

## DATA TYPES, SOURCES, AND TOOLS

### DATA TYPES

#### **Demographic Data**

- Student Characteristics
- Staff Characteristics
- School Characteristics and School-level Outcome Indicators
- Parents/Community Characteristics

#### **Student Achievement Data**

- Norm-referenced Achievement Tests
- College Entry Exams
- State Criterion-referenced Tests
- State High School Exit Exams
- District Interim Assessments
- Classroom Assessments
- Student Grade Reports

#### **Curriculum and Instruction Data**

- Curriculum Maps
- Curriculum Guides and Syllabi
- Standards Alignment Documents
- Scope and Sequence Resources
- Professional Development Plan
- Professional Development Evaluations
- Classroom Observations
- Evaluation Protocol
- Teacher Collaboration Meeting Minutes
- Technology Plan
- Grade Level and Department Meeting Agendas
- Intervention System Procedures
- Intervention Monitoring Results
- Online Monitoring and Interim Reports

#### **Perception Data**

- Staff Self-reflection Results
- Staff, Student, or Parent Surveys
- Staff, Student, or Parent Interviews
- Summary of unsolicited parent and community perceptions

## **DATA SOURCES**

### Sources for Demographic Data

#### **NEVADA REPORT CARD WEBSITE**

In Nevada, an important source of information is the School Accountability Report that districts and schools are required to submit annually to parents and to the Nevada Department of Education. In fact, NRS 385, requires schools to examine their accountability report when working on their school improvement plan. The report contains information about student learning and school community characteristics, as well as information on the dimensions of school success (visit: [www.nevadareportcard.com](http://www.nevadareportcard.com)).

### Sources for Student Achievement Data

#### **SCHOOL & CLASSROOM ASSESSMENTS**

School and classroom assessments are used to inform the instructional process. These assessments can be both formal and informal (e.g. paper and pencil vs. teacher observation). They are administered throughout the school year in pace with the general flow of instruction. Teachers often use the assessments to monitor the effectiveness of their instructional strategies. Students can also use the assessments as a self-evaluation of their own learning. Over the course of the year, the results from multiple administrations can be used to form a “body of evidence” that in the aggregate paints a picture of student achievement.

#### **DISTRICT ASSESSMENTS**

The districts are at different stages of development and implementation of local interim assessments. Ultimately the assessments are intended to provide benchmark data to schools and teachers to assist them in monitoring the students’ progress towards proficiency of the state standards.

#### **STATE ASSESSMENTS**

The table below lists all the assessments that are administered by the state and where information about the assessments can be located.

**Table 1: State Assessments for the 2006-2007 School Year**

**SAGE School Improvement Guidebook**

<b>Type</b>	<b>Subject(s)</b>	<b>Grade(s)</b>	<b>Purpose(s) of Assessment</b>	<b>Source(s) of Data</b>
Criterion-Referenced Tests (CRT)	Reading & Math	3 - 8	<ul style="list-style-type: none"> <li>▪ Determine Proficiency Relative to Nevada Content Standards</li> <li>▪ Used to Determine AYP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Score Reports Issued by Measured Progress</li> <li>▪ Electronic Data at District</li> <li>▪ State Website: <a href="http://www.nevadatestreports.com">www.nevadatestreports.com</a> <a href="http://www.nevadareportcard.com">www.nevadareportcard.com</a></li> </ul>
Criterion-Referenced Tests (CRT)	Science	5 & 8	<ul style="list-style-type: none"> <li>▪ Determine Proficiency Relative to Nevada Content Standards</li> <li>▪ Not Used to Determine AYP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Score Reports Issued by Measured Progress</li> <li>▪ Electronic Data at District</li> <li>▪ State Website: <a href="http://www.nevadatestreports.com">www.nevadatestreports.com</a> <a href="http://www.nevadareportcard.com">www.nevadareportcard.com</a></li> </ul>
Norm-Referenced Tests (ITBS/ITED)	Reading, Language Arts, Math, & Science	4, 7, & 10	<ul style="list-style-type: none"> <li>▪ Compare Student/Group Performance to that of a National Norm Group</li> <li>▪ Not Used to Determine AYP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Score Reports Issued by Riverside Publishing Company</li> <li>▪ Electronic Data at District</li> <li>▪ State Website: <a href="http://www.nevadatestreports.com">www.nevadatestreports.com</a> <a href="http://www.nevadareportcard.com">www.nevadareportcard.com</a></li> </ul>
Analytic Performance Assessment	Writing	5 & 8	<ul style="list-style-type: none"> <li>▪ Determine Proficiency Relative to Nevada Content Standards</li> <li>▪ Used to Determine AYP</li> <li>▪ Provide Diagnostic Information for Instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Score Reports Issued by Nevada Department of Education</li> <li>▪ Electronic Data at District</li> <li>▪ State Website: <a href="http://www.nevadareportcard.com">www.nevadareportcard.com</a></li> </ul>
High School Proficiency Examination (HSPE)	Reading & Mathematics	10+	<ul style="list-style-type: none"> <li>▪ Determine Proficiency Relative to Nevada Content Standards</li> <li>▪ Required for Receipt of Standard High School Diploma</li> <li>▪ Used to Determine AYP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Score Reports Issued by Measured Progress</li> <li>▪ Electronic Data at District</li> <li>▪ State Website: <a href="http://www.nevadatestreports.com">www.nevadatestreports.com</a> <a href="http://www.nevadareportcard.com">www.nevadareportcard.com</a></li> </ul>
High School Proficiency	Writing	11+	<ul style="list-style-type: none"> <li>▪ Determine</li> </ul>	<ul style="list-style-type: none"> <li>▪ Score Reports Issued by</li> </ul>

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Type	Subject(s)	Grade(s)	Purpose(s) of Assessment	Source(s) of Data
Examination (HSPE)			Proficiency Relative to Nevada Content Standards <ul style="list-style-type: none"> <li>▪ Required for Receipt of Standard High School Diploma</li> <li>▪ Used to Determine AYP</li> </ul>	Nevada Department of Education <ul style="list-style-type: none"> <li>▪ Electronic Data at District</li> <li>▪ State Website: <a href="http://www.nevadareportcard.com">www.nevadareportcard.com</a></li> </ul>
Nevada Alternate Scales of Academic Achievement (NASAA)	English Language Arts, Math, Science (pending), based on alternate achievement standards	3 – 8, 10+	<ul style="list-style-type: none"> <li>▪ Alternate assessment for participation in all statewide tests</li> <li>▪ Used to determine AYP in conjunction with CRT</li> </ul>	<ul style="list-style-type: none"> <li>▪ Included in school Report Card for AYP</li> </ul>
English Language Proficiency Assessment (ELPA)	Listening, Speaking, Reading, Writing, and Comprehension	Limited English Proficient (LEP) K-12 Students	<ul style="list-style-type: none"> <li>▪ Determine English Language Proficiency</li> <li>▪ Determine Possible Placement in ESL Program</li> <li>▪ Used to determine AMAOs (Annual Measurable Achievement Objectives)</li> <li>▪ Not used to determine AYP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Score reports will be available on district and school basis</li> </ul>

## **DATA COLLECTION TOOLS**

Collection tools for the gathering of perception data are available on the following pages. The available tools are as follows:

- Teacher Survey
- Parent Survey
- Student Surveys
- Community Focus Group Guidelines
- Teacher Focus Group
- Parent Focus Group
- Student Focus Group
- Administrator Interview Protocol

**Teacher Survey**

Please complete the following survey by checking the box that best describes the statement. Thank you for your time.

<b>Survey Statements</b>	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
1. Most students are meeting state standards in core subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Most students are learning effectively in other subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teachers clearly communicate information about state standards to parents and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student learning goals and objectives are articulated across grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. There is fair and consistent enforcement of school rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The physical environment is clean, neat, and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The school's discipline policy is communicated to teachers, parents, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. School staff works as a team to help students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. School staff has an important voice in making decisions about curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The school facilities are adequate to support the instructional program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Teachers participate in sustained and ongoing professional development related to school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Teachers receive sufficient professional development opportunities to help students meet state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. School staff believes that all students can master both basic and more advanced skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Teachers actively engage students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Goals and objectives are clearly communicated to parents and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Survey Statements (cont.)</b>	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
16. There are specific study skills and tutoring programs to help students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The school has access to a sufficient number of computers for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. School staff helps students understand the relationship between what they are studying and their lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Teachers use assessment results to help guide classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Teachers design appropriate assessments to measure student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Students have access to a variety of resources to help them learn, such as media centers, and libraries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The quality of curriculum and instruction is consistently high across grade levels and subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Curriculum and instruction is coordinated across grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Teachers use a variety of learning strategies, personal skills, and time management skills to enhance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Goals and objectives guide instructional and curricular decisions (e.g., time allocations, curriculum adoptions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. All teachers use effective instructional strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The school communicates information about school activities in the language of the parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Parents are involved in their children’s learning at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The school makes it easy for families to find out about school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The school provides parents and community members various ways to become involved in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Survey Statements (cont.)</b>	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
31. Families are involved in the creation, revision, and review of the school's mission and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The school is actively involved in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Parents and community members are involved in activities at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Students are happy to be at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Drugs, alcohol, and weapons are not an issue at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Students are rewarded for both good behavior and academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Student discipline is not an issue at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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Parent Survey

Please complete the following survey by checking the box that best describes the statement. Thank you for your time.

Survey Statements	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
1. Students are learning what they need in the basic skills, such as reading, writing, and math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students are learning what they need in other subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am aware of state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There is fair and consistent enforcement of school rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The school is clean, neat, and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am aware of the school's discipline policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The school offers a variety of extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. School staff works as a team to help students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Staff believes that all students can master both basic and more advanced skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. At school, students are challenged and engaged in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My child and I know what is expected of him/her in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Students receive meaningful homework assignments that support classroom goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The principal clearly communicates the mission and goals of the school to staff, families, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The school communicates information about school activities in the language spoken by the parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am actively involved in my student's learning at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The school provides parents and the community with various ways to be involved in activities at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey Statements (cont.)	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
17. Families have opportunities to participate in the creation, review, and revision of the school's mission and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I feel welcome at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. There are active parent groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. My child is happy to be at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Drugs, alcohol, and weapons are not a problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Students take pride in and are rewarded for both good behavior and academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

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Student Survey – Primary

Teachers read the statements about the school. Ask students to circle a happy face if they agree with the statement, a sad face if they disagree with the statement.

Survey Statements	<i>Disagree</i>	<i>Agree</i>
1. I am learning what I need in reading, writing, and math.		
2. I am learning what I need in other subjects like science and social studies.		
3. I know what state standards are.		
4. School rules are fair and all kids have to follow them all the time.		
5. The school is clean, neat, and comfortable.		
6. I am aware of the school rules and what will happen if I don't follow them.		
7. I have chances to do school activities such as clubs and sports.		
8. I feel safe at school.		
9. Students who bully or fight with others get in trouble at our school.		
10. The teachers believe they can help all kids learn.		
11. I am interested and challenged in school.		
12. I know what my teachers want me to do.		
13. There are study skills and tutors to help me with my school work.		
14. My school has computers that I can use during the school day.		
15. My teachers give me extra help when I need it.		
16. My teachers notice when I do well.		

Survey Statements (cont.)	<i>Disagree</i>	<i>Agree</i>
17. My teachers say or do things that make me feel good about myself.		
18. The principal listens to students.		
19. The school provides the books and materials I need for schoolwork.		
20. People who work at my school care about students.		
21. My school sees learning as the most important job for students.		
22. People who work at school encourage me to stay in school.		
23. My parents get news from school in the language we speak at home.		
24. My parents help me with school.		
25. Volunteers work to help students learn.		
26. I am happy to be a student at my school.		
27. Drugs, alcohol, and weapons are a big problem at our school.		
28. I am rewarded for doing a good job with my work and for having good behavior.		
29. Most students at my school stay out of trouble.		
30. Overall, my school is a good one.		

Comments: \_\_\_\_\_

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Student Survey

Please complete the following survey by checking the box that best describes the statement. Thank you for your time.

Survey Statements	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
1. I am learning what I need in reading, writing, and math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am learning what I need in other subjects, such as science and social studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am aware of state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. School rules are fair and all students have to follow them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Our school is clean, neat, and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am aware of the school rules and the consequences for not following them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have chances to take part in school activities, such as clubs and sports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel safe at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Students who bully or fight with others receive tough discipline at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Most teachers believe they can help all students learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am usually interested, involved, and challenged in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know what teachers expect of me and my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. There are specific study skills and tutoring programs to help students with schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My school has enough computers for me to use during the school day to help me with my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Survey Statements (cont.)</b>	<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>
15. Most of my teachers provide me with extra help when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My teachers notice when I do well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My teachers say or do things that make me feel good about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The principal listens to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The school provides the textbooks and materials I need for schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Teachers and other school staff care about students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. My school sees learning as the most important job for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Teachers encourage me to stay in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. My parents get news from school in the language we speak in our home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. My parents help me with schoolwork at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Volunteers work at my school to help students learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I am happy to be a student at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Drugs, alcohol, and weapons are a problem at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I am rewarded for doing a good job in school and for having good behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Most students stay out of trouble at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Overall, my school is a good one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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## Conducting a Community Focus Group

- Who:** External Facilitator, Principal, Members of the School Leadership, Parents, Community Members, Translators, and Recorders
- Purpose:** To share and collect information and input from parents regarding school improvement
- When:** [Fill in time.]
- Where:** [Fill in location.]

### Considerations

1. The school must make every effort to recruit as many parents and community members as possible to attend in order to collect information and build support for change.
2. A clear purpose and reason(s) need to be communicated as to why community members need to attend this meeting.
3. If parent involvement and attendance at school meetings have been a problem in the past, the School Improvement Planning Team should brainstorm different ways to build attendance for the meeting.
4. Translators
5. Childcare
6. Refreshments
7. Transportation
8. Recorders for breakout groups
9. Facilitators and translators for break-out groups
10. Breakout group process training

### Agenda for a 90 Minute Community Dialogue

1. Welcome and introductions
2. Purpose
3. Overview of the School Improvement Initiative
4. Briefly share the results from the Report of Findings
5. Breakout groups
6. Resume large group meeting to hear reports from breakout groups

**Breakout Group Questions**

1. What does your family do to help your child be a successful student?
2. What does your school do to help your child be a successful student?
3. How can the school, community, and families work better together to increase student achievement?

**Breakout Group Ground Rules**

1. The goal is to make sure the school serves all students.
2. There is one speaker.
3. We treat each other with respect; no interrupting or put-downs.
4. Everyone listens with an open mind.
5. Participate when you have a contribution; however, we need to make sure everyone has the opportunity to speak at least once before someone speaks a second time.
6. Encourage everyone to speak from his or her own experiences, challenges, issues, and ideas.
7. We will keep a list of other concerns or issues that can be addressed at a future meeting.

**Breakout Group Process**

1. Facilitator explains the process and the ground rules.
2. Facilitator asks a question and then seeks input from each member of the breakout group.
3. Facilitator records responses and looks for commonalities.
4. Use the round robin approach.
5. Participants may pass.
6. Be prepared to share with the whole group.

Community Letter Sample

Dear \_\_\_\_\_,

(Name of school) has been selected to participate in an effort to increase student academic achievement among our students. This program is called SAGE: Student Achievement Gap Elimination. As part of this program we are working with an External Facilitator.

Research indicates that, in order for this process to succeed, the entire school community must join in the effort by sharing and providing input into the planning for whole school reform. We would like to invite you to join us in a community dialogue as we work together to make our school successful for all of our students. Your input is very important to our administration, staff members, and students. We want our school to be the best it can be for the whole community.

The following are the three questions to be answered during the 90-minute community dialogue:

- What does your family do to help your child be a successful student?
- What does your school do to help your child be a successful student?
- How can the school, community, and families work better together to increase student achievement?

Our community dialogue will be held (date/time/location). Childcare will be provided for parents with small children, and interpreters will be on hand for participants who speak (language). Please let us know if you can attend this important meeting by calling us at (school phone number). If you cannot attend, please write to us by (date – where to return) with your comments, concerns, suggestions, and ideas on how to improve the academic performance of the school.

We look forward to your positive energy in helping us with this great task. We thank you in advance for your participation.

Sincerely,

Principal

**TEACHER  
Focus Group  
(45 minutes)**

1. How do standards influence your instructional decisions?
2. How do you decide what to teach (i.e., what to cover and in what order)?
3. Do you have the resources you need to meet the needs of your students (e.g., instructional materials, supplies and equipment, technology, and support services)?
4. How would you describe the students in your class (i.e., in terms of achievement, language proficiency, or other factors influencing instruction and grouping)? In what ways, if any, do these factors influence your teaching?
5. If serving LEP students, how is the primary language used, if at all, in these classes? What primary source and support materials are used in these classes and in what language(s) are the materials available? What, if any, support is provided to LEP students (e.g., tutors use the primary language to aid comprehension of subject matter, teachers make modifications relative to students' levels of English proficiency)?
6. How do you monitor the progress of your students (e.g., standards, assessment strategies, benchmarks, and use of assessment information to drive instruction and determine student needs)?
7. How do you help students monitor their own progress?
8. What intervention strategies do you use in the classroom? What additional intervention strategies are offered at the school?
9. What is the nature of professional development at your school? How are topics selected and how is it delivered? Have any staff development opportunities helped you address the learning needs of LEP students?
10. What formal or informal opportunities are available for collaborating with other teachers? What is the focus (e.g., standards, assessment) and structure (e.g., when, how often, within and across grade levels) of the collaboration?
11. Are teachers involved in decision-making at your school? In what ways and regarding which areas (e.g., budget, staffing, curriculum, and assessment)?
12. What additional support do you need to teach effectively?

**PARENT AND COMMUNITY**  
**Focus Group**  
**(60 minutes)**

1. How long have you had children enrolled at this school? In what grades are your children enrolled?
2. In your opinion, what is happening at this school that is working for your children?
  - How is the curriculum helping your children learn important skills and knowledge?
  - Is your child engaged in and excited about learning?
3. What gets in the way of students learning or being successful at this school?
4. What can this school do to help students be more successful or learn more?
5. What do you know about the standards the school uses to develop its curriculum and define what is “high achievement”? What do you know about the assessments the school uses to determine your child’s achievement level?
6. How does the school communicate with you regarding your child’s academic progress (is it in a language you can understand)?
7. What supports does this school provide to help students succeed academically? Are there any other supports that you think they could provide?
8. What supports does this school provide to help students with personal, social or health needs? Are there any other supports that you think they could provide?
9. How are you and other parents involved in the school (e.g., decision-making through school site council, volunteer activities, PTA)?
10. Do you feel that parent involvement is generally representative of the students in the school? If not, who is involved and who is not?
11. What type, if any, parent education programs are offered at this school?
12. What does your child like/not like about this school?
13. What are your greatest concerns as the parent of a student at this school?

**STUDENT  
FOCUS GROUP  
(45 minutes)**

1. How long has each of you been at this school? What grade are you in?
2. What do you like best about this school?
3. What do you like least about this school?
4. Do teachers keep you informed about how well you are doing or what you need to do to improve? In what ways and how often?
5. What type of support is available if you need help completing assignments or have academic difficulties? How easy or difficult is it to get additional help?
6. In general, do you find that teachers challenge you and expect a lot from you? Or do you find your classes easy, that teachers do not expect very much of you?
7. What are the expected behavior standards at this school?
8. How do students get along at this school? Do you feel safe at this school?
9. How do other students feel about this school?
10. What do you think teachers could do to help you learn more and be more successful in school?
11. What types of programs or activities would you like to see more of at school? What does the school need?
12. How well do you understand what is being taught in class? (For LEP students) How well are you learning English and in what ways are you being taught?

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**Administer Interview Protocol**

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(Approximately 60 minutes)

***Context***

1. What is the school's community context in terms of socioeconomic status, cultural and language diversity, population stability, etc.?
2. What is the level and nature of support for the school's program from the district office and school board?
3. To what extent is the external community aware of the school's services and involved in the school?
4. To what extent did the school meet its goals and objectives of the previous year's school improvement plan?

***Student Achievement***

1. How does the school measure student learning (i.e. data collection methods such as norm and criterion-referenced assessments, commercial and locally developed assessments, and measures of behavior and affect)? Are your measures linked to standards?
2. What formative assessments are you administering throughout the year to ensure that all students will meet state standards?
3. If serving LEP students, how do you gauge their progress in reaching English proficiency? How do you gauge their progress in content areas?
4. To what extent are all students learning to high levels (e.g., as compared against state and district achievement, when examined longitudinally or by snapshot years)? What outcomes are observed when examined by cultural, racial or language subgroups?
5. What changes in student learning have taken place over time and are the changes related to formal or informal school reform efforts at the school?

***Curriculum, Instruction, Assessment, and Intervention***

1. In what ways do standards (state, district, and/or site) guide your curriculum?
2. How do groups of teachers and/or the staff as a whole use evidence of student learning (i.e. for schoolwide or grade-level planning, instructional decision-making, evaluation)? How is aggregated and disaggregated data used?

3. What, if any, instructional strategies and ways of organizing students are promoted across the curriculum?
4. What are your school's instructional approaches for serving LEP students? What are the qualifications of staff assigned to teach these students?
5. What interventions, if any, are triggered for students not making the necessary progress in a regular classroom setting? How are students identified for intervention and at what point are interventions provided?
6. Describe the key professional development activities in the school (i.e. provided by whom, involving what staff, and selected based on what needs or priorities).

### *Learning Environment and School Culture*

1. What is the guiding vision for the school (i.e., is it centered on high academic expectations for all students and shared across key stakeholders in the school community)?
2. Describe the ways that teachers collaborate with their colleagues, both formally and informally, at this school (i.e., which groups, when and how often, for what purpose).
3. How are major decisions in the school made (i.e. what are major decision-making bodies, who is on them, and what decisions do they make)?

### *Parent and Community Involvement*

1. How are parents and community members involved at the school (e.g., decision-making and planning, volunteers)? How representative are those involved of your parent population as a whole?
2. What kind of outreach strategies does the school use to involve parents and community members in the school (across language and cultural groups)?
3. How does the school collaborate with outside community groups, agencies etc?