

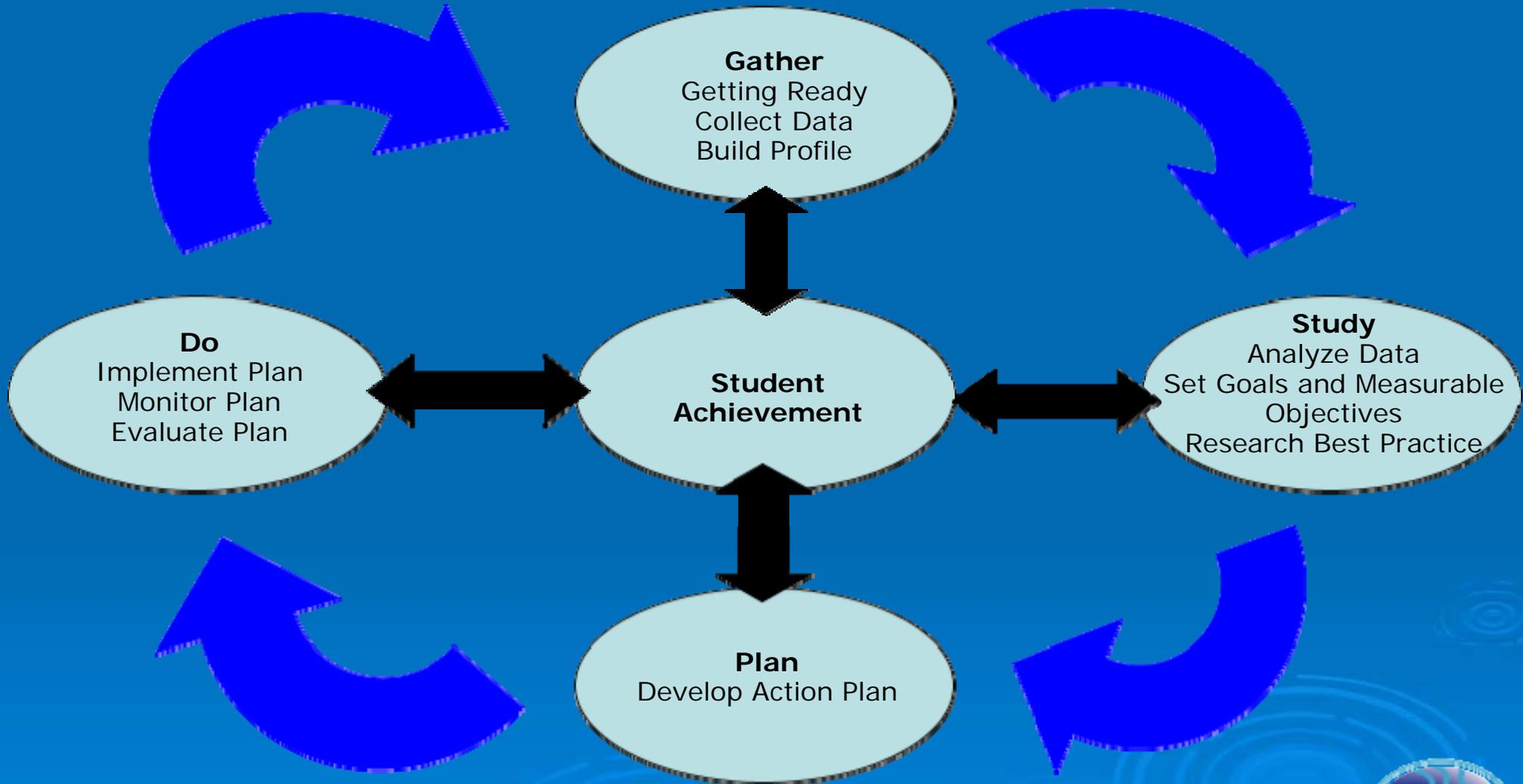
One Common Voice – One Plan

School Improvement Module 2

Gather: Collect Data
Build Profile

One Common Voice – One Plan

School Improvement Planning Process



One Common Voice – One Plan

Gather: Overview and Vocabulary

Overview

Process for completing a CNA

Gathering of Data

4 Types of Data

Link to School Process Profile

Build Profile

Vocabulary

Comprehensive Needs Assessment (CNA)

School Data Profile

School Data Analysis

School Process Profile

School Process Analysis

Summary Report

School Process Rubrics

EdYES! Subset

Standards Assessment Report (SAR)

Self Assessment (SA)

