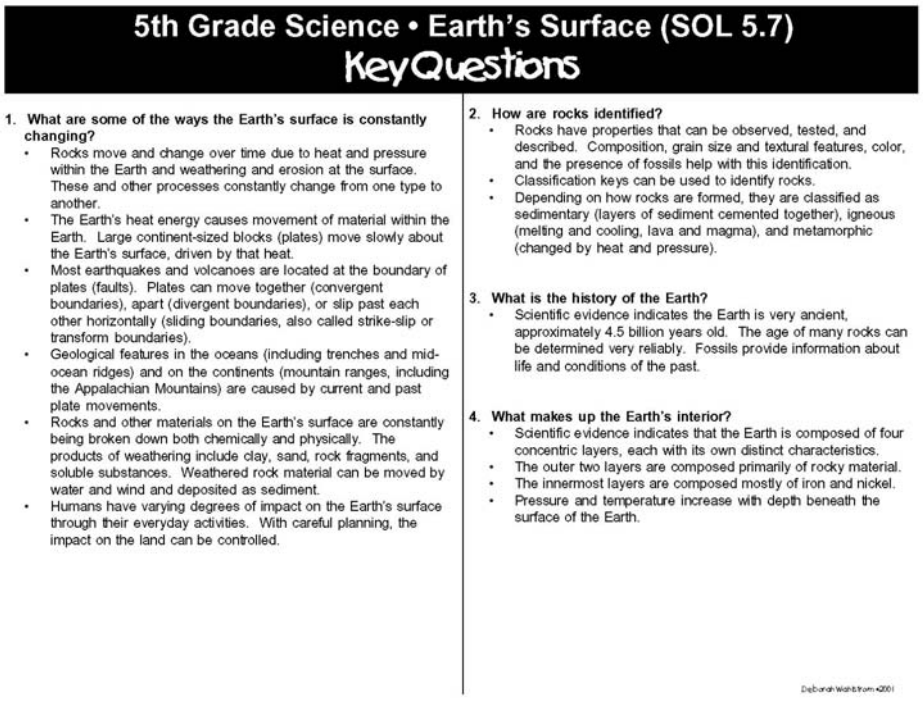
Draw/Illustrate
Describe the structure of the Earth in terms of its major layers (crust, mantle, and inner and outer cores) and how the Earth's interior affects the surface.

Chart
Compare and contrast the origin of Earthquakes and volcanoes and how they affect the Earth's surface.

Poster
Differentiate between weathering and erosion.

Poster
Describe how people change the Earth's surface and how negative changes can be controlled.

Deborah Walsh from ©2001



5th Grade Science • Earth's Surface (SOL 5.7)
Key Questions

1. **What are some of the ways the Earth's surface is constantly changing?**
   - Rocks move and change over time due to heat and pressure within the Earth and weathering and erosion at the surface. These and other processes constantly change from one type to another.
   - The Earth's heat energy causes movement of material within the Earth. Large continent-sized blocks (plates) move slowly about the Earth's surface, driven by that heat.
   - Most earthquakes and volcanoes are located at the boundary of plates (faults). Plates can move together (convergent boundaries), apart (divergent boundaries), or slip past each other horizontally (sliding boundaries, also called strike-slip or transform boundaries).
   - Geological features in the oceans (including trenches and mid-ocean ridges) and on the continents (mountain ranges, including the Appalachian Mountains) are caused by current and past plate movements.
   - Rocks and other materials on the Earth's surface are constantly being broken down both chemically and physically. The products of weathering include clay, sand, rock fragments, and soluble substances. Weathered rock material can be moved by water and wind and deposited as sediment.
   - Humans have varying degrees of impact on the Earth's surface through their everyday activities. With careful planning, the impact on the land can be controlled.
2. **How are rocks identified?**
   - Rocks have properties that can be observed, tested, and described. Composition, grain size and textural features, color, and the presence of fossils help with this identification.
   - Classification keys can be used to identify rocks.
   - Depending on how rocks are formed, they are classified as sedimentary (layers of sediment cemented together), igneous (melting and cooling, lava and magma), and metamorphic (changed by heat and pressure).
3. **What is the history of the Earth?**
   - Scientific evidence indicates the Earth is very ancient, approximately 4.5 billion years old. The age of many rocks can be determined very reliably. Fossils provide information about life and conditions of the past.
4. **What makes up the Earth's interior?**
   - Scientific evidence indicates that the Earth is composed of four concentric layers, each with its own distinct characteristics.
   - The outer two layers are composed primarily of rocky material.
   - The innermost layers are composed mostly of iron and nickel.
   - Pressure and temperature increase with depth beneath the surface of the Earth.

Deborah Walsh from ©2001

Creating a Curriculum Poster

Purpose

The purpose of creating a curriculum poster is to develop a useful organizing tool while learning the big picture of the curriculum.

Background Information

One of the things we know about high student achievement is that there is alignment between the curriculum, instruction, and assessment. Everything begins with what we want students to learn – the curriculum. For many of us, we look at the curriculum we'll be teaching several weeks before it's time to teach the information. A curriculum poster is an organizer that helps you look at the big picture of curriculum –what you'll be teaching for the whole school year. Curriculum posters are powerful tools for designing and delivering curriculum at the classroom level – plus they're fun to create!

Materials

- District Curriculum Guide
- Sheet of Paper (or Poster Board)

What to Do

1. You'll begin with your curriculum guide when designing a curriculum poster. If you've already used the guide for a year, this will be a breeze. If you're using the guide for the first time, this will help you get to know the curriculum in a fast, effective, and efficient way. Go through the guide just to see if there are any patterns that "speak" to you. You're looking for ideas of how you want to organize the headings for your curriculum poster.

2. Once you have your headings, all you do is go through your guide and identify the key concepts students are expected to learn during the course of the year. Please remember to keep these simple.

Making the Most Out of Your Curriculum Posters

1. Make a huge poster to hang in your classroom. What a terrific way to have the entire curriculum in front of you during the school year.
2. Make a notebook-sized poster for your students. They'll have everything they are supposed to learn at their fingertips.
3. Send a notebook-sized poster home to parents to help keep them informed (in language they'll appreciate) of all the great things you're helping their children learn during the school year.
4. Use the posters to map curriculum – connecting instruction, assessments, pacing, and sequencing.

Question: What might be the relationship between curriculum posters, good teaching, and high student achievement?

15 Ways to Use the Georgia's Quality Core Curriculum

1. Align curriculum at the classroom level
2. Identify corresponding assessment information
3. Design instructional units
4. Review for CRCT tests
5. Write multiple choice questions –format alignment to CRCT tests
6. Write other types of classroom assessments (e.g., performance based)
7. Connect instructional materials (e.g., textbooks, resources)
8. Review at new-teacher inservices (district-wide and school-wide)
9. Make curriculum posters
10. Map curriculum
11. Integrate units (by knowledge and/or skills)
12. Conduct item analysis based on CRCT test (or district test) results
13. Hold professional conversations
14. Communicate standards to parents
15. Communicate standards to students

Conversion Table

Conversion of Raw Scores to Percentile Scores

Raw Score	# of Students	% of Students	Cumulative %	Percentile
30	1	0.5	99.5	99
29	1	0.5	99.0	98
28	2	1.5	98.5	97
27	2	1.5	97.0	96
26	3	2.0	95.5	94
25	2	1.5	93.5	92
24	4	2.5	92.0	90
23	6	4.0	89.5	86
22	8	5.5	85.5	80
21	12	8.0	80.0	72
20	15	10.0	72.0	62
19	18	12.0	62.0	50
18	17	11.5	50.0	39
17	13	8.5	38.5	30
16	12	8.0	30.0	22
15	9	6.0	22.0	16
14	8	5.5	16.0	11
13	7	4.5	10.5	6
12	4	2.5	6.0	4
11	2	1.5	3.5	2
10	1	0.5	2.0	2
9	1	0.5	1.5	1
8	1	0.5	1.0	1
7 (chance)	1	0.5	0.5	0
6				
5				
4				
3				
2				
1				
TOTAL	150	100%		

Adapted from Classroom Assessment Training Program, Northwest Regional Educational Labortory, Portland, Oregon.

Is our curriculum aligned?

Percent of Students Meeting and Exceeding Georgia's Standard
Pleasantville Middle School
CRCT Spring 2002-2003 Grade 6 Reading

Georgia CRCT	Total # of Students	# Students Who Met or Exceeded Standards	% Students Who Met or Exceeded Standards	# of Students Who DID NOT Meet Standards	% of Students Who DID NOT Meet Standards	# Needed for 80% of students to meet or exceed standards	Difference to get to 80% goal	# Students Close to Meeting Standards (scores of 275-299)
06 Reading 2002	173	13	8%	160	92%	138	125	37
06 Reading 2003	179	130	73%	49	27%	143	13	15

Analysis Questions

1. What percentage of students Met or Exceeded Standards on this CRCT test in 2002? In 2003?

2. What does the data say about curriculum alignment in 2002? In 2003?

3. For which year might test-taking strategies benefit students? (Look for the pattern where the number of students close to passing the test is the same or greater than the number in the column, *Difference to Get to 80%.*

Suggested Uses (Internal/External)

- Central Administration Presentations and Analysis
- Faculty Presentations
- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

Report Format

Chart

Do we have alignment at the classroom level?

Percent of Students Meeting and Exceeding
Georgia's Standards CRCT Spring 2002-2003
By Teacher's Class
Pleasantville Middle School Grade 6 Reading

Georgia CRCT	Total # of Students	# Students Who Met or Exceeded Standards	% Students Who Met or Exceeded Standards	# of Students Who DID NOT Meet Standards	% of Students Who DID NOT Meet Standards	# Needed for 80% of students to meet or exceed standards	Difference to get to 80% goal	# Students Close to Meeting Standards (scores of 275-299)
School Results	173	13	8%	160	92%	138	125	37
Teacher A	33	0	0	33	100	27	27	2
Teacher B	36	11	31	25	69	29	18	23
Teacher C	32	1	3.1	31	96.9	26	25	3
Teacher D	30	1	3.0	29	96.7	24	23	7
Teacher E	42	0	0	42	100	34	34	2

Analysis Questions

1. Which teachers had 80% or more or their students achieving in the Meet or Exceed Standards proficiency levels? What might be some of the factors attributed to this?

