Data Analysis to Improve Student Achievement

Multi-Lingual Conference 2020

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Data

Without FEAR
Utilize a Process to Improve Student Achievement
Outcomes

- Apply a School Improvement Process
- Identify Data
- Access Data
- Analyze Data
Apply a School Improvement Process
IL-EMPOWER Improvement Process

Designation

Program/Process Evaluation & Student Outcomes

Needs Assessment Process

Approved Learning Partners

Work Plan for School Improvement
IL-EMPOWER Improvement Process

- Where are we now?
- Needs Assessment Process
- Program/Process Evaluation & Student Outcomes
- Approved Learning Partners
- Work Plan for School Improvement
IL-EMPOWER Improvement Process

1. Where are we now?
2. How did we get to where we are?
3. Work Plan for School Improvement
4. Approved Learning Partners
5. Program/Process Evaluation & Student Outcomes

IL-EMPOWER Improvement Process flowchart:
- Where are we now?
- How did we get to where we are?
- Work Plan for School Improvement
- Approved Learning Partners
- Program/Process Evaluation & Student Outcomes
IL-EMPOWER Improvement Process

1. Where are we now?
2. How did we get to where we are?
3. Where do we want to go?

- Program/Process Evaluation & Student Outcomes
- Approved Learning Partners
Where are we now?

How did we get to where we are?

Program/Process Evaluation & Student Outcomes

How are we going to get there?

Where do we want to go?

IL-EMPOWER Improvement Process
Where are we now?

Is what we are doing making a difference?

How did we get to where we are?

How are we going to get there?

Where do we want to go?

IL-EMPOWER Improvement Process
Identify Data
IL-EMPOWER Improvement Process

- Where are we now?
- How did we get to where we are?
- How are we going to get there?
- Where do we want to go?
- Is what we are doing making a difference?
ESSA Indicators for Success
# ESSA Indicators for Success

## K-8 Band

- **Academic Indicators**
  - ELA Proficiency (7.5%)
  - Math Proficiency (7.5%)
  - ELA/Math Growth (50%)
  - ELPtP (5%)
  - Science Proficiency (5%)

- **School Quality Indicators**
  - Climate Survey (5%)
  - Chronic Absenteeism (20%)

## 9-12 Band

- **Academic Indicators**
  - ELA Proficiency (7.5%)
  - Math Proficiency (7.5%)
  - Science Proficiency (5%)
  - ELPtP (5%)
  - Graduation Rate (50%)

- **School Quality Indicators**
  - Climate Survey (6.67%)
  - 9th Grade On-Track (8.33%)
  - Chronic Absenteeism (10%)
  - College and Career Readiness (0%)
FY 20 Summative Designations

Elementary
- Exemplary: Performance in the top 10% of all schools, high schools with graduation rate higher than 67%.
  - Eligible to apply to serve as an IL-EMPOWER Learning Partner.
- Remarkable: Performance not in the top 10% of all schools, high schools with graduation rate higher than 67%.
- Underperforming: One or more student groups underperforming at or below the "all students" group in the lowest-performing 5% of all schools; groups must have at least 20 students in at least four indicators.
  - STUDENT GROUPS:
    - Economically disadvantaged students
    - Students with disabilities
    - Students with a disability (coming soon)
    - English Learners
    - Former English Learners
  - RACIAL AND ETHNIC GROUPS:
    - Hispanic or Latino
    - American Indian or Alaska Native
    - Asian
    - Black or African American
    - Native Hawaiian or Other Pacific Islander
    - White
    - Two or More Races
- Lowest-Performing: In the lowest-performing 5% of Title I eligible schools statewide, high schools with graduation rate at or below 67%.
  - Completes a Work Plan for School Improvement and receives comprehensive support through IL-EMPOWER process.

High School
- Exemplary: 85.77
- Remarkable: 8.93
- Underperforming: 35.09
- Lowest-Performing: 80.12
What Data to Use?

Who are we?

What are our perceptions?

Where are we now?

How are our students doing?

What are our processes?
What Data to Use?

Demographics
- Student
- Staff
- Community

Where are we now?

What are our perceptions?

How are our students doing?

What are our processes?
What Data to Use?

Demographics
• Student
• Staff
• Community

Perceptions
• Culture
• Climate
• Values & Beliefs

Where are we now?

How are our students doing?

What are our processes?
What Data to Use?

Demographics
- Student
- Staff
- Community

Perceptions
- Culture
- Climate
- Values & Beliefs

Student Learning
- Diagnostic
- Formative
- Summative

Where are we now?

What are our processes?
What Data to Use?

Demographics
- Student
- Staff
- Community

Perceptions
- Culture
- Climate
- Values & Beliefs

Student Learning
- Diagnostic
- Formative
- Summative

School Process
- Instructional
- Organizational (IQFSR)
- Programs
- Continuous School Improvement

Where are we now?
Accessing Data
Data is Everywhere
Where to find the Indicators

• Academic Indicators
  o ELA Proficiency
  o Math Proficiency
  o Student Growth
  o ACCESS Scores

• School Quality Indicators
  o Climate Survey
  o Chronic Absenteeism
IIRC – Illinois Interactive Report Card

The Illinois Report Card is an annual report released by the Illinois State Board of Education that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card was redesigned in 2013 to be more user-friendly and to provide data on a wider range of indicators than previous versions. The Report Card now offers a more complete picture of student and school performance in order to inform and empower families and communities as they support their local schools.

There are two versions of the Illinois Report Card for the state, schools, and districts. The first version is the Classic Report Card. This is a static PDF version of the official Report Card. The second version is the Illinois Interactive Report Card or IIRC. This version is web-based, intuitive, and allows for users to view performance comparisons between school and districts, review trend data, and break data into subcategories.
IIRC – Illinois Interactive Report Card

FIND YOUR SCHOOL
Go beyond test scores and get a snapshot of every Illinois public school.

School, District, City or County Name
OR
Find by address, city, or ZIP

Select from list
Search

About the Illinois Report Card
IllinoisReportCard.com is the state’s official source for information about public schools across Illinois. The information here will help you act as an informed partner in the education of our children.

Families, researchers, policy makers, and community members can use the site to find school data, including academic performance, school environment, educators, students, and highlights provided by principals.
IIRC – Illinois Interactive Report Card

MIDDLE SCHOOL (7 - 8) -

School Snapshot

Principal

District Superintendent

Address

ISBE Report Card
Visit School Website

Summative Designation

Lowest Performing School

A school that is in the lowest-performing 5% of schools in Illinois and any high school with a graduation rate of 67% or less.

15% Student Mobility

Feeder Schools

0 Exemplary Schools

2 Commendable Schools

0 Underperforming Schools

0 Lowest Performing Schools
9th Grade on Track – Student Learning

District Snapshot

9th Grade on Track
Percentage of grade 9 students who are on track to graduate

- Year 2018
- 5 Years Trend

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<tr>
<th>Year</th>
<th>District</th>
<th>State</th>
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<td>2014</td>
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<td>74</td>
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<td>2016</td>
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<td>2017</td>
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</tr>
<tr>
<td>2018</td>
<td>67</td>
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Explanation of Display:
This displays the number of freshmen on track in this school. The percentage of freshmen on track is shown by the bold sections of each ring. The rings are color coded for the school, district, and state.

Percentages are listed along side the color key. Or, you can mouse over each colored ring to view the corresponding percentage in the center of the circle.

Click on View Trends to see long term data.
5Essentials - Perceptions
5Essentials

5Essentials Survey
Survey-based evaluation of essential components for school success

- **Average** Effective Leaders
  Do principals and teachers implement a shared vision for success?

- **Average** Collaborative Teachers
  Do teachers collaborate to promote professional growth?

- **More** Supportive Environment
  Is the school safe, demanding, and supportive?

- **More** Ambitious Instruction
  Are classes challenging and engaging?

- **Average** Involved Families
  Does the entire staff build strong external relationships?

For a more detailed look at this school’s 5Essentials report, please visit www.5-essentials.org.
5Essentials

Research shows that schools strong on the five essentials are ten times more likely to improve student learning than schools weak on the five essentials.

illinois.5-essentials.org
An alternative to purchasing a data warehouse
## Class Roster for Educator Name 92

### Class Section
Language Arts (grade 7) - LocalCourse - Year Long

**PARCC Subclaim Summary**

<table>
<thead>
<tr>
<th>Subclaim Result</th>
<th>Literary Text (RL)</th>
<th>Informational Text (RI)</th>
<th>Vocabulary (RV)</th>
<th>Writing Expression (WE)</th>
<th>Knowledge and use of Language Conventions (WKL)</th>
<th>Major Content (MC)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
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<tr>
<td>Meeting or Exceeding</td>
<td>33.3%</td>
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<td>42.9%</td>
<td>9</td>
<td>52.4%</td>
<td>11</td>
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<tr>
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<td>11</td>
<td>28.6%</td>
<td>6</td>
<td>19.1%</td>
<td>4</td>
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<td>Not Met or Partially Met</td>
<td>14.3%</td>
<td>3</td>
<td>28.6%</td>
<td>6</td>
<td>52.4%</td>
<td>11</td>
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</table>

**Class Roster for Educator Name 92**

Click a Percentage or a Count in the grid above to filter the class roster grid, or click the Reset Filter button to clear the filter.

**Reset Filter**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Race/Ethnicity</th>
<th>EL</th>
<th>IEP</th>
<th>ELA Test</th>
<th>ELA Scale Score</th>
<th>ELA Perf. Level</th>
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</thead>
<tbody>
<tr>
<td>Name 2863, Student</td>
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<td>White</td>
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<td>ELA06</td>
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<td>Black or African American</td>
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<td>ELA06</td>
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<td>Name 3044, Student</td>
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<td>N</td>
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<td>N</td>
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<td>745</td>
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</tr>
</tbody>
</table>
ED360

Email
Ed360@isbe.net
for additional information
IWAS - Student Information System

- Every school has access to reports for EVERY indicator
- Historical data is available for comparisons, trends, gap analysis, and progress to proficiency
- Reports are available as data is uploaded to ISBE on a monthly and annual basis
Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

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**Categories** - Click to Expand/Collapse Tree

<table>
<thead>
<tr>
<th>Grants</th>
<th>Authorization</th>
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<tbody>
<tr>
<td><strong>Active Grants</strong></td>
<td></td>
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<tr>
<td>Consolidated District Plan</td>
<td>Authorized</td>
</tr>
<tr>
<td>ELL - TBE/TPF and Title III Application</td>
<td>Authorized</td>
</tr>
<tr>
<td>ESEA of 1965 As Amended</td>
<td>Authorized</td>
</tr>
<tr>
<td>FY20 Organizational Risk Assessment</td>
<td>Authorized</td>
</tr>
<tr>
<td>School Improvement Grant (1003g)</td>
<td>Authorized</td>
</tr>
<tr>
<td>State Funding for Lowest Performing School Support</td>
<td>Authorized</td>
</tr>
<tr>
<td>Title I School Improvement - 1003(a)</td>
<td>Authorized</td>
</tr>
</tbody>
</table>

**Reporting**

<table>
<thead>
<tr>
<th>Grant Periodic Reporting System</th>
<th>Authorized</th>
</tr>
</thead>
<tbody>
<tr>
<td>IQF-Supporting Rubric and School Improvement Report</td>
<td>Authorized</td>
</tr>
</tbody>
</table>

**Monthly**

| Student Information System - Statewide | Authorized   |

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Login: MOESCHK
To sign up for the SIS - 2020 Spring Assessment Process Update Webinar on February, 19, 2020 at 1:30 p.m. [click here]
For the SIS external website [click here]
Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

### Categories - Click to Expand/Collapse Tree

#### Grants
- **Active Grants**
  - Consolidated District Plan - Authorized
  - ELL - TBE/TPI and Title III Application - Authorized
  - ESEA of 1965 As Amended - Authorized
  - FY20 Organizational Risk Assessment - Authorized
  - School Improvement Grant (1003g) - Authorized
  - State Funding For Lowest Performing School Support - Authorized
  - Title I School Improvement - 1003(a) - Authorized

#### Reporting
- Grant Periodic Reporting System - Authorized
- IQF-Supporting Rubric and School Improvement Report - Authorized

#### Monthly
- Student Information System - Statewide - Authorized
IWAS - Student Information System

### 2019 IAR Assessment Scores (Summary Grid)

**Assessment Home School:** 080891450222015  
**Carl Sandburg Middle Sch**

**Selection Criteria:** None

#### Grade Level: All

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts/Literacy</th>
<th>Mathematics</th>
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<tbody>
<tr>
<td></td>
<td>Total Records</td>
<td>No Score</td>
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<tr>
<td>Total Students</td>
<td>569</td>
<td>6</td>
</tr>
<tr>
<td>Total Student Growth Percentile (SGP)</td>
<td>569</td>
<td>40.27</td>
</tr>
<tr>
<td>Report Suppression: 01</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Report Suppression: 05</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Total Valid Scores</td>
<td>567</td>
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<tr>
<td>Test Format: Online</td>
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<td>6</td>
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<tr>
<td>Gender: Male</td>
<td>200</td>
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<tr>
<td>Gender: Female</td>
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<tr>
<td>Test Code: ELA05</td>
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<tr>
<td>Race/Ethnicity: Asian (13)</td>
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<tr>
<td>Race/Ethnicity: Black or African American (14)</td>
<td>168</td>
<td>1</td>
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<tr>
<td>Race/Ethnicity: Hispanic or Latino (11)</td>
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<tr>
<td>Race/Ethnicity: Two or More Races (17)</td>
<td>81</td>
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<td>Race/Ethnicity: White (16)</td>
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<td>IDEA Services: Yes</td>
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<tr>
<td>EL Indicator: Yes</td>
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<tr>
<td>FRL/Low Income Indicator: Yes</td>
<td>398</td>
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</table>
ELPtP Report
## English Learner Progress to Proficiency

- **A** Most Recent Scale Score
- **B** Previous Year Scale Score
- **C** Scale Score Gain
- **D** 5-Year Timeline Target
- **E** Revised Target
- **F** First Year EL
- **G** First Grade EL
- **H** Partial Years
- **I** Initial Scale Score
- **J** Proficiency Target Grade
- **K** Proficiency Target Year
- **L** Years to Grow
- **M** Proficiency Target Scale Score
- **N** Revised Target for Next Year
- **O** Points Earned

NOTE: This report is a snapshot of student progress and is subject to change based on ongoing assessments and calculations.

### Data Table

<table>
<thead>
<tr>
<th>SID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
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Analyze Data
IL-EMPOWER Improvement Process

Where are we now?

Monitor Progress

How did we get to where we are?

How are we going to get there?

Where do we want to go?
Where are we now?
How did we get to where we are?
How are we going to get there?
Where do we want to go?

Monitor Progress
IL-EMPOWER Improvement Process

How did we get to where we are?

What is working/not working?

Contributing Causes
Predictive Analysis
Analyzing an ELA Example

<table>
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<tr>
<th>Grade Level: 06</th>
<th>Total Records</th>
<th>No Score</th>
<th>Level 1 Did Not Yet Meet Expectations</th>
<th>Level 2 Partially Met Expectations</th>
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<th>Level 5 Exceeded Expectations</th>
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</table>
What Data to Use?

Who are the underperforming students?

What are the perceptions of the students about the learning environment?

Why are students achieving at levels 1 thru 3 on the IAR 6th grade ELA assessment?

What concepts do our students not understand?

What processes/programs work best for different groups of students with respect to student learning?
Multi-step Data Analysis Process

- Independent Review
- Analysis of Each Type
Independent Review

• As individuals, review independently each type of data
  o Strengths
  o Challenges
  o Implications for continuous improvement plan
  o Other data you wished the school had
### STUDENT LEARNING DATA

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>What is working?</td>
<td>What not is working?</td>
</tr>
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</table>

What are some implications for the continuous improvement plan?

What conclusions might be drawn from the data? What might be contributing causes?

Looking at the data presented, what other data would you want to address the problem?

Are there other measures within the four types of data you need to review?
Multi-step Data Analysis Process

Independent Review -> Small Group Review

Analysis of Each Type -> Aggregate Commonalities
Multi-step Data Analysis Process

Independent Review → Small Group Review → Large Group Review

Analysis of Each Type → Aggregate Commonalities
Large Group Review

- The large group develops a comprehensive list of strengths, challenges, implications for continuous improvement plan and other data they wished you had
- Record commonalities
### Student Learning

- Is the ELA curriculum aligned to the Illinois Learning Standards?
- How are the ELA concepts being measured on an ongoing basis?
- How is ELA being taught?
- Did teachers focus too much on students not proficient?
- Are teachers scaffolding the material without lower standards?
- Do all teachers know what to do when students are proficient?
- We need stronger core instruction for all students.
Review Implications Across Data

**Demographics**

- Are teachers prepared to teach the changing population?
- Do teachers know how to teach students with English as a second language, and those who live in poverty?
- What are the implications of teaching students living in poverty?
- Are materials, programs, and library books appropriate for the student population (e.g., EL, poverty, mobile, special education), and for getting students college and career ready?) MTSS
- How are the needs of English Learner students met?
- How effective is the RtI process?
### Aggregate Commonalities

#### Aggregate Commonalities

**Student Learning**
- Is the ELA curriculum aligned to the Illinois Learning Standards?
- How are the ELA concepts being measured on an ongoing basis?
- How is ELA being taught?
- Did teachers focus too much on students not proficient?
- Are teachers scaffolding the material without lower standards?
- Do all teachers know what to do when students are proficient?
- We need stronger core instruction for all students.

#### Demographics
- Are teachers prepared to teach the changing population?
- Do teachers know how to teach students with English as a second language, and those who live in poverty?
- What are the implications of teaching students living poverty?
- Are materials, programs, and library books appropriate for the student population (e.g., EL, poverty, mobile, special education), and for getting students college and career ready?
- How are the needs of English Learner students met?
- How effective is the RtI process?
Multi-step Data Analysis Process

1. Independent Review
2. Small Group Review
3. Large Group Review

Analysis of Each Type

Aggregate Commonalities

Aggregate Implications
Classroom Level

- Know what students are learning
- Measure their level of understanding
- Determine which students need extra help
- Provide opportunities for growth
Classroom Level

What do the students know

What we expect students to know and be able to do
students on target to goal

Who are they?

- What do the students know
- What we expect students to know and be able to do
students on target to goal

Who are they?

What do the students know

• Who are they?
• What concepts do they not understand?
• What skills do students need?
• How will we intervene?

What we expect students to know and be able to do
What do the students know

Who are they?

• Who are they?
• What concepts do they not understand?
• What skills do students need?
• How will we intervene?

What we expect students to know and be able to do

Professional Learning
Thank You

IL-EMPOWER Hotline, 312-814-1088
Dr. Moesch, kmoesch@isbe.net
Mrs. Camilla Stewart, cstewart@isbe.net
Handouts
<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
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What are some implications for the continuous improvement plan?

Looking at the data presented, what other data would you want to address the problem?
### Data-Driven Decision Making Model

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<th>Processes Used</th>
<th>Pre-Assessment</th>
<th>Formative Assessment</th>
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<th>Formative Assessment</th>
<th>Post-Assessment</th>
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<tbody>
<tr>
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<tr>
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**Goal:**
What we expect students to know and be able to do.