

# Using Meaningful Data for Continuous School Improvement

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## The Goal:

To increase student achievement and improve school climate by collecting, accessing, analyzing, and utilizing meaningful data

As a rural and remote school district, we constantly run up against limited resources, including staff time and expertise to analyze and utilize relevant data. Currently we have some limited achievement data, mainly state assessment scores, drop out rates, and semester failure rates. This data is not used by the majority of the teaching staff, as the perception and reality is that it is not helpful to every day teaching and learning.

## Needs:

- ❖ Data Collection Tools
- ❖ Staff Training
- ❖ Collaborative Work Time

## Options:

1. Continue current practices of failing students and not utilizing achievement and other data we do collect to help improve state test scores and student achievement.
2. Only analyze achievement data on an annual basis to adjust instruction and curriculum.
3. Take advantage of a grant opportunity, including help collecting and analyzing perception, process, demographic, and achievement data to set goals and create plans for continuous school improvement..

## Current School Characteristics:

- ❖ Public Charter School
- ❖ 307 Students, grades 7-12
- ❖ 13 Full-Time Teachers (Cutting 1-2 in Spring 2011)
- ❖ 6 Half-Time Teachers
- ❖ 8 Registered Teachers
- ❖ 4 Instructional Aides
- ❖ 1 Administrator
- ❖ 29 Athletic Director
- ❖ 29 Dean of Students
- ❖ 65% of students are on Free/Reduced Lunch
- ❖ Less than 5% ELL Population
- ❖ 15% Special Education students
- ❖ SAT Scores Below State Averages
- ❖ 62% Cohort Graduation Rate (2009)
- ❖ Rural
- ❖ Remote

## Acknowledgements

Education for the Future <http://eff.csuchico.edu/html/home.html>

CH Charter School, Host of Dissemination Grant

## Timeline

- ❖ Apply for Grant—November 2010
- ❖ Receive Grant—December 2010
- ❖ Select Team/Attend 2 Day Training—February 2011
- ❖ Collect Demographic, Perception, Process, & Student Achievement Data—March – June 2011
- ❖ Attend National Data Conference—July 2011
- ❖ All Staff Training on Data Analysis & School Portfolio/Goals—August 2011
- ❖ Monthly Data Analysis Sessions/Work on School Portfolio/Goals—September 2011 – February 2012
- ❖ Present School Portfolio to School Board & ODE—March 2012
- ❖ Continue School Improvement Cycle--Collect Demographic, Perception, Process, & Student Achievement Data—March – June 2012, Systematic Analysis & Input for School Portfolio, etc.

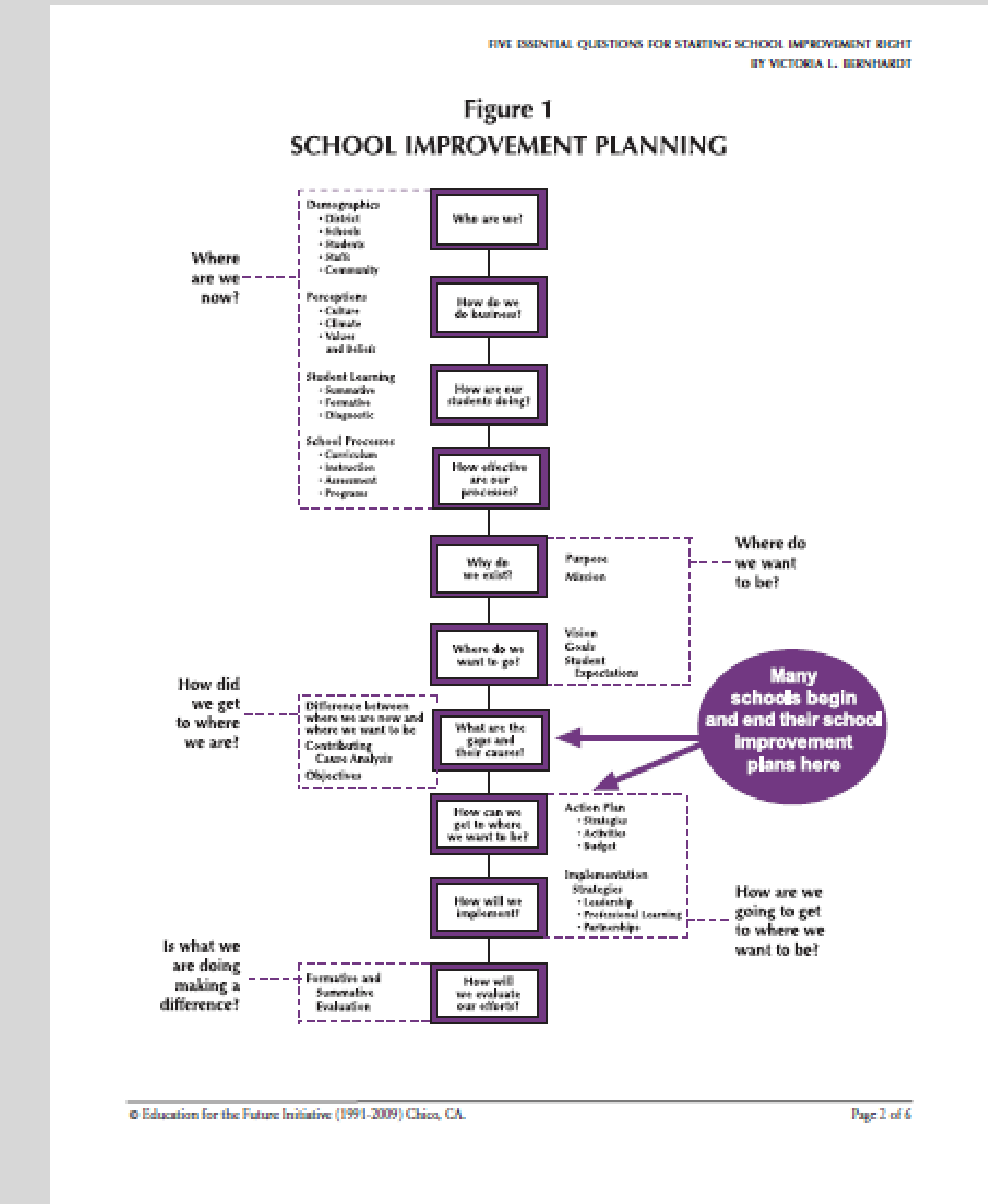
## Plan/Implementation

After receiving a charter school dissemination grant in December, a team of teaching staff was recruited and attended a two day workshop with the school administrator for an overview and training of the next twelve month's work.

The next phase is to begin implementing our plan, with the first step being "Where are we now?" In late February, all staff participated in an activity involving in-depth discussion determining where we were as a school on 7 different continuums: Information & Analysis, Student Achievement, Quality Planning, Professional Learning, Leadership, Partnership Development, Continuous Improvement & Evaluation

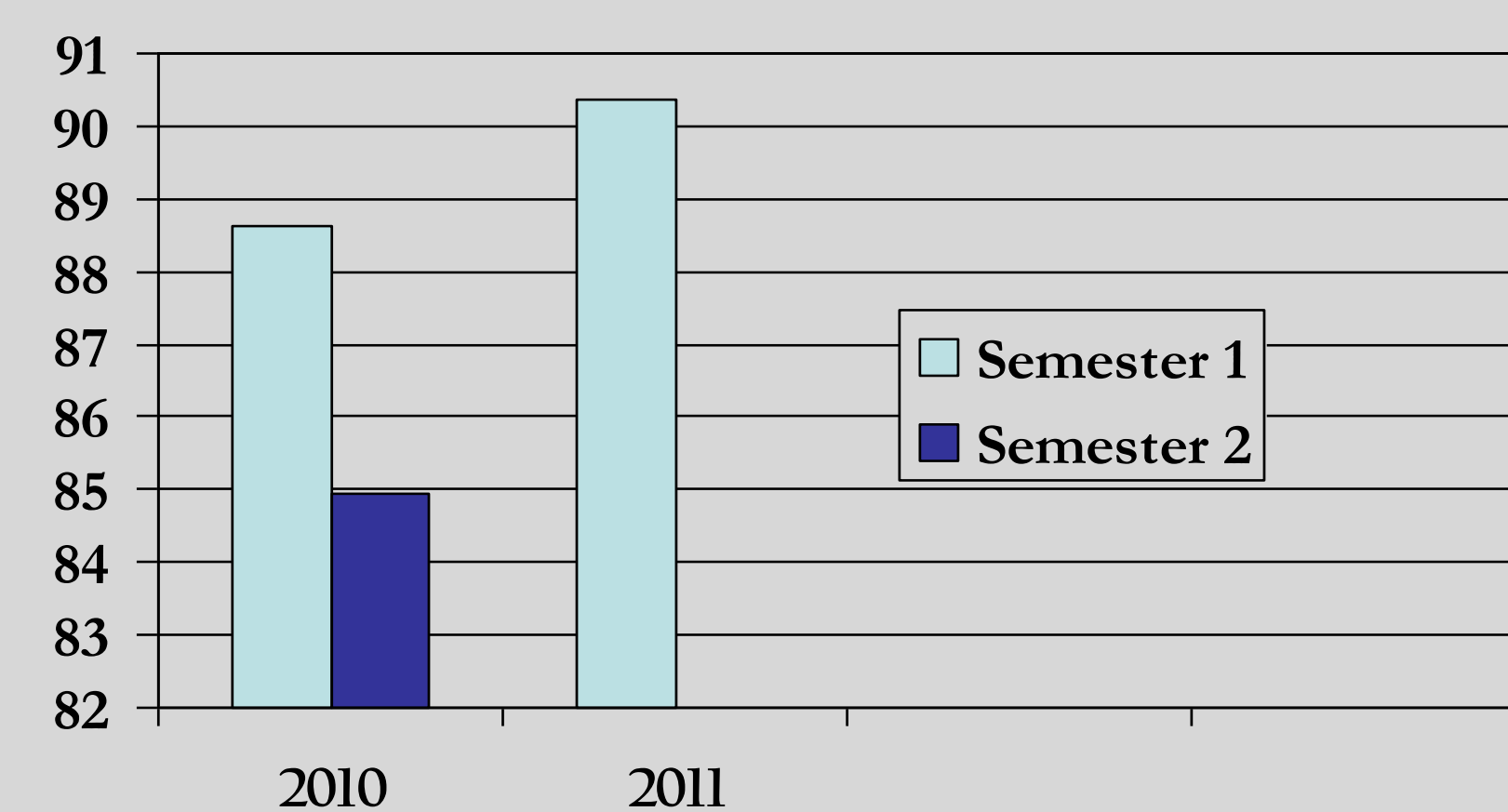
Next steps include collecting perception and process data along with this year's state assessment data. Once we have analyzed demographic data, process data, perception data, and student achievement data, we will set 1-2 major school improvement goals to work towards during the 2011-2012

As a part of the process, we will create a school portfolio documenting our journey, data, and goals. This portfolio will serve as documentation for our annual state charter school report as well as serve as a 'road map' for continuous improvement, with the cycle repeated each school year.

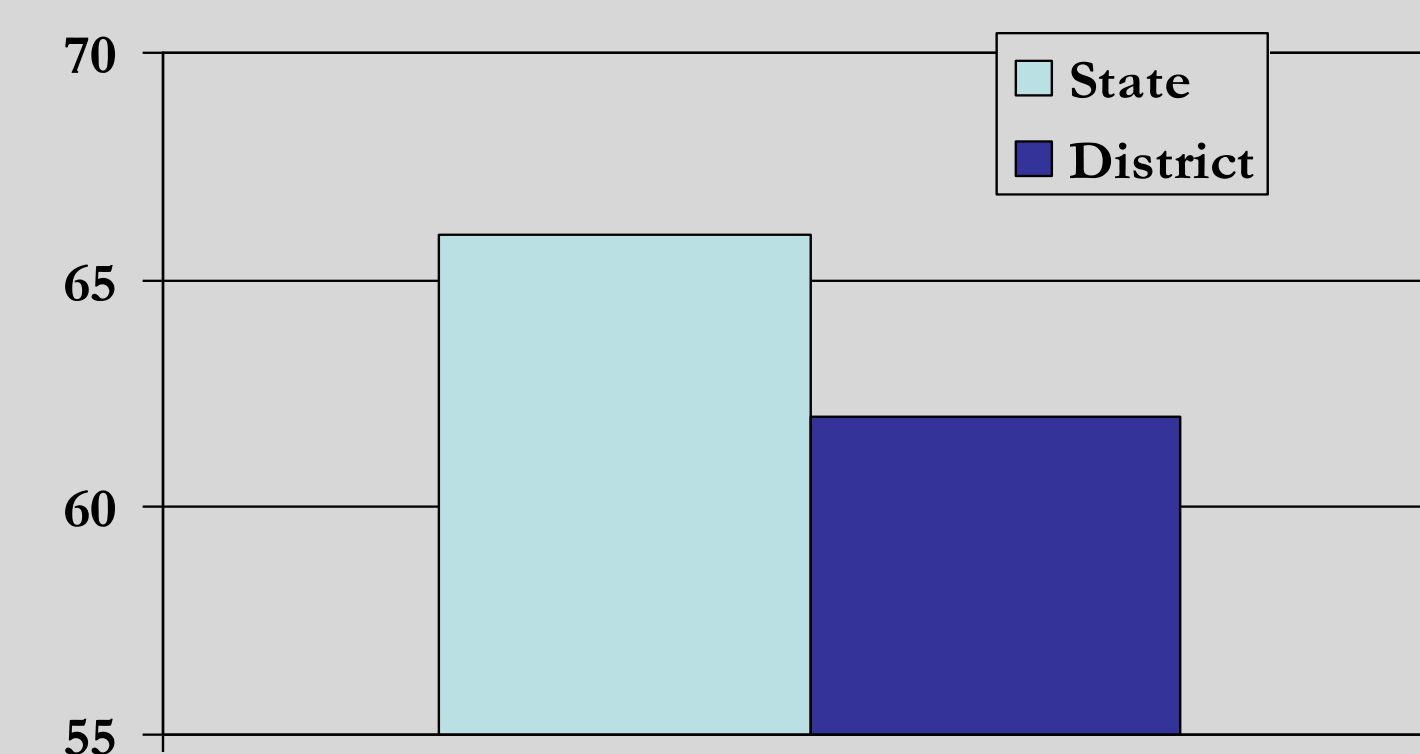


## Current Data:

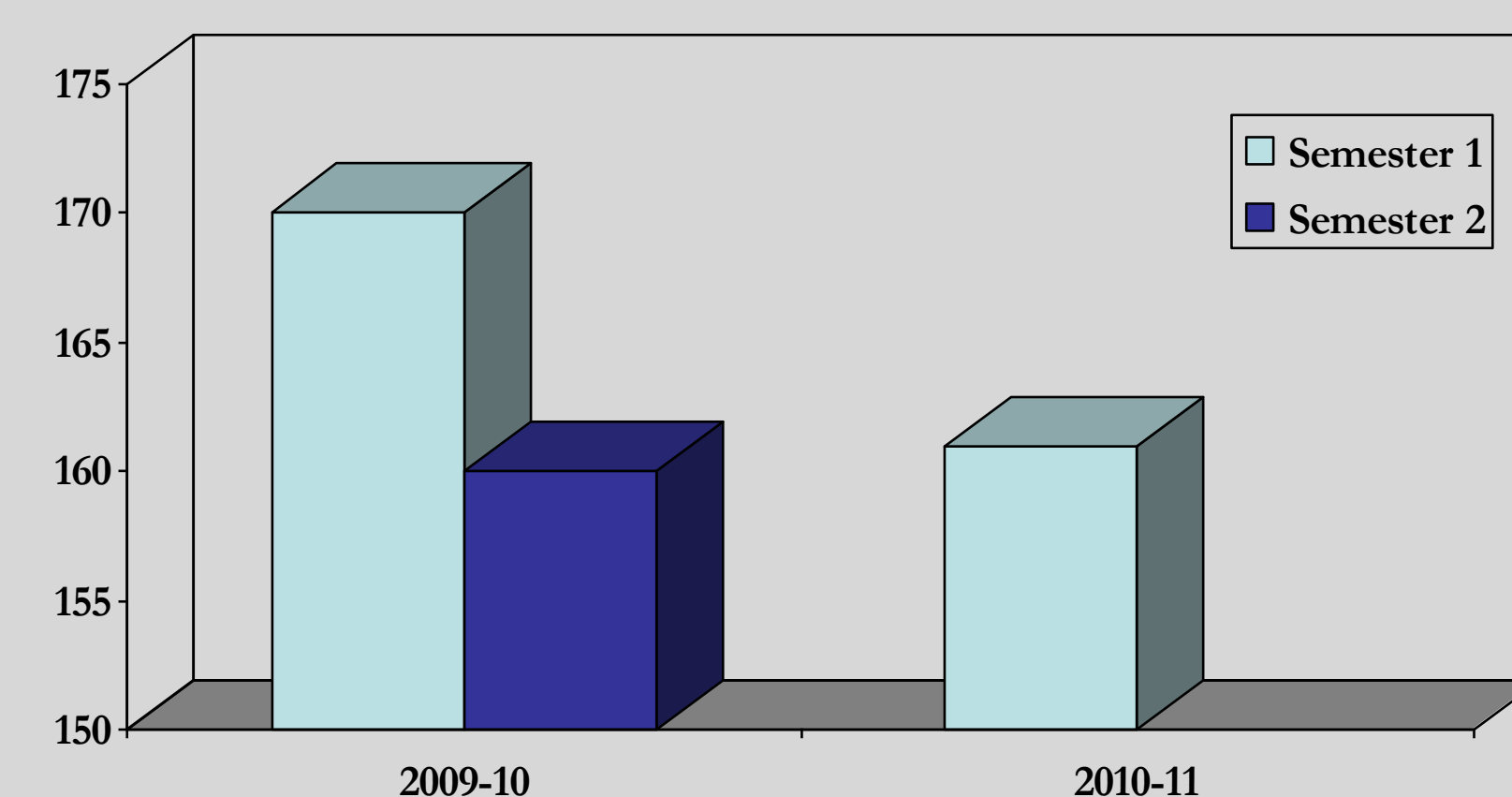
Average Daily Attendance %



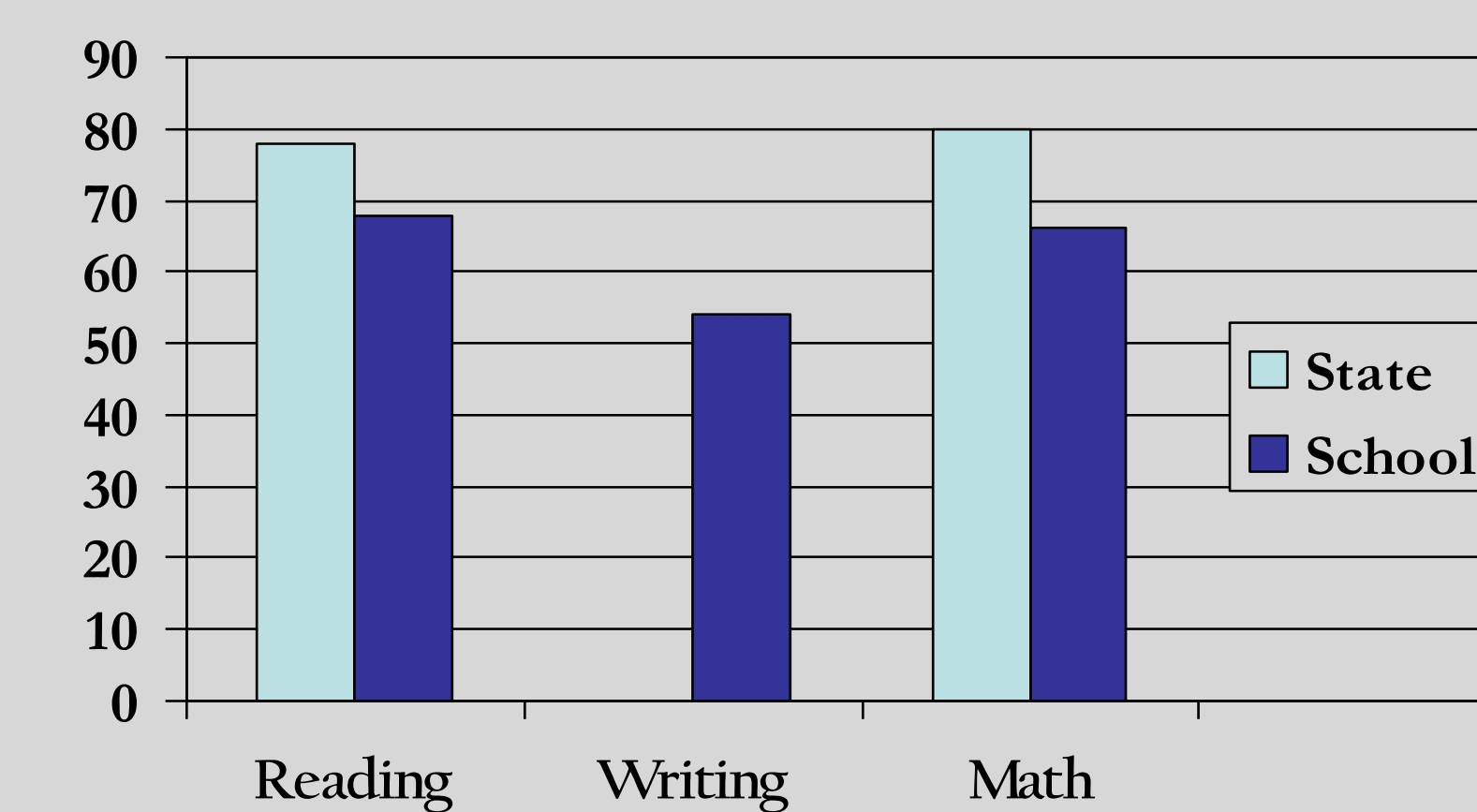
2009 Drop-out Rate %



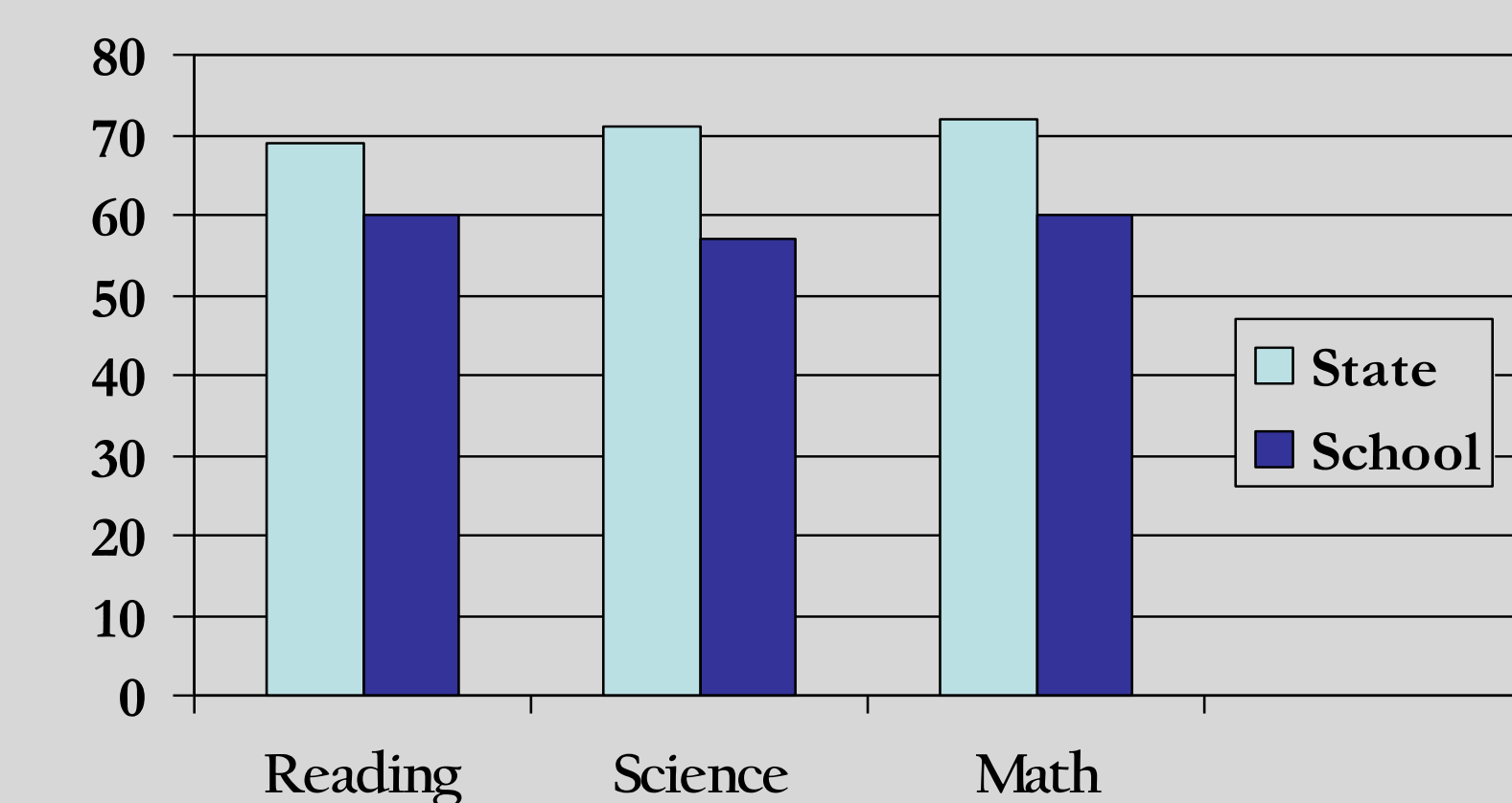
Number of Students Receiving at Least One Failing Grade



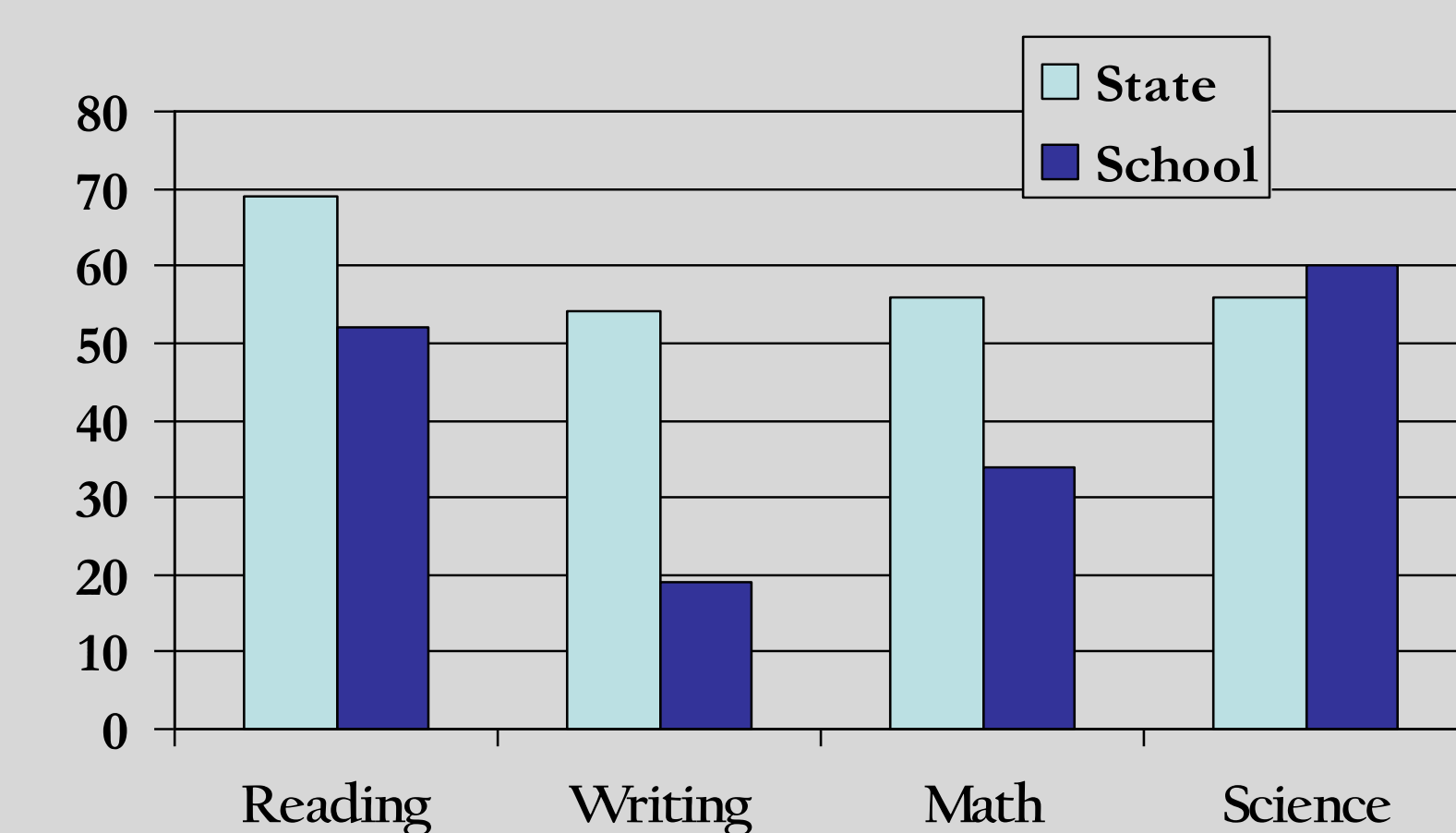
2010 7th Grade State Assessments



2010 8th Grade State Assessments



2010 10th Grade State Assessments



## Outcome Projections

- ❖ Clear Understanding of 'Who' our students are (Demographic & Perception Data)
- ❖ Clear Understanding of 'Where are we now?' as well as 'Where do we want to be?' (Process & Achievement Data)
- ❖ 'How are we going to get to where we want to be?' 1-2 S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, & Timely) Goals for School Improvement
- ❖ Improved Achievement—State Test Scores Increase & Failure Rates Decrease; Drop-out Rate Decreases
- ❖ Daily Attendance Rate Increases

## References

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- Bernhardt, V.L., (2004). Continuous improvement: It takes more than test scores. *ACSA Leadership*. November/December, 16-19.
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