# DATA, DATA EVERYWHERE

BRINGING ALL THE DATA TOGETHER FOR CONTINUOUS SCHOOL IMPROVEMENT

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## THINGS THAT NEED TO HAPPEN

- Teachers and administrators must *believe* that all children can learn.
- Schools must honestly review their data.
- There must be *one vision*.
- There needs to be *one plan* to implement the vision.
- Staff need to collaborate and use student, classroom, and school level data.
- Staff need professional development to work differently.
- Schools need to rethink their current structures, and avoid add-ons.

## OUTCOMES

*Everyone understands—*

- What data are important for continuous school improvement.
- How to analyze all types of data for continuous school improvement.
- How to measure school processes.
- How to know if efforts are resulting in the changes you need and want.
CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK

Where are we now?

- Demographics
  - District
  - Schools
  - Students
  - Staffs
  - Community
- Perceptions
  - Culture
  - Climate
  - Values
  - Beliefs
- Student Learning
  - Summative
  - Formative
  - Diagnostic
- School Processes
  - Curriculum
  - Instruction
  - Assessment
  - Programs

Who are we?

How do we do business?

How are our students doing?

What are our processes?

Why do we exist?

Where do we want to go?

Where do we want to be?

How did we get to where we are?

Difference between where we are now and where we want to be

Contributing Cause Analysis

What are the gaps and their causes?

How can we get to where we want to be?

How will we implement?

How are we going to get to where we want to be?

How are we doing making a difference?

Formative and Summative Evaluation

How will we evaluate our efforts?

Purpose
Mission

Vision
Goals
Student Expectations

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Multiple Measures of Data

- **Demographics**: Enrollment, Attendance, Drop-Out Rate, Ethnicity, Gender, Grade Level
- **Perceptions**: Values and Beliefs, Attitudes, Observations
- **Student Learning**: Standardized Tests, Norm/Criterion-Referenced Tests, Teacher Observations of Abilities, Formative Assessments
- **School Processes**: Description of School Programs and Processes

**Over time, demographic data indicate changes in the context of the school.**

**Tells us**: What processes/programs different groups of students like best.

**Over time, perceptions can tell us about environmental improvements.**

**Tells us**: If groups of students are "experiencing school" differently.

**Tells us**: The impact of demographic factors and attitudes about the learning environment on student learning.

**Tells us**: The impact of student perceptions of the learning environment on student learning.

**Tells us**: The impact of the program on student learning based upon perceptions of the program and on the processes used.

**Tells us**: If a program is making a difference in student learning results.

**Tells us**: What processes/programs work best for different groups of students with respect to student learning.

**Tells us**: Student participation in different programs and processes.

**Over time, school processes show how classrooms change.**

**Allows the prediction of actions/processes/programs that best meet the learning needs of all students.**

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DATA-DRIVEN DECISION MAKING

Reasons to Collect and Use Data:
✓ Find out where you are
✓ To understand how you got there
✓ Plan
✓ Evaluate
✓ Predict

DEMOGRAPHICS ARE IMPORTANT DATA

▪ Describe the context of the school and school district.
▪ Help us understand all other numbers.
▪ Are used for disaggregating other types of data.
▪ Describe our system.

DEMOGRAPHICS

▪ Enrollment
▪ Gender
▪ Ethnicity / Race
▪ Attendance (Absences)
▪ Expulsions
▪ Suspensions
• Language Proficiency
• Indicators of Poverty
• Special Needs/Exceptionality
• IEP (Yes/No)
• Drop-Out/Graduation Rates
• Program Enrollment

DEMOGRAPHICS (Continued)

What student demographic data elements change when leadership changes?

PERCEPTIONS ARE IMPORTANT DATA

• Help us understand what students, teachers, and parents are perceiving about the learning environment.
• We cannot act different from what we value, believe, perceive.
PERCEPTIONS INCLUDE

- Student, Staff, Parents, Alumni Questionnaires
- Observations
- Focus Groups

PERCEPTIONS

What do you suppose students say is the #1 “thing” that has to be in place in order for them to learn?

STAFF DEMOGRAPHICS

- School and Teaching Assignment
- Qualifications
- Years of Service
- Gender
- Additional Professional Development
STUDENT LEARNING ARE IMPORTANT DATA

- Know what students are learning.
- Understand what we are teaching.
- Determine which students need extra help.

STUDENT LEARNING DATA INCLUDE

- Diagnostic Assessments (Universal Screeners)
- Classroom Assessments
- Formative Assessments (Progress Monitoring)
- Summative Assessments (High Stakes Tests, End of Course)
Data-Driven Decision Making Model

<table>
<thead>
<tr>
<th>Processes Used</th>
<th>Pre-Assessment</th>
<th>Formative Assessment</th>
<th>Formative Assessment</th>
<th>Formative Assessment</th>
<th>Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students on target to goal</td>
<td>Who are they?</td>
<td>Who are they?</td>
<td>Who are they?</td>
<td>Who are they?</td>
<td>GOAL: What we expect students to know and be able to do.</td>
</tr>
<tr>
<td>Students needing additional support</td>
<td>Who are they?</td>
<td>Who are they?</td>
<td>Who are they?</td>
<td>Who are they?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What do the students know?</td>
<td>What concepts do they not understand?</td>
<td>What concepts do they not understand?</td>
<td>What concepts do they not understand?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What skills do students need?</td>
<td>What skills do students need?</td>
<td>What skills do students need?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Professional learning required?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Processes Used</td>
<td>Processes altered</td>
<td>Processes altered</td>
<td>Processes altered</td>
<td>Processes altered</td>
<td></td>
</tr>
</tbody>
</table>

GOAL:
What we expect students to know and be able to do.
SCHOOL PROCESSES INCLUDE

- Curriculum
- Instructional Strategies
- Assessment Strategies
- Programs/Processes

SCHOOL PROCESSES ARE IMPORTANT DATA

- Tell us about the way we work.
- Tell us how we get the results we are getting.
- Help us know if we have instructional coherence.
**MEASURING PROGRAMS AND PROCESSES TEMPLATE**

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PARTICIPANTS</th>
<th>IMPLEMENTATION</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the intent?</td>
<td>How will you know the intent is being met?</td>
<td>Who is the program intended to serve?</td>
<td>What would it look like if the program were fully implemented?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who is being served?</td>
<td>Who is not being served?</td>
</tr>
</tbody>
</table>

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# TWO-WAY INTERSECTIONS CAN TELL US

<table>
<thead>
<tr>
<th>Demographics by Student Learning</th>
<th>If groups of students perform differently on student learning measures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics by Perceptions</td>
<td>If groups of students are experiencing school differently.</td>
</tr>
<tr>
<td>Demographics by School Processes</td>
<td>If all groups of students are represented in the different programs and processes offered by the school.</td>
</tr>
<tr>
<td>Student Learning by Perceptions</td>
<td>If student perceptions of the learning environment have an impact on their learning results.</td>
</tr>
<tr>
<td>Perceptions by School Processes</td>
<td>If students are perceiving programs and processes differently.</td>
</tr>
</tbody>
</table>

# THREE-WAY INTERSECTIONS CAN TELL US

<table>
<thead>
<tr>
<th>Demographics by Student Learning by by Perceptions</th>
<th>The impact demographic factors and attitudes about the learning environment have on student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics by Student Learning by School Processes</td>
<td>What processes or programs work best for different groups of students measured by student learning results.</td>
</tr>
<tr>
<td>Demographics by Perceptions by School Processes</td>
<td>What programs or processes different students like best, or the impact different programs or processes have on student attitudes.</td>
</tr>
<tr>
<td>Student Learning by Student Processes by Perceptions</td>
<td>The relationship between the processes students prefer and learning results.</td>
</tr>
</tbody>
</table>
FOUR-WAY INTERSECTIONS CAN TELL US

Demographics by Student Learning by Perceptions by School Processes

What processes or programs have the greatest impact on different groups of students’ learning, according to student perceptions, and as measured by student learning results.

INTERSECTIONS CAN TELL US

<table>
<thead>
<tr>
<th>ADD A DATA CATEGORY</th>
<th>WHAT QUESTION CAN YOU ANSWER?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>How many girls and boys do we have in 2010?</td>
</tr>
<tr>
<td>Demographics by Student Learning</td>
<td>Are there learning differences in ELA and Math between girls and boys?</td>
</tr>
<tr>
<td>Demographics by Student Learning by Perceptions</td>
<td>Do the learning differences by subject area and gender show up in perceptions by gender?</td>
</tr>
<tr>
<td>Demographics by Student Learning by Perceptions by School Processes</td>
<td>Are there differences in how boys and girls perform based on the way they are taught and prefer to be taught?</td>
</tr>
</tbody>
</table>
TRY OUT THE INTERSECTIONS

- Choose one category of data—what question can you answer?
- Add another category of data—what question can you answer?
- Keep adding until you have used all four types of data.

INPUT
Data elements that describe the “givens” that are usually beyond our immediate control.

PROCESS
Elements that describe the actions learning organizations plan for and implement to get the outcomes they are striving to achieve, given the input.

OUTCOME
The data elements that describe the results of a learning organization’s processes.
“Shared visions emerge from personal visions. This is how they derive their energy and how they foster commitment... If people don't have their own vision, all they can do is 'sign up' for someone else's. The result is compliance, never commitment.”

Peter Senge
The Fifth Discipline

CREATING A VISION AND MISSION

Comprehensive Data Analysis
Best Practices Learning

ACTION PLAN
GOALS/OBJECTIVES
SHARED VISION
Mission
PURPOSE
Values and Beliefs
### EXAMPLE: Marylin Avenue Shared Vision, September 2009

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>WHAT IT WOULD LOOK LIKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction is based on essential standards.</td>
<td>• Instructional coherence is in place across all grade levels.</td>
</tr>
</tbody>
</table>
| Instruction is targeted. | • Learning objectives are based on assessments that assess student standards.  
  • Learning objectives are clearly stated.  
  • Students understand the importance of the learning objective.  
  • Teachers frequently check for understanding and adjust instruction as needed. |
| Instruction is differentiated to address needs of students. | • Teachers plan for whole group instruction with students on the carpet for mini-lessons and guided practice.  
  • Classroom teachers plan for small group instruction through invitational groups.  
  • Classroom teachers plan for individual instruction through one-on-one conferences.  
  • Students know their individual goals.  
  • All learning styles are addressed.  
  • Multiple exposure through multi-modality instruction.  
  • Teachers provide additional opportunities to learn and practice essential concepts and skills. |
| A wide variety of instructional strategies are used. | • Effective strategies for English Language Learners include Heads Together, Cooperative Learning, and Wait Time.  
  • Strategies focus on developing schema and building on students' background knowledge.  
  • Tools for developing students' conceptual knowledge include manipulatives, realia, and graphic organizers.  
  • Instruction includes math and language review.  
  • Team time is a structure to provide additional time and support. |
| Schoolwide instructional practices are research based; grade-level teams agree to the levels of use for instructional practices in their collaborative planning. | Classroom practices for literacy include those supported by:  
  • The district-adopted language arts program.  
  • Literacy Studio management (Daily 5, First 20 Days).  
  • Comprehension, Accuracy, Fluency, and Expand Vocabulary (CAFÉ) Strategies.  
  • Lucy Calkins: Units of Study.  
  • Step Up to Writing.  
  • Developmental Reading Assessment (DRA)-Focus for Instruction.  
  • Guided Language Acquisition Design (GLAD) strategies.  
  • Agreed-upon grade-level specific resources.  

Classroom practices for math include those supported by:  
  • The District-adopted math program.  
  • Math review.  
  • Agreed-upon grade-level specific resources. |
| Instruction is intellectually demanding. | Focus:  
  • Academic language.  
  • Nonfiction reading and writing.  
  • Developing critical-thinking skills. |
ROOT CAUSE

Underlying cause or causes of positive or negative results.

IDENTIFY THE PROBLEM

Not enough students are proficient in English Language Arts and Math.
**THE PROBLEM-SOLVING CYCLE**

Example Hunches and Hypotheses

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>List hunches and hypotheses about why the problem exists.</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Too many students live in poverty.</td>
</tr>
<tr>
<td>2.</td>
<td>There is a lack of parent support.</td>
</tr>
<tr>
<td>3.</td>
<td>There is too much student mobility in our school.</td>
</tr>
<tr>
<td>4.</td>
<td>The students aren’t prepared for school.</td>
</tr>
<tr>
<td>5.</td>
<td>Many of our students are not fluent in English.</td>
</tr>
<tr>
<td>6.</td>
<td>Even if the students don’t speak English, they have to take the test in English.</td>
</tr>
<tr>
<td>7.</td>
<td>Students don’t do their homework.</td>
</tr>
<tr>
<td>8.</td>
<td>Students do not like to read.</td>
</tr>
<tr>
<td>9.</td>
<td>There is no district support.</td>
</tr>
<tr>
<td>10.</td>
<td>There are budget problems at the school and district levels.</td>
</tr>
<tr>
<td>11.</td>
<td>We don’t know what data are important.</td>
</tr>
<tr>
<td>12.</td>
<td>We don’t know how to use the data.</td>
</tr>
<tr>
<td>13.</td>
<td>We don’t get the data soon enough to make a difference.</td>
</tr>
<tr>
<td>14.</td>
<td>Not all our curriculum is aligned to the standards.</td>
</tr>
<tr>
<td>15.</td>
<td>Teachers don’t know how to setup lessons to teach to the standards.</td>
</tr>
<tr>
<td>16.</td>
<td>We need to know sooner what students know and don’t know.</td>
</tr>
<tr>
<td>17.</td>
<td>We are not teaching to the standards.</td>
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<tr>
<td>18.</td>
<td>Our expectations are too low.</td>
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<tr>
<td>19.</td>
<td>We need to collaborate to improve instruction.</td>
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<tr>
<td>20.</td>
<td>Teachers need professional learning to work with students with backgrounds different from our own.</td>
</tr>
<tr>
<td>Questions</td>
<td>Data Needed</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>1. Who are the students who are not performing?</td>
<td>Student achievement results by student groups.</td>
</tr>
<tr>
<td>2. What do the students know and what do they not know?</td>
<td>Student achievement results by standards.</td>
</tr>
<tr>
<td>3. Are all teachers teaching to the standards?</td>
<td>Standards questionnaire.</td>
</tr>
<tr>
<td>4. How are we teaching Mathematics, ELA—actually everything?</td>
<td>Teacher reports about teaching strategies to grade-level teams.</td>
</tr>
<tr>
<td>5. What is the impact of our instruction?</td>
<td>We need to follow student achievement by teachers and by course.</td>
</tr>
<tr>
<td>6. What do teachers, students, and parents think we need to do to improve?</td>
<td>Teacher, student, and parent questionnaires and follow-up focus groups.</td>
</tr>
<tr>
<td>7. What does our data analysis tell us about what we need to do to improve?</td>
<td>Study data analysis results.</td>
</tr>
</tbody>
</table>

**1. Identify the Problem**

**2. Describe Hunches and Hypotheses**

**3. Identify Questions and Data**

**4. Analyze Multiple Measures**

**5. Analyze Political Realities**

**6. Develop Action Plan Resolution**

**7. Implement Action Plan**

**8. Evaluate Implementation**

**9. Improve the Process and System**

**STEPS IN SOLVING A PROBLEM**
<table>
<thead>
<tr>
<th>Identify the problem:</th>
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<tr>
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<tr>
<td>List hunches and hypotheses about why the problem exists.</td>
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<tr>
<td>1.</td>
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<td>3.</td>
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<td>17.</td>
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<td>18.</td>
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<tr>
<td>19.</td>
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<tr>
<td>20.</td>
</tr>
</tbody>
</table>
What questions do you need to answer to know more about the problem, and what data do you need to gather?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Data Needed</th>
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</tbody>
</table>
Schools are perfectly designed to get the results they are getting now. If schools want different results, they must measure and then change their processes to create the results they really want.

FLOWCHARTING SCHOOL PROCESSES

- Assess what is really being implemented.
- Understand how we get our results.
- Determine the cause of a problem or challenge.
- Build common understandings of a whole process.
- Communicate process related information visually.
- Provide a way to monitor and update processes.

PROCESS FLOWCHARTS

Process maps or flow charts are composed of a relatively standardized set of symbols.
Example: Grade 3 Reading Response to Intervention

Are students on grade level?
BPST - DRA - CST
1. Comprehension (below 60%)
2. Literacy analysis
3. Word analysis/ vocabulary

No

L2 and L3 students must receive classroom-based L1 instruction.

Prioritize needs: Assign to L2 support (4-6 students/10 sessions).

Passed CFA?

Yes

No additional concerns

Additional concerns

No

L2 unsuccessful. Repeat L2 (4-6 students/10 sessions).

Passed CFA?

Yes

No additional concerns

Additional concerns

No

L2 unsuccessful. Continue L2 (4-6 students/10 sessions). Add L3 (1-2 students/10 sessions).

Passed CFA?

Yes

No additional concerns

Additional concerns

No

L3 unsuccessful. Continue L2 and L3 interventions.

Passed CFA?

Yes

No additional concerns

Additional concerns

No

Pre-Referral Team meets with Resource Specialist, Classroom Teacher, Title 1 Teacher, and Parent—if possible. Investigate and implement strategies.

Could this child have a disability?

Yes

Refer to SpeRT.

No

Does SpeRT accept referral?

Yes

Special Education evaluation begins.

No

Is student eligible for Special Education?

Yes

IEP developed. Services begin as outlined in IEP.

No

Continue L2 and L3. Seek additional support if PRT recommends.

Passed CFA?

Yes

No

Add SpeRT recommendation

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High School Process Flowchart

Eighth-grade student enters ninth grade

Student took Algebra in the eighth grade?

Yes

Student enrolls in Algebra as a ninth grader

No

Student passes Algebra proficiency test?

Yes

Passes Algebra proficiency test?

No

Following successful completion of course, student will be assigned to next Math course as

Student is enrolled in Intervention course

Student can choose, with teacher recommendation

Passes Algebra Proficiency Test?

Yes

No

Student passes short-cycle assessment?

Yes

No

Student assigned to Mastery Algebra

Student passes short-cycle assessment?

Yes

No

Student assigned to Algebra II or Integrated Algebra and Geometry I

Student assigned to Math workshop

Math workshop

Student passes assessment above 90%?

No

Yes

Student assigned to Mastery Algebra

Computer aided Math

Integrated Algebra and Geometry

Algebra II

Honors Geometry

Student leaves Math workshop, and continues in regular class

Student fails grading period?

No

Yes

Student assigned to Math workshop

Continues with course until completion
In this PLC structure, the learning community teams—

1. Review what they want students to know and be able to do, and how they will know when the students have learned it.

2. Assess what students know now.

3. Determine the best strategies to help students reach those end-of-course/end of-year expectations.

4. Given #2 and #3 above, identify professional learning and other resources that will help teachers ensure all students’ learning.

5. Observe each other and provide feedback, knowing that they can only improve with practice and feedback.

6. Review teaching observation feedback with the student assessment results.

7. Collaborate to determine what needs to change to get different results through problem-solving strategies and deeper analysis.

8. Finally, evaluate the PLC structure to ensure that its intention of improving teaching and learning is achieved.

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QUALITY PLANNING

“Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world”

Joel A. Barker

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QUALITY PLANNING

- Mission, vision, goals.
- One action plan to vision.
- Budget matches action plan.
# EXAMPLE CSI PLAN

## EXAMPLE: Marylin Avenue Continuous School Improvement (CSI) Plan

**Goal 1:** All students will exhibit their best effort for themselves, their families, and the community, including a demonstration of respect for their peers and for property.

**Goal 2:** Create an environment where every student, family, staff member, and community member will be excited to be at Marylin Avenue School; and be flexible in order to accommodate the educational needs of all.

**Goal 3:** All students will be Proficient or Advanced in Language Arts and Math by the end of fifth grade.

**Objective 1:** The percentage of students achieving proficiency in ELA, as measured by CSIs, will increase from 51% to 61% by Spring of 2010, measured through student learning results.

**Objective 2:** The percentage of students achieving proficiency in Math, as measured by CSIs, will increase from 63% to 70% by Spring of 2010, measured through student learning results.

**Objective 3:** The percentage of English learner students achieving proficiency in ELA, as measured by CSIs, will increase from 36% to 46% by Spring of 2010, measured through student learning results.

## Planned Improvements in Student Performance

<table>
<thead>
<tr>
<th>Strategies and Activities</th>
<th>Person(s) Responsible</th>
<th>Measurement</th>
<th>Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment of instruction with content standards:</td>
<td>Whole Staff / Ongoing</td>
<td>Essential standards are documented for all curricular areas for all grade levels. Grade-level teams agree on the standards. Cross-grade-level teams agree on the standards. Documentation of all essential standards show them to be unwarped, mapped, vertically aligned, and paced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Improvement of instructional strategies and materials:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. All teachers will use the unwrapped essential standards to target instruction.</td>
<td>Teachers / Ongoing</td>
<td>Classroom observations that describe what instruction and the classroom would look like if RU implemented will also determine if teachers are: * using the unwrapped essential standards to target instruction * creating clear learning objectives to teach the unwrapped essential standards and to make sure students understand their importance * checking for understanding and adjusting instruction as needed * using grade level assessments of each essential standard * administering CFAs every 2-3 weeks * attending data team meetings about the assessment of each essential standard * using CAFE/Literary Studio system with fidelity focusing on nonfiction reading and writing</td>
<td>$7,000</td>
<td>Leadership Team Stipends</td>
</tr>
<tr>
<td>1. Learning objectives will be based on assessment data.</td>
<td></td>
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<tr>
<td>2. Learning objectives will be clearly stated.</td>
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<tr>
<td>3. Students will understand the importance of each learning objective.</td>
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<td>4. Teachers will frequently check for understanding and adjust instruction as needed.</td>
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<tr>
<td>B. Each grade level uses balanced assessments that are common, formative, and administered frequently. Assessment will be varied—performance, multi-choice, short answers.</td>
<td>Grade-Level Teams Ongoing</td>
<td></td>
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<tr>
<td>1. Grade levels assess each essential standard and conduct data team meetings for most of them.</td>
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<tr>
<td>2. Grade levels and schoolwide-data team look at the data from our assessments to determine the effectiveness of instructional strategies and programs.</td>
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<tr>
<td>3. Grade levels administer CFAs every 2-3 weeks.</td>
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<tr>
<td>C. All teachers K-5 will use CAFE/Literary Studio system with fidelity.</td>
<td>Teachers / Ongoing</td>
<td></td>
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<tr>
<td>D. All grades will focus on nonfiction Reading and Writing and will provide students with more opportunities for authentic writing.</td>
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<tr>
<td>E. All grade levels (1-5) will use Board Language in their classrooms.</td>
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</tbody>
</table>

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**CAFE** – Comprehension, Accuracy, Fluency, and Expand Vocabulary  
**ELAP** – English Language Acquisition Program  
**EIA** – Economic Impact Aid  
**QEIA** – Quality Education Investment Act  
**SCE** – Students Committed to Excellence
LEADERSHIP

“An essential factor in leadership is the capacity to influence and organize meaning for the members of the organization.”

Tom Peters

LEADERSHIP

- Assists everyone in the organization in implementing the vision.
- Structures in alignment with the vision.
- Roles and responsibilities.
- Effective meetings.
### EXAMPLE LEADERSHIP STRUCTURE

#### EXAMPLE: Marylin Avenue School Leadership Structure

Marylin Avenue Elementary School’s (MAS) leadership structure is four-pronged:
- Grade-Level Teams
- Marylin Avenue Leadership Team (MALT)
- Literacy Leads
- Principal

All leadership components are guided by the Mission and Vision statements for the school, and the work of each leadership component is guided by data and the school plan.

All meetings are scheduled on the school calendar. All meetings are open to all staff members; therefore, every attempt will be made to send agendas in advance or with the current meeting minutes. In the event of additions and/or deletions to agendas, staff will be informed by e-mail.

MAS staff are working to strengthen cross-grade-level leadership. Currently, Literacy Leads are the most systematic method of articulating expectations for literacy across grade levels.

Schoolwide focus is student learning and is guided by four important questions:
- What do we want our students to learn?
- How will we know if they have learned it?
- What will we do if they don’t learn it?
- What will we do if they already know it?

(DuFour, DuFour, Eaker, and Many, 2006)

Instruction is based on content standards and is delivered through well-designed lessons. Planning for instruction includes goal-setting by teachers and with students, accountability-based assessments, and implementing a response to intervention system for students needing extra time and support to learn.

#### Meeting Times

<table>
<thead>
<tr>
<th>Team</th>
<th>Time</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-Level Teams</td>
<td>1:45 to 3:00 PM</td>
<td>Wednesdays</td>
</tr>
<tr>
<td>Marylin Avenue Leadership</td>
<td>3:15 to 4:30 PM</td>
<td>Wednesdays</td>
</tr>
<tr>
<td>Literacy Leads</td>
<td>3:00 to 4:00 PM</td>
<td>Alternate Wednesdays (calendered by the group)</td>
</tr>
</tbody>
</table>

#### Roles and Responsibilities

It is the collective responsibility of all teachers, working in grade-level teams and cross-grade-level teams, to implement instruction that addresses content standards. All classroom teachers participate in grade-level team meetings on a weekly basis.

The Title I Reading Specialist and the Special Education Resource Teacher join grade-level teams weekly to facilitate Pre-Referral Team meetings (PRT), and Special Education Referral Team (SpERT) meetings.

One teacher at each grade level serves as the Grade-Level Lead; this teacher sits on MALT. One teacher at each grade level serves in the role of Literacy Lead for her/his grade level; MAS is attempting to keep this role stable for a number of years in order to build grade-level capacity for leadership in literacy.

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“It's easy to get the players. Getting ‘em to play together, that’s the hard part.”

Casey Stengel

PROFESSIONAL LEARNING

- Includes everyone on the staff.
- How to implement the vision.
- Imbedded into the workweek.
The first month of the Marylin Avenue 2009-10 Professional Development Calendar is shown in the example below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Who Should Attend</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 27-31</td>
<td>Leadership Team and Literacy Leads</td>
<td>Attend the Education for the Future Summer Data Institute.</td>
</tr>
<tr>
<td>August 20-21</td>
<td>Professional development for all staff</td>
<td>Expectations for the year. Select team members and team leaders. Review standards. Model how to unwrap standards to feature needed prerequisite skills and concepts, how to vertically align, map, pace for all curricular areas, and review assessment data. Grade-level teams continue with standards.</td>
</tr>
<tr>
<td>August 25</td>
<td>Cross-Grade-Level Teams</td>
<td>Establish a system to monitor assessment data and ensure the alignment of standards across grade levels.</td>
</tr>
<tr>
<td>September 1</td>
<td>All teachers</td>
<td>Conduct literacy assessment.</td>
</tr>
<tr>
<td>September 1</td>
<td>Literacy Leads</td>
<td>Verify Language Arts standards across grade levels.</td>
</tr>
<tr>
<td>September 2</td>
<td>Grade-Level Team</td>
<td>Map Language Arts standards to the curriculum. Review assessment data. Create learning objectives.</td>
</tr>
<tr>
<td>September 2</td>
<td>Leadership Team</td>
<td>Planning for the year.</td>
</tr>
<tr>
<td>September 9</td>
<td>Grade-Level Team</td>
<td>Map Math standards to the curriculum. Review assessment data. Create learning objectives.</td>
</tr>
<tr>
<td>September 9</td>
<td>Leadership Team</td>
<td>Continue planning for the year.</td>
</tr>
<tr>
<td>September 14</td>
<td>All teachers</td>
<td>Content standards English Language Arts and Math Practice.</td>
</tr>
<tr>
<td>September 15</td>
<td>Literacy Leads</td>
<td>Verify Language Arts standards across grade levels.</td>
</tr>
<tr>
<td>September 16</td>
<td>Whole staff</td>
<td>Work on Vision with Vickie and Brad from Education for the Future.</td>
</tr>
<tr>
<td>September 21</td>
<td>All teachers</td>
<td>District writing assessment.</td>
</tr>
<tr>
<td>September 22</td>
<td>Cross-Grade-Level Teams</td>
<td>Monitor assessment data and ensure the alignment of standards across grade levels.</td>
</tr>
<tr>
<td>September 23</td>
<td>Grade-Level Team</td>
<td>Review progress.</td>
</tr>
<tr>
<td>September 23</td>
<td>Leadership Team</td>
<td>Determine assessment reports that will assist staff in implementing and assessing standards.</td>
</tr>
<tr>
<td>September 24</td>
<td>Data Team</td>
<td>Determine how to lead staff in developing common formative assessments.</td>
</tr>
<tr>
<td>September 28</td>
<td>Professional development for all staff</td>
<td>Inservice on ELA/RtI/Assessments.</td>
</tr>
<tr>
<td>September 29</td>
<td>Literacy Leads</td>
<td>Translate inservice idea to all grade levels.</td>
</tr>
<tr>
<td>September 30</td>
<td>Grade-Level Team</td>
<td>Ensure implementation.</td>
</tr>
<tr>
<td>September 30</td>
<td>Leadership Team</td>
<td>Ensure implementation.</td>
</tr>
</tbody>
</table>
The key to effective partnerships—Both parties must contribute and both parties must benefit.”

Jere Jacobs
Marylin Avenue staff members are aware that parents have unique insights about their child’s strengths and challenges and are eager to help with interventions at home. Involvement at school begins with communication. Marylin Avenue has developed good relationships with frequent communication among classroom teachers, support staff, and parents. Teachers do not hesitate to ask colleagues and support personnel for assistance in communicating with families, or in seeking clarification when miscommunications happen. (Throughout, the use of the term “parent” includes guardians.)

Marylin Avenue has realized this communication is critical for continued implementation of effective RtI processes and even more critical for evaluating the system. With this in mind, teachers are formally communicating with parents the multi-level interventions and the strategies or approaches used to address areas of concern for individual students. During parent-teacher conferences, individual student data are shared in visual form to highlight areas of progress and areas of concern. Teachers can then describe specific locations, frequencies, durations, and focuses of interventions that will be delivered for a student determined in need. Parents can also learn of specific activities for supporting these efforts from home. To learn more about parent perceptions, Marylin Avenue School administers parent questionnaires.

Teachers discuss additional ways to communicate with parents and give them strategies as a part of primary instruction—before students are in need of additional intervention. Ideas involve hosting strategy workshops for parents in the evening or game nights where the focus is for parents and students to learn games and activities that can be done at home to support the learning as it occurs in the classroom.

This could involve making or purchasing some board games, card games, music CDs, and other materials that allow early literacy, comprehension and vocabulary building, writing, and numeracy or math skills to be practiced at home. These materials are available at school for parents or students to check out, or for teachers to send home at strategic times based on individual student needs.

To better accommodate parent involvement, Marylin Avenue is looking to expand opportunities for parents to be at the school. Conferences are held during extended hours for parents who work; school personnel team up and make home visits to ensure parents are included whenever possible; and planning parent contacts and communication with awareness and sensitivity to community or other grade level activities, especially for families with multiple children, are just a few examples. Staff continually explore and discuss ways to enhance this component with each other, with the community, and especially with families.
CONTINUOUS IMPROVEMENT AND EVALUATION

“Continuous improvement causes us to think about upstream process improvement; not downstream damage control.”

Teams & Tools

CONTINUOUS IMPROVEMENT AND EVALUATION

- Align elements to vision.
- Systems thinking.
- Next steps.
- Evaluate all parts of the system.

NESA Fall Leadership Conference, "Data, Data Everywhere," Victoria L. Bernhardt, Education for the Future (http://eff.csuchico.edu)
CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK

VISION
Mission
Purpose
Values & Beliefs
Standards

Is what we are doing making a difference?
(Evaluate programs, processes, systems)
How are we going to implement?
(Leadership, Professional Learning, Partnership Development)
How can we keep doing the things that make a difference?
(Improve processes, standardize improvements)
Where are we now?
(Assess current situation)
Where do we want to be?
(Develop vision)
How did we get to where we are?
(Gap and contributing cause analysis)
How are we going to get to where we want to be?
(Short- and long-term plans)

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CONTINUOUS IMPROVEMENT
is the process of using
data to continually improve
all aspects of the
learning organization.

CONTINUOUSLY IMPROVING
SCHOOLS USE DATA TO—
• Clarify whom they have as students.
• Understand where the learning organization is right now on all measures.
• Consider processes, as well as results.
• Create a vision that will make a difference for whom they have as students.
• Help everyone get on the same page with understanding how to achieve a vision.
• Know if what the learning organization is doing is making a difference.

EVALUATING SCHOOL
PROGRAMS AND PROCESSES
If you are not monitoring and measuring program implementation, the program probably does not exist.
LEADERSHIP

- Challenge current processes with data.
- Inspire a shared vision.
- Enable others to act.
- Model the way.
- Encourage the heart.

*The Leadership Challenge*

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THANK YOU!

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