2. Which teachers *did not* have 80 or more of their students achieving in the Meet or Exceed Standards proficiency levels? What might be some of the factors for this?

3. Which teachers may want to revisit curriculum see alignment at the classroom level?

4. Which teachers are likely to see higher student achievement if they increase their focus on test-taking strategies?

Suggested Uses (Internal/External)

- Grade-level Analysis
- Departmental-level Analysis
- School Improvement Plans (Strategies Section)

Report Format

Chart

Where do we have curriculum alignment?

Comparison of Strengths and Weaknesses
by Subtest Areas on 3rd Grade Reading Test
Georgia CRCT Successline Elementary

		Overall Student Performance Score 299 or below				Overall Student Performance Score 300 or above			
		Weakness score of 0-325 in this subtest area		Strength score of 326-450 in this subtest area		Weakness score of 0-325 in this subtest area		Strength score of 326 - 450 in this subtest area	
	TOTAL Students Tested	# students	% students	# students	% students	# students	% students	# students	% students
Vocabulary Improvement	28	2	100%	0	0%	6	23%	20	76%
Locating and Recalling Information	28	2	100%	0	0%	9	35%	17	65%
Reading for Meaning	28	2	100%	0	0%	6	23%	20	77%
Reading for Critical Analysis	28	2	100%	0	0%	9	35%	17	65%

Analysis Questions

1. In which subtest did our students perform best? Worst?

2. In which subtest is our curriculum probably tight? (Look for 94-100% of the students who scored a 300 or better showing a strength.)

3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still failing?)

4. In which subtest does our curriculum need tightening? (Look for 93% or less of the students who scored a 300 or better showing a strength.)

Suggested Uses (Internal/External)

- Faculty presentations
- Curriculum alignment
- Strategies alignment
- School Improvement Plan (Action Strategies)

Report Format

Chart

Question: Is there an assessment you can try this with in your school or district? Perhaps a grade-level assessment? Perhaps a department-level assessment?

Two Different Views of Student Work

The Walkabout

- Across grade levels and departments –to get a feel for the type and quality of student work being produced
- In one particular grade –to look for consistency in the quality of student work from one class to another
- In one subject area –to get a feel for the type and quality of student work being produced in one subject area
- Across subject areas
- Internal Alignment
- External Alignment
- Rigor and Challenge of assigned work
- Extent the state standards are being addressed

The Close-up

- Intense, detailed analysis of a single student's work
- Extended over time
- Focus on specific learning outcomes
- Diagnosis of learning needs and instructional decisions based on those needs.

Adapted from Center for Leadership in Education, Maryland Department of Education

Focus on Student Work in the Walkabout

1. Is there alignment with what is going on in this classroom and the state's and district's standards?

2. Are students using appropriate materials, manipulatives, and equipment in the different content areas?

3. Are students acquiring the basic skills they need to be successful?

4. Are students acquiring problem solving skills they need to apply their knowledge in real-life contexts?

5. Is there consistency in the quality of student work within grades?

6. Is there appropriate development of student knowledge and skills from one grade to the next?

Adapted from Center for Leadership in Education, Maryland Department of Education

Classroom Walkabouts

Obtaining Data to Guide Improvement Efforts

What is a Walkabout?

A process to gather valid data about the content and skills being taught and learned –and whether or not there is alignment with the state standards. This is a strategy for providing a school with feedback. When conducting a walkabout, you can collect data for a grade level, a content area, a department, or the whole school.

As noted by the Maryland Department of Education, walkabouts:

•Reinforce attention to an instructional and learning focus in the school's improvement plan.
•Gather data about instructional practice and student learning to supplement other data about school and student performance
•Stimulate collegial conversation about teaching and learning through asking questions about what evidence is and isn't observed.
•Learn from other participants through observations, questions, experiences, and perspectives.
•Deepen understandings and practices by continuous feedback.
•Deepen understandings and practices related to continuous improvement.

How much time does it take to complete each walkabout?

Approximately six to ten minutes. Remember, the purpose here is to look for alignment –not to conduct a formal evaluation of the teacher.

What does that six minutes of time look like?

Minute 1: Quick check for content and skills students are to learn.
Minute 2: Quick check of the physical environment.
Minute 3-4: What is the teacher doing?
Minute 5-6: What are the students doing?

What do you do after the Walkabout?

Summarize your data. Are teachers teaching the standards? Are students learning them? Do you need more information?

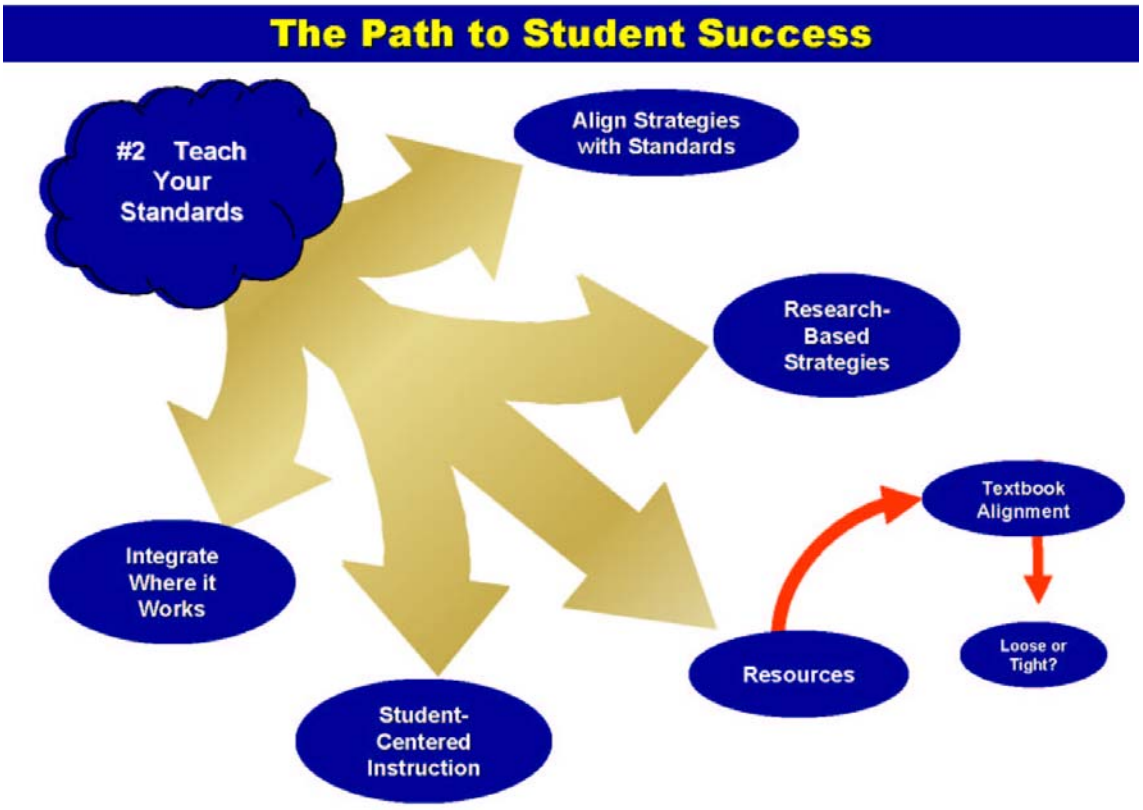
Classroom Walkabouts

An Example of a Walkabout Idea Organizer

Content - knowledge and skills (1 minute)	Physical Environment (1 minute)
Next Steps	Teacher Actions (2 minutes)
Determine the alignment with the state and district standards. _____ Teachers are teaching and students are demonstrating learning of standards _____Students don't have enough opportunity to demonstrate the standards _____More information is needed	Student Actions (2 minutes)

Teach Your Standards

Step 2 of the Path to Student Success Model



"Every child, regardless of the disguise, knows what he or she is not. We must teach each child what he or she can be." Unknown

Which are TRUE statements of best practices?

1. Homework is important to student achievement. It's not so much that homework is graded, it's just important for students to do homework.
2. Time on task is important to student achievement.
3. Advance organizers (e.g., maps, time tables, flow charts, overview of lesson, questions) help students focus on key ideas by enabling them to anticipate which points are important to learn.
4. Tutoring can be a remarkably effective practice for helping students who have fallen behind academically.
5. Providing students with extensive reading material of many kinds results in substantial growth in vocabulary, comprehension abilities, and information base of students.
6. Learning in which children and young people are interactive produces about the same amount of growth as when they are passive.
7. Teaching poor readers specific strategies for dealing with unfamiliar text or tasks can improve reading comprehension.
8. Instruction that emphasizes discussion and analysis is just as important as rote memory.
9. Long-range improvement in writing depends on students' understanding of the writing processes in which they engage.
10. Pull-out programs are effective when providing early intervention for children who experience difficulty in learning to read and write.
11. Using assessments included with a textbook series are adequate for determining whether or not a student has met the state standards.
12. The use of hand-held calculators improves student learning in mathematics.
13. Using small groups of students to work on activities, problems, and assignments is more effective than traditional methods in increasing student mathematics achievement.
14. Cooperative learning for classroom science and laboratory instruction increases student achievement, attitudes, and on-task behavior.
15. Using analogies is appropriate for the teaching of writing and reading, but not so much for science.
16. Pausing after asking a question results in an increase in student achievement.
17. Concept maps are effective for improving student achievement, but those developed by students lead to greater achievement than those produced by the teacher.
18. Planning the solutions to mathematical chemistry and physics problems in a systematic way enables students to more frequently solve problems correctly.
19. Discrepant events in science instruction results in cognitive conflict that enhances students' conceptual understanding.
20. Students taught in thoughtful classrooms, with atmospheres that promote higher-order thinking, find social studies to be challenging and engaging, but not necessarily supportive of learning.

"Form good habits. They are just as hard to break as the bad ones." Unknown

Which are TRUE statements of best practices?

- Continued -

21. Students taught with the jurisprudential approach will gain skills in the analysis of contemporary issues and have greater interests in those issues, but students do not learn as much as the traditional approach in learning social studies content.

22. An appropriate classroom environment will lead to students having more positive attitudes toward social studies.

23. Students will learn to think critically as a result of exposure to the thinking of others.

24. The appropriate use of questioning strategies can lead to increased student achievement in social studies.

25. When we give students opportunities to construct their own meanings, they learn more.

"Citizens in the 21st century will not be judged by their ability to bubble in answers on test forms." Elfrieda Hiebert and Robert Calfee

Effect Sizes

Just What is One, Anyways?

