



Systemic approach to school improvement

- What are we looking at.....



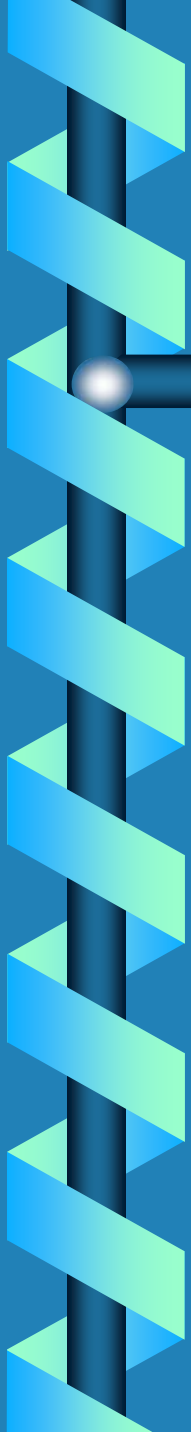
Draft of our
Collaborative Inquiry
Process for reviewing data.

Taking a Look at Data:
Start with our Vision at the
Center of our Work



Some essential questions

- What is our district's vision?
- What are our guiding principles?
 - What are our goals?
- What is important to our district?
 - What are our beliefs?
 - What is student success?
- How do we measure what we feel is important?
- How do we evaluate if we are reaching our goals?
 - Why look at multiple measures of data ?
 - What is measurable?
 - What should be measured?



What is Collaborative Inquiry Data-Driven Decision Making?

- ***How will this process fit into our district or school and improve student achievement?***
- ***What data addresses our most pressing issues and questions related to reading, writing, and mathematics student achievement?***
- ***How does the data process help inform not only what students in the system are doing but help pave the way to monitor our curriculum and instruction?***
- ***What is required of principals in order to make the data process effective in our district or school?***
 - ***What are limitations of data?***



Development of our district's Data Portfolio

- **These are the questions that we will be asking as we develop a Data Portfolio for our district.**
- **(Administrative Cabinet, Faculty Meetings, BLT, PTA, Curriculum Council, Professional Development Committee, Technology Committee, Board of Education)**

Goals for this year

- • Use multiple data sources to help inform instruction and develop goals this year and use these goals to plan for curriculum and professional development district wide for 07-08
- • Work with departments at middle school and high school to review available data and use this information to help inform instruction and develop next steps for data study (common assessments, student work, curriculum audits).
- • Gather data from all schools about their current work related to data analysis, common assessments, curriculum and professional development



Goals for this year

- Raise the level of awareness of the role and importance of data driven decision making to all stakeholders in the district. (Board Meetings, Curriculum Council, BLT, PTA)
- Develop the data analysis skills of all administrators
- Develop a plan for the implementation of common assessments district wide and the accompanying analysis skills to look at the student work and common assessments.



Goals for this year

- • **Develop a comprehensive, easy to understand demographic background sheet on our district. Share this information.**
- **Develop and implement several surveys to get perception data from students, staff and parents. Share these results**
- **Develop a common process for looking at data district wide.**



Goals for this year

- • Attempt to apply the Collaborative Inquiry process to ELA and Math data district wide using past data, data from this year's tests, common assessments and student work. Look at curriculum and professional development implications of this work across grades and buildings.
- • Report on our progress and findings along the way!



Data Facilitator training and Current project: Lillian, Trish and Lynn

- **Tinkerplots**
- **Longitudinal studies**
- **Post graduation information using email surveys**
- **Mining under the data for instructional implications and intervention strategies**



Comparison of ELA 8 and Regents grades

- What have we found?
- What are our next steps?

Current Seniors ELA 8/English Regents

		Regents Level							
Gender	Data	Pass	Fail	Master	Grand Total	% Pass	% Fail	% Master	
F	Total	34	1	82	117	99.15%	0.85%	70.09%	
	Special Ed	6			6	100.00%	0.00%	0.00%	
M	Total	43	2	55	100	98.00%	2.00%	55.00%	
	Special Ed	17	1	3	21	95.24%	4.76%	14.29%	
Total Total		77	3	137	217	98.62%	1.38%	63.13%	
Total Special Ed		23	1	3	27	96.30%	3.70%	11.11%	
		8 level							
Gender	Data	1	2	3	4	Grand Total	% Below Proficiency	% Special Ed	
F	Total		36	56	25	117	30.77%		
	Special Ed		6			6	100.00%	5.13%	
M	Total	4	35	44	17	100	39.00%		
	Special Ed	4	13	4		21	80.95%	21.00%	
Total Total		4	71	100	42	217	34.56%		
Total Special Ed		4	19	4		27	85.19%	12.44%	

Overview of ELA and Math data from '06

- What have we found? Share examples of past information and current data
- Standard setting for Gr 3-8 tests: in order to score Level 3
 - 3rd: 75% 4th: 64% 5th: 65%
 - 6th: 67% 7th: 71% 8th: 75%

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

**ELA Assessment
Grade 4**

Number of Students/Percent of Students in Performance Level

LEVEL	TOTAL POPULATION											
	2001		2002		2003		2004		2005		2006	
4	83	39%	82	36%	97	44%	82	30%	98	38%	57	20%
3	106	50%	114	50%	96	44%	146	53%	127	49%	187	67%
2	21	10%	29	13%	24	11%	44	16%	30	12%	32	11%
1	2	1%	1	0%	2	1%	5	2%	4	2%	5	2%
Total Students	212		226		219	44%	277		259	38%	281	

LEVEL	GENERAL EDUCATION POPULATION											
	2001		2002		2003		2004		2005		2006	
4	81	41%	79	39%	95	47%	79	33%	97	42%	} 243	} 94%
3	98	50%	102	50%	89	44%	135	56%	117	50%		
2	16	8%	22	11%	17	8%	26	11%	18	8%		
1	1	1%	1	0%	0	0%	0	0%	0	0%		
Total Students	196		204		201		240		232			

LEVEL	SPECIAL EDUCATION POPULATION											
	2001		2002		2003		2004		2005		2006	
4	2	13%	3	14%	2	11%	3	8%	1	4%	} 38	} 42%
3	8	50%	12	55%	7	39%	11	30%	10	37%		
2	5	31%	7	32%	7	39%	18	49%	12	44%		
1	1	6%	0	0%	2	11%	5	14%	4	15%		
Total Students	16		22		18		37		27			

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

**ELA Assessment
Grade 8**

Number of Students/Percent of Students in Performance Level

LEVEL	TOTAL POPULATION											
	2001		2002		2003		2004		2005		2006	
4	32	15%	39	17%	50	19%	42	16	48	19	38	15%
3	110	51%	127	55%	124	47%	147	55	137	55	140	54%
2	71	33%	63	28%	84	32%	76	28	61	25	73	28%
1	4	2%	1	0%	4	2%	2	1	2	1	8	3%
Total Students	217		230		262		267		248		259	

LEVEL	GENERAL EDUCATION POPULATION											
	2001		2002		2003		2004		2005		2006	
4	31	16%	39	18%	50	22%	40	17%	47	22%	} 227	} 75%
3	103	55%	122	58%	117	51%	138	58%	129	59%		
2	53	28%	49	23%	61	27%	58	25%	42	19%		
1	1	1%	1	0%	1	0%	0	0%	0	0%		
Total Students	188		211		229		236		218			

LEVEL	SPECIAL EDUCATION POPULATION											
	2001		2002		2003		2004		2005		2006	
4	1	3%	0	0%	0	0%	2	6%	1	3%	} 32	} 22%
3	7	24%	5	26%	7	21%	9	29%	8	27%		
2	18	62%	14	74%	23	70%	18	58%	19	63%		
1	3	10%	0	0%	3	9%	2	6%	2	7%		
Total Students	29		19		33		31		30			

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

**Math Assessment
Grade 4**

Number of Students/Percent of Students in Performance Level

LEVEL	TOTAL POPULATION											
	2001		2002		2003		2004		2005		2006	
4	122	58%	94	41%	123	55%	120	42%	167	64%	126	44%
3	79	37%	124	53%	95	42%	142	50%	87	33%	138	49%
2	10	5%	12	5%	6	3%	18	6%	5	2%	16	6%
1	1	0%	3	1%	0	0%	3	1%	1	0%	4	1%
Total Students	212	58%	233		224		283		260	64%	284	

LEVEL	GENERAL EDUCATION POPULATION											
	2001		2002		2003		2004		2005		2006	
4	116	59%	91	43%	121	58%	113	46%	160	68%		} 97%
3	74	38%	108	51%	83	40%	122	50%	75	32%		
2	6	3%	9	4%	3	1%	9	4%	0	0%		
1	1	1%	2	1%	0	0%	0	0%	0	0%		
Total Students	197		210		207		244		235		244	

LEVEL	SPECIAL EDUCATION POPULATION											
	2001		2002		2003		2004		2005		2006	
4	6	40%	3	13%	2	12%	7	18%	7	28%		} 68%
3	5	33%	16	70%	12	71%	20	51%	12	48%		
2	4	27%	3	13%	3	18%	9	23%	5	20%		
1	0	0%	1	4%	0	0%	3	8%	1	4%		
Total Students	15		23		17		39		25		40	

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

**Math Assessment
Grade 8**

Number of Students/Percent of Students in Performance Level

LEVEL	TOTAL POPULATION											
	2001		2002		2003		2004		2005		2006	
4	37	17%	47	20%	43	16%	73	27%	57	23%	66	25%
3	113	51%	130	57%	165	63%	154	57%	148	59%	133	51%
2	52	24%	40	17%	47	18%	38	14%	32	13%	20	19%
1	19	9%	15	7%	9	3%	6	2%	13	5%	12	5%
Total Students	221		232		264		271		250		261	

LEVEL	GENERAL EDUCATION POPULATION											
	2001		2002		2003		2004		2005		2006	
4	37	19%	47	22%	43	19%	72	30%	56	25%	}	85%
3	106	55%	122	58%	148	64%	136	57%	140	64%		
2	40	21%	33	16%	35	15%	30	13%	23	10%		
1	10	5%	9	4%	4	2%	1	0%	1	0%		
Total Students	193		211		230		239		220			

LEVEL	SPECIAL EDUCATION POPULATION											
	2001		2002		2003		2004		2005		2006	
4	0	0%	0	0%	0	0%	1	3%	1	3%	}	18%
3	7	25%	8	38%	17	50%	18	56%	8	27%		
2	12	43%	7	33%	12	35%	8	25%	9	30%		
1	9	32%	6	29%	5	15%/	5	16%	12	40%		
Total Students	28		21		34		32		30			

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

2005 – 2006 ELA Results by Performance Level

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	#	%	#	%	#	%	#	%	#	%	#	%
Level 4	17	6%	57	20%	61	23%	57	19%	35	15%	38	15%
Level 3	201	74%	187	67%	170	64%	175	59%	156	65%	140	54%
Level 2	46	17%	32	11%	33	12%	57	19%	44	18%	73	28%
Level 1	6	2%	5	2%	3	1%	6	2%	4	2%	8	3%
Total	270		281		267		295		239		259	

2005 – 2006 Math Results by Performance Level

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	#	%	#	%	#	%	#	%	#	%	#	%
Level 4	111	41%	126	44%	55	20%	50	17%	55	23%	66	25%
Level 3	148	55%	138	49%	162	60%	166	56%	126	52%	133	51%
Level 2	10	4%	16	6%	40	15%	66	22%	51	21%	50	19%
Level 1			4	1%	13	5%	16	5%	11	5%	12	5%
Total	269		284		270		298		243		261	

4th Grade State Assessments 2005-2006

						Grand	ELA	%
						Total	% Below	Special
Gender	Data	1	2	3	4	Total	Proficiency	Ed
F	Total	1	10	75	42	128	8.59%	
	Special Ed	1	5	3		9	66.67%	7.03%
M	Total	3	20	107	15	145	15.86%	
	Special Ed	2	12	12		26	53.85%	17.93%
Total Total		4	30	182	57	273	12.45%	
Total Special Ed		3	17	15		35	57.14%	12.82%
		math4					MATH	
Gender	Data	1	2	3	4	Grand	% Below	%
						Total	Proficiency	Special
F	Total	1	5	57	66	129	4.65%	
	Special Ed	1	3	5		9	44.44%	6.98%
M	Total	3	10	75	59	147	8.84%	
	Special Ed	1	6	18	2	27	25.93%	18.37%
Total Total		4	15	132	125	276	6.88%	
Total Special Ed		2	9	23	2	36	30.56%	13.04%

Note: Data reflects **ONLY** student currently enrolled in our buildings. It does NOT include out placed student

6th Grade State Assessments 2005-2006

		ELA 6 ▾					ELA	
Gender ▾	Data ▾	1	2	3	4	Grand Total	% Below Proficiency	% Special Ed
F	Total	2	20	80	41	143	15.38%	
	Special Ed	2	3	2		7	71.43%	4.90%
M	Total	4	36	93	15	148	27.03%	
	Special Ed	3	16	10		29	65.52%	19.59%
Total Total		6	56	173	56	291	21.31%	
Total Special Ed		5	19	12		36	66.67%	12.37%
		math 6 ▾					MATH	
Gender ▾	Data ▾	1	2	3	4	Grand Total	% Below Proficiency	
F	Total	5	29	85	24	143	23.78%	
	Special Ed	3	3	1		7	85.71%	4.90%
M	Total	11	36	78	25	150	31.33%	
	Special Ed	6	15	8		29	72.41%	19.33%
Total Total		16	65	163	49	293	27.65%	
Total Special Ed		9	18	9		36	75.00%	12.29%

Note: Data reflects ONLY student currently enrolled in our buildings. It does NOT include out placed students

8th Grade State Assessments 2005-2006

Gender ▾	Data ▾	1	2	3	4	ELA Grand Total	% Below Proficiency	% Special Ed	
F	Total	1	19	67	25	112	17.86%		
	Special Ed	1	3	3		7	57.14%	6.25%	
M	Total	3	46	58	11	118	41.53%		
	Special Ed	3	14	3		20	85.00%	16.95%	
Total Total		4	65	125	36	230	30.00%		
Total Special Ed		4	17	6		27	77.78%	11.74%	
		math8 ▾					MATH		
Gender ▾	Data ▾	1	2	3	4	Grand Total	% Below Proficiency	% Special Ed	
F	Total	2	17	61	33	113	16.81%	6.19%	
	Special Ed	2	4	1		7	85.71%		
M	Total	4	27	60	29	120	25.83%	16.67%	
	Special Ed	3	13	4		20	80.00%		
Total Total		6	44	121	62	233	21.46%	11.59%	
Total Special Ed		5	17	5		27	81.48%		

Note: Data reflects ONLY student currently enrolled in our buildings. It does NOT include out placed students



Challenges

- Late data: addressing this through in house scoring and analysis
- ELL issue: AYP
- Special education issue: AYP
- Time: if teachers are going to collaborate throughout the year to analyze data from common assessments, student work and standardized tests this takes time and ongoing professional development.