4 Types of Data

Demographic Data

Achievement Data

Process Data

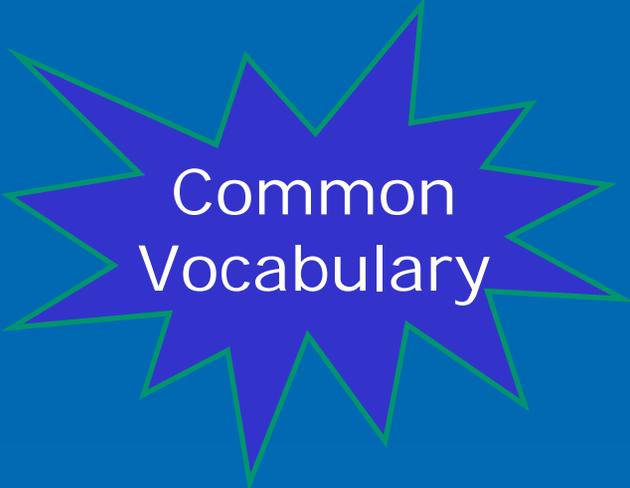
Perception Data

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Creating a Common Vocabulary for School Improvement

A comprehensive needs assessment* includes five components....

1. School Data Profile
2. School Data Analysis
3. School Process Profile
4. School Process Analysis
5. Summary Report



Common
Vocabulary

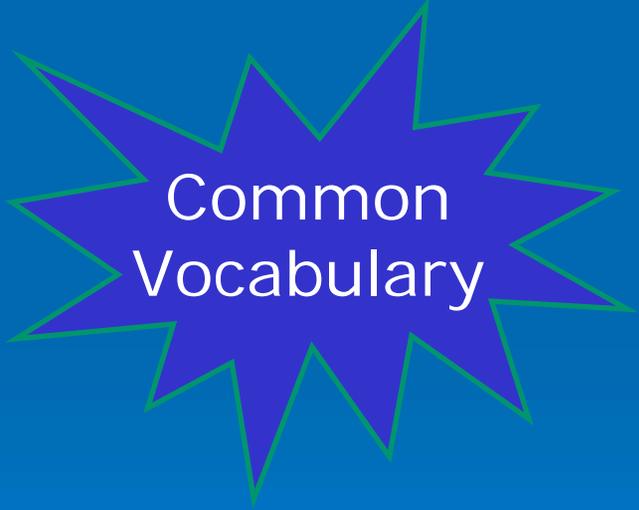
**Comprehensive needs assessments may vary, however, in Michigan, the School Process Profile must include one of four designated options.*

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Creating a Common Vocabulary for School Improvement

The Michigan Comprehensive Needs Assessment (CNA)* includes these same components....

1. School Data Profile
2. School Data Analysis
3. School Process Profile
4. School Process Analysis
5. Summary Report



Common
Vocabulary

**Comprehensive needs assessments may vary, however, in Michigan, the School Process Profile must include one of four designated options.*

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Michigan Comprehensive Needs Assessment

In Michigan, all schools must complete one of these four School Process Profile options:

School Process Rubrics (90)

or

EdYes! Subset (40)

} MDE

or

Standards Assessment Report (SAR)

or

Self Assessment (SA)

} NCA

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School Improvement Process

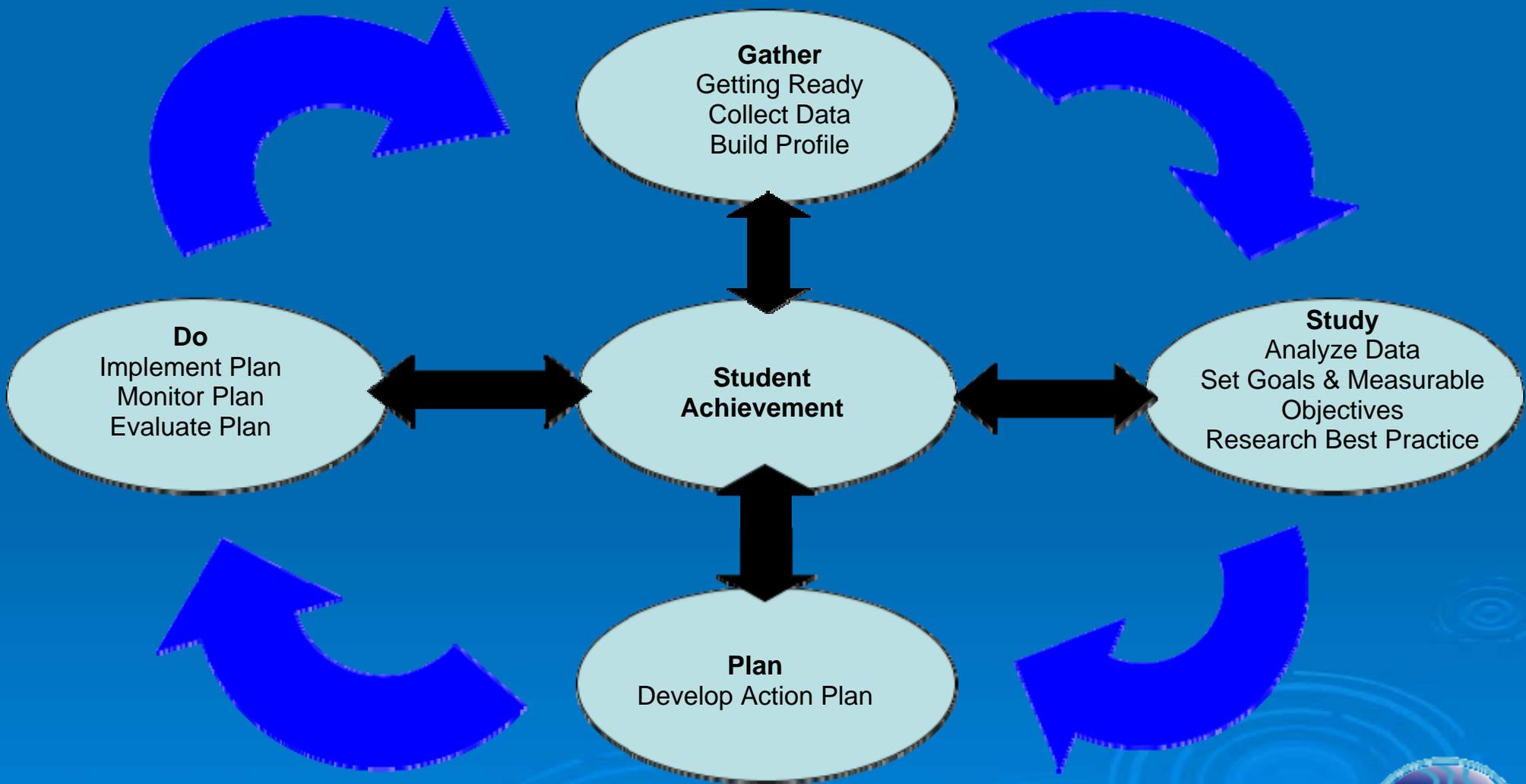
- Getting Ready
- Collect Data
 - School Data Profile
 - School Process Profile
- Build Profile
- Analyze Data
 - School Data Analysis
 - School Process Analysis
 - Summary Report

Comprehensive Needs
Assessment

- Set Goals & Measurable Objectives
- Research Best Practice
- Develop Action Plans
- Implement Plan
- Monitor Plan
- Evaluate Plan

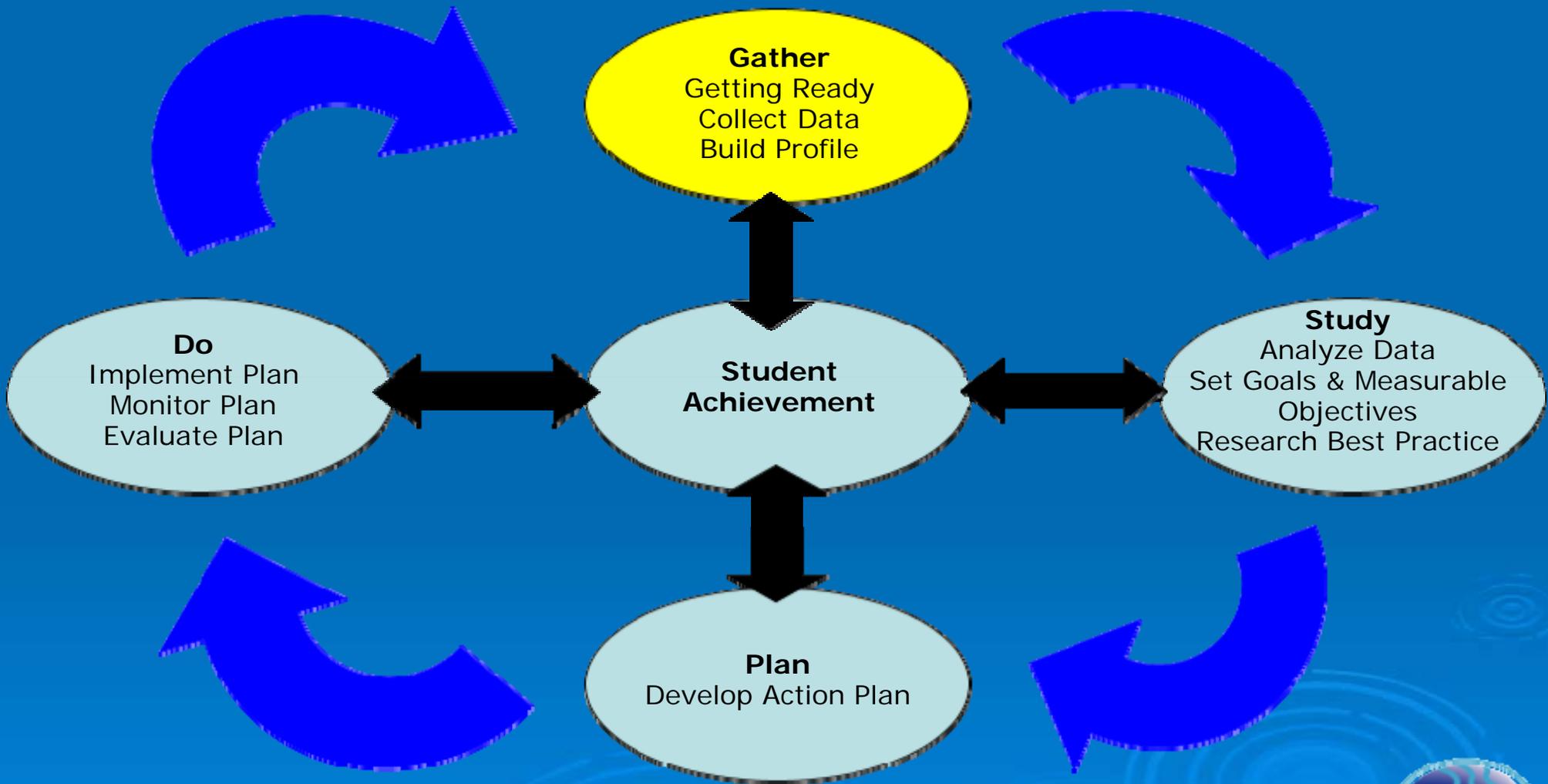
School
Improvement
Plan

School Improvement Planning Process



One Common Voice – One Plan

School Improvement Planning Process



One Common Voice – One Plan

Gather: Getting Ready

Effective Meeting Protocol & Calendar/Timeline

- Preparation is critical!
- Focus on the task at hand – school improvement to impact student achievement.
- Determine the facilitation process you will utilize (i.e. Professional Learning Communities, utilize action agendas, etc.).
- Determine calendar/timeline/meeting dates
- Determine your evaluation and follow-up process

Additional School Improvement Resources

AdvancED Web Site

<http://www.advanc-ed.org/mde>

Breakthrough School Improvement Materials

http://www.advanc-ed.org/products_and_services/breakthrough_school_improvement/

MI MAP

http://www.michigan.gov/mde/0,1607,7-140-28753_33424---,00.html

MI PLAN

http://www.michigan.gov/mde/0,1607,7-140-5235_28374---,00.html

National Study of School Evaluation (NSSE)

<http://www.nsse.org/>

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Gather: Getting Ready



Setting up
the
process

Setting up the “process” for working through the Comprehensive Needs Assessment (*School Data Profile and School Data Analysis, School Process Profile and School Process Analysis & Summary Report*).

- Identify and organize data working team for each content area. (*These teams will likely include more members than the School Improvement Team (SIT) with some overlap.*)
- Outline responsibilities for the data teams.
- Pre-organize the data packets.

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Data Examples

Michigan
Elementary
Reading Data
2008-2009

Michigan
Elementary
Science Data
2008-2009

Michigan
Elementary
Writing Data
2008-2009

Michigan
Elementary
Social Studies
Data
2008-2009

Michigan
Elementary
Demographic
Data
2008-2009

Michigan
Elementary
Perception
Data
2008-2009

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Gather: Collect Data

Where are we now (status) & where do we want to be (goal)?

- What do you already know?
- What do you need to know?
- What additional information/data do you need to know?
- Where can you find the data?

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Gather: Collect Data

What do you already know?

What data do you need to know?

What additional information/data do you need to know?

Where can the information/data be found?

Demographic Data

Student Subgroups
Enrollment
Staff Attendance
Graduation/
Dropout Rates

Achievement/ Outcome Data

Local Assessments
State Assessments
National Assessments

Process Data

Disciplinary
Information
Policies and
Procedures
School Process
Rubrics

Perception Data

Survey Data
Opinions

*The list of data examples above is not all inclusive. Your building may have other data to consider.

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Gather: Collect Data

Types of Data

Demographic Data: Describes our students, staff, district, and community

Achievement/Outcome Data: How our students perform academically on federal, state, and local assessments

Process Data: Disciplinary Information, Policies and Procedures, School Process Rubrics

Perception Data: Survey Data, Opinion

One Common Voice – One Plan

Gather: Collect Data

Demographic Examples

- Enrollment
- Subgroups of Students
- Staff
- Attendance (Student & Staff)
- Mobility
- Graduation & Dropout
- Socio Economic Status
- Education Status



Demographic
Data

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Gather: Collect Data

Examples

Achievement/
Outcome Data

National	State	Local
<ul style="list-style-type: none">• NAEP• ACT/SAT• ITBS, CAT, MET• NWEA	<ul style="list-style-type: none">• MEAP• MME• MI Access• ELPA	<ul style="list-style-type: none">• Local Formative Assessments• Classroom Assessments• Report Cards

** Aggregate & Disaggregate
Total & By Subgroup*

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Gather: Collect Data Perception Data

Example:

- Surveys of students, staff, parents, community
- A belief - stronger than an impression, but less strong than positive knowledge
- Helps us understand what students, parents, staff, and others think about the learning environment (Bernhardt, 2002)

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Gather: Collect Data Process Data

Examples:

- Teaching & Learning Data (lesson plans, student work)
- Policies and Procedures (e.g. Grading, Homework, Attendance, Discipline)
- Student and Staff Expectations (e.g. Academic and Behavior)
- Parent Participation (Total & Subgroups)
 - Parent-Teacher Conferences
 - PTO/PTA
 - Volunteers
- Days of Suspension (Total, by Grade, by Subgroups)
- School Process Rubrics

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Gather: Collect Data School Process Rubrics

Part of the data that will be critical to consider in your school improvement planning is the data you submit for the CNA: School Process Data and School Process Analysis.

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Gather: Collect Data

School Process Analysis

The analysis of the school process data you complete (i.e. either the school process rubric (90), EdYes! Subset (40), SA or SAR) will help you to identify the best practice processes that you may want to consider implementing as you work to determine your school improvement action plan strategies.

For example, if in reading, you indicated that your curriculum is only partially aligned, an action step in your plan could be the alignment of the curriculum with Grade Level Content Expectations.

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Gather: Collect Data Perception and Process Data

Building in “time” and a “process” for gathering perception data is a necessary component of the School Improvement process.

Resources for gathering perception data:

MI MAP: Learning from Perception Data
http://www.michigan.gov/documents/4-3_107258_7.pdf

MI MAP: Perception Data Inserts
http://www.michigan.gov/mde/0,1607,7-140-28753_33424---,00.html

Sample Students, Staff Parents
Surveys: <http://www.k12.wa.us/SchoolImprovement/Guide.aspx> (Appendix C)

One Common Voice – One Plan
Gather: Collect Data
Perception and Process Data

There is a Moving Decisively Towards Data
Module that is available at:



Mi Map Moving Decisively Towards Data

(See Modules 4-1 through 4-5)

http://www.michigan.gov/mde/0,1607,7-140-28753_33424---,00.html

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Gather: Collect Data Short Group Reflection

- What types of data do you have at your building?
 - Demographic
 - Student achievement/outcome
 - Perception
 - Process
- How do you collect it and how often?
- Why do you collect this data?
- Is it easily accessible to building teams?
- What do you do with it?

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Gather: Collect Data

Data Worksheet

Data Type	Data Collected	How Often	By Whom	How Data is Used
Academic Outcome				
Demographic				
Process				
Perception				

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Gather: Build Profile

Organize Your Data

Collect & sort your data considering the following:

- Types of data – Achievement/Outcome (by content area), Demographic, Perception, and Process
- Year data represents
- Subgroup analysis
- Cohort comparisons (if available)
- Grade level(s) represented

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Data Examples

Michigan
Elementary
Reading Data
2008-2009

Michigan
Elementary
Science Data
2008-2009

Michigan
Elementary
Writing Data
2008-2009

Michigan
Elementary
Social Studies
Data
2008-2009

Michigan
Elementary
Demographic
Data
2008-2009

Michigan
Elementary
Perception
Data
2008-2009

One Common Voice – One Plan

School Improvement Planning Process