Range of Effect Size		Corresponding Percentile Shift	Percentile Gain
From	To		
.57	.59	72	22
.86	.89	81	31
1.02	1.05	85	35
1.60	1.69	95	45

In 1969, R. Cohen, in his book, Statistical Power *Analyses for the Behavioral Sciences*, provided three categories interpreting effect sizes.

.20	Small
.50	Medium
.80	Large
1.50	Very large

The fourth category is suggested by Martin Jason in his book, *Evaluating Programs to Increase Student Achievement*. (Published in 2003 by Pearson Education.)

An effect size will help answer the question, "Does the technique produce a large enough impact that it's worthwhile to pursue?"

Review of the Research

Instructional Strategy	Average Effect Size	Percentile Gain
Identify similarities and differences	1.61	45
Summarizing and note taking	1.00	34
Reinforcing effort and providing recognition	.80	29
Homework and practice	.77	28
Nonlinguistic representations	.75	27
Cooperative learning	.73	27
Setting objectives and providing feedback	.61	23
Generating and testing hypotheses	.61	23
Questions, cues, and advance organizers	.59	22

Research Note: *Classroom Instruction That Works*

Questions: What might a *negative* effect size mean? What is the value of knowing this information?

Effective Teaching and Learning Strategies

Advance Organizers
Analogies
Assessment
Brainstorming
Comparison Matrix
Concept Attainment
Drawing-to-Learn
Interaction
KQL
Mnemonics
Questions
Review
Think Aloud
Three Minute Pause
Two-Column Note Taking
Reflection
Visual Representations
Vocabulary
Wait Time
Writing-to-Learn

"Kids can do no better than the assignments they are given."
The Education Trust - 2002

Which Parts of the Text Are Really Worth Using

The Green Dot Activity and Data Analysis Technique

Purpose

The purpose of this activity is to determine –of all the pages in the textbook you are currently using – which ones are really worth using.

Background Information

The textbook is a key teaching tool in many classrooms. One of the things we know about high student achievement is that there is tight alignment between the curriculum, instruction, and assessment. The textbook is a curricular tool and if it is not tightly aligned, then students may not be learning the curriculum the district intended them to learn. Oops! It's best not to rely on the alignment reports developed by textbook companies –it's best to do your own. The good news: You only need to do this when the textbook or district curriculum changes.

Materials

- Textbook
- District Curriculum Guide
- Adhesive Circle/Dot Labels (preferably green)

What to Do

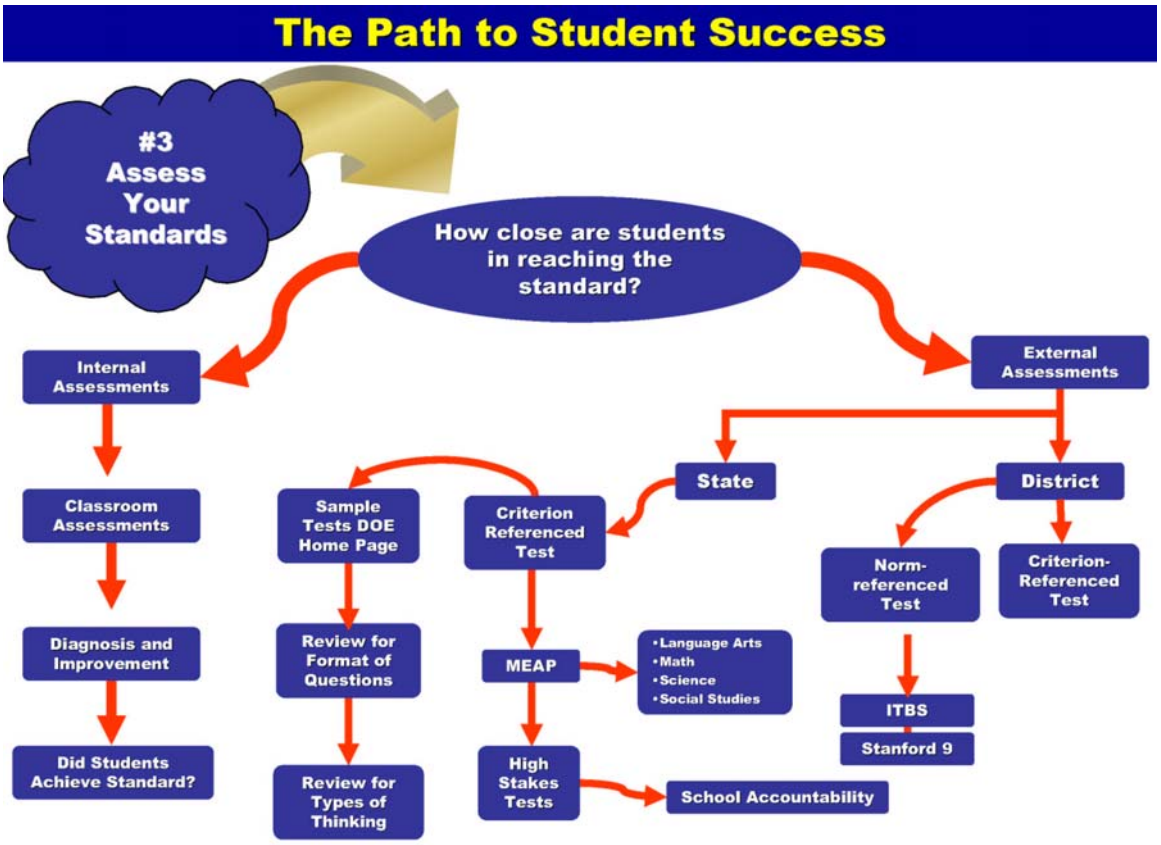
1. Start at the beginning of the textbook to check each page for alignment. Place a green dot on each page that is tightly aligned with the district's curriculum. Tight alignment means that there is enough information on the page to teach a concept and for a student to learn the concept. Remember to check each and every page of the text to the district curriculum. The district curriculum guide may have useful information related to textbook pages –just make sure they are tightly aligned before giving a green dot to the page.

Analysis – Look at the Data

1. How many pages were in the textbook overall?
2. How many pages had green dots?
3. What percent of pages in your textbook had green dots? (To get the percentage, just divide the number of pages with green dots by the total number of pages in the textbook.)
4. How tight is the alignment?
5. Are there any areas of the district curriculum that are better aligned than others? Is so, which ones?
6. Are there any areas of the district curriculum that are not supported by the textbook? If so, which ones?
7. How might you use this textbook alignment data in your instructional planning?

Assess Your Standards

Step 3 of the Path to Student Success Model



"How's that working for you?" Dr. Phil

What's the Best Way to Monitor the Curriculum?

Examples of Ways We Monitor the Curriculum	Are teachers teaching the standards?	Are students learning the standards?
Standards on chalkboard		
Lesson plans		
Teacher checklist		
Document in curriculum guide		
Mentoring program		
Collaborative planning time		
Teacher evaluation		
Central office supervision		
Achievement meetings with teachers		
Bank of tests aligned with standards		
School writing prompts and rubrics		
Walkabouts		
Classroom assessments of the standards		
District-level assessments of the standards		

Formative Feedback

The Hattie Study: The Impact of Instructional Innovations

Intervention	Number of Studies	Average Effect Sizes	Percentile Gain
Individualization	630	0.14	5
Ability Grouping	3,385	0.18	7
Tutoring	134	0.50	19
Formative Feedback	**146**	**0.65**	**25**
Direct Instruction	253	0.82	29
Reinforcement	139	1.13	37

Source: John Hattie, John Briggs, and Nola Purdie. "Effects of Learning Skills Interventions on Student Learning: A Meta-Analysis." *Review of Educational Research*, Summer, 1996.

Effect sizes of 0.65 translate into improvement of three to four grade levels or 25 percentile points on a standardized test!

Formative Feedback

The Black and William Study: The Impact of Formative Assessment

In a review of 43 studies between 1996 and 1998, ALL showed that formative assessment produced significant and often substantial learning gains.

Many studies arrived at another important conclusion: Improved formative assessment helps low achievers more than other students and so reduces the range of achievement overall.

Conclusion: Formative Feedback Raises Achievement and Reduces Achievement Gaps!

Source: Paul Black and Dylan William, "Inside the Black Box," *Phi Delta Kappan*, October 1998.

State Assessments – The CRCT

Get to Know Your State Assessments

1. How many tests are included in Georgia's assessment program?

2. Which content areas are assessed?

3. In which grade levels are the tests given?

4. For each of the state tests, how are the scores reported?

5. What is the impact on students if they do not do well on the tests?

6. Do students retake the tests if they fail?

7. What is the format of each of the tests?

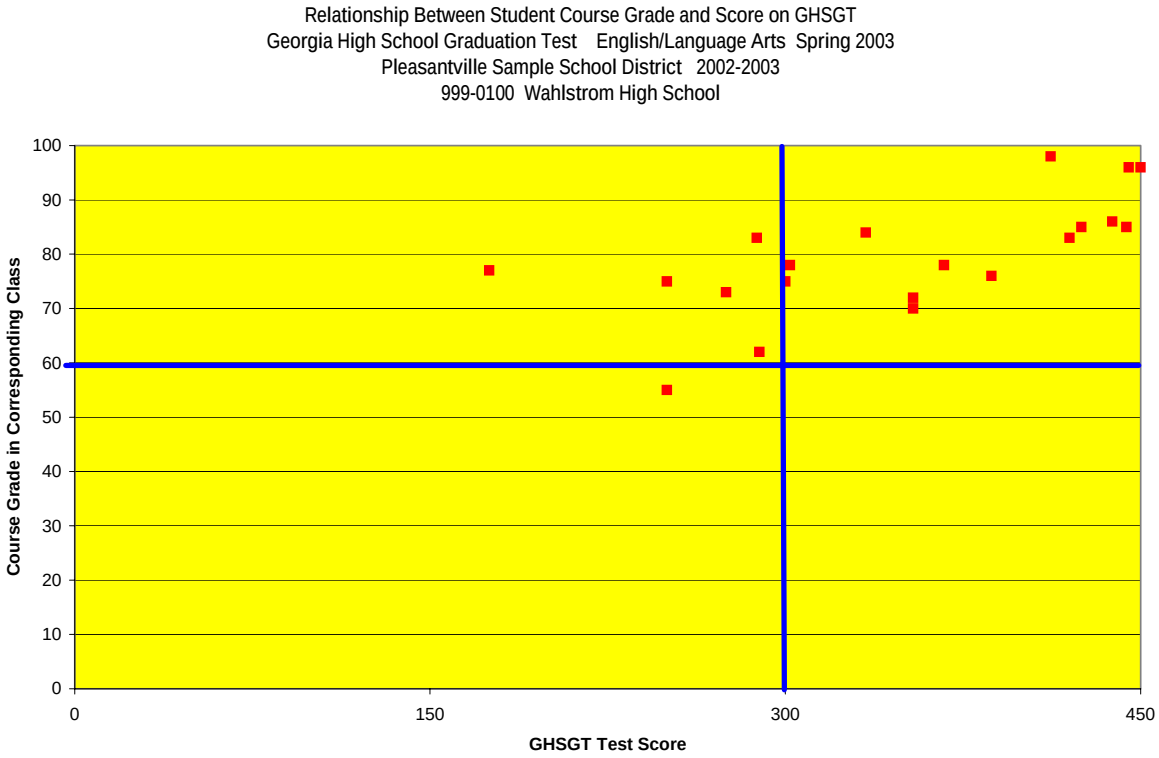
8. When do students take the tests? How long does it take for students to get their results?

9. Are there any rewards or consequences to schools based on student performance on the CRCT tests?

10. Are there assessment blueprints, test specifications, or assessment frameworks available?

11. How is the writing test scored? Is there a rubric? If so, can the rubric be used at the classroom level?

Is there a relationship between the grades our students get in school and their scores on the CRCT test?



Analysis Questions

1. What is the relationship between the grades a student gets in school and the CRCT tests? Do students who do well in class also perform well on the CRCT's?

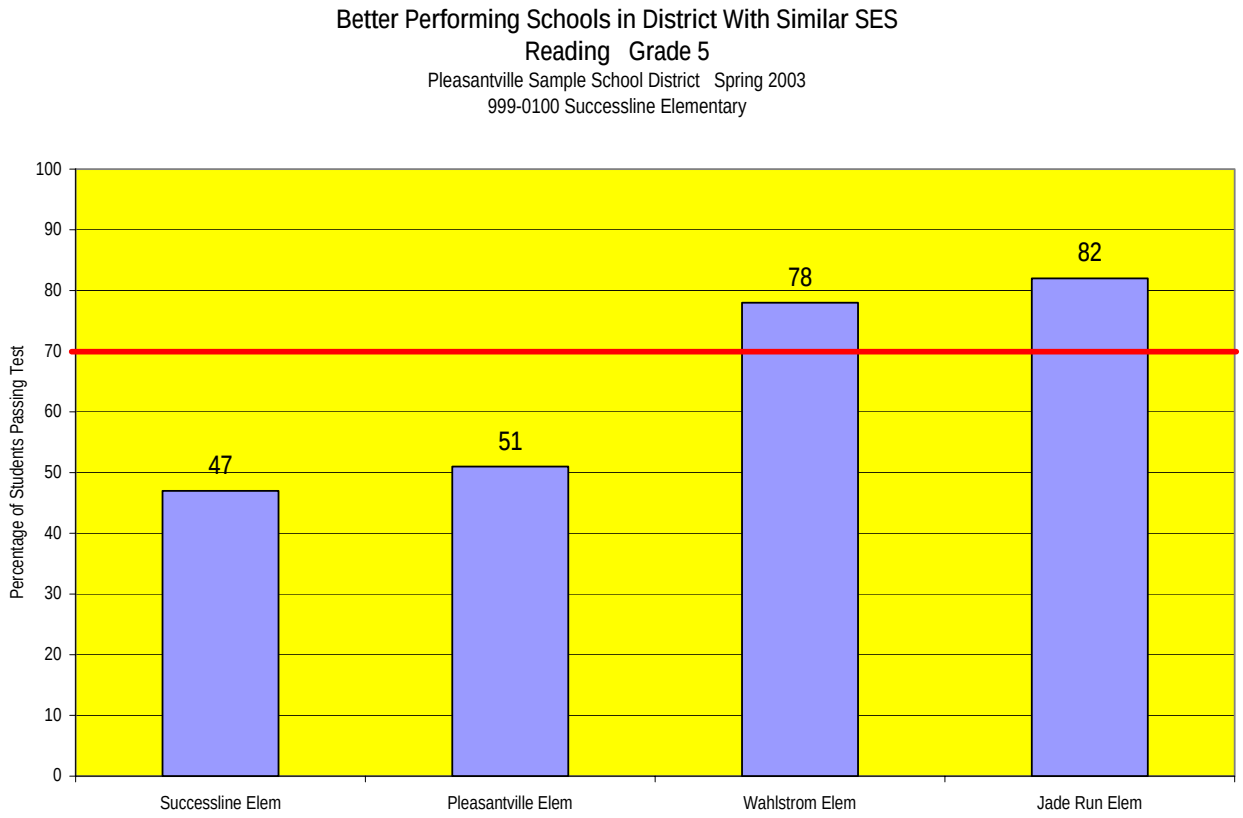
Suggested Uses (Internal/External)

- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans (Action Strategies)

Report Format

Graph

Which schools, with similar SES, are performing better?



Analysis Questions

- ❑ What is the SES for schools represented in this graph?
- ❑ Which schools, with a similar SES, performed better than ours on this test?
- ❑ How does achievement in 2002 compare to 2000? Is achievement higher? Lower? About the same?

Suggested Uses (Internal/External)

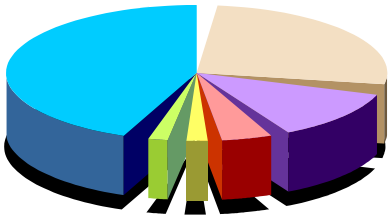
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans

Report Format
Graph

Communicating Results

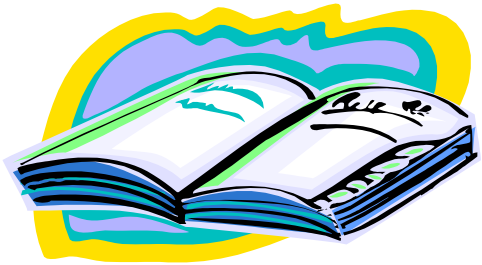
Communicating Your Results

3 Ways to Communicate Your Data



Visually

Orally



Writing

Graphing 101

Directions:

Graph the information for each of the tables on this and the next page. You'll be making four different types of graphs –please make each one as complete as possible. Good Luck!

Graph #1
Bar Graph

Test Area	School % Pass Rate	District % Pass Rate	State Pass % Pass Rate
Reading	72	68	64
Writing	76	73	68
Mathematics	69	62	62
Science	74	69	58
History/Social Sciences	60	57	66

	Level of Control			
	Consistent Control	Reasonable Control	Inconsistent Control	Little or No Control
Domain Area	7-8 pts	5-6 pts	3-4 pts	1-2 pts
Composing	14%	45%	38%	3%
Written Expression	10%	52%	35%	3%
Usage/Mechanics	34%	31%	28%	7%

Graph #2
Stacked Bar Graph

Graphing 101

- Continued -

	Years for 8th Grade Reading Test				
Race/Ethnicity	2002	2003	2004	2005	2006
Black	19	25	42	59	68
White	79	80	81	83	83

Graph #3
Line
Graph

Graph #4
Circle Graph

	% Passing
Males	62
Females	38

How Does the Graph Measure Up?

- ❑ The graph is appropriate for the type of data represented.
- ❑ The title of the graph matches the data represented in the graph.
- ❑ The title is complete –it includes all the information about the graph.
- ❑ The x axis is accurately labeled and is easy to read.
- ❑ The y axis is accurately labeled and is easy to read.
- ❑ There is a legend if needed and it is easy to read.
- ❑ Numbers have been placed on lines or bars of the graph.
- ❑ Font style and type sizes are easy to read.
- ❑ The scale is appropriate for the data.
- ❑ The graph has color appeal.
- ❑ The graph prints well in black and white.
- ❑ If a line graph, there are few enough lines that you can easily interpret the data for each.

Writing Style

- Write for a general audience
- Be frank and straightforward
- Use simple sentences and statements
- Use active sentences
- Use qualifiers supported by data

0	None
1-24%	Few
25-49%	Some or nearly half
50-74%	Majority
75-89%	Most, widespread
90-99%	Nearly all
100%	All

Writing About Data

- Be specific about what is being represented.
- Include the unit of measurement.
- Be specific about who is represented.
- Tell the group size.
- Include the time period that is covered.
- Note any data sources you used.
- Write bulleted summary statements.
- Organize summary statements in a logical order –big picture to smaller details.
- Use a style guide.

Writing About Data – Example 1

Dropout Data

Student Dropouts Grades 7-12
September 15th Count 2003

		All Students Including Dropouts		Dropouts Only	
		#	%	#	%
Students, Grades 7-12		444	100%	23	
Subgroups					
Gender	Male	231	52%	13	56%
	Female	213	48%	10	43%
Race	White	382	86%	21	91%
	Hispanic	58	14%	2	9%
Disability	With IEP	49	11%	21	91%
	Without IEP	395	89%	2	9%

1. On September 15th of each year, the official student count is completed for students in our state. These numbers are then used to determine our dropout rate. The chart above shows student dropouts in grades 7-12 for the September 15th count in 2003.

2. Overall, there were 444 students in grades 7-12. For the 2003 school year, twenty-three of these students, or about 5%, were dropouts.

