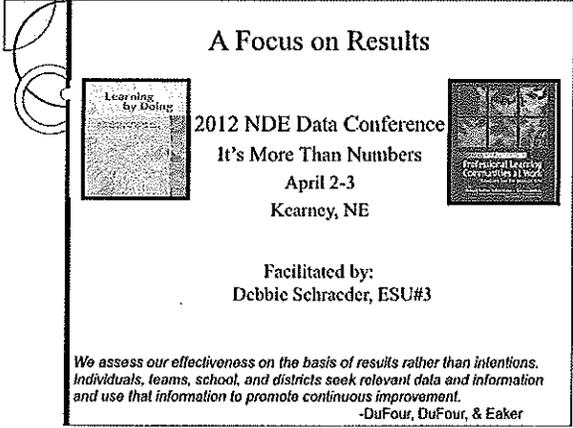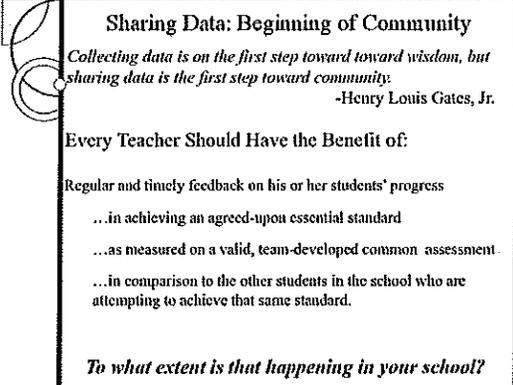# A Focus on Results

A Focus on Results

2012 NDE Data Conference
It's More Than Numbers
April 2-3
Kearney, NE

Facilitated by:
Debbie Schraeder, ESU#3

We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, school, and districts seek relevant data and information and use that information to promote continuous improvement.
-DuFour, DuFour, & Eaker

Four Lenses of Data

Achievement Data:

Demographic Data:

Program Data:

Perception Data:

The PLC "Big Ideas"

1.

2.

3

Sharing Data: Beginning of Community

Collecting data is on the first step toward toward wisdom, but sharing data is the first step toward community.
-Henry Louis Gates, Jr.

Every Teacher Should Have the Benefit of:

Regular and timely feedback on his or her students' progress

...in achieving an agreed-upon essential standard

...as measured on a valid, team-developed common assessment

...in comparison to the other students in the school who are attempting to achieve that same standard.

To what extent is that happening in your school?

Critical Questions:

1.

2.

3.

4.

Additional Information/Resources

All Things PLC, All in One Place
http://www.allthingsplc.info/

All Things Assessment, All in One Place
http://www.allthingsassessment.info/

Solution Tree- Free Reproducibles
(including Assessment and PLCs):
http://www.solution-tree.com/free-repros

Focus on Results Continuum

Additional Notes:

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The Professional Learning Community Continuum

Element of a PLC	Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
A Focus on Results	There are no processes to use results as a tool for improvement. Teachers fall into a predictable pattern: They teach, they test, they hope for the best, and then they move on to the next unit.	District leaders analyze results from high-stakes summative tests such as state and provincial examinations. Data are shared with each school, and principals and teachers are encouraged to review the results and address weaknesses as part of their school improvement plan.	The school has created a specific process to bring together collaborative teams of teachers several times throughout the year to analyze results from common formative assessments. Teams identify areas of concern and discuss strategies for improving the collective results. Assessments are also used to identify students who are experiencing difficulty, and the school creates systems to provide those students with additional time and support for learning.	Collaborative teams of teachers regard ongoing analysis of results as a critical element in the teaching and learning process. They are hungry for information on student learning and gather and analyze evidence from a variety of sources. Results from their common formative assessments are compared to results from state and provincial assessments to validate the effectiveness of their local assessments. Teachers use results to identify strengths and weaknesses in their individual practice, to help each other address areas of concern, and to improve their effectiveness in helping all students learn. Strategically linked SMART goals drive the work of each collaborative team. Analysis of the performance of individual students enables the team and school to create efficient and timely interventions. Improved results and achievement of goals are the basis for a culture of celebration within classrooms, the school, and the district.

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Common Assessment Results

This handout shows the results from a common assessment; the team identified a target rate of 80% proficiency.

Figure 1: Student Results in Class #4

Student #	Score
1	70
2	70
3	80
4	80
5	100
6	40
7	70
8	50
9	80
10	70
11	50
12	50
13	100
14	100
15	100
Average Score	**74%**

Figure 2: Student Results in All Four Classes (Scores Below Proficiency Shaded)

STUDENT	CLASS #1	CLASS #2	CLASS #3	CLASS #4	TOTAL
1	50	90	100	70	
2	60	90	100	70	
3	70	90	80	80	
4	92	90	100	80	
5	90	90	100	100	
6	100	100	92	40	
7	90	100	80	70	
8	90	83	83	50	
9	83	100	100	80	
10	60	92	90	70	
11	92	100	90	50	
12	83	100	100	50	
13	92	100	80	100	
14	90	90	80	100	
15	100	100	90	100	
16	80	100	80		
17	90	92			
18	100				
Avg Score	84%	95%	90%	74%	86%
# Proficient	14	17	16	7	54/66
% Proficient	78%	100%	100%	47%	81%

Where Do We Go From Here? Worksheet
Collaborative Teams Turn Data Into Information for Continuous Improvement

| Describe one or more aspects of a professional learning community that you would like to see in place in your school.	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
Collaborative teams of teachers regard ongoing analysis of results as a critical element in the teaching and learning process.				
Data are transformed into information that impacts practice because evidence of results is easily accessible and openly shared among teammates.				
Teachers use results to identify strengths and weaknesses in their individual practice, to help each other address areas of concern, and to improve their effectiveness in helping all students learn.				
The focus on results is critical to both the school's system of interventions and their culture of celebration.				

Achievement Data

- Describe how a student or a group of students is doing at a particular moment in time.
- Communicate the degree to which a student or a group of students has acquired specific knowledge, skills, and attitudes.
- Are measurable and quantifiable.

Achievement Data

- Teacher-made tests
- Standardized tests
- Minimum proficiency tests
- State assessments
- Report card analysis
- Progress report analysis
- Exhibitions
- Projects
- Portfolios
- Audio-visual productions
- Performance assessments
- Honor class enrollment
- Advanced placement tests
- Scholastic awards
- Results of end-of-course" exams
- District grade level benchmark assessments
- Primary grade literacy assessments
- IEP achievement data
- Alternative assessment data
- Achievement data from non-core subjects (fine arts, PE, consumer ed., technology)
- Preschool developmental progress data
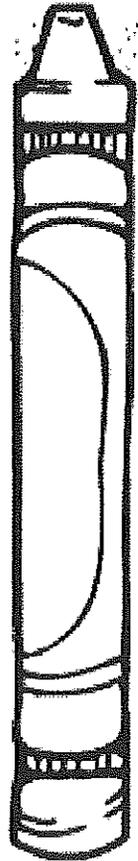
Additional Ideas:

Demographic Data

- Help the staff understand its students and their unique needs
- Provide vital statistics regarding the students, their families, and the community.
- Identify factors that must be considered in the staff's decision-making process.
- Collecting demographic data is especially helpful when: mobility is high, there is a choice of school, population shifts cause enrollment to increase or decline, multiple opportunities for students to transfer between schools.

Demographic Data
(Student)

Enrollment
- Ethnicity
- Primary language
- Grade level
- Migrant rates
- Transfers
- Suspension and expulsion
- Gender
- Categorical programs
- Special programs

Attendance
- Daily rate of attendance
- Truancy rate
- Reasons for absences
- By period
- Transportation information (long distance)
- Dropout and retention rates
- By subject matter
- Tardiness rate
- Mobility rate
- By teacher
- Preschool attendance

Socioeconomic Status
- Free/reduced lunch status
- Social service support
- Household income and size
- Caretaker employment
- Parent education level
- Community employment figures

Completion Rates
- Graduation rate
- Dropout rate
- Promotion rate
- Retention rate

Demographic Data
(Student continued)

Post K-8

- Attendance and performance in subsequent grade levels

Post K-12

- Admission to and performance in post-secondary education
- Completion of post-secondary education
- Admission to and performance in the armed forces
- Entrance in and performance in the workforce

Demographic Data
(Family)

- Family primary language
- Language Proficiency Level
- Parent profile
- Size of family and number of siblings
- School-age parents
- Teen pregnancy rate
- Nature and frequency of adult participation in school events
- Nature and frequency of adult support at home

Demographic Data
(Community and Business)

- Number of community and/or business organizations that provide support
- Nature and frequency of community and/or business organizations' support
- Nature and frequency of volunteer services

Additional Ideas:

Perceptions Data

- Evaluate customer satisfaction- how our customers value our services.
- May be collected through surveys, questionnaires, polls, as well as analyses of newspapers and letters.
- Leadership team should begin with a list of customers: students, parents, teachers and staff, community citizens, community businesses, school board, regional colleges and universities.

- Parent surveys
- Student surveys
- School safety data
- Student wellness data
- Student self-concept data
- Equity survey data
- School climate data
- Student absenteeism
- Student tardiness
- Teacher absenteeism
- Data about teacher participation in professional development
- Parent/community volunteerism in the school
- Reports of behavior problems in school
- Student participation in extra-curricular activities
- Harassment, complaints data
- Review of newspaper editorials and letters
- Hotline information (from a school call-in line)
- Suggestion box information

Additional Ideas:

Program Data

- Include information related to the school's efforts to promote a high level of student achievement.
- Refer to variables over which the school has some degree of control.
- Help the staff make effective decisions about curriculum, instruction, and assessment.

Curriculum

- Alignment with content standards, frameworks, reform documents, and other comparative documents
- Curriculum implementation data
- Dependency on textbooks
- Consistency across similar grade levels, courses, and subject matter
- Amount of time allotted to specified content
- Alignment with content of assessments (CRTs, NRTs, classroom-based)

Instruction

- Evidence of sound instructional strategies
- Consistency across similar grade levels, courses, and subject matter
- Number and type of field trips
- Amount of time allotted to specified instructional practices
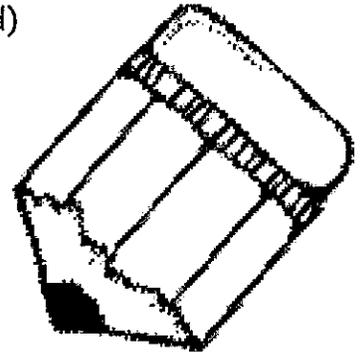
Assessment

- Nature and frequency of classroom assessment
- Amount of time allotted to assessment
- Alignment with external assessments
- Numbers and types of assessments assigned to each grade level
- Consistency across similar grade levels, courses, and subject matter

Resources

Textbooks, supplemental books technology, manipulatives, materials, equipment, supplies and other instructional items; evidence of sound instructional strategies.

- Quantity
- Quality

- Accessibility
- Appropriateness

Program Data (continued)

Staff

- Number (certified/classified)
- Pre-service training
- Major/minor areas of study
- Certifications/credentials
- Years of service at school
- Experience outside of education
- Student-teacher ratio per grade/course
- Support staff/paraprofessional numbers and placement
- Variety of positions
- Years of teaching
- Specialized training
- Gender
- Ethnicity
- Age
- Advanced degrees
- Mentor program data

Professional Development

- Number of staff who participates
- Relationship to long-range plans
- Number of sessions attended
- Process for selecting training
- Level of implementation
- Follow-up support
- Subjects addressed
- Nature of training
- Relationship to needs
- Quality of training

Expectations

- Level of expectation
- Consistency among staff
- Communication to others
- Application of high expectations to all students

School Organization

- Organization of the school day
- Accommodation for teacher collaboration
- Organization of the staff
- Use of facilities- before, during, after school
- Decision making process
- Support services
- Time allotted to specific subjects
- School improvement plan
- Class size

Expectations

- Nature and frequency of written and oral communication
- Availability of communication in parent's primary language
- Effectiveness of communication; 2-way or 1-way communication

Program Data (continued)

Parent Education and Involvement

- Number and nature of parent education opportunities
- Attendance at parent education opportunities
- Evaluation of parent education opportunities
- Number and nature of parent involvement opportunities (i.e. PTO, PTA, clubs)
- Parent satisfaction with parent involvement opportunities- volunteer data

Other

- Enrollments in alternative programs (i.e. alternative high schools, work-based programs, special education, enrichment, preschool)
- Extra-and Co-curricular participation (i.e. athletics, clubs, community service)
- State Report Card Data
- Post graduation data
- Program evaluation data; data which reports the impact of an implementation or change (i.e. impact of new course sequence changes, new materials/textbook adoption)

Additional Ideas: