Title of Best Practice: Data Analysis

School: Green High School

District: Green Local Schools

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Position of the Submitter: SIG Administrator

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Submission Date: May 27, 2013

My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice? Yes (Yes or No)

1. How many students did this Evidence-Based Best Practice impact? _240_____

2. Which component of the identified intervention model does this Evidence-Based Best Practice align? Check any that closely align.
    ____ Replaced the principal (all models)
    ____ New evaluation system using student growth as a significant factor (transformation)
    ____ Use locally-adopted competencies to rehire no more than 50% of staff (turnaround)
    ____ Identify and reward staff increasing student outcomes (all models)
    ____ Strategies to recruit, place, retain staff (all models)
    ____ Select and implement instructional model based on student needs (all models)
    ____ Job-embedded professional development (all models)
    __X_ Continuous use of data (all models)
    ____ Increased learning time (all models)
    ____ Social-emotional and community-oriented services and supports for students (all models)
    ____ On-going mechanism for community and family engagement (transformation)
    ____ Operating flexibility (transformation)
    ____ New governance structure (turnaround)

3. Describe the situation before the Evidence-Based Best Practice was implemented. Explain why the improvement was needed. Provide summary of data to illustrate the need.

Before the implementation of the Ohio Improvement Process and SIG, there was very little use of data by teachers in an instructional fashion. Teachers were more concerned with discipline and attendance except when state test results were received. Teachers began to realize that collecting data during the course of the year might help them to impact the final test results in a positive way. The tenth grade teachers began to give released Ohio Graduation Tests four times throughout the year and analyzed those data. They began to provide intervention with students who scored below proficient on those test and saw good results on the state test. This process was extended to the 7th and 8th grades with benchmark assessments being given four times per year in the four content areas of reading, math, social studies and science. The results were posted in the lobby and in some classrooms. Green found that instruction was more effective if students knew the goals of the lesson (learning targets). The teachers were all encouraged to post their content standards and indicators in student friendly language. Students began to keep track of their scores in data folders and the principal discussed the benchmark and formative assessment results with students. This helped to motivate the students to increase their scores.

4. Describe the process of implementing the Evidence-Based Best Practice, including a basic timeline of events leading to full implementation, any troubleshooting or course corrections you made, and the evaluation of the Evidence-Based Best Practice.

    Time line and Issues with assessments:
    Year 1: Green High School instituted benchmarking using Study Island- Issues: it was not clear if Study Island correlation was positive or if the results were reliable for indicating success on the OAA or OGT.
    Year 2: Tried using a different company for benchmarking assessments but had major issues with scoring, technology and timely feedback so returned to Study Island except for the final benchmark in which we used released OAAs and OGTs for one benchmark assessment period. Again correlation with Study Island was questionable compared to released OAA/OGT tests.
    Year 3: (the final year of OAA/OGT) Green will be using released OAAs for 7th and 8th grades, teachers in the 9th grade will create assessment based on the new learning standards, 10th grade teachers will continue to use released OGT tests, 11th and 12th grade teachers will begin to develop periodic assessment based on the new learning standard for end of course exams.
    Timeline and Issues with Goal setting:
    Year 1: Green HS began the process of posting indicators in the classroom. The issues were inconsistency and buy-in from teachers.
    Year 2: Classroom rounds included posted learning targets as a major "look for". Learning targets were posted in at least 90% of classrooms. BLT looked at the data and addressed issues.
    Year 3 will be a continuation of learning targets but will begin to be the new learning standards as the "look for". BLT will address issues as the data dictates.

Data Collection Timeline and Issues:

Year 1: Administered and posted benchmark data. This was effective but not "deep" enough to see short term growth.

Year 2: Continued administering and posting benchmark data but added STAR data and posted it as well. A bulletin board also had the names of students who attained an ACT composite score of 20 or more posted. A big change was having students to track and graph their own data. This gave more ownership to students and helped with goal setting.

Year 3: Continue the above methods and using STAR data as a formative assessment and progress monitoring tool to determine targeted intervention for students in reading and math (response to intervention). Also, we will use the data to determine students who will qualify for an enrichment time during 6th period (building wide intervention time).

5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate.

The key difference that this best practice has made is in the understanding of the importance of collecting data by both students and staff. The meeting of goals is a source of ownership and pride by entire school.

Green High School data since qualifying for SIG:

2009-2010	7th Reading- 70.4	8th Reading-75.0	OGT Reading-80.0
	7th Math-37.0	8th Math-22.2	OGT Math-82.5
		8th Science-36.1	OGT Writing-80.0
			OGT Science-62.5
			OGT Social Studies-75.0
2010-2011	7th Reading- 81.5	8th Reading-87.0	OGT Reading-96.2 *Increase of 16.2*
	7th Math-60.6 Increase of 23.6	8th Math-54.3 Increase of 18.2	OGT Math-92.3 *Increase of 9.8*
		8th Science-56.5 Increase of 20.4	OGT Writing-98.1 *Increase of 18.1*
			OGT Science-*84.6* *Increase of 22.1*
			OGT Social Studies-96.2 *Increase of 21.2*
2011-2012	7th Reading- 77.8	8th Reading-94.3	OGT Reading-94.3 *Increase of 2.0*
	7th Math-55.6 Decrease of 5.0	8th Math-74.3 *Increase of 20.0*	OGT Math-97.1 *Increase of 4.8*
		8th Science-82.9 *Increase of 26.4*	OGT Writing-94.3
			OGT Science-91.4 *Increase of 6.8*
			OGT Social Studies-91.4 Decrease of 4.8

Star Reading and Math data for 2012-2013 for 7th and 8th grades show increases in reading and math gains as follows:

7th Reading	57% made gains
	37% gained 1 year or more
	12.9% were maxed out or saw no change
7th Math	70% made gains
	33% gained 1 year or more
	9% were maxed out or saw no change
8th Reading	59% made gains
	39% gained 1 year or more
	12% were maxed out or saw no change
8th Math	55% made gains
	47% gained 1 year or more
	20% were maxed out or saw no change

Attendance and Graduations rates:

Attendance	2009-10	2010-11	2011-12
	93.5	93.5	94.2
Graduation	2009-10	2010-11	2011-12
	92.3	98.2	97.4

It will be very important for Green to concentrate on rewriting all goals to reflect the Common Core and New Learning Standards. That will be very significant work for year 3 of the School Improvement Grant.

6. Briefly explain how this Evidence-Based Best Practice will be sustained once SIG funding is no longer available.

As far as data collection goes for the future, goal setting and collaboration are not costly. Teachers realize the value of data collection as a best practice and have initiated many of the concepts being used. Common planning and flexible scheduling have been implemented and will increase the sustainability of the collaboration and data discussions. Teachers will need to collaborate to collect, compile and display the data. A possible cost may be a supplemental contract for a data collection/ data analysis person so that collaborative efforts are not extremely time-consuming.

7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.

    Keep data simple. Draw multiple comparisons; not just content or grade levels but look across grade levels, economically disadvantaged status, and gender.

    Keep teachers actively involved.

    Give students folders for their data and allow class time for data management. Discuss the expectations often. Continuously explain the indicators and requirements.

    It is imperative to schedule common planning time for content specialists across grade levels so they can discuss patterns and trends. Encourage grade level meetings after benchmark assessments to provide time to discuss students with issues that can be addressed collaboratively.

    Use formative assessments to inform instruction and provide data for RTI-Response to Intervention.

    Use summative assessments to provide data for end of year tests.

    Use summative assessments to inform

    Above all-***celebrate successes- no matter how small***!