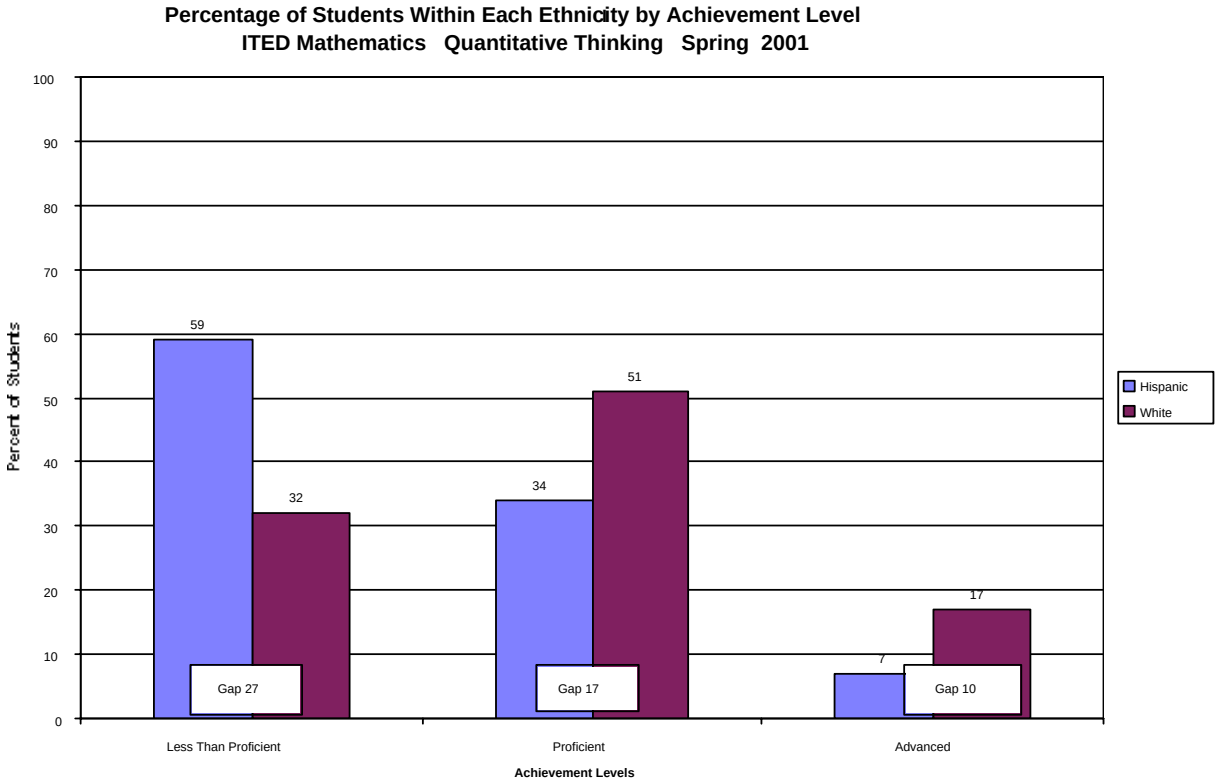
3. Of the dropouts, 56% were male and 43% were female.

4. Of the dropouts, 91% were white, while 9% were hispanic.

5. When looking at disability, 91% of the students who dropped out had an IEP, while 9% did not.

Writing About Data – Example 2

Disaggregated Achievement Data



1. In Spring 2001, a total of 118 tenth-grade students participated in the Iowa Tests of Educational Development (ITED). One of the tests is Mathematics: Quantitative Thinking.

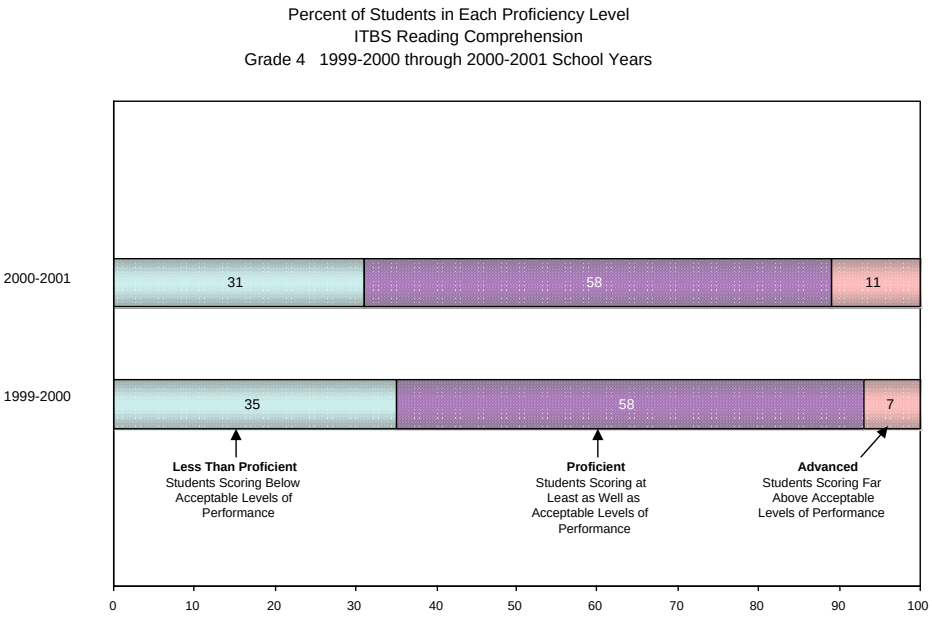
2. There are three proficiency levels on the Mathematics component of the ITED: Less Than Proficient, Proficient, and Advanced.

3. The percentages of students in each achievement level were broken down by race/ethnicity. The purpose of doing this is to monitor if there is quality (how good our scores are) and equity (how each subgroup performs) on this test.

4. Students in two race/ethnicity groups were compared. Overall, 41% of the hispanic students scored in the Proficient or Advanced levels, while 68% of the white students did. This represents a gap of 27. We will monitor this gap in achievement levels as we work toward equity for all the students we serve.

Writing About Data – Example 3

Norm-Referenced Test



1. In Fall 2001, a total of 120 eighth-grade students participated in the Iowa Tests of Basic Skills (ITBS) testing program. One component of the ITBS is the Reading Comprehension test.

2. There are three achievement levels on this ITBS Reading Comprehension Test: Less Than Proficient, Proficient, and Advanced.

3. For the 2000-2001 school year, 69% of our students scored Proficient or Advanced on this test. This represents an increase of four percentage points from the 1999-2000 school year, when 65% of our students scored in the Proficient or Advanced levels.

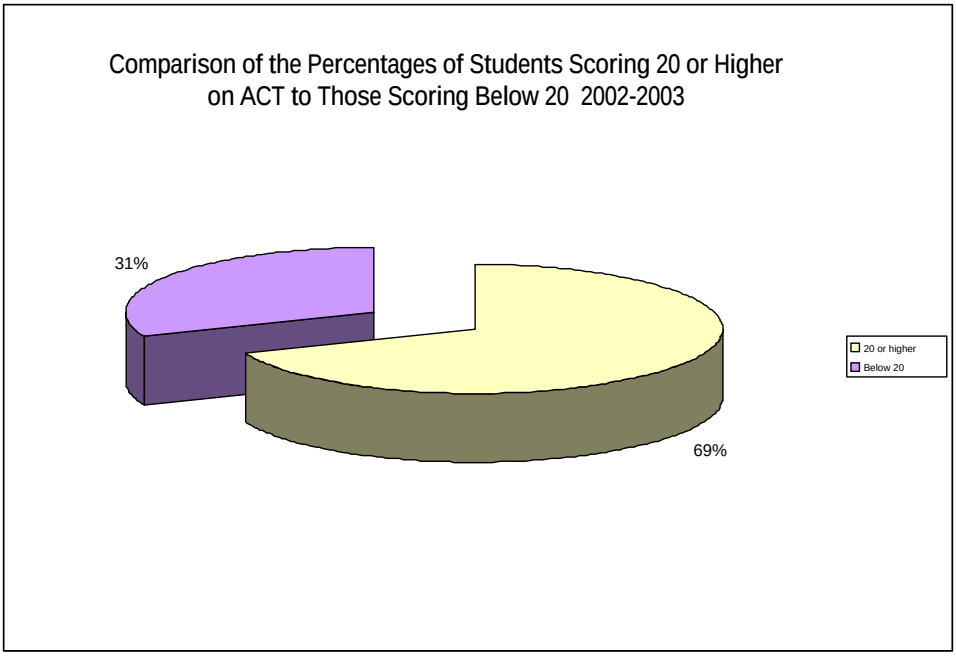
4. For the 2000-2001 school year, 31% of our students scored in the Less Than Proficient level. This represents a decrease of four percentage points from the previous school year.

Writing About Data – Example 4

ACT or SAT Data

Percentages of Students Scoring 20 or Higher
on American College Tests (ACT) 2002-2003

Scores	#	%
20 or higher	48	69%
Below 20	21	31%
Total	69	100%



1. During the 2002-2003 school year, sixty-nine students in our school took the American College Tests (ACT), which is one indicator of probable post secondary success.

2. A total of 48 our students (69%) scored 20 or higher on this test. Scoring 20 or higher on the ACT is the indicator we use for probable post secondary success.

3. A total of 21 students (31%) scored below 20 on the ACT.

Writing About Data – Example 5

Survey (Perception) Data

Percentage of High School Seniors by Gender Who Intend to Pursue Post Secondary Educational Training

	Number	Percent
Other Males	75	32%
PSET Males	156	68%
Total Males	231	100%
Other Females	65	26%
PSET Females	183	74%
Total Females	248	100%
Other Seniors	140	29%
PSET Seniors	339	71%
Total Seniors	479	100%

1. In September 2003, high school seniors were asked to respond to the survey, Annual Survey of High School Seniors. A question on this survey asked seniors to identify whether or not they plan to pursue post secondary educational training.

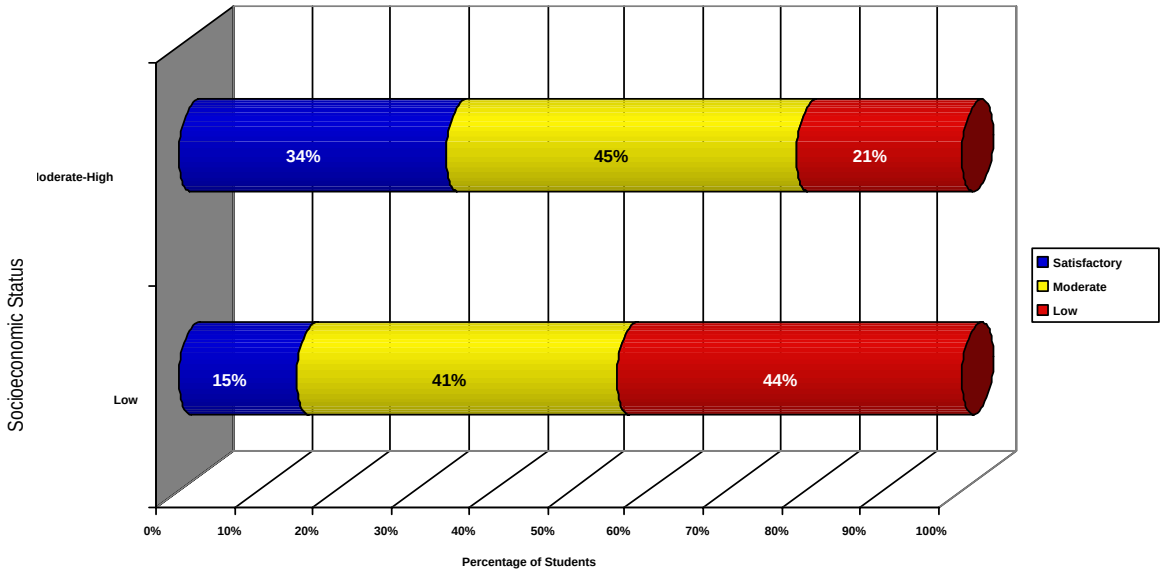
2. A total of 479 seniors responded to this survey. Of these, 339 seniors (71%) plan to pursue post secondary educational training.

