

Guidance for
Quarterly Reporting
For Priority and Focus Schools

Updated July 2015



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Guidance for Quarterly Reporting - Priority & Focus Schools

Section 1 Overview: Annual Indicators of Overall School Conditions

This dashboard includes a required set of data that summarizes your school’s status toward meeting the criteria for exit from the transformation process. RIDE will send you most of this data. However, do not wait to hear from RIDE before beginning Section 2.

Your Quarterly Report should include the form “Annual Indicators of Overall School Conditions.” Definitions for the components in this template can be found in Appendix E. Review the pre-populated data from RIDE when it comes to you, and add any additional data available to you that RIDE does not already have access to. Please do not wait until you receive this data from RIDE to begin working on the rest of your Quarterly Report. In order to make the data as current as possible during the monitoring meetings with RIDE, you may not receive it until shortly before your report is due. Should your school or district choose to track any metrics in “*school specifics*”, RIDE will work with school and district personnel to write an addendum to the Section One Glossary in Appendix E that defines these data points. They must then remain consistent throughout your school’s participation in the transformation process.

Section 2 Overview: Quarterly Intervention Progress Monitoring Report

This is your *self-assessment*. You decide what is working and plan for the next stage of intervention by assessing data questions and measures from the last quarterly review. *Did changes in educator or parent practice occur? Were student outcomes impacted? What will you do next based on what was learned? How will you measure it?*

The Section 2 template is intended as a guide for self-assessment and reflection. When your school wrote a School Reform Plan at the beginning of the transformation process, your team identified several indicators it would use to evaluate how your interventions are going. For each, the team generated questions to provide insight into the effectiveness of implementation, as well as measurement tools that would help answer those questions. These questions and tools were revised over time. Your most recent quarterly plan and the accompanying Quarterly Dashboard, completed at the meeting with RIDE and your district, shows your current questions and tools.

STEPS TO TAKE PRIOR TO FILLING OUT SECTION 2: 2014-2015 QUARTERLY MONITORING TEMPLATE

The purpose of the Section 2 template is to support you in the process of using questions and measurements to reflect on the successes and challenges of your implementation and build your report. **Do the following before filling out Section 2:**

STEP 1: Review Previous Quarterly Report & SRP

Begin by thoroughly reviewing your School Reform Plan (SRP), your most recent Quarterly Report and the accompanying Quarterly Dashboard completed at the meeting with RIDE and your district. The indicators, questions, and measurement tools you identified and the Data Next Steps you listed on your dashboard will now form the basis of your new quarterly self-assessment. You highlighted some changes in educator/parent practice and resulting student outcomes you believed would occur from your intervention. Each quarter, you will submit data you collected that helps you, the district, and RIDE understand whether these are occurring with the quality you intend.

STEP 2: Compile Data to Submit With Report

Once you have reviewed your questions, measurement tools, and next steps from your most recent dashboard, you will be ready to identify which data sources you will use to assess your current work. **Only select those data sources for which you have the most relevant and complete data at this time.**

STEP 3: Analyze Your Data

You will need to **properly format your data for analysis.**

This means aggregating data at the school level or classroom level to **identify and assess trends and correlations** which you will discuss in bullet points in “Learnings” on Section 2, Part 2 of the report monitoring template.

What if I need to revise my questions? Or look at different measurements?

That is good! Quarterly reporting and monitoring allows you to continually refine the ways you evaluate the status of your work. Each quarter, if you feel that the questions you previously considered are not what you truly need to know to judge the status of your intervention at this time, or if there is a mismatch between the questions and available measurement tools, you may revise your data plan as needed. Hopefully, your most recent monitoring meeting has already resulted in Data Next Steps on your quarterly dashboard that point you in the right direction. As you make revisions, submit data relevant to the Data Next Steps and the initial questions and, if you would like, any data that answers your newly revised questions. **If you revise your questions ensure they follow logically from your original focus in that intervention. Update the questions and tools listed in the “data plan” (Section 2, Part 2 of the report) so that your new thinking is preserved as a starting point for the next quarter.**

OVERVIEW: HOW TO COMPILE, ANALYZE AND REPORT DATA

Our normal reporting structure assumes a model of instructional improvement that looks like the following. The presentation of your data should help you see the connections among each area:



Occasionally you may add an additional approach that requires you to look at other elements. This often occurs in the area of parent engagement as seen in the following:



What to Include and What Not to Include in Your Submission

- **Do aggregate, tabulate, and format:** Go through the beginning stages of analysis and reflection with the data and organize it meaningfully via a visual data display: graphs, charts, etc. Try to identify trends or connections between adult and student behavior.
- **Do provide an analysis under “Learnings” in the Section 2 Monitoring Report Template:** Use the “Learnings” section to discuss intersections, trends and correlations you find and the next steps in your process. Use the “data plan” section to describe the questions you will ask and tools you will use to continue measurement of your progress.
- **Do send a sample of the tools you used to collect data (a sample survey for example)**
- **Do not send data in its raw form (individual teacher or student responses or outcomes do not show trends or help with analysis)**
- **Do not include documentation of processes or tasks completed**
- **Do not send any data with student or teacher names attached to assessment results**

Note for the first reporting experience: We recognize that schools in the earliest phases of implementation cannot yet engage in the depth of analysis described here. For this reason, a school’s first report is instead an opportunity to refine monitoring questions and measurement tools if necessary, and to collect and share baseline data that will be used as a comparison point for future measures.

The key to this process is working out ahead of time how you expect each step will lead to the next, collecting data to find out whether each step does in fact lead to the next, and then submitting only the high level analysis of your data.

Implementation Outcome

- implement intervention, i.e. type of pd
- track implementation i.e. ensure full participation
- implement tracking system for teacher/student outcomes

Intermediate teacher/parent knowledge or behavior change

- demonstrated increase in knowledge among large % of teachers/parents

Long term teacher/parent behavior change

- documented changes in how a large % of teachers or parents engage with students

Intermediate change in student behavior or knowledge

- document large % of students gaining x skill
- decrease or increase in students behaving in x way.

Long term student outcome

- impacting transformation outcomes on dashboard

STEP BY STEP: HOW TO COMPILE, ANALYZE AND REPORT DATA

Compiling Data, Aggregating Data and Formatting Data

You have already chosen the questions you will ask and the measurement tools that you will use to collect data for this quarter. You can find those in your SRP and any updates can be found in your most recent quarterly report and the accompanying Quarterly Dashboard completed at the meeting with RIDE and your district. You should have been collecting this data over the course of the quarter. The next step is to pull together all of the raw data and put it together into one database (i.e., aggregate it). For example, if you gave a survey to teachers to measure their views about a PD experience, it would not be necessary to send each teacher's independent response. A spreadsheet with the aggregated data would be more appropriate and helpful for analysis. It is important to note that some of your measurement tools (e.g. an online tool like Study Island) might give you aggregated results already. If this is the case, you may still want to move to a higher level of aggregation (e.g., from a classroom to school wide) depending on your intervention and/or the questions you hope to answer.

Only include additional attachments such as original survey tools used if they help the reader to better understand the aggregated and formatted data.

Aggregate Data Example in Appendix A

Appendix A: Carter Middle School Aggregated Data includes data the school has collected based on the questions in the SRP and their most recent reports. Appendix A includes an example of aggregated student MAP data and aggregated teacher data. Now we need to analyze this data.

Tabulating Data and Displaying It for Interpretation and Analysis

Once the data are aggregated, the next step is to begin putting together information of interest so that it becomes more manageable. To do so, it is useful to consider the different dimensions of the data and how they intersect with each other. This is called **Intersection Analysis** and its purpose is to help you use the data you collected to answer the question you set forth in your SRP. For example, you might have questions about the impact of your professional development efforts. In this case, you would want to compare proficiency levels for students in classrooms where teachers were implementing the intervention to those of students with similar needs who are not receiving the intervention. You might have questions that get at whether students from different demographic backgrounds are performing at the same levels as others. As a result, you would likely want to find overarching levels of proficiency across the

school as well as tabulating the level of proficiency for different demographic groups of interest (e.g., percent of ELL students who are proficient compared to non-ELL students, percent of ELL students who are honors students compared to non-ELL students).

You might not incorporate all of the data you have collected. This is particularly true when you use a larger externally created student assessment like STAR or MAP. Your aim is to take stock of how your intervention is going and that means some of the data available to you may not be relevant.

The final step is to display your data so that others can interpret it. A visual data display like a simple table or chart is sufficient.

**Tabulated Data Example in
Appendix B**

Appendix B: Carter Middle School Tabulated Data provides the final tabulation and formatting for both the teacher survey and the student MAP data as well as how they interact in our example.

Final Analysis Prior to Reporting

The next step is to take your newly tabulated data and extract some information regarding current performance that will ultimately be reported under “Learnings” in Section Two. Look across your tabulations and draw conclusions. Hopefully, you will find some answers to the questions in your SRP and quarterly report. You may also have unexpected findings. A helpful strategy can be to bring together key staff and teachers to identify what they think the data will show relative to the questions that were initially asked, and what they think it will show in terms of next steps. Then provide the tabulated data and initial analysis to see if it matched expectations or leads them to think in new directions. This supports ownership of the process.

In *Appendix C: Summary of Team’s Data Analysis* we provide these write-ups for both the educator practice and student behaviors of the sample intervention at Carter Middle School. In each, you will see examples of intersection

**Team Analysis Example in
Appendix C**

analysis. For example, in considering whether teachers were using data to inform instruction, this school asked whether data use for instruction varied across different departments. Therefore, one of the Intersection Analyses was to evaluate teachers’ responses by which department they were in. As you can see in the second to last bullet point, Math teachers were far more likely to state that they were using data to inform instruction. Upon further Intersection Analysis – now between teacher responses, department, and professional development – it suggests that this difference may be attributed to the fact that the Math

teachers participated in the Data Use Professional Development Series. You may notice that there are some additional points on the page that relate to observations about the data that are not directly related to the question. To analyze further a school might look at how students perform in classrooms where teachers are using data to inform instruction versus classrooms where teachers are not using data to inform instruction.

Entering Information into Section 2 Template

Report Template Example in Appendix D

Now that you have finished your analysis you are ready to enter it into the Monitoring Report Template. This document is *forward looking* – it asks you to look at the reported data and think about your next steps to investigate trends, make adjustments, and monitor particular areas of concern.

PART ONE: Summary of Current Status: Complete Part One after you have completed all other sections. This will be your headline summary of progress on your intervention, but will be informed by the information shown in Part Two: Assess Current Status. **The data you have collected and the steps you describe in Part Two will give you a sense of your school’s overall progress on each intervention. Use green, yellow, orange and red color ratings as described on the template to give a picture of the progress in Part One next to each intervention name.**

PART TWO: Assess Current Status

First Three Lines: begin with one intervention and re-enter its name, the goal it supports, and its theory of action in the first three rows of the table. In future reporting cycles, you can simply copy and paste the intervention, goal, and theory of action from the template used previously since these should stay the same each quarter. The theory of action will become more detailed, and could even change, as you learn from your data analysis over time.

Learnings from the Most Recent Quarter: Now summarize in brief bullet points the key things you have learned about the intervention through the data analysis you conducted with your team for this report and throughout the quarter. You may wish to highlight the data points in the tabulated data you are attaching that you find most important. Include plans for adjusting implementation based on this information, and what questions or concerns remain for you.

Data Plan: Finally, update the data plan for the intervention:

- *2 or 3 questions we will ask about changes in parent/educator practice:* Fill in or update the 2 or 3 questions you want to ask about changes in educator/parent practice linked to this intervention in order to monitor progress. These may be identical to your original School Reform Plan, or last report and dashboard, or you may add or revise.

- *Data we will collect to help answer those questions:* List the specific data that you are collecting and using to answer your questions about adult practice. Again, these may simply be carried over from the previous plan or quarter, or may be updates.
- *Who Will Collect It:* Assign an “owner” for this data who will be relied upon to collect it.
- *When We Will Review It:* Be specific about data that will be reviewed. This will depend on a number of factors: 1) When it is most useful (e.g. when scheduling students into a new semester of reading supports or when reviewing effectiveness of a curriculum before deciding whether to buy it for the next school year) 2) The frequency with which new data are available 3) The ease with which data can be collected and analyzed
- *Who Will Look at It:* List the people you need to be “in the room” when the data are reviewed so that appropriate decisions can be made.
- *What Decisions Will This Help Us Make:* Describe the decisions you will make as a result of the findings from the data. Consider what the data is useful for in your daily work and **what you will you do if the data indicates your intervention is not on track?** i.e.:
 - a. Do we need to monitor one aspect of implementation more closely?
 - b. How might we allocate support for teachers or students differently?
 - c. Which materials should we continue to invest in?
 - d. Who else needs to be involved during the next phase of implementation?
 - e. Are there other course corrections we need to make?
- ***Repeat this process for each intervention. For each intervention include both adult and student outcome data.***

To whom should I submit this and how?

The final step is submitting the full report to RIDE and your district. Email the relevant materials both to the point person in your district and to the Office of Transformation and Charter Schools at the following email address Transformation@ride.ri.gov. Submissions should include:

- Updated Section One Required Indicators of Overall School Conditions with your additions (e.g. School Specific metrics, teacher absenteeism)
- Completed Monitoring Report Template with information for **each intervention** (see Appendix D for example)
- Tabulated Data (see Appendix B for example) including at least one related to educator/parent practice and one related to student outcomes for **each intervention**

For additional assistance, please contact the Office of Transformation.

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Appendix A Page 1: Carter Middle School Aggregated Data (Student)

MAP Growth Targets - School

Carter MS6th Grade - Mathematics Fall 2012 to Spring 2013 (Fall to Spring Growth)

All Students								Typical Growth		CCR Growth		Midyear Progress		Actual Growth	
Student Number	Student	Fall 2011		Winter		Spring 2012		Growth Target	Target RIT	Growth Target	Target RIT	On Track Typical	On Track CCR	Met Typical Target	Met CCR Target
		RIT	NP	RIT	NP	RIT	NP								
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	199	9	193	3	202	7	6	205	18	217	No	No	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	197	7	209	19	209	15	6	203	18	215	Yes	Yes	Yes	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	198	8	199	6	202	7	6	204	18	216	No	No	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	159	1	170	1			6	165	30	189	Yes	No		
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	194	5	202	9	189	1	6	200	13	213	Yes	No	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	205	11	221	45	212	20	6	211	19	221	Yes	Yes	Yes	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	189	2	184	1	198	4	6	195	21	210	No	No	Yes	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	205	17					6	211	16	221				
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	203	14	194	3			6	209	17	220	No	No		
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	185	1	187	1	195	3	6	191	22	207	No	No	Yes	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	223	59	218	38	221	39	6	229	11	234	No	No	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	213	33	204	11			6	219	14	227	No	No		
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	210	27	211	22	210	17	6	216	15	225	No	No	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	225	64					6	231	10	235				
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	205	17	200	7	209	15	6	211	16	221	No	No	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	209	25	222	48	220	36	6	215	15	224	Yes	Yes	Yes	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	195	5					6	201	19	214				
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	182	1					6	188	23	205				
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	190	3	198	6	202	7	6	196	21	211	Yes	No	Yes	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	210	27	213	26	200	6	6	216	15	225	Yes	No	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	201	11	210	21	198	4	6	207	17	218	Yes	Yes	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	154	1	155	1	161	1	6	160	32	186	No	No	Yes	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	216	41	219	40	213	22	6	222	13	229	Yes	No	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	204	16	201	8	195	3	6	210	16	220	No	No	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	201	11	197	5	207	12	6	207	17	218	No	No	Yes	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	185	1	182	1	191	2	6	191	22	207	No	No	Yes	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	211	29	206	14	213	22	6	217	14	225	No	No	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	221	54	222	48	223	44	6	227	11	232	No	No	No	No
xxxxxxx	XXXXXXXXXXXXXXXXXXXX	217	43	214	29	220	36	6	223	12	229	No	No	No	No

FYI ONLY - DO NOT SEND DATA AGGREGATED AT THIS LEVEL TO RIDE

Appendix A Page 2: Carter Middle School Aggregated Data (Adult)

Jimmy Carter Middle School Working With Data Learning Target Chart, May 2013				Jimmy Carter Middle School Working With Data Learning Target Chart, May 2013																					
Staff Member	Department	Formative Assessment PD	Reading Data PD	Classroom Level Data											Standardized Test Data					Reading Data (for 2012-13)				GradeBook	
				LTA.1	LTA.2	LTA.3	LTA.4	LTA.5	LTA.6	LTA.7	LTA.8	LTA.9	LTA.10	LTA.11	LTB.1	LTB.2	LTB.3	LTB.4	LTB.5	LTC.1	LTC.2	LTC.3	LTC.4	LTD.1	LTD.2
Barry	Math	y		y	y	y	y	s	n	y	s	s	s	s	s	s	y	s	s					y	n
Bansworth	Science		y	y	y	y	y	y	y	n	y	n	n	s	s	s	s	y					y	n	
Border	ELA			s	s	y	n	n	n	n	n	n	n	s	s	y	s	y					y	n	
Boven	Art																		s				y	n	
Bowen	Math/SPED	y	y	y	y	y	s	n	y	s	s	s	s	s	s	y	s	s	y	y			y	n	
Carrey	SPED			s		s	s	n						s	s	s	n						y	n	
Gumble	Math/SPED	y		y	s	y	y	s	n	y	s	s	s	s	s	y	s	y					y	n	
Heinman	ELA																						y	n	
Henry	SPED	y		y	y	y	y	s	y	s	y	y	y	s	s	y	s	y					y	n	
Hinkle	Tech																								
Hope	Math Coach	y		y	y	y	y	y	y	y	y	y	y	y	y	y	y	y					y	n	
Jones	P.E.																	s					y	n	
Kranst	SS			y	y	y	y	s	n	s	n	n	n										y	n	
Lang	Math	y		y	y	y	y	n	n	y	s	s	s	s	s	y	s	s					y	n	
Lemest	SPED			y	y	y	s	s	n	s	n	s	s	y				n					y	n	
Martin	Science			y	y	y	y	s	n	s	n	s	n	n									y	n	
Sapple	ELA			y	y	y	s	n	n	s	s	y	s	n	s	s	s	s					y	n	
Saman	Music																	s					y	n	
Schnaup	Math	y		y	s	y	y	s	n	y	s	s	s	s	s	y	s	s					y	n	
Seeley	SS			n	n	n	n	n	n	n	n	n	n	n	s	s	y	s	y				y	n	
Smith	Reading		y	y	y	s	y	s	y	y	s	s	n	n	s	s	y	s	y	y	y	y	y	s	
Thomas	ELA			y	s	s	s	n	n	s	n	s	n	n	s	s	y	s	s				y	n	
Thompson	Reading		y	s	n	s	s	n	n	n	n	n	n	n	n	n	n	s	s	n	n	n	y	s	
Trent	Math	y		y	y	y	y	s	s	y	s	s	s	s	s	y	s	s	y				y	n	
Williams	Reading		y	y	y	y	y	y	y	n	s	n	n	s	s	y	s	s	y	y	y	y	y	s	
TOTALS				16/20	14/20	16/21	15/20	4/20	5/20	12/20	1/20	5/20	2/20	3/20	2/18	2/18	14/20	2/20	9/20	4	3	2	2	24/24	0

FYI ONLY – DO NOT SEND DATA AGGREGATED AT THIS LEVEL TO RIDE

Key to Working With Data Learning Targets for Teachers (Partial)

Category A: Classroom Level Data

LTA. 1 I can complete a Content Area Action Plan.

LT A.2 I can prepare a presentation for department meetings that includes discussion of student work as it relates to the data.

LT A.3 I can set up and complete a Learning Target chart for Carter’s data binder.

LT A.4 I can generate and sequence Learning Targets for a unit using post tests/assignments and other curriculum materials.

LT A.5 I use Learning Targets as the basis for unit planning.

LT A.6 I can set up and use a pretest in a way that provides information on students’ mastery of specific Learning Targets.

LT A.7 I can create formative assessments that provide data on students’ mastery of specific Learning Targets.

LT A.8 I use informal formative assessments and have a method for recording student results.

LT A.9 I review formative assessment data continuously to gauge students’ mastery of specific Learning Targets and adjust lesson plans accordingly.

LT A.10 I differentiate lessons based on formative assessment data.

LT A.11 I group students based on formative assessment data.

Appendix B Page 1: Carter Middle School Tabulated Data (Student)

MAP Data, Spring 2013

How did students at each grade level progress?				
	6th grade	7th grade	8th grade	Whole School
% Improving	78%	64%	73%	72%
% Making Typical Growth	53%	47%	51%	50%
% Accelerating (double Typical Growth)	16%	23%	34%	24% (SY11-12: 5%)
% Meeting Target	1%	3%	1%	2% (SY11-12: 0%)

How did students with IEPs progress compared to the school overall?									
	6th grade SPED (n=11)	6th grade overall	7th grade SPED (n=13)	7th grade overall	8th grade SPED (n=11)	8th grade overall	SPED grades 6-8	grades 6-8 overall	
MATH: % Making Typical Growth	55%	53%	69%	47%	67%	51%	64%	50%	
MATH: % Meeting Target	0%	1%	8%	3%	0%	1%	3%	2%	

How did students in advanced math classes progress compared to those not in the classes?						
	6th grade Advanced (n=16)	6th grade overall	7th grade advanced (n=11)	7th grade overall	8th grade Algebra (n=13)	8th grade overall
% Improving	50%	78%	45%	64%	54%	73%
% Making Typical Growth	19%	53%	27%	47%	23%	51%
% Accelerating (double Typical Growth)	0%	16%	9%	23%	15%	34%
% Meeting Target	0%	1%	9%	3%	8%	1%

Appendix B Page 2: Carter Middle School Tabulated Data (Adult)

Results of Teacher Survey on Data Use, Conducted May 2013

Carter Middle School

How comfortable are teachers in each department using data to differentiate?

% of data use learning targets to which teacher responded "Yes, I use this skill." or "I am somewhat comfortable with this skill."		ELA (n=5)	Reading (n=3)	Math (n=5)	Science (n=3)	SS (n=2)	Special Education (n=4)
		Range	27%-82%	27%-82%	82%-100%	55%-81%	0-64%
Average		60.2%	60.4%	94.4%	76%	32%	89.5%

What impact has professional development offered this quarter had on teacher comfort with and use of classroom data?

% of data use learning targets to which teacher responded "Yes, I use this skill." or "I am somewhat comfortable with this skill."		Participated in "Formative Assessment and Teaching with	Participated in Reading Ramp Up Program Training (n=4)	Both (n=1)	Non-participants (n=10)
		Range	82%-100%	27%-82%	91%
Average		94.0%	61.5%	91%	59.5%

Appendix C: Summary of Team's Analysis of Data

1. Students

What does the data tell us? What Patterns of Need did we find?

- General MAP data
 - While all grades seem to be improving at high levels there remains about 20-30% of the students who are not improving.
 - Only about ½ of the students in any grade are making what would be considered typical growth.
 - There are a number of students who are making accelerated growth with the 8th grade outperforming other grades by about 10 percentile points in facilitating this degree of change.
 - The percentage of students meeting the target continues to be very low.
 - There appears to be some kind of dip in 7th grade in terms of growth though more students are meeting the target.
- IEP Students
 - Across the board, students with IEPs generally are performing better than other students in terms of both growth and ability to meet standards.
 - Despite this, the total percent of students meeting targets remain low.
- Students in Advanced Classes
 - MAP scores do not show evidence that math classes with accelerated curricula resulted in stronger growth for students. Indeed, across the board these students seem to be performing less well than students in regular courses.

2. Adults

What does the data tell us? What Patterns of Need did we find?

- Classroom Level Data:
 - Of those teachers who responded to the survey, more than 2/3 definitely said that they know how to use a CAAP and use student data in the planning stages of the learning targets. The remaining respondents said that they did this somewhat.
 - Application of data skills into daily practice remains low. Few, if any, teachers reported that they were collecting formative assessments, including informal checks, to assess student learning and differentiate.
- Standardized Test Data:
 - While in many cases few teachers replied “yes” to questions regarding accessing, interpreting, and using MAP data, most said “somewhat.” Discussions with

teachers suggest that one issue is that it remains difficult to get timely access to the data.

- Reading Data:
 - We are at a real deficit in terms of using formative reading assessments.
- Grade book
 - Though teachers report using it, many of its features are being underutilized.
- Departmental Differences
 - Overall, Math teachers reported the highest levels of comfort with using any forms of data to guide their instruction (95%). This is dramatically higher than SS teachers who report low levels of comfort (34%).
- The impact of PD
 - Teachers who participated in a professional development program reported higher level of comfort with using data. However, there are limited numbers of teachers who accessed this PD or decided to participate in both sessions despite the positive result.

Next step:

Track whether the students in math classes where teachers report a high comfort level using data show greater gains in student achievement than math classes and classes in other subjects where teachers are less likely to report a comfort level using data. If the results suggest that the practices are effective, ensure teachers from all departments participate in the professional development.

Appendix D: Section 2, Part 1 Example

Part One: Summary of Current Status

Part One Directions: Use this section to summarize the status of your progress on your SIP/SIG SMART Goals or approved ESEA Flex Interventions. After completing **Part Two** and reflecting on your progress for each Goal or Flex Intervention, rate your school red, orange, yellow, or green. If you have fewer than 6 approved Interventions or Goals, delete unused rows.

Red =No progress/major challenges, requires urgent attention. For Infrastructure, barriers at the district or state level impede major elements of implementation and there are no current plans to address them.

Orange=Not progressing as we would expect at this point in time, requires attention and adjustment. For Infrastructure, barriers at the district or state level impede some elements of implementation and solutions are not yet identified.

Yellow= Progressing, may need minor tweaks. For Infrastructure, some barriers exist at the district or state level and solutions have been identified.

Green= On track, having the impact we hoped, a highlight. For Infrastructure, no barriers at the district or state level impede implementation, or the district and/or RIDE are actively working to address them on a short timeline.

SIP/SIG SMART Goals OR ESEA Flex Interventions	Self-Assessment (R/O/Y/G)		
	Color each box (red, orange, yellow, or green) to assess implementation quality/status.		
	Educator/Parent Practice	Student Outcomes	Infrastructure
1. Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring	Orange	Orange	Yellow
2. Offer virtual education options for both at-risk and advanced students	Green	Yellow	Green
3. Removal of building principal and replacement with a leader with experience and/or training in turnaround environments	Green	Orange	Green
4. Require at least 30 hours of focused professional development with a focus on instructional strategies to support students with disabilities and English language learners	Yellow	Yellow	Green
5. Dramatically increase common planning time and implement system for its effective utilization, both horizontally and vertically	Red	Orange	Red
6. Implement a culturally competent tiered system of support focused on student psycho-social health	Yellow	Yellow	Green

Appendix D: Quarterly Monitoring Report: Section 2 Part 2 Example

<p>Strategy or ESEA Waiver Intervention #1 THIS MUST REMAIN THE SAME FROM QUARTER TO QUARTER.</p> <p>Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring</p>
<p>SIP/SIG Goal that this Strategy or Intervention supports THIS MUST REMAIN THE SAME FROM QUARTER TO QUARTER.</p> <p>ESEA Waiver schools may list multiple SIP goals that the Intervention supports.</p>
<p>Increase overall Math proficiency by 15 percentage points.</p>
<p>Theory of Action for the most important aspect of this work for SY 14-15 MAKE REVISIONS AS NEEDED.</p> <p>Use the following sentence stems: "If we (describe your strategy), then (name adults whose practice will change) will...and students will...." We believe this because our data/research shows that..."</p>
<p>IF we implement intervention C-III.1 including implementing cross-disciplinary data teams, professional development from Achievement Network on the use of formative assessments and a new common core aligned math curriculum ,THEN teachers will improve their math instruction including using formative data to guide instruction AS MEASURED BY teacher data use reports and informal and formal observations AND students will be able to better monitor their progress including showing gains in math skills AS MEASURED BY improved achievement on MAP tests and student surveys.</p>
<p>Learnings from the most recent quarter (2-3 bullet points) UPDATE EACH QUARTER. ATTACH RELEVANT DATA.</p> <p>Include successes, internal challenges (not external barriers) and any key data points and plans to adjust strategies or prioritize different strategies.</p>
<p>Students</p> <ul style="list-style-type: none"> • While all grades seem to be improving at high levels there remains about 20-30% of the students who are not improving. • Only about ½ of the students in any grade are making what would be considered typical growth. • There are a number of students who are making accelerated growth with the 8th grade outperforming other grades by about 10 percentile points in facilitating this degree of change. • There appears to be some kind of dip in 7th grade in terms of growth though more students are meeting the target. <p>IEP Students</p> <ul style="list-style-type: none"> ○ Across the board, students with IEPs generally are performing better than other students in terms of both growth and ability to meet standards. ○ Despite this, the total percent of students meeting targets remain low. <p>Students in Advanced Classes</p> <ul style="list-style-type: none"> ○ MAP scores do not show evidence that math classes with accelerated curricula resulted in stronger growth for students. Indeed, across the board these students seem to be performing less well than students in regular courses.

Adults

- Classroom Level Data:
 - Application of data skills into daily practice remains low. Few, if any, teachers reported that they were collecting formative assessments, including informal checks, to assess student learning and differentiate.
- Reading Data:
 - We are at a real deficit in terms of using formative reading assessments.
- Grade book
 - Though teachers report using it, many of its features are being underutilized.
- Departmental Differences
 - Overall, Math teachers reported the highest levels of comfort with using any forms of data to guide their instruction (95%). This is dramatically higher than SS teachers who report low levels of comfort (34%).
- The impact of PD
 - Teachers who participated in a professional development program reported higher level of comfort with using data. However, there are limited numbers of teachers who accessed this PD or decided to participate in both sessions despite the positive result.

Data Plan ATTACH DATA FROM THE MOST RECENT QUARTER THAT HELPS ANSWER YOUR QUESTIONS BELOW. MAKE REVISIONS TO THIS PLAN AS NEEDED.

Data should be aggregated to show trends and the intersection between student outcomes and educator/parent practice.

2 or 3 question(s) we will ask about changes in educator/parent practice	Data we will collect in SY 14-15 to help answer those questions	Who will collect it	When we will review it	Who will look at it	What decisions this will help us make
<p>Do teachers utilize interim as well as progress monitoring assessments? Do teachers examine student performance and disaggregated data between and among classrooms, grade levels, and state progress comparisons?</p> <p>Do teachers use these data</p>	<p>Teacher Survey regarding data use <i>(provided in example)</i></p>	<p>Assistant Principal</p>	<p>Quarterly</p>	<p>Principal, Assistant Principal, Math Department</p>	<p>It will help us track whether or intervention has been successful in helping teachers to improve their practice. It will also help us to see if there are differences by department or other factors. This will enable us to improve our professional development efforts to better target support where it is needed or to provide a different type of support or more targeted support.</p>

<p>Do teachers utilize interim as well as progress monitoring assessments? Do teachers examine student performance and disaggregated data between and among classrooms, grade levels, and state progress comparisons?</p> <p>Do teachers use these data to guide instruction?</p> <p>Does data use for instruction vary across different departments?</p>	<p>Teacher Survey regarding data use <i>(provided in example)</i></p>	<p>Assistant Principal</p>	<p>Quarterly</p>	<p>Principal, Assistant Principal, Math Department</p>	<p>It will help us track whether or intervention has been successful in helping teachers to improve their practice. It will also help us to see if there are differences by department or other factors. This will enable us to improve our professional development efforts to better target support where it is needed or to provide a different type of support or more targeted support.</p>
<p>2 or 3 question(s) we will ask about changes in student outcomes</p>	<p>Data we will collect in SY 14-15 to help us answer those questions</p>	<p>Who will collect the data</p>	<p>When we will review the data</p>	<p>Who will look at it</p>	<p>What decisions this will help us make</p>
<p>Are students making typical or better growth in classrooms where teachers are using interim as well as progress monitoring assessments? In classrooms where teachers are examining student</p>	<p>MAP data <i>(provided in example)</i></p>	<p>Assistant Principal</p>	<p>As soon as MAP data is available</p>	<p>Principal, Assistant Principal, Math Department</p>	<p>This will help us track whether or not our interventions with teachers have led to an increase in student performance.</p>

Appendix E: Section 1: Annual Indicators of Overall School Conditions

Glossary

AMOs/Annual Measureable Objectives – Annual Measurable Objectives are targets set according to federal guidelines. Using 2011 assessment data, all schools were assigned AMOs each year through 2017. AMOs were designed to reduce by half the number of students scoring below proficient in even increments over the six year time-span. For example, a school with 72% of students below proficient would need to increase the number of students at or above proficiency by 36% and their targets would reflect a 6% increase from 2011 to 2017. With the adoption of PARCC, new AMOs will be set using state-wide normalized data to adjust for the differences between NECAP and PARCC.

AMOs Met – An AMO is considered met if the percent of students proficient plus the confidence interval is equal to or greater than the target. An AMO is also met if the percent of students proficient plus the confidence interval is less than the target but the school has reduced by 10% the gap between the prior year's percent of students proficient and 100%. This is considered "sufficient progress" and is reported as such on the federal report card. Additionally a school that has met a target but has fallen short of the 95% participation rate for that particular population will not receive credit for meeting that target.

Actual percent proficient – The percentage of students at or above proficiency on the statewide assessment.

Target – The percentage of students required to be at or above proficient in a given year. These are the schools AMOs (see above).

CI/Confidence Interval – The range in which there is a 95% probability that the schools "true" percentage of students proficient matches the measured percentage proficient, due to sampling error. If the sum of the actual percentage plus the confidence interval is greater than the target, a school is considered to have met that target, even if the actual percentage is below the target.

Subgroups – All racial, economic and programmatic subgroups are defined using the ESEA or IDEA criteria. The consolidated subgroups are used for the Rhode Island accountability system and include the Minority/Poverty and Program subgroups. The Minority/Poverty subgroup includes all non-white students and all students who qualify for free/reduced price lunch. The Program subgroup includes all students who qualify as English Language Learners or have an Individualized Education Plan.

CIS/Composite Index Score – The Composite Index Score is the primary metric for the Rhode Island accountability system. It consists of seven component scores (five for elementary and middle schools, six for high schools) that measure different aspects of school performance on a 20-100 point scale. The **Proficiency** component awards up to 30 points based on the absolute number of students scoring at/above proficient on the state assessment. The **Progress** component awards up to 10 points based on meeting AMOs. Due to the PARCC transition, this component will be discontinued as of 2014 and the points proportionately distributed among the rest of the components. **Gap Closure** awards up to 30 points for increasing parity between students who are not members of the IEP, SES, or LEP subgroup and students who are in the Program and Minority/Poverty consolidated subgroups. The **Distinction** component awards up to 5 points based on the number of students scoring in the highest tier on the state assessment. The **Growth** component, which can only be calculated for middle and elementary schools, awards up to 25 points based on a school's median student growth percentile (SGP). The SGP is a ranking of a student which uses that student's year-to-year growth compared to peers who scored similarly on the baseline year's assessment. The **Graduation** component, which can only be calculated for high schools, awards up to 20 points based on the percentage of students who graduate. Either the 4-year graduation rate or the 4-5-6 year composite rate is used, whichever is higher. **Scaled Score Change**, which is only calculated for high schools, awards up to 5 points based on the year-to-year change in average scaled score.

Evaluation – This section contains the percentage of teachers scoring at each performance level according the state-approved, district evaluation system.

Graduation – This represents the percentage of students who have graduated as either the 4 graduation rate or the 4-5-6 year composite graduation rate, whichever is higher. It is calculated for high schools only.

Dropout – This represents the percentage of students who have exited school prior to graduation for an unknown reason. It is calculated for high schools only.

Median SGP – This represents a school’s median student growth percentile (SGP). The SGP is a ranking of a student which uses that student’s year-to-year growth compared to peers who scored similarly on a baseline year’s assessment. It is used to determine the Growth component of the CIS. It can only be calculated for elementary and middle schools.

Student Attendance – This represents the average attendance of enrolled students in a school.

Chronic Absenteeism – This represents the percentage of students whose absences equal more than 10% of school days.

Suspensions (total) – This represents the total number of suspension incidents.

Suspension rate – This represents the total number of suspension incidents divided by the average daily membership of the school.