

DATA & DATA ANALYSIS PROGRAM

Charter Term 2021 – 2026 (Renewal Condition IIC)



APRIL 5, 2021

ENCORE EDUCATION CORPORATION
16955 Lemon Street, Hesperia, CA 92345

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Preface

During the next charter term, Encore is focused on creating a culture where data assessment drives changes, updates, curriculum, and professional development for increased student achievement. This report will go over the processes and procedures for the implementation of this data analysis culture.

Encore's leadership team believes that the following eight beliefs are critical to the successful implementation of a data culture within the campus:

- There is a commitment by everyone at Encore to make better use of data.
- Teachers and leaders must believe that data can and should be used to inform instruction.
- Teachers and leaders must be open to changing their instruction based on data about student learning.
- Teachers and leaders must believe that all students can learn and can exhibit a sense of urgency towards implementing practices that will improve achievement for all students.
- School and teacher leaders must model data-driven decisions to support the professional learning of the staff.
- Leaders and teachers must be clear about who is responsible for what regarding the data-driven process within Encore.
- Leaders and teachers must develop a common language for assessment and data use.
- Leaders ensure that staff members understand key elements of data analysis and using data to drive instruction in classrooms.

Encore's leadership team agrees that collaboration and accountability are the keys to continual improvement.

- Collaboration is highly valued among the staff at Encore.
- Data teams are in place and work together to deeply look at data and build collaborative inquiries.
- Teachers use evidence to build and modify lessons, create whole-class instruction, small groups, tutorials, and before and after school supports.
- Clear expectations must be defined, and people must be held accountable for the use of data both schoolwide and in the classroom.
- Teachers have ongoing assessments to ensure that action plan goals are being met.
- The staff is committed to ongoing improvements in teaching and learning.

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Introduction

Excerpt from *How to Conduct Collaborative Action Research*

The difficulty is that collaborative change inevitably involves changing the behavior of people who have not been in the research effort. Many people have observed that schools are too slow to change. Why is that?

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Is it because educators are conservative by nature? Are we lazy? Do we not have students' best interest at heart? The answer is 'no' on all three counts. In fact, I suspect the reason schools are so slow to change is that teachers are, for the most part, already doing what they believe is best for their students.

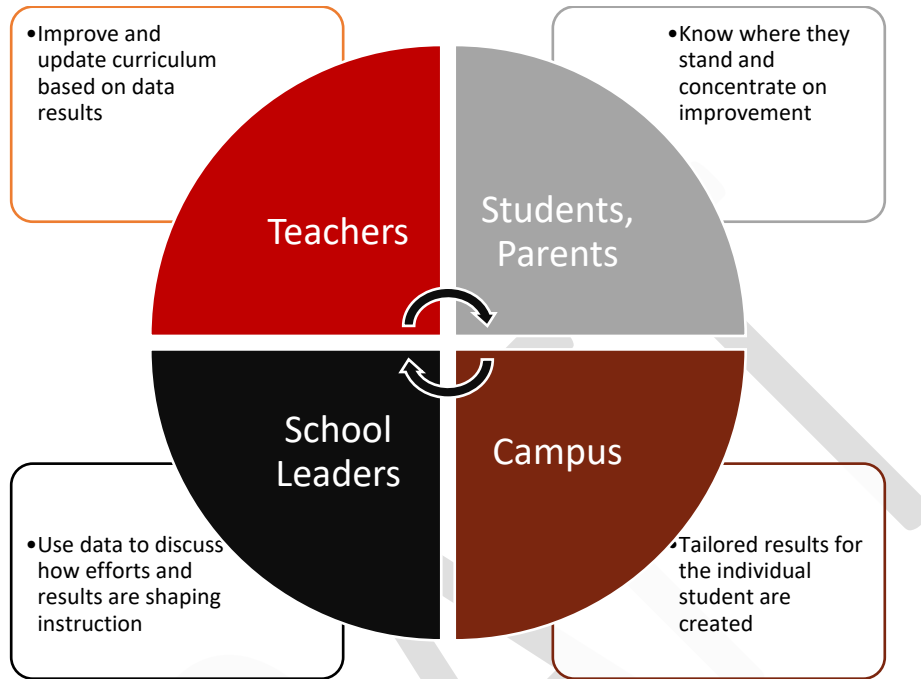
Cognitive dissonance theory tells us that to reduce stress, human beings strive for congruence between their behavior and beliefs; therefore, teachers would have to be psychologically unbalanced to deliberately not make changes they believed would benefit their students. The fact is that many teachers have good reason to interpret colleagues' or administrators' calls for change as requests to abandon what's best for their students and instead conduct irresponsible experiments on them. You can hardly fault any teacher for resisting such requests.