3. Approximately 29% of the seniors do not plan to pursue post secondary educational training.

Writing About Data – Example 6

Achievement Data Disaggregated by Proficiency Levels

Percentage of Students in Each Proficiency Level
by Socioeconomic Status
4th Grade MEAP Reading
Spring 2001 Successline Elementary



Tips for Delivering Team Presentations

1. Select a team leader.
2. Assign each person a function –in writing.
3. Showcase the unique talents of individual team members.
4. Work backward from your presentation deadline.
5. Think of each person's segment as a presentation module.
6. Introduce all of the members of the team.
7. Stick to your game plan.
8. Listen actively to your team members.
9. Have someone control the flow during the question and answer period.
10. Don't equate team presentations with formal presentations.

Thinking Tools

Quadrant Analysis Technique

School Improvement Tool for Collecting Additional Data

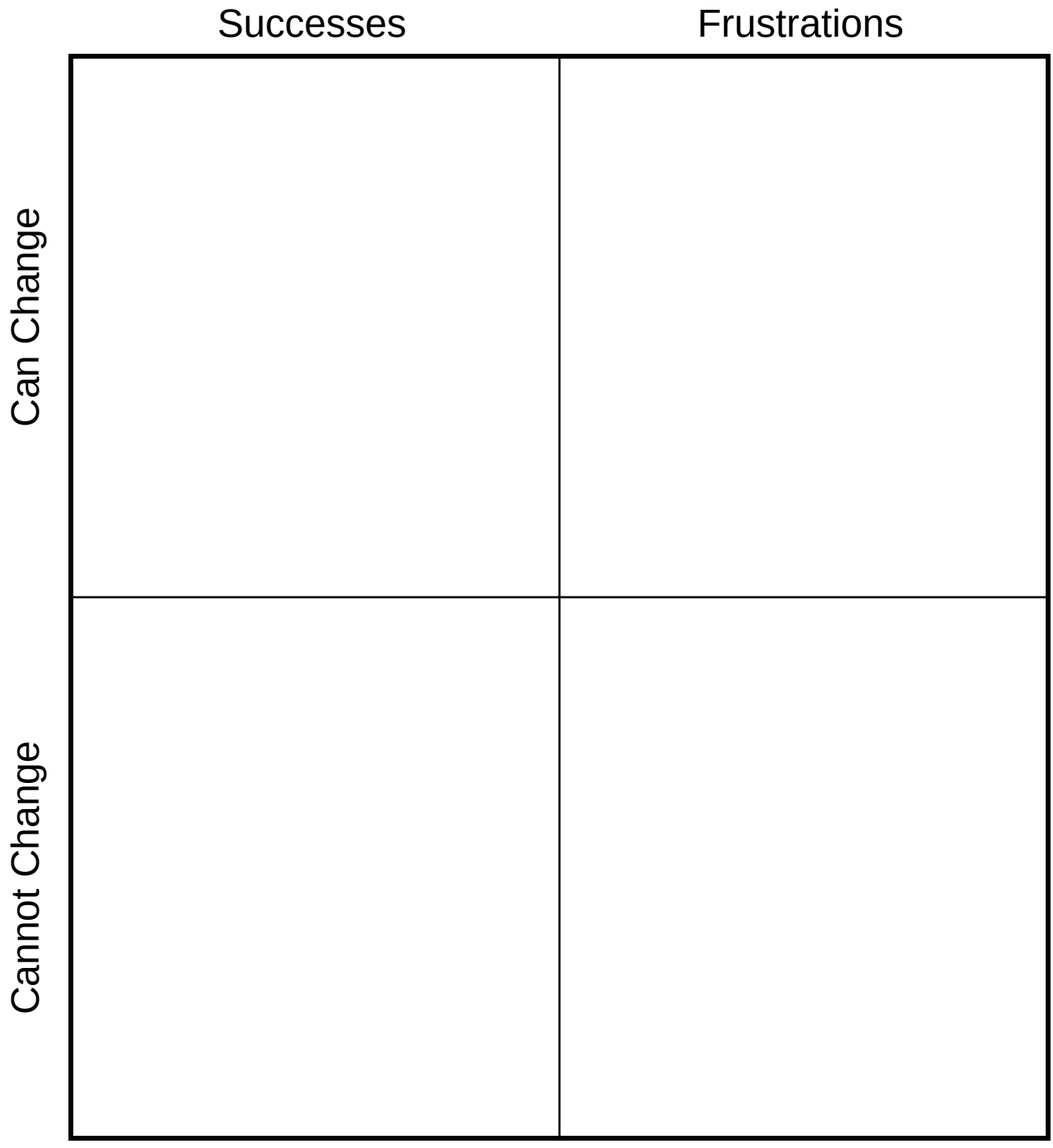
Directions: Review each of the statements below. Plot each statement where you think it fits on the Quadrant Analysis template. (The template is on the next page.) Each statement will fit into one of four quadrants:

Success/Can Change
Successes/Cannot Change
Frustrations/Can Change
Frustrations/Cannot Change

1. Students are reading more books than previous years.
2. Parent participation in tutorial programs is low.
3. The textbook series is not adequate.
4. There are classroom reading libraries in each room.
5. We have a low mobility rate.
6. High percentage of students on free or reduced-price lunches.
7. Students are not reading on grade level.
8. Scores on the Metropolitan Achievement Test are low.
9. Classroom discipline is good.
10. There is extra funding for classroom libraries.
11. Not all teachers are trained in reading strategies.
12. Students aren't reading enough.
13. Students come to grade level NOT reading on grade level.
14. Motivational factors (e.g., incentives) work.
15. The percent pass rate of students is not yet at 70% in reading.

Quadrant Analysis Template

School Improvement Tool for Collecting Additional Data



Quadrant Analysis

Overview of Process

1. Brainstorm. As a group, brainstorm a list of things that impact achievement in the school or district. Do this by content area if you're trying to improve achievement in a content area.

2. Transfer items to the quadrant. Take each item and place it in the appropriate quadrant on the chart.

3. Share, highlight, recommend.

   Celebrate: Successes/Can Change column
   Celebrate: Successes/Cannot Change column
   Whine Box: Frustrations/Cannot Change
   Improvement Focus: Frustrations/Can Change

From Data to School Improvement

A School Improvement Tool for Determining What to Work on First

The chart, From Data to School Improvement, lists several factors and data related to student achievement. These factors are listed along the left-hand side of the data organizer on the next page.

A school improvement team has collected data in the areas of the Path to Student Success model: curriculum, instruction, and assessment. You've been asked to help the school team plot and make decisions about their data.

CRCT Mean Scaled Score	386
CRCT Percentage of Students Proficient	49%
ITBS –National Percentile Score	31
SES (percentage of students on free/reduced-price lunch)	76%
Mobility Rate (transient students)	15%

Level of Curriculum Alignment

Two years ago, the school district adopted a whole language approach to teaching language arts. Many teachers shared concerns about not having enough phonics in the district curriculum at the elementary level. They also indicated that the curriculum really does not help them meet the needs of struggling learners. This group looked at their data using the Hope Report and found that the overall curriculum might need to be aligned. Also, when looking at the Comparison of Strengths and Weakness, there was an overall alignment of only 68.

Instructional Strategies

The district provided one day of training with the implementation of the new language arts series –but this was done two years ago. The district has provided schools with money to host their own professional development and this school has chosen to spend most of their money on mathematics –and helping teachers use manipulatives to teach math concepts.

Classroom Assessment of the Standards

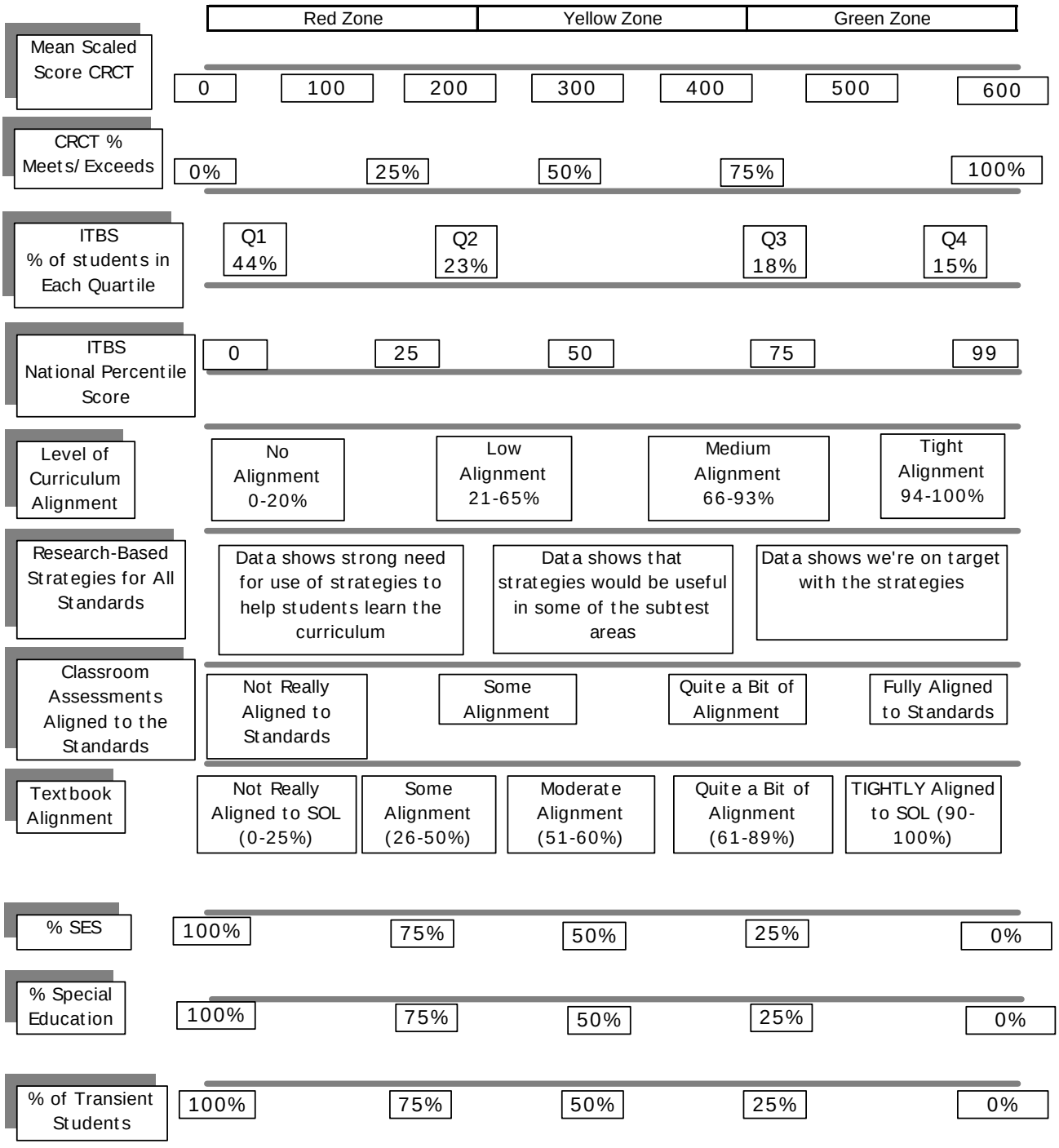
Teachers do no currently have an assessment they are using to determine the reading level of students. They are using the unit tests that came with the textbook series.

Textbook Alignment

Teachers shared concerns that the textbook series doesn't have enough skills in order for students to learn to read. Some teachers are talking about bringing out their old phonics books. The teachers did the green dot activity and found the alignment level for the reading series to be 45%. This means that approximately 45% of the textbook is tightly aligned to the state's standards.

From Data to School Improvement

A School Improvement Tool for Determining What to Work on First



Tying Everything Together

Bringing It All Together in the Data-Based School Improvement Plan

A Tool for Planning and Monitoring Your Work

- Common Parts of a School Improvement Plan
  - Goal Area
  - Objectives
  - Evidences of Need
  - Evidences of Success
  - Action Strategies
  - Person Responsible for Implementing Strategies
  - Resources Needed to Complete Task
  - Budget Implications
  - Dates of Activity
  - Monitoring Dates
  - Monitoring Indicators
- Plugging Your Data Into School Plans
- Writing the School Plan
- Setting Challenging, Yet Attainable Goals

"Vision without action is a daydream. Action without a vision is a nightmare." Japanese Proverb

How Might This Be Improved?

Refining Your Statements to Make Your Data Easier to Monitor and Use

Improvement Objective

By June 2004, students in grades 4 and 5 will have shown improvement in math problem solving.

Goal Area

Achievement

Evidence of Need

41% of fourth graders and 37% of 5th graders are at or below the 40th percentile in math problem solving as evidenced on the standardized achievement test.

Evidence of Success

Students in grades four and five will raise their test scores on the standardized achievement test in math problem solving by at least 5 percentile points.

How Might This Be Improved?

Practice #1

Improvement Objective

By June 2004, students in grade 6 will increase their writing skills as evidenced on the holistically scored writing test.

Goal Area

Achievement

Evidence of Need

37% of sixth graders are failing the 6th grade writing test.

Evidence of Success

The percent of students passing a holistically scored writing test will increase by 5%.

How Might This Be Improved?

Practice #2

Improvement Objective

By June 2004, students in grade 4 will increase their Reading Comprehension score on the standardized achievement test and/or receive a passing score on the Reading Comprehension section of the 4th grade reading series end-of-book test.

Goal Area

Reading Comprehension

Evidence of Need

In 2002-2003, the percentile score for the 4th graders in Reading Comprehension on the standardized achievement test was 43%. The percentage of students passing the end-of-book Reading Comprehension test was 76%.

Evidence of Success

The evidence of success will be an increase on the standardized achievement Reading Comprehension subtest by at least 5 percentile points and/or a 5% increase in the number of students passing the Comprehension section in the 4th grade reading series end-of-book test.

How Might This Be Improved?

Practice #3

Improvement Objective

By June 2004, students will increase their usage time on the computer by an average of 25% per week.

Goal Area

Achievement

Evidence of Need

In 2002-2003, students in kindergarten received an average of 20 minutes per week of computer usage time. Students in grade one received an average of 135 minutes of computer usage time, students in grade two received 120 minutes, and students in grades three and four received an average of 75 minutes of computer usage time.

Evidence of Success

The evidence of success will be an increase in computer usage time by 5% in grades 5-6.

Are These Challenging Goal Amounts?

Practice Set

Example 1

A school has set a goal of having 3% more 4th grade students in Level 2, Meets Michigan Standards, on the MEAP reading test. (There are 80 4th grade students in this school.)

Example 2

A school has set the goal of 90% of its 4th graders meeting or exceeding the proficiency cut score on the District's math assessment.

Example 3

Five percent of the students in the 11th grade will move to the proficient or advanced categories of the ITEDs.

Example 4

After establishing a base score on the Iowa Tests of Basic Skills in the third grade, 75% of our students will achieve at least one year's growth in mathematics each year.

Example 5

Annual improvement of 1% per year over baseline data to reach the long term goal.

Question: Which is better – to increase by ten percent or by ten percentage points?

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"Do not stare up the steps to success, step up the stairs."
Unknown

Georgia Advanced Data Analysis Quiz

1. Individual students must have a 70% in order to pass the CRCT tests. (False – the tests have levels of achievement.) FALSE

2. The CRCT fifth-grade writing test is scored with an analytic rubric. (Nope, a holistic rubric is used.) FALSE

3. Some of the CRCT tests are timed tests. TRUE (High school math, reading, science, social studies. The writing test is a timed test. At the elementary level, the 4th grade math has one timed part – mental math – and several untimed parts. Reading, science, social studies and math for grade 5 are untimed.)

4. Schools must track achievement data for migrant students for reporting purposes. TRUE

5. States or schools that don't make AYP will be penalized by losing federal funding. FALSE There are no financial penalties – in fact, the law requires states to provide additional assistance to schools identified for improvement.

6. One student could keep a school from achieving AYP (adequate yearly progress). TRUE

7. A scaled score is one that fisherman use when they cite the weight of fish they've just caught. FALSE

8. CRCT score reports provide data and adequate information for improving student achievement in your school or district. FALSE

9. A school can steadily decrease its percentage of students, who are not proficient, by 10% every year and always make AYP, even if it never meets the state performance target. TRUE

10. Textbooks used in our classrooms are tightly aligned to Georgia's Quality Core Curriculum. FALSE

11. In Georgia, the English/Language Arts AYP target for elementary, middle, and high schools is 65% for 2003 and 2004. FALSE Georgia has a different AYP target for high school (88%).

12. A student's test result can impact two or more AYP measures. TRUE

13. If test scores are low, teachers must not be teaching the curriculum. (Other factors come into play – attendance, testology, resources, textbooks.) FALSE

14. The CRCT tests are criterion-referenced tests. TRUE

15. Third grade students who have not attained basic reading and math skills must be given the opportunity to attend summer school. TRUE

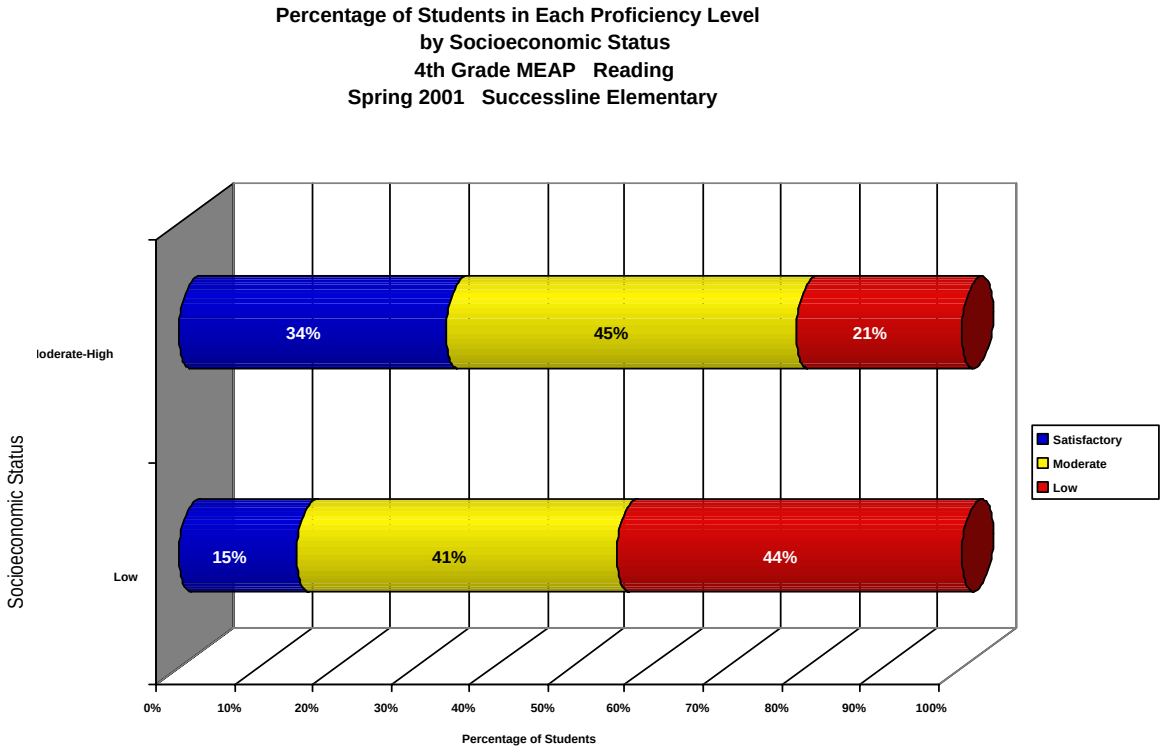
16. Beginning with the year 2007-2008, science assessments for AYP will be included in grade spans 3-5, 6-9, and 10-12. FALSE Science will be included in these spans, but NOT counted toward AYP. Just reading and math for AYP.

17. The No Child Left Behind Act requires that 100% of our students overall and each subgroup be tested. TRUE In AYP, they'll be looking to see that at least 95% of each subgroup has been tested.

18. A school that makes AYP one year and then has a decrease in scores the next year, will not make AYP. FALSE If the school meets or exceeds the state's target, the school will make AYP.

Writing About Data – Example 5

Achievement Data Disaggregated by Proficiency Levels



1. In Spring 2001, a total of 110 fourth-grade students participated in MEAP test for reading.

2. There are three proficiency levels on the Reading part of the MEAP: Satisfactory, Moderate, and Low.

3. The percentages of students in each achievement level were broken down by by socioeconomic status (SES) or income level of the family. The purpose of doing this is to monitor if there is quality (how good our scores are) and equity (how each subgroup performs) on this test.

4. Students in two SES groups were compared. Overall, 79% of the high SES students scored in the Satisfactory or Moderate levels, while 56% of the low SES students did. This represents a gap of 23. We will monitor this gap in achievement levels as we work toward equity for all the students we serve.

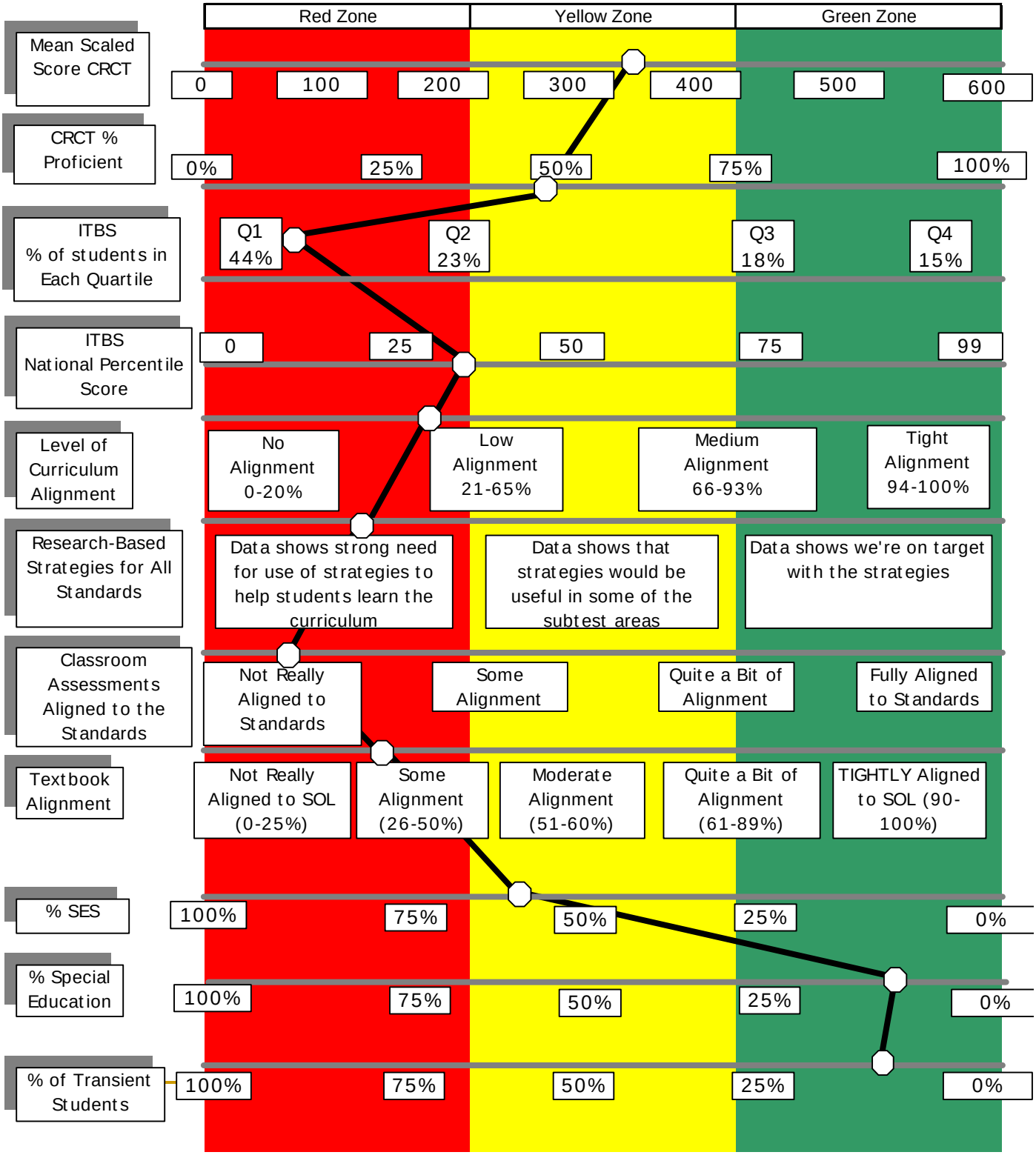
Quadrant Analysis Template

School Improvement Tool for Collecting Additional Data

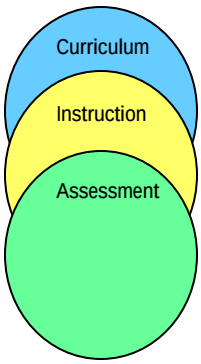
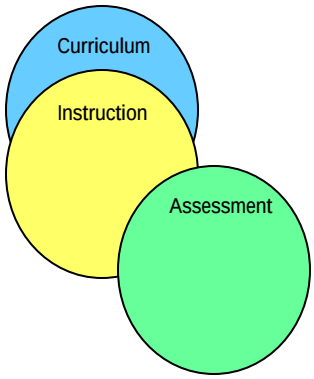
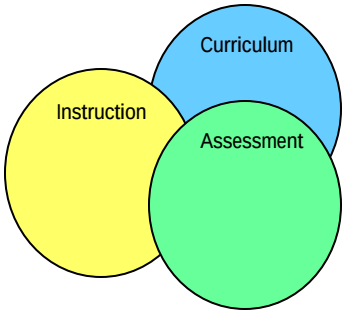
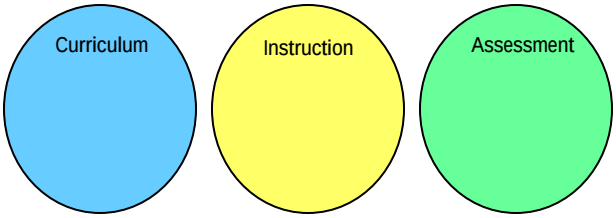
	Successes	Frustrations
Can Change	Students are reading more books than previous years. Motivational factors work. Classroom reading libraries in each room. Classroom discipline in school is good.	Students are not reading on grade level. Textbook series is not adequate. Scores on the ITBS/ITED are low. Students aren't reading enough. Not all teachers are trained in reading strategies. The percent pass rate is not at 70%.
Cannot Change	Low mobility rate. Extra funding for classroom libraries.	Parent participation in tutorial programs is low. High percentage of students qualify for free or reduced-price lunches. Students come to grade level not reading on grade level.

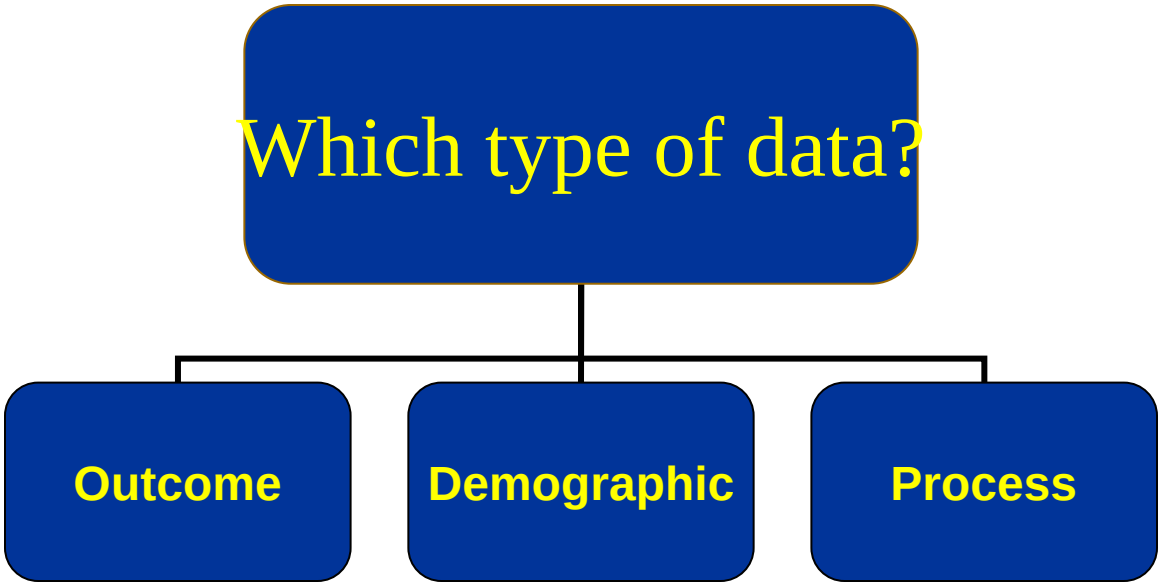
From Data to School Improvement

Grade 5 Reading • Successline Elementary



Alignment is Key to Student Success

Tight Alignment  	Instruction is aligned to the curriculum, but the test isn't tightly aligned. 
The test is aligned to the curriculum, but instruction isn't tightly aligned.  	There really isn't alignment between the curriculum, instruction, and assessment. 



Outcome	Demographic	Process
SAT Results	Economically Disadvantaged Students	Types of writing assignments
AP Exam Results		Alignment of test to curriculum
Course Grades	Students with disabilities	
CRCT Results		Percent of time students spend reading
Results of common assessments in a school	Gender	
	Limited English Proficient Students	Textbook alignment to the district curriculum
Textbook assessments	Race/ethnicity	

