Orange Unified School District

District Improvement Actions
Cycle of Review – Continuous Improvement

Using Educational Data to Improve Student Achievement

January 20, 2011

Educational Services Division

Purpose of Educational Services

Connecting our work to the school system with a focus on creating better results for all students & schools

Agenda

- Systems Approach to Supporting Student Achievement
- Measuring the Success of the Whole Student
- Cycle of Continuous Improvement–Cycle of Review
- Using Data to Improve Instruction
- Summative and Formative Data
- Data Analysis Protocols – district/school
- Professional Learning/Leadership

TOP TEN CORE VALUES

THIS WE BELIEVE ABOVE ALL ELSE …

- That all students will learn.
- That all available resources will be utilized to ensure student success.
- That everyone needs to model servant leadership.
- That creating a shared vision will empower others.
- That communicating our shared vision requires honesty and consistency.
- That all people should be treated with respect and dignity.
- That we demonstrate trustworthiness by all we say and do.
- That we need to listen empathically and respectfully to understand the message beyond the words.
- That everyone is our customer and, therefore, we will always follow-up and follow-through.
- That what's best for our students comes first and foremost.

Orange Unified School District Strategic Plan 2010-2012

Orange Unified School District 2010-2012

OUSD Goals 2010-2012

- All students reach high standards
- All English Learners proficient in English
- All students will graduate
- All students are taught by highly qualified teachers
- All students educated in safe environment

Annual Targets

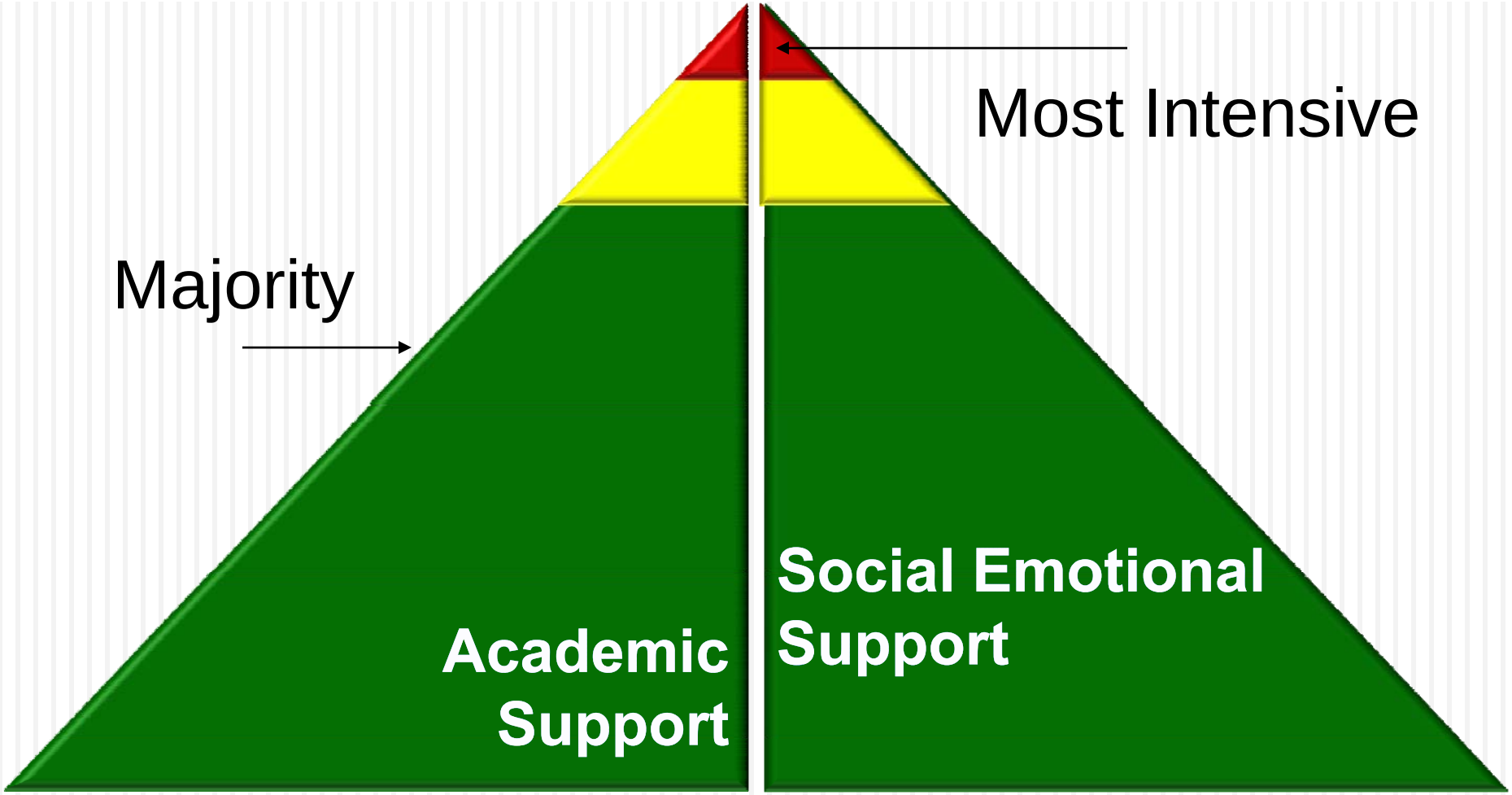
Cycle of Review

District Strategic Improvement Action Plan

- Student Achievement
- Student Engagement
- Safe, Welcoming Schools
- Parent & Community Engagement
- Communications
- Effective Use of Resources

District Core Values

Measure Success of the Whole Student

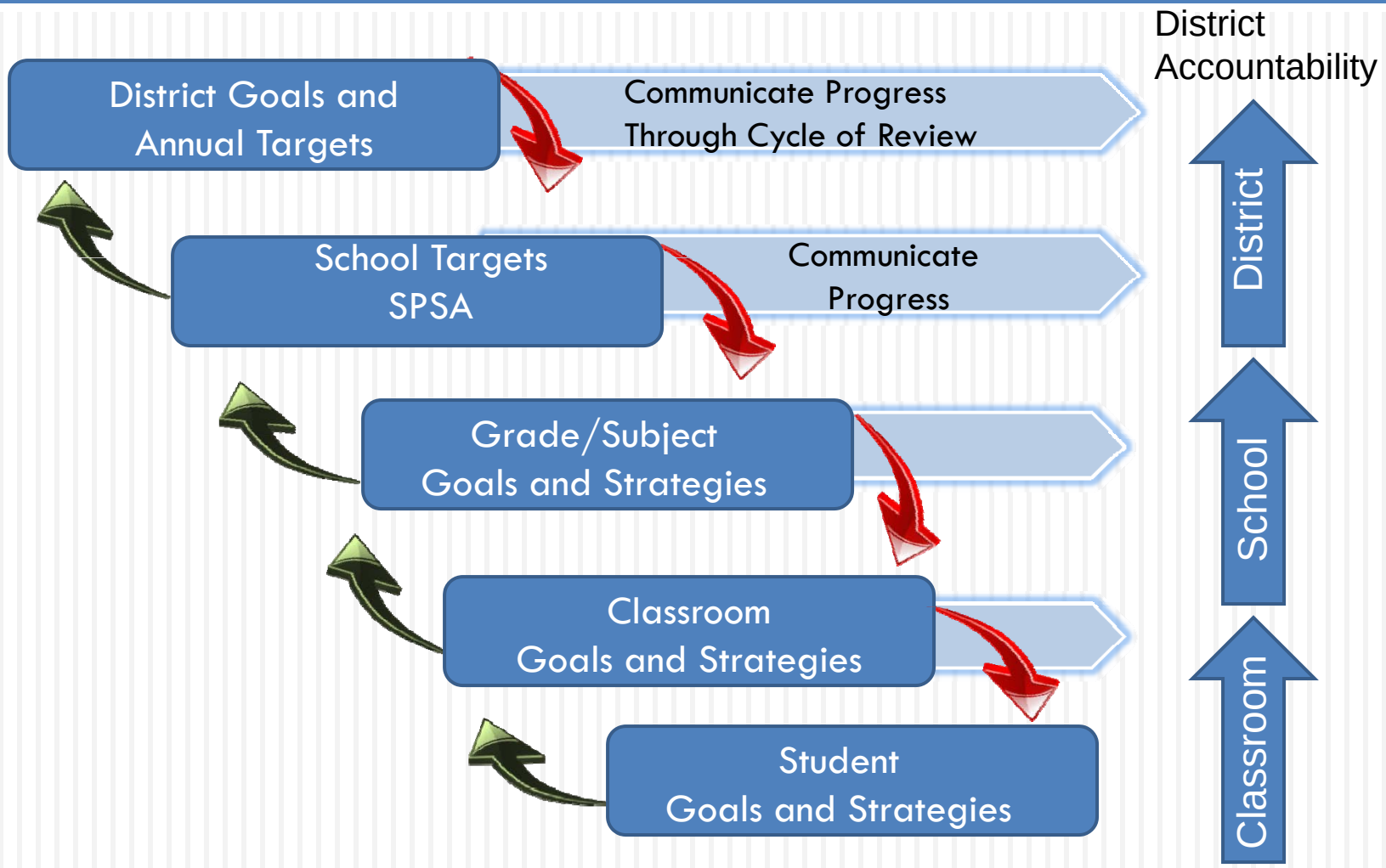


Emerging Educational Initiatives

- K-12 Vertical Articulation - Data
- Response to Instruction-Intervention
- Cycle of Effective Instruction -Data
- Standards Deconstruction
- Safe Schools
- Special Education Instruction
- English Learner Master Plan

Educational Services to the Classroom

Systematizing planning and accountability in
Orange Unified School District through Cycles of Review



Context – What are the school's/system's most significant challenges throughout the school year and successful best practices based on evidence at school sites & Educational Services?

- Student Achievement Goals
- Data Metrics: using the cycle of review
  - Disaggregated analysis of multi-year data
  - Reviewing multiple data sources – Formative/Summative
  - Problem solving process – informed discourse
- Key achievement data focus areas - go deep into data
  - Current Reality (Analyze the data)
  - Vision for the future (Set achievement goals)
  - What are we doing to get there (develop expertise, refine the curriculum, and design lessons)
  - Question the process (Implement and review lessons)

Disaggregated analysis of multi-year data

Executive Summary of Accountability Progress Report

Academic Performance Index (API)

5-Yr Gain and Loss

District	2006	2007	*2008*	2009	2010	5-Yr Gain/Loss
Orange USD	777	783	*786*	796	806	29

Elementary	2006	2007	*2008*	2009	2010	5-Yr Gain/Loss
Anaheim Hills ES	857	850	885	902	893	36
California ES	717	761	786	788	785	68
Cambridge ES	736	730	727	724	765	29
Canyon Rim ES	870	870	868	870	882	12
Chapman Hills ES	883	909	924	927	925	42
*Crescent ES	865	869	834	897	917	52
Esplanade ES	674	703	743	776	774	100
Fairhaven ES	652	654	665	721	751	99
Fletcher ES	769	773	744	763	726	-43
Handy ES	637	674	708	729	729	92
Imperial ES	854	861	875	878	896	42
Jordan ES	723	741	757	751	779	56
La Veta ES	804	805	822	821	809	5
Lampson ES	707	712	723	694	716	9
Linda Vista ES	872	886	878	886	897	25
McPherson ES	862	859	881	895	883	21
Nohl Canyon ES	908	924	924	929	937	29
Olive ES	748	774	814	824	793	45
Palmyra ES	773	795	775	773	771	-2
Panorama ES	904	909	911	924	928	24
Prospect ES	681	729	732	723	683	2
Riverdale ES	740	743	754	793	753	13
Running Spring ES	874	877	885	899	894	20
Serrano ES	882	901	897	913	911	29
Sycamore ES	670	690	692	739	701	31
Taft ES	716	724	749	739	762	46
Villa Park ES	872	887	890	907	916	44
West Orange ES	772	809	802	791	806	34

Middle Schools	2006	2007	*2008*	2009	2010	5-Yr Gain/Loss
Cerro Villa MS	817	817	822	831	833	16
El Rancho MS	863	862	861	871	895	32
Portola MS	674	684	695	717	734	60
Santiago MS	776	769	776	760	806	30
Yorba MS	674	696	728	706	706	32

High Schools	2006	2007	*2008*	2009	2010	5-Yr Gain/Loss
Canyon HS	820	815	812	823	847	27
El Modena HS	784	770	764	794	806	22
Orange HS	687	695	680	687	683	-4
Villa Park HS	813	792	802	778	807	-6
Richland HS	532	504	443	455	557	25

California Department of Education (2010)
API Targets

2009-2010 Targets

Growth in API of at least one point OR a minimum API score 680.

2010-2011 Targets

The 2010 Growth API Compared to 2009 Base API to determine whether schools and students uumerically significant subgroups met API targets.

Multiple Data Sources & Reports Using Data Director

Taft Elementary 2009/2010 CST Results Summary

All numbers rounded to the nearest percent. Due to rounding percentages may not equal exactly 100%.

ELA	2nd				3rd				4th				5th				6th			
	+/-	'10	'09	'08	+/-	'10	'09	'08	+/-	'10	'09	'08	+/-	'10	'09	'08	+/-	'10	'09	'08
Adv	0	6	6	11	-2	5	7	8	+12	44	32	26	+13	31	18	14	-1	22	23	24
pro	+11	33	22	27	-17	13	30	12	-13	23	36	18	+4	18	14	36	-4	24	28	21
All % Prof+	+11	39	28	38	-19	18	37	20	-1	67	68	44	+17	49	32	50	-5	46	51	45
ELL % Prof+	+11	31	20	38	-9	9	18	7	+7	37	30	16	0	6	6	14	+30	34	4	6
Basic	-6	31	36	37	+12	38	26	46	-5	20	25	31	-3	37	40	17	+6	37	31	31
All %BB/FBB	-5	31	36	25	+7	44	37	34	+7	14	7	25	-13	14	27	33	0	17	17	24
BB	0	16	16	16	+13	33	20	25	+7	10	3	19	0	10	10	19	-1	12	13	14
FBB	-5	15	20	9	-6	11	17	9	0	4	4	6	-13	4	17	14	+1	5	4	10

Math	2nd				3rd				4th				5th				6th			
	+/-	'10	'09	'08	+/-	'10	'09	'08	+/-	'10	'09	'08	+/-	'10	'09	'08	+/-	'10	'09	'08
Adv	+2	13	11	22	-5	15	20	20	-8	44	52	33	+4	21	17	10	-3	17	20	14
pro	+5	30	25	26	+6	33	27	28	-2	28	30	26	+4	21	17	30	+1	25	24	30
All % Prof+	+7	43	36	48	+1	48	47	48	-10	72	82	59	+8	42	34	40	-2	42	44	44
ELL % Prof+	+10	37	27	31	+15	47	32	36	-19	46	65	43	+9	17	6	0	-15	4	19	13
Basic	-8	25	33	26	0	23	23	31	+8	16	8	26	+11	28	17	22	+7	26	19	33
All %BB/FBB	+1	33	32	27	0	30	33	22	+3	13	10	15	-18	31	49	38	-5	32	37	23
BB	-5	22	27	24	+2	23	21	22	+3	13	10	14	-5	25	30	21	0	26	26	19
FBB	+6	11	5	3	-2	7	9	0	0	0	0	1	-13	6	19	17	-5	6	11	4

Classroom Analysis Protocol

FOCUS ON STANDARDS

Teacher Analysis of class: 2010-2011

Grade: _____ Teacher/s_____

Mathematics	English-Language Arts
Advanced: total number of students_____	Advanced: total number of students_____
Proficient: total number of students_____	Proficient: total number of students_____
Basic: total number of students	Basic:total number of students

Principal Teacher Test Chats

TEST CHATS

Teacher_____

Please plan to meet with me on_____ for a 60 minute Test Chat at _____. This will be an opportunity for us to have a one-on-one reflection session related to assessment, student performance, and any other topic you would like to discuss. This will also give me information to help plan for how best to support the staff in the future. A substitute teacher will come to your room to cover your class. If you would rather meet after school, please let me know so I can adjust the schedule.

Please bring with you:
Your new initial target students based on 2010 CST.
The pre/post data on last year's class.
The pre/post data re-rostered for this year's class.

Please be prepared to answer the following questions:

1. After reflection on last year's data, what possible instructional adjustments are you considering for this year, and why?
   Consider, what percentage of students made a gain as a result of last year's program ("gainers") , in which subjects, and why?
   Consider, what percentage of students had no significant gains or losses in scale scores ("stickers"), in which subjects, and why?
   Consider, what percentage of students showed losses in scale scores ("sliders"), in which subjects and why?

2. After analysis of your current classes' data, what instructional implications do you see?

3. What were the accomplishments of last year's "target students"?

4. You will chose 3 target students who are "Far Below Basic" and 3 target students who are "Basic" in LA and Math. What is your plan to move those 6 kids to the next level? What will be "observably" different for those kids?

4. What do you need to do to be "observably" more effective in 2010/2011 than you were in 2009/2010?

5. How will you get 1 ½ to 2 years growth for your current students this year?

6. How can I help you reach your goal?

Setting Achievement Goals

UNLOCKING THE DATA

ELEMENTARY – Grades 3 and up

THIS YEAR, I HAVE:

ELA _____ (____ %) MATH _____ (____ %) PROFICIENT & ADVANCED
ELA _____ (____ %) MATH _____ (____ %) BASIC
ELA _____ (____ %) MATH _____ (____ %) BELOW & FAR BELOW BASIC

THIS YEAR, I HAVE:

ELA _____ MATH _____ GAINERS (6 OR MORE SCALE SCORE POINTS GAIN)
ELA _____ MATH _____ STICKERS (+/- 5 POINTS UP OR DOWN)
ELA _____ MATH _____ SLIDERS (6 OR MORE SCALE SCORE POINTS LOSS)

MY INSTRUCTIONAL GOALS FOR 2010-2011 TO INCREASE STUDENT ACHIEVEMENT ARE…

- _____
  _____
- _____
  _____
- _____
  _____
- _____
  _____

Formative Assessment Data - PSA

Taft Elementary PSA Percent Proficient or Advanced
2010-2011

ELA

Grade Level	Taft 35	Taft ELL 35	Taft White	OUSD 35	Problem standards
1st	46	43	80		WC1.1.7
2nd	47	45	60		WC1.1.8
3rd	56	50	66		WC 1.1.5 RW1.1.6
4th	36	21	58		WC1.1.7 WC 1.1.1 RC 2.2.1
5th	46	9	75		RL 3.3.7 RC 2.2.3
6th	44	14	61		RC 2.2.7 RC 2.2.6

Math

Grade Level	Taft 35	Taft ELL 35	Taft White 35	OUSD 35	Taft 75
1st	61	60	80		NS 2.1
2nd	57	49	80		NS1.3
3rd	69	64	67		NS 3.3
4th	38	23	50		AF2.2 AF1.5
5th	52	28	88		NS2.2
6th	44	15	59		AF1.3 NS 1.1

PSA Analysis-Critical Questions

35th Day PSA Data Analysis

1. Identifying our path to the target

- Looking at your PSA what percent of your students are proficient?

_____

- What is your proficiency goal for the next PSA?

_____

- How many students do you need to move to proficiency to hit the goal?

_____

- Identify the students who are good candidates to move to proficiency on the next PSA?

_____

_____

_____

- Looking at your benchmark scores- What standards were particularly troublesome in ELA?

_____

_____

- Looking at your benchmark scores- What standards were particularly troublesome in Math?

_____

_____

- What specific standards can we target to help move us forward? (Choose 2 ELA and 2 Math)

Standard	Instructional Strategies	When will this occur?

Problem Solving Process

TARGET STUDENTS MONTHLY REPORT: ELEMENTARY

TEACHER: _____ SUBJECT: _____ MONTH: _____

NAME	ACADEMIC PROGRESS √ + Accelerating √ Keeping up √ - Falling behind	SOCIAL – EMOTIONAL 1 – TRIAGE 2 – TROUBLED 3 – AVERAGE 4 – ABOVE AVERAGE 5 – EXCELLENT	COMMENTS What you have tried? What are you going to do?

Triangulating Assessments

Name_____

Taft Tigers Track their Path to Success

2010-2011

STATE ASSESSMENTS

STAR-CST	Score	Level	My Goal	Points Needed
Language Arts				
Math				

CELDT	09/10 Score	10/11 Score	My Goal
Overall			
Listening			
Speaking			
Reading			
Writing			

DISTRICT ASSESSMENTS

P.S.A	Language Arts		
	My Goal	Score	Did I meet my goal?
35th Day			
75th Day			
115th Day			

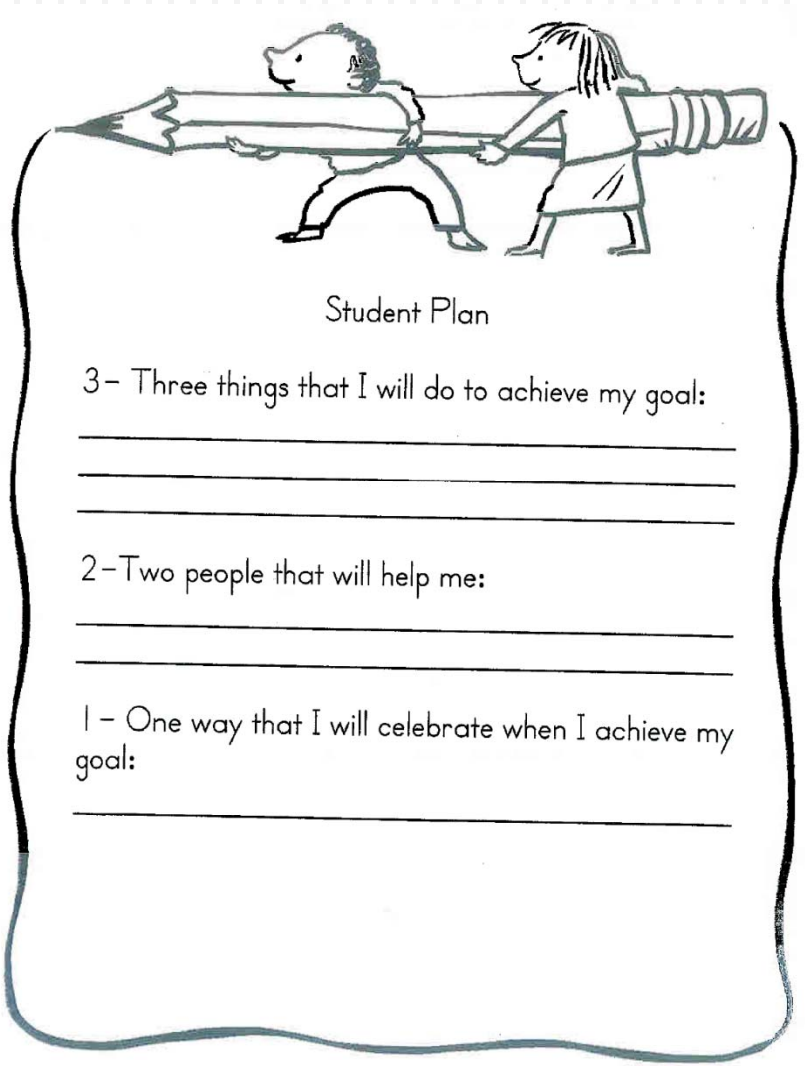
P.S.A	Mathematics		
	My Goal	Score	Did I meet my goal?
35th Day			
75th Day			
115th Day			

Fluency	My Goal	Score	Did I meet my goal?
Baseline			
Mid-Year			
End of the Year			

SRI	My Goal	Score	Did I meet my goal?
Baseline			
Mid-Year			
End of the Year			

Grades 4-6

Student Goal Setting



Student Plan

3– Three things that I will do to achieve my goal:

_____

_____

_____

2–Two people that will help me:

_____

_____

1 – One way that I will celebrate when I achieve my goal:

_____

Problem Solving Process-Interventions

TAFT ELEMENTARY SCHOOL

PLC Grade Level Collaboration

Date: _____

Time Keeper:_____**Facilitator:**_____

Note Taker: _____

Participant:_____, _____

TOPIC (circle One ELA, ELD, or Math):
Data utilized:

ELA: ___CST ___PSA #___ ___Theme Skills Test ___Weekly Skills Tests

____Selection Test ___Chapter/Unit Test ____ Other _____

ELD: ___ Avenues ____Vocabulary Basics ___ Hands on English _____ CELDT

Math: ___Quick Check/Quiz ___Chapter Test ___Unit/Quarterly

__Computation Test ___ST Math Standards Mastery ___Other_____

Result Overview and Goals: (How did your students do? How do you want your students do next time?)

Implications for Direct Instruction Planning and Delivery:

Implications for Differentiated Instruction:

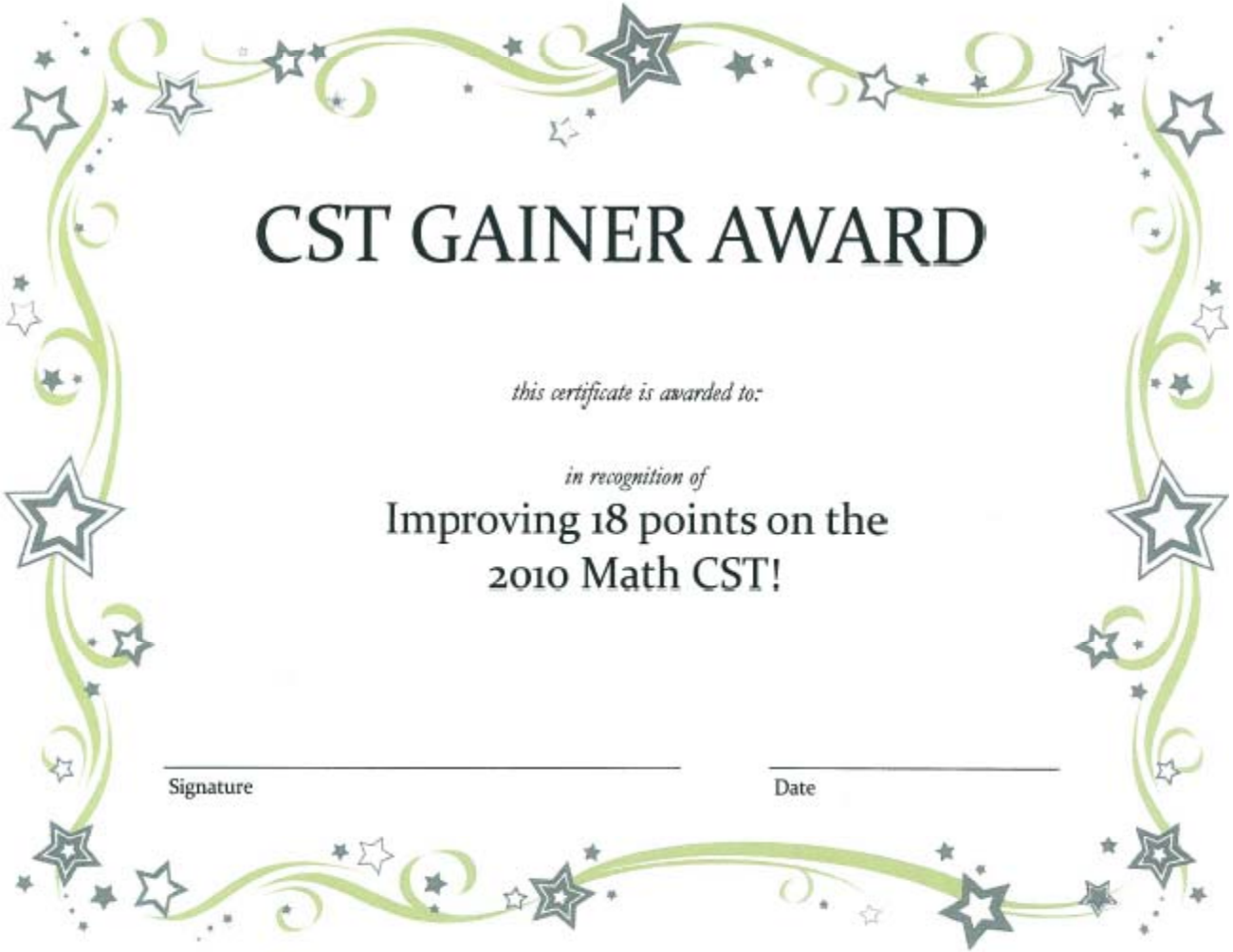
Implications for Intervention:

Necessary Support (What do we need from our administrator, coach, grade level partners, or resource teacher):

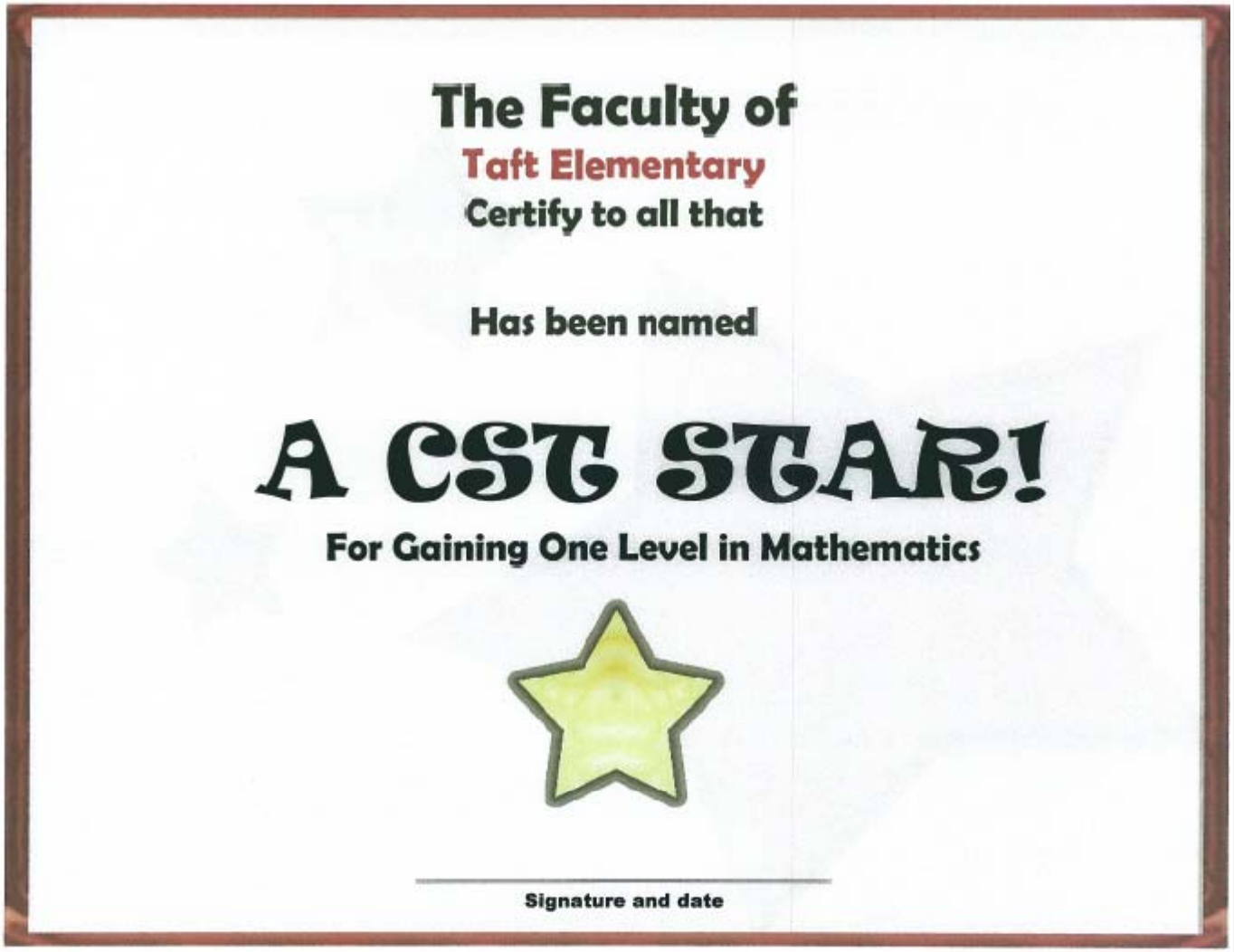
Norms

- Stick to the agenda
- Start and end of time
- Trust the process
- Limit sidebar conversations
- Use the parking lot as needed for individual questions or concerns

Student Incentives – Celebrating Success



Staff Celebrations



The Faculty of

Taft Elementary

Certify to all that

Has been named

A CST STAR!

For Gaining One Level in Mathematics

Signature and date

Data Analysis and Goal Setting

Student Name: _____

Yorba Middle School

English Language Arts Grade 6 Test Chat

CST			
Advanced 394-600			
Proficient 350-393			
Basic 300-349			
Below Basic 268-299			
Far Below Basic 150-267			
Year	2009	2010	2011

CELDT			
Listening			
Reading			
Writing			
Speaking			
Overall			
Year	2009	2010	2011

3-2-1 Plan

3 things that I plan to do to achieve my goal:

1. _____
2. _____
3. _____

2 people who will help me to achieve my goal:

1. _____
2. _____

1 way I will celebrate reaching my goal:

1. _____

Student _____

Parent/Guardian _____

Teacher _____

Student Name: _____

Yorba Middle School

English Language Arts Grade 7 Test Chat

CST			
Advanced 401-600			
Proficient 350-400			
Basic 300-349			
Below Basic 263-299			
Far Below Basic 150-262			
Year	2009	2010	2011

CELDT			
Listening			
Reading			
Writing			
Speaking			
Overall			
Year	2009	2010	2011

3-2-1 Plan

3 things that I plan to do to achieve my goal:

1. _____
2. _____
3. _____

2 people who will help me to achieve my goal:

1. _____
2. _____

1 way I will celebrate reaching my goal:

1. _____

Student _____

Parent/Guardian _____

Teacher _____

Data Analysis and Goal Setting

Student Name: _____

Yorba Middle School

English Language Arts Grade 8 Test Chat

CST			
Advanced 395-600			
Proficient 350-394			
Basic 300-349			
Below Basic 266-299			
Far Below Basic 150-265			
Year	2009	2010	2011

CELDT			
Listening			
Reading			
Writing			
Speaking			
Overall			
Year	2009	2010	2011

3-2-1 Plan

3 things that I plan to do to achieve my goal:

1. _____
2. _____
3. _____

2 people who will help me to achieve my goal:

1. _____
2. _____

1 way I will celebrate reaching my goal:

1. _____

Student _____

Parent/Guardian _____

Teacher _____

Standards Mastery Checklist

CALIFORNIA STANDARDS TESTS • GRADE 8 ENGLISH-LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: READING	# Items	%
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	9	12%
1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases	2	
1.2 Vocabulary and Concept Development: understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings	2	
1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	5	
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).	18	24%
2.1 Structural Features of Informational Materials: compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals)	2	
2.2 Structural Features of Informational Materials: analyze text that uses proposition and support patterns	3	
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: find similarities and differences between texts in the treatment, scope, or organization of ideas	2	
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning	2	
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a complex mechanical device by following technical directions	3	

CALIFORNIA STANDARDS TESTS • GRADE 8 ENGLISH-LANGUAGE ARTS

CALIFORNIA CONTENT STANDARDS: WRITING	# Items	%
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.	16	21%
1.1 Sentence Structure: use correct and varied sentence types and sentence openings to present a lively and effective personal style	2	
1.2 Sentence Structure: identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis	2	
1.3 Sentence Structure: use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas	3	
1.4 Grammar: edit written manuscripts to ensure that correct grammar is used	3	
1.5 Punctuation and Capitalization: use correct punctuation and capitalization	3	
1.6 Spelling: use correct spelling conventions	3	
1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	17	23%
1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	4	
1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques	4	
1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices	3	
1.4 Research and Technology: plan and conduct multiple-step information searches by using computer networks and modems	NA	
1.5 Research and Technology: achieve an effective balance between researched information and original ideas	NA	
1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	6	
TOTALS	75	100%

Standards Blueprint Tracking

3rd Grade Math
Blueprint Tracking

Number on CST	Number Sense	Taught	Assessed	Mastery
	Sample	✓✓✓✓	✓✓✓	M
32	**Standard Set 1.0 Students understand the place value of whole numbers: (49 %)**			
1/2**	1.1 Count, read, and write whole numbers to 10,000.			
1	1.2 Compare and order whole numbers to 10,000.			
3	1.3* Identify the place value for each digit in numbers to 10,000.			
1/2**	1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.			
3	1.5* Use expanded notation to represent numbers (e.g.,3,206 = 3,000 + 200 + 6).			
	Standard Set 2.0 Students calculate and solve problems involving addition, subtraction,			
4	2.1* Find the sum or difference of two whole numbers between 0 and 10,000.			
NA***	2.2* Memorize to automaticity the multiplication table for numbers between 1 and 10.			
3	2.3* Use the inverse relationship of multiplication and division to compute and check results.			
5	2.4* Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 x 3 = ___).			
1	2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 5 = ___).			
1	2.6 Understand the special properties of 0 and 1 in multiplication and division.			
1	2.7 Determine the unit cost when given the total cost and number of units.			
1	2.8 Solve problems that require two or more of the skills mentioned above			
*	Standard Set 3.0 Students understand the relationship between whole numbers, simple fractions, and			
1	3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context			
2	3.2* Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as ½).			

Standards Blueprint Tracking

3rd Grade Math
Blueprint Tracking

4	3.3* Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation.....			
1	3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is ½ of a dollar).			
Number on CST	**Algebra and Functions**	Taught	Assessed	Mastery
	Sample	✓✓✓✓	✓✓✓	
12	**Standard Set 1.0** Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number			
4	**1.1*** Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.			
1	**1.2** Solve problems involving numeric equations or inequalities.			
1	**1.3** Select appropriate operational and relational symbols to make an expression true (e.g., if 4___ 3 = 12, what operational symbol goes in the blank?).			
1	**1.4** Express simple unit conversions in symbolic form (e.g., _____inches = _____feet x 12).			
1	**1.5** Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).			
	Standard Set 2.0 Students represent simple functional relationships:			
3	**2.1*** Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).			
1	**2.2*** Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s			
Number on CST	**Measurement and Geometry**	Taught	Assessed	Mastery
	Sample	✓✓✓✓	✓✓✓	
16	**Standard Set 1.0** Students choose and use appropriate units and measurement tools to quantify the properties of objects: **(25%)**			
1	**1.1** Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.			

PSA Data Analysis – Action Plans

Taft Elementary
75th Day PSA Data Analysis Grade K

Name_____ Grade Level_____

What is your most important language arts proficiency measure at this time?_____

What is the target score for your students at this point in the year? _____

- What percentage of your students is meeting that goal?
  _____
- How many students do you need to move to proficiency to hit the goal?
  _____
- Identify the students who are good candidates to move to proficiency
  _____
  _____
  _____
- What strategies will you try to improve student performance on this measure?
  _____
  _____
  _____
  _____

What is your most important math proficiency measure at this time? What is the target score you're your students at this point in the year?

_____

- What percentage of your students is meeting that goal?
  _____
- How many students do you need to move to proficiency to hit the goal?
  _____
- Identify the students who are good candidates to move to proficiency
  _____
  _____
  _____
- What strategies will you try to improve student performance on this measure?
  _____
  _____
  _____
  _____

Taft Elementary
75th Day PSA Data Analysis Grades 1-6

Name_____ Grade Level_____

Please list the percentage of students scoring in each band for the 75th Day PSA Test:

ELA

Adv ____
Prof ____
Basic ____
Below Basic ____
Far Below Basic ____

Schoolwide Targets

CST English Language Arts Target 2011, 67.6 % Proficient in ELA

Safe Harbor Subgroup Targets

- **52% All Students**
- **45% Hispanic or Latino**
- **40% English Language Learners**
- **42%Socioeconomic Disadvantaged**
- **22% Special Education**

Given your current PSA scores, what percentage of students would need to move to proficiency to meet targets for ELA?

_____

Identify the students who are good candidates to move to proficiency

_____
_____
_____

What standards seem to be particularly troublesome for these students and strategies can you try to improve these areas:

Standard	Strategies

Data Analysis Action Plans

District Trimester Final Analysis

Teacher_____ Test_____ Test Date_____

Log onto Data Director. Select **Exams** from the menu, and the test that you administered. Select **School Exam Report**. Record the average data for the standards and performance levels. In the Reflection section, report "what went right" in the higher performing standards, and "what went wrong" in the lower performing standards.

Standard #	Brief Description of Standard	Number of Questions	Percent correct
Total			

Performance level	# of Students	% of Students
Advanced		
Proficient		
Basic		
Below Basic		
Far Below Basic		
Total		

Reflection _____

Data Analysis – Action plans

In the **School Exam Report**, identify the five questions with the lowest percent correct. Review the actual questions by obtaining the test from your administrator and determine possible causes for the low score.

Question Reflection

----------**Check possible reason for low score**----------

Question #	Standard	Percent Correct	Academic Vocabulary	Concept not covered	Insufficient practice on concept	Wording of test question	Advanced version of concept	Other: (explain)

Targeted Action Plan

Area of Concern	Strategy to address concern	Re-Assess When?	Re-Assess how?

Students: From the **Classroom Performance Summary Report**, list students that need closer monitoring.

Period	Name	Percent Correct		Period	Name	Percent Correct

Leadership Roles and Responsibilities – District Level Cycle of Review

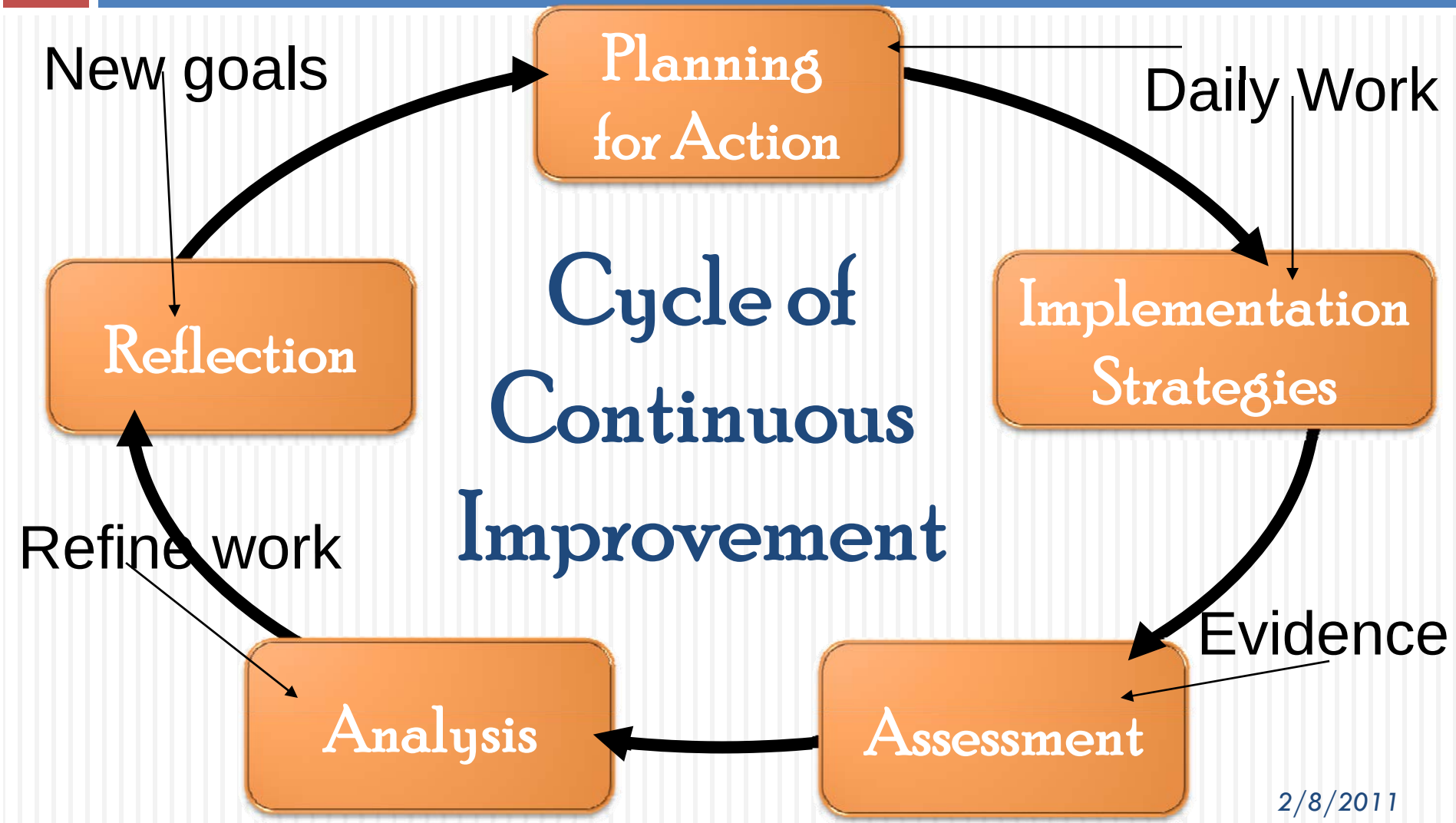
- **Purpose:** The purpose of the Cycle of Review is to review the outcome data associated with the five student achievement focus areas & address challenges associated with the implementation of the actions
- **Participants:** Central Office and Department Leaders
- **Observers/Partners:** Principals and Central Office staff
- **Key Items used:** Summative & Formative Data, K-12 Data Conferences, Program Improvement Monitoring, PSA data, charts, data analysis protocols,

“We cannot direct the wind, but we can adjust our sails” – Anonymous –

Purpose of Data–
How do we create our own wind?

"Converting Data into meaning so that we can understand the impact of our decisions and take appropriate action"

The Cycle of Continuous Improvement – Cycle of Review



Integrating the Cycle of Review throughout the district is still a work in progress

- Secondary Paced Common Assessments in progress
- Department Level work continues (e.g. English Learner and Special Education)
- Paced Common Assessments are reviewed and improved
- Standards based instruction refined
- We will learn together to improve our K-12 professional practices – building on the Achievement Data Conferences

Upcoming Attractions

- Remaining 2010-2011 Cycle of Review: *What did we learn that we can get in place before August 2011? What do we need to focus on during the summer?*
- Elements of the cycle of review will be incorporated in regular meetings – **move from event to way of life**
- Currently Using the Review & Revision of Local Educational Plan (LEA) to set targets

OUR FUTURE GRADUATES ARE COUNTING ON US!

Canyon High School

Mighty Soaring
RICHLAND HIGH SCHOOL

VANGUARDS
EL MODENA

ORANGE

SPORTSMANSHIP INTEGRITY LOYALTY LEADERSHIP SCHOLARSHIP
VILLA PARK