(Sagor, 1992)

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Vision for a Data-Driven Culture

As Encore implements a new data driven plan for program improvement, the vision for a successful data initiative creates the following expectations for the stakeholders involved:



Vision Statement

Encore will work to build a method of constantly refining and improving instruction and methods of instruction to help students succeed academically based on data driven measures. This happens by all stakeholders sharing results from a variety of data assessments.

- Students are given comprehensive assessment evaluations from benchmarks three times a year.
- Parents are given assessment evaluations with how they can support their students at home three times per year.
- Teachers use the data from benchmarks, classroom assessments, and state testing to create goals and remediation plans for students within their classroom.
- Administration uses the data from assessment evaluations to create an overall school improvement plan with goals based on data results.

Framework for the Program

The CEO, Academic Director, Data Team and Administrative staff will work to create and implement progress using data using basic frameworks for the overall program.

1. Vision – Stakeholders understand what the goal and expected outcomes are for the implementation of the program.

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2. Skills – Stakeholders are given the appropriate development to be able to implement the program confidently.
3. Incentives – Stakeholders at all levels are given a sense of purpose and drive through an incentivized program.
4. Resources – Stakeholders have access to the resources needed to fully implement the program.
5. Plan – The plan is clear and concise with measurable outcomes to drive success.

With these five pieces to the plan, the expectation is that Encore will drive change over time.

Three times per year, coordinating with the conclusion of each benchmark testing window – Encore’s team will create, revise, and refine SMART Goals and the five basic frameworks for implementing the program successfully. These refinements throughout the school year will help keep the engagement of stakeholders and drive commitment for staff, students, and parents.

Steps to Implement Vision

Verified Data & Mapping Program (Renewal Condition IIC33)

DATA MAPPING PROGRAM - In November of 2020, the California State Board of Education adopted an approved list of valid and reliable assessments that constitute “verified data” for the purposes of Education Code Section 47607.2(c). From that list, Encore Education Corporation has Board adopted NWEA for the purposes of benchmark assessments and data. The contract with NWEA was Board approved in public meeting held February 8, 2021.

“NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths. NWEA tools are trusted by educators in more than 9,500 schools, districts, and education agencies in 145 countries.”
– NWEA.org

Encore is in the process of implementing the NWEA Map Growth program to be able to see the needs, close the gaps, and grow student achievement. A copy of the “MAP Growth Normative Data Overview” provided by NWEA is in the appendix of this document.

STATE TESTING - Encore will also use the annual results from state testing to gain a global understanding of year over year growth within Encore’s academic plans. For the state tests, Encore’s academic team will complete the data implementation plan using the annual state test to disaggregate data. After completion of the disaggregation plan, a subsequent professional workshop will take place annually to compare the results from the NWEA platform and the state testing results.

ONGOING CLASSROOM ASSESSMENTS – Teachers use multiple tools for ongoing assessment in the classroom (quizzes, chapter/unit exams, quarter course benchmarks, and semester finals). Teachers will meet in departments to discuss strategies for improving instruction based on ongoing classroom assessments.

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Data Plan Implementation

Development & Implementation Step	Who	Resources	Timeline
Implement NWEA Benchmarks	Academic Director, Academic Teachers	<ul style="list-style-type: none"> NWEA Benchmark Platform 	First benchmarks administered March 2021, then May 2021. Subsequent benchmarks will take place in September, January, and April.
Smart Goals created for classroom teaching	Academic Director, Academic Teachers	<ul style="list-style-type: none"> NWEA Benchmark Platform Professional Development Time Smart Goals Worksheets 	Smart Goals for classroom teaching should be complete by April 25, 2021. Subsequent Smart Goals will be set within 30 days of each benchmark testing period.
Individual Student Data Reports completed and administered	Academic Director, Academic Teachers, Reception and Records Clerks	<ul style="list-style-type: none"> NWEA Benchmark Platform Professional Development Time Smart Goals Worksheets 	By April 30, 2021, the student reports will be ready to mail home. Subsequent reports will be mailed home within 30 days of benchmark test completion.
Use Smart Goals to develop LCAP and SPSA goals – Annual local success indicators will be created and presented.	CEO, Academic Director, Teachers, School Site Council	<ul style="list-style-type: none"> NWEA Benchmark Platform Smart Goals Worksheets 	By June Board meeting each year, goals for the following school year will be presented to the Encore School Board.
Create Data Reports for EL	Academic Director, EL Coordinator, Data Team	<ul style="list-style-type: none"> NWEA Benchmark Platform ELPAC test results 	By May Board meeting 2021 and then within 60 days of administering benchmarks thereafter.
Create annual professional development plan based on data from benchmarks, data from state testing, LCAP,	CEO, Academic Director, Department Chairs	<ul style="list-style-type: none"> NWEA Benchmark Platform LCAP SPSA Meeting Notes 	By the August Board meeting of each school year, the Academic Director will present the annual professional development plan for

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SPSA, and annual local success indicators.		<ul style="list-style-type: none"> • Various paid and free webinar and in person professional development resources and workshops 	the following school year.
Classroom review of implementation of Smart Goals	Academic Director, Department Chairs	<ul style="list-style-type: none"> • 3-minute walkthrough guide • Walkthrough worksheet 	At least once per quarter, a brief analysis of each class will be conducted to review implementation of Smart Goals.
Teacher reflection of Smart Goals	Academic Director, Teacher	<ul style="list-style-type: none"> • Smart Goals Reflection Worksheet 	At least once per quarter, teachers will complete a self-reflection worksheet to analyze the effectiveness of the administration of Smart Goals in their classroom.

Data Communication Plan

As Encore returns from the closure of the world due to COVID-19, Encore is implementing a system of data disaggregation to drive student success moving forward. Using data, Encore will be working to alter curriculum and supports to fit the specific needs of each student to help grow student achievement.

Communication Plan Audience

Through the implementation of this data plan, there are a variety of stakeholders that need to receive communication to gain an understanding and engage in the process of constant improvement for Encore and Encore's student body. Each stakeholder has a specific role in the implementation of the Data & Data Analysis Program.

Encore School Board – Will be presented with what the data plan is, how it will be implemented, and what the goals and outcomes are for the annual plan.

- Anticipated Reaction – Engaged and welcoming of a formalized plan
- Expected Outcome – Accountability for CEO, Academic Director, and Teachers

Hesperia Unified School District (Charter Authorizer) – Will be presented with what the data plan is, how it will be implemented, and what the goals and outcomes are for the annual plan.

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- Anticipated Reaction – Receipt of a formalized plan with suggestions
- Expected Outcome – Accountability for Encore, Understanding of how Encore’s data assessment plan works

School Faculty – Will be trained to understand what the data plan is, what their role is for implementation, what the expectations are for goals and goal setting, and the frequency of reporting classroom achievements and improvements.

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- Anticipated Reaction
 - Initial concern - this will affect perception of job performance and will be a lot of work
 - Long term reaction – this is helping to plan and update strategies in the classroom and results of efforts are proven with data
- Expected Outcome – Creating goals based on current data and implement plans to improve student achievement in the classroom, during tutoring, and with other academic opportunities

Students – Will be notified of the plan and where they currently rank based on their latest benchmark. They will also be given opportunities for support and strategies that can help them overcome areas needing improvement.

- Anticipated Reaction – Excitement and disappointment with where their specific results show their academic levels.
- Expected Outcome – Motivated reactions to work on areas of struggle to engage in personal growth.

Parents – Will be notified of the plan and where their student ranks based on the latest benchmark. Teachers will also inform parents of specific strategies and home helps that can be instituted to help students progress and approach areas of needed improvement.

- Anticipated Reaction –
 - Initial Concern - where their students currently rank in connection with other students in the area and state
 - Long term reaction – how will Encore offer support for my student to help them improve in their areas of need
- Expected Outcome – Parents will hold the school and their student accountable for bridging gaps in achievement and will understand the plans that school is implementing for student achievement

Mode of Communication

Encore will employ a variety of communication tools. In 2021, people look at different modalities for communication so it is imperative that the school uses a variety of methods to communicate important messages with stakeholders to ensure that messages will be received by all stakeholders.

The following methods of communication will be employed for the Data & Data Analysis Program implementation:

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- **Written Report** - Available in public documents and issued to Encore School Board, Hesperia Unified School District, and Faculty
- **Website** – Information regarding the Data & Data Analysis Program will be available on Encore’s website
- **Email** – As pieces of the Data & Data Analysis Program are implemented, mass email communication will be sent to parents, students, Board Members, and staff
- **Presentation** – The Data Team and the Academic Director will present reports to Encore’s School Board at least twice per year
- **Data Wall Displays** – The Data Team will create a display in the main office to present current status and goals for the school year
- **Informal Communication** – As notes and announcements throughout the year in meetings, social media posts, blog posts, and discussions, informal communication will be a vehicle for frequent updates about the Data & Data Analysis Program and the implementation of the program
- **USPS Communication to Parents** – At the conclusion of each benchmark testing cycle, individual student reports will be mailed home to parents

Timeline for Communication Implementation

Communication Timeline	Person or Team responsible for communication
Draft program written for the Data & Data Analysis Program – April 9, 2021	CEO
Encore School Board to adopt the Data & Data Analysis Program – May 10, 2021	Encore School Board
Data & Data Analysis Program Submitted to HUSD – April 30, 2021	CEO
Website Update – Includes the Data & Data Analysis Program – May 15, 2021	CEO
Email Communication – Covers the Data & Data Analysis Program and plans for improvement for staff and parents – May 15, 2021	Academic Director
Staff Presentation – Covers the complete Data & Data Analysis Program and will formally announce the members of the Data Team – April 30, 2021	Academic Director, CEO
Data Wall Display – Will cover current stats & what the main goals are for the campus for the 21/22 school year – May 30, 2021	Data Team
Informal Communication <ul style="list-style-type: none"> • Social Media Posts – One post per week for tips on how to improve and how Encore will meet goals – Beginning May 1, 2021 • Blog Post – One Blog per month created by the Data Team showing where 	<ul style="list-style-type: none"> • Data team gives social media posts to Activities Director for weekly upload • Data team gives monthly blog post to the CEO for upload

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improvements are – Beginning May 30, 2021	
USPS Mailed to Parents – Student Benchmark Reports with Teacher strategies will be mailed to parents 30 days after each benchmark testing window is complete	<ul style="list-style-type: none"> • Teachers are responsible for inputting specific strategies for students on the reports within 20 days of benchmark testing window • Academic Director is responsible for confirming completion of strategies input • Academic Director runs and prints individual student reports • Office team is responsible for mailing the reports to parent (Each person is responsible for one grade level)

Data Team

The Data Team will be made up of teachers and support staff that work with specific subgroups will comprise of the Data Team. The Data Team will meet on the first Monday of every month before school to go through progress on goals in relation to Data. The entire faculty will have a one-hour professional development each month on the first Friday of every month based on needs stemming from data and growth (or lack thereof) shown through assessment driven data.

The data team will include:

- 2 teachers from seventh grade (1 math/science and 1 history/English)
- 2 teachers from eighth grade (1 math/science and 1 history/English)
- 1 high school teacher from math
- 1 high school teacher from English
- 1 high school teacher from science
- 1 high school teacher from history
- EL Coordinator
- SPED Counselor
- Academic Director

Expectations of the Data Team

Become experts on reading and reporting of data assessment tools (NWEA, Cyber High, SBAC, Dashboard, encestudent.com).
Teach department how to read reports and assess data.
Work together to create reports and presentations to tell Encore’s schoolwide data story.
Teach teachers how to establish goals and strategies for parents and students for the individual student report.
Create brainstorm sessions for department chairs to go over SMART goals, academic strategies, and plans for student success.

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Professional Development Plan for Data Analysis

Professional learning for educators at Encore requires a range of embedded and data-driven activities to help deepen the level of understanding for Encore's teachers. The purpose of professional development with data & data analysis is to give Encore's teaching staff the ability to improve student learning by setting and employing relevant SMART Goals in their classrooms and for their individual caseloads that reflect the schoolwide LCAP and SPSA Goals.

Framework:



For professional development to be effective, the expectation for teachers at Encore is that they will share the responsibility for planning and implementing relevant and coherent systems that work toward the accomplishment of the LCAP, SPSA campus goals as well as the SMART Goals for in the classroom. All goals are driving the main campus goals of improved student achievement.

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When preparing professional development calendars that are specific to the Data & Data Analysis Program, four specific questions are raised to create relevant professional development:

1. What do students need to know and be able to do?
2. What do teachers need to know and be able to do?
3. What do leaders need to know and be able to do?
4. What are specific professional development needs?

Individual Professional Development Plan

To make sure that Encore educators are always on a path of personal growth and improvement, they work to create an annual professional development plan with the Academic Director based on their experience and expertise in teaching. Teachers follow this plan and reflect on progress made from this plan annually during their spring review. The individual professional development follows the professional teacher certification and licensure process so that requirements for renewal and advancement become an integral part of the Professional Development Plan. Part of this Individual Professional Development Plan includes direct instruction and content-based strategy classes that are based on the student data results from benchmarks and state testing.

A copy of the Professional Development Plan worksheet can be found in appendix 3.0.

Professional Development Plan/Calendar for Data Analysis 2021/21

Meeting Time:

- Data Team – First Monday of every month 7:30 – 8:30am
- Certified Teachers – Second Friday of every month 12:15 – 2:15 pm
- Some trainings will be delivered asynchronously

Program Description/Overview: “Data Analysis Professional Development” is designed to introduce new and alternate strategies for concepts and improvements that can be developed based on the data results from benchmarks, state testing, and classroom assessments. Encore will use a variety of resources including internal trainings, external trainings, data workshops, webinars, and affiliate subscription development courses to complete the teacher training for this development.

Needs Assessments: Based on reporting from Hesperia Unified School District, third party consultant Dick Bray, Teacher feedback, Administration assessed need, Dashboard Results for the 18/19 school year, and the implementation of the NWEA benchmark platform the following were identified by teachers and administration as the highest priority for building data analysis professional development.

Data – Driven Decision Making	Best Practices for evidence-based learning	Improving Student Skills through Formative Assessment	Planning & Curriculum based on data	Creating a Data Driven Culture
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Using Data to create personalized instruction	How to fill specific achievement gaps based on data	Using technology to close the achievement gap based on data	Using data to build teacher confidence in the classroom	Driving student growth through data
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Professional Development Calendar for Data & Data Analysis Training

MONTH:	TRAINING:	PRESENTER:
September: Creating a Data-Driven Culture	Data Team & Teachers: <u>Creating a Data-Driven Culture:</u> Develop a vision for a data-informed culture within your school. You will be provided with a process for creating and refining a school-wide data team, and a framework for thinking about change and the need to address the challenges inherent in any effort to shift a school's culture.	PCG Education: Online Course with 1 hour estimated effort
	Data Team: Review worksheets from the online course and create strategies on how to implement a Data-Driven Culture. The data team will prepare for an engaged workshop for the Teachers at the Teacher meeting.	Data Team and Academic Director: 2-hour meeting Tues, Sep 7 (7-9 am)
	Teachers: Work in small groups to create and implement the plan based on the online course that was completed	CEO, Academic Director, Data Team: 2-hour meeting Fri, Sep 17 (12:15 – 2:15pm)
October: Goal-Focused Planning	Data Team: In October, the data team will compile the reports for each classroom based on NWEA benchmark data to be prepared for the professional development later in the month.	Data Team and Academic Director: 1 hour Mon, Oct 4 (7:30 – 8:30am)
	Administration, Teachers and Data Team: <u>Goal-Focused Planning:</u> Your coach will help you align your professional learning, assessments, and instructional plans with LCAP and SPSA goals.	NWEA Coaching and Consulting: 2 hours Fri, Oct 15 (12:15 – 2:15pm)
November: California School Dashboard & Beyond: Thinking Systemically About Improving Outcomes	Data Team: In November, the data team will create the schoolwide data report using both SBAC and NWEA test results. This report will be presented to the Encore School Board.	Data Team and Academic Director: 1 hour Mon, Nov 1 (7:30 – 8:30am)
	Administration, Teachers and Data Team: <u>California School Dashboard & Beyond- Thinking Systemically About Improving Outcomes for Students with Disabilities:</u> As part of California's new accountability system, the California School	WestED Fri, Nov 12 (12:15 – 2:15pm)

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for Students with Disabilities	Dashboard provides educators as well as the public with data about how schools and districts are performing on a variety of indicators in order to identify strengths and weaknesses, and highlights performance gaps among student groups.	
December: Preparing For Tests And Test Complexities	Data Team: Create the plan to collect the alumni information for the 21/22 school year to go into the spring report.	Data Team & Counseling: Mon, Dec 6 (7:30 – 8:30am)
	Administration, Teachers, Data Team: <u>Teacher preparation: Using data to prepare students for formative tests (ACT/SAT/SBAC):</u> Research-based instructional best practices around formative assessment, task and test complexity, and scaffolding approaches	Academic Approach Fri, Dec 17 (12:15 – 2:15pm)
January: Embed Formative Instructional Strategies In Classrooms	Data Team: Using ELPAC and Classroom assessment data, the Data Team will create a report regarding EL subgroup growth in the first semester.	Data Team: Mon, Jan 10 (7:30 – 8:30am)
	Administration, Teachers, Data Team: <u>Embed formative instructional strategies in classrooms:</u> Get practical strategies and relevant tools to help you recognize where students are, where they need to go, and how to get them there.	NWEA Coaching and Consulting: 2 hours Fri, Jan 21 (12:15 – 2:15pm)
February: SMART Goals Progress NWEA Benchmarks	Data Team: In February, the Data Team will compile the second set of benchmark data reports to disperse to the team and to go over the analysis of progress toward SMART Goals.	Academic Director, Data Team Mon, Feb 7 (7:30 – 8:30am)
	Administration, Data Team, Teachers: Small groups will work through SMART Goals from semester 1 and see what progress was made based on the comparison of first two benchmarks. Revisions to SMART Goals will be made and presented.	CEO, Academic Director, Data Team Fri, Feb 18 (12:15 – 2:15pm)
March: 2022 LCAP Update Workshop	Data Team: In March, the Data Team will be compiling surveys and goals to place into the LCAP and SPSA for the following school year.	CEO, Academic Director, Data Team Mon, Mar 7 (7:30 – 8:30am)
	Administration, Data Team, Teachers: <u>2022 LCAP Update Workshop:</u> This webinar aims to provide a brief update of the new Local Control and Accountability Plan (LCAP) template and practical guidance on completing the LCAP. The session will	CSDC – Accountability and Development Specialist Fri, Mar 18 (12:15 – 2:15pm)

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	identify evolving components of the LCAP since the 2019 template.	
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Setting SMART Goals

SMART goals are specifically planned objectives that teachers design with specific criteria to increase the probability of success. SMART Goals follow specific guidelines in development.

S: Specific

M: Measurable

A: Achievable

R: Relevant/Realistic

T: Time-bound

SMART Goals will be set for the entire campus based on data from benchmarks, classroom assessments, and state testing results. The campus SMART Goals will become part of the SPSA and the LCAP and will include measures for all student populations including subgroups.

Teachers will be responsible for setting three SMART Goals for their classrooms three times per year. These SMART Goals should be based on the campus-based goals but include specific detail regarding performance within their classrooms and their instruction methods.

- **June** – SMART Goals will be set for the following school year based on the final benchmark results for the current school year. Teachers should be using this data to provide input regarding campus based SMART Goals and to reflect on start of year SMART Goals for their own class.
- **October** – SMART Goals will be set for classroom improvement based on the results from the benchmark tests administered in September. These goals should be created with the campus goals as the basis, but should be specific to include the classroom management, instruction, and expected outcomes of the individual teacher caseload.
- **February** – SMART Goals should be reviewed from the October creation and refined with the results from January's benchmarks. These goals should be created with the campus goals as the basis and with state testing administration as a priority. These goals are specific to individual teacher caseload achievement and achievement gaps.

Professional Development for SMART Goal setting

In May and in September of each school year, teachers will participate in SMART Goal training and professional development. During this professional development:

- Academic Director and the CEO will cover the annual goals that are created in the LCAP and SPSA.

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- Share the SMART Goal format with the teachers and discuss the expectations for how to come up with SMART Goals.
- Veteran teachers will share prior SMART Goals created and successes and improvements that were realized by use of SMART Goals.
- Teachers will break into small groups with veterans and new teachers combined in the groups to develop and discuss individual SMART Goals for the term. They will also discuss strategies that worked and strategies that did not work with the team to be able to update and create more comprehensive and successful SMART Goals.

English Learners

With data from NWEA benchmarks, ELPAC, SBAC, and classroom assessments, the EL Coordinator will work with counseling and the data team to drive decisions for supports that are needed by the English Learners that are enrolled at Encore. With a comprehensive look an individual support and tutoring that is offered through individualized student data reports mailed home to parents three times per year, Encore staff is able to work directly with parents on students on specific areas for needed improvement. In the 21/21 school year, Encore is adding additional staff to the EL Department including an experienced EL Coordinator and an experienced EL paraprofessional. Using the data from benchmarks and state testing completed in the 20/21 school year, Encore will plan for specific support for each individual EL student based on their level.

Chronic Absenteeism

Using data from Encore's student information system (currently Aeries), Encore's attendance department is working with the counseling department and Encore's discipline department (COO/Dean of Students) to improve chronic absenteeism. In the 20/21 school year, COVID-19 did change how parents and student approach school and attendance to school. Encore is using resources from the SSDA, CSDC, and CCSA to plan for new processes and policies for the fall of 20/21 with the expectation that chronic absenteeism will grow based on habits created during the COVID-19 pandemic.

Next Steps

Big Ideas	Actions to Take	People Involved
Review and adopt the draft program as final	<ul style="list-style-type: none"> • Submit the program for review to consultant, administration, and current data team • Put the program on the Board meeting • Get the program board approved 	<ul style="list-style-type: none"> • CEO • Academic Director • Consultant • Data Team • Encore School Board
Create the new Data Team to plan for summer school and 21/22 school year	<ul style="list-style-type: none"> • Create the Data team based on planned makeup of team in this plan 	<ul style="list-style-type: none"> • CEO • Academic Director

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	<ul style="list-style-type: none"> Announce the team in a public staff meeting 	
Inform students and parents of results from the latest benchmark testing window	<ul style="list-style-type: none"> Teachers will input strategies for students Office team will mail reports to parents 	<ul style="list-style-type: none"> Academic Director (PD for implementation) Academic Teachers Office Team

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Appendix 1.0 – NWEA MAP Growth Normative Data Overview

2020 NWEA MAP Growth normative data overview

By using carefully constructed measurement scales that span grade levels, MAP® Growth™ Interim assessments from NWEA® offer educators precise and accurate estimates of student achievement within a subject. Before achievement test scores can be useful to educators, however, they need to be evaluated within a coherent interpretive context. The 2020 NWEA MAP Growth norms can provide one source of context.

For example, the 2020 MAP Growth norms allow educators to compare achievement status—and changes in achievement status (growth)—to students' performance in the same grade at a comparable stage of the school year or across two test events within or across school years. This information:

- + helps teachers plan instruction for individual students or confer with parents
- + supports school and district administrators as they focus on allocating resources
- + empowers school staff as they work to improve all educational outcomes

For more information about the changes to the 2020 MAP Growth norms and the research behind them, please see [page 6](#).

For many reasons, it is inadvisable to compare performance of a student on one set of MAP Growth test norms to his or her performance on another set of MAP Growth test norms (i.e., 2015 versus 2020 norms). NWEA strongly advises educators to use the 2020 MAP Growth norms, especially when reviewing data longitudinally, because these norms provide the most current and accurate reference for MAP Growth scores.

Differences between the 2020 and 2015 MAP Growth norms have been observed. Most notably, student achievement has declined in recent years across subject areas, grades, and terms. There are also differences in the magnitude of growth observed between test events. On average, in mathematics and reading, the 2020 growth norms show slightly lower means in the earlier grades and slightly greater means in the upper grades. Drops in the average mathematics and reading achievement for grades four and eight are consistent with recent declines reported on the National Assessment of Educational Progress (NAEP) for these subjects and grades.

Well-constructed test score norms can inform many education-related activities. Educators make use of the MAP Growth norms in many ways, including:

1. evaluating student achievement and growth
2. individualizing instruