

Strand 2 Pre-assessment statements

Focus Areas

1	What are the essential data needed to ensure continuous improvement?
2	What are the sources of data in your educational setting?
3	What are the most effective and efficient ways to organize data to make decisions that realize ambitious goals?
4	How do you represent data in a meaningful way when interpreting and sharing with others?
5	When do you make mid-course adjustments and why?
6	How can data be used appropriately to predict student performance on future assessments?
7	How can data be used to evaluate program effectiveness?

Participants respond with:

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

What are the essential data needed to ensure continuous improvement?

1. Instructional decisions are based on formative assessments of prior learning, embedded assessments during instruction, and summative assessments of results following instruction.
2. Data collection demonstrates understanding of **antecedent data** (e.g., schedules), **cause data** (teacher behaviors that engage students in learning), and **effect data** (student performance).

What are the sources of data in your educational setting?

3. Teachers and support staff collect and monitor data associated with goals. Emphasis is primarily on collection of effect data (student performance), with limited collection of cause data (teacher behavior) or programmatic and administrative antecedents (conditions and structures that correlate with excellence in student achievement).

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

4. Improvement cycles are used **for all major programs** and unit teams. Cycles ensure that plans are informed by data, implemented to address gaps and opportunities, analyzed, and routinely revised for improvement (e.g., DDDM).

5. All team members proactively analyze data for discussion in advance of meetings. A team process is used that focuses on improvement.
6. Data analysis drives all key decisions through collaborative processes. Evidence is demonstrated through a variety of means, such as: 1) collaborative schedules that provide common planning, teaming; 2) teacher teams examine student work and the team leader requests analysis and recommendations for specific students; 3) assessment calendars are required of all department/grade level teams; 4) early release time is provided for collaboration around student work; 5) time and effort are re-allocated to respond to urgent challenges through collaboration that develops powerful instructional strategies.
7. Assessment calendars establish times for collaboration in analysis, reflection, action planning, and implementation.

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

8. Triangulating student achievement data effectively is embedded in our data analysis practices.
9. Triangulations of data are used to engage teachers in self-discovery of insights, new learning, and recommendations for changes in the educational process.
10. The triangulation process is used to coach teachers in making assumptions, drawing inferences, and developing hunches that can help identify replicable practices, verified through action research.
11. Triangulation of data is actively used to make assumptions, draw inferences, and come to conclusions.
12. We publicly display and communicate data results throughout our school and district.
13. We empower our parents in our improvement process (for example, helping parents learn how to use a nonfiction writing rubric to help students with their writing at home).

When do you make mid-course adjustments and why?

14. Performance goals in the area of student achievement meet AYP requirements and close the learning gap for all subgroups. Efforts to assist students who demonstrate proficiency to move to the advanced or exemplary level are evident. New challenges are met by indentifying needs from existing data, creating of timely and effective interventions with monitoring data, and selecting meaningful results indicators.
15. Triangulation is an expected exercise for all grade, department, and data team meetings, and the leader routinely includes cause data, and administrative antecedents in the process. Triangulation is used to encourage innovative teaching strategies and facilitate new approaches to instruction through action research.
16. We examine test scores looking for trends within subjects, relationship to grades and state assessments, internal consistency across subjects, unanticipated gains, and outlier performers that score well above or well below standard.

17. Action steps for ALL goal areas describe parent training and education to enhance their involvement in their child's academic achievement. Further, these action steps differentiate and describe frequent communication (beyond traditional grading periods) to meet the unique needs of parents (including the use of technology, flexible conference times, and print/phone/conferences in the primary language of the parent).

How can data be used appropriately to predict student performance on future assessments?

18. We communicate about patterns and trends in student performance that correlate with specific instructional strategies or the presence of antecedent structures and conditions for learning.
19. Action research practices engage teachers and staff in a common action research approach, characterized by: 1) simple relationship design between one independent variable (cause data) and one dependent variable (effect); 2) pre/post assessments; 3) use of same course/grade classrooms as control group; 4) recommended use of meta-analysis categories of effective teaching strategies as independent variables; 5) data collection embedded into instruction; 6) prescribed time period, format.
20. We follow up on hunches associated with data patterns by initiating a process for replication with teachers when student performance patterns correlate with specific strategies or antecedent structures and conditions for learning.
21. Informed decisions are made based on formative assessments of prior learning, embedded assessments during instruction, and summative assessments of results following instruction. Data collection demonstrates understanding of **antecedent data**, **cause data** and **effect data**.
22. Data analysis is integrated into decision-making by one or more of the following: 1) establishing a school schedule with common planning, teaming; or 2) providing data to teacher teams (flexible grouping) and requesting analysis and recommendations for specific students.

How can data be used to evaluate program effectiveness?

23. Program and instructional changes are data-based. Teachers have permission to implement changes designed to improve student achievement based upon data evidence. Evidence is determined through triangulation of data and thoughtful collaboration around actual student performance.
24. The elimination, reduction, or omissions of historical practices or instructional strategies that inhibit improved student achievement are based on evidence revealed from data.
25. Improvement cycles to assess student achievement across state or local requirements (e.g., seat time, state assessment) are a focus. Applications to adult practices or administrative and programmatic structures are used.
26. Data are analyzed during staff meeting time. Training in data analysis tools is provided and updated.
27. Data provide evidence to assist teachers and staff in making changes designed to improve student achievement. Triangulation and thoughtful collaboration around student performance occurs consistently among teachers and staff.