**What goal, question or problem did you start out with?**

*At the annual student achievement meeting concerns have been raised by board members and community members regarding reading achievement. Community members have addressed the school board at past meetings and have sent emails expressing concerns and sharing their experiences. There is a need to address reading achievement and the type of reading program. A number of people believe the program is not as effective as it should be. Some people believe that the changing demographics of the school district are also to blame for the poor performance.*

**COLLECTING DATA**

|  |  |  |  |
| --- | --- | --- | --- |
| Describe the data you used.(the type)  | Where did you find the data?(the source)  | Data as numbers (quantitative)✗ | Data as story or opinion(qualitative)✗ |
| 1. | *Demographics including ethnicity, disability status, and socio-economic status* | *WISEdash& WINSS* | *X* |  |
| 2. | *Student achievement results in reading for multiple years and grade levels* | *WISEdash* | *X* |  |
| 3. | *Percentage of students achieving proficient or advanced on the WSAS by subgroup* | *WINSS* | *X* |  |
| 4. |    |   |   |   |

**Did you have the right data? (reliable and valid) *\_\_X***YES \_\_\_\_\_NO \_\_\_\_NOT SURE

**Did you have all the data you needed?**  \_\_\_\_\_YES  ***X***NO \_\_\_\_NOT SURE

**What other types of data would be helpful?**

 \_\_*\_\_* Student Achievement (grades) ***\_\_X***Parent/Community (opinion/census)

 \_\_*\_\_* Non-Academic (extracurricular) ***\_\_X***School Improvement (budget/teaching/learning)

 \_\_*\_\_* Staff (ratios/performance) \_\_X Classroom/School/District/State/National

 ***\_\_X****\_*Other

**Comments:***1) We could benefit from information on individual school performance, when the reading program in question was started and how student achievement has changed.*

*2) How well prepared kindergarten students are before entering school, how many students attend an early childhood program (preschool, daycare, etc.) prior to entering school?*

*3) Surveys of parents about how they support reading at home would be helpful. Are there after school programs working on reading? How many children are participating and who are they?*

*4) Reading scores from district assessments done each year.*

*5) More trend data on enrollment, individual cohorts of students, and comparisons with other school districts. Is this just our school or is it happening in other districts?*

**ORGANIZING DATA**

**How did you organize the data? (Check all that apply.)**

 \_\_***X***  *\_* Snapshot in Time ***X*** Trend ***X*** Comparison

 ***X*** Pie Chart ***\_\_X*** Bar Graph ***X*** Table ***X*** Line Graph

 ***X*** Aggregate ***X*** Disaggregate Triangulated

**Comments:**

**ANALYZING DATA**

**Were there patterns in the data? *\_ X****\_* YES NO NOT SURE

**What information was unclear or needed more clarification?***1) What other disabilities are included in “Other Primary Disability”? 2) What defines a student as “Economically Disadvantaged”? 3) The Ethnicity pie chart shows American Why?*

**MAKING CONCLUSIONS & RECOMMENDATIONS**

**What conclusions did you make based on the data that you collected?**

1)*The overall number of students with disabilities has risen over the last five years and appears to contribute to low and no improvement in proficiency scores on WKCE in reading.*

2)*The district continues to perform lower than the state average on the WSAS and a contributing factor is the increase in economically disadvantaged students, students with disabilities, and Hispanic students.*

3)*The percentage of students performing at proficient or advanced in 4th through 7th grades is considerably lower than the state rate while 3rd grade, 8th grade, and 10th grade do better – greater percentage of students are proficient. There is something not right here.*

4)*Speech and Language and Other Disabilities categories have trended upward. This could be a reason why reading proficiency has not improved.*

**What other questions do you have now?***1) What will the school district do to make sure students with disabilities, especially in Speech and Language and Other Disabilities categories, have the right instruction and support to achieve better results in reading? 2) Is the new reading program the right program for all students?*

**What will be included as recommendations for the next steps in your action plan?***That the school district:*

*1) collect additional data by surveying parents and school staff about reading;*

*2) Evaluate how well the current reading program aligns to standards and meets the needs of all students.*

*3) Look into reading interventions that would more effectively teach and support students with learning disabilities and speech and language disabilities.*

*4) Review type of instruction and how instruction is delivered to students with disabilities by identifying location (in or outside of the regular education classroom), who is providing the instruction, whether it’s being delivered with fidelity (how it is designed to be used), and is data being collected and reviewed on a regular basis to assess progress.*

*5) consider partnering with after-school programs and community programs to bridge learning in school to learning at home.*

*6) look at teacher training and experience with reading to determine if additional training needs to be done.*

**DISPLAYING & SHARING RESULTS**

**What story does the data tell?***The data shows a school district that is experiencing growth in the number of special education students that could be linked to an increase of economically disadvantaged student as well as the changing demographics of the student body. The data tells us that we need to look at what we do and make necessary changes to help students achieve in reading.*

**Who did you share the data with? (check all that apply)**

 ***X*** School Staff Students ***X*** Families

 ***X*** Board Members ***X*** Community Members Other Schools/Districts

 Business Community Elected Officials State Agencies/Organizations

 Other: *The graphs and reports were placed on the district’s website so the community could access the information as well.*

**What was the response to the data?** *People were not surprised by the overall reading achievement data as many felt they suspected there was a problem. Many people were surprised to learn that there has been an increase in students with disabilities, students who are economically disadvantaged, and Hispanic. There was a united desire to continue exploring data and to engage people in conversation to learn more. Many people felt that this was just the tip of the iceberg.*

**MONITORING FOR PROGRESS AND IMPROVEMENT**

**How do you plan to check how you’re doing? (check all that apply)**

 ***X*** Collect & Review Data ***X*** Review & Revise Action Steps

 ***X*** Submit Progress Reports ***X*** Hold Update Meetings

 ***X*** Annually Report to Stakeholders Other:

**Comments:***Additional benchmarks need to be set under each recommendation. Quarterly reports to the school board are recommended to monitor progress on each of the recommendations listed. Review of data, benchmarks, and action steps will be part of each quarterly report. This will continue over the next few years as everyone acknowledges that improvement will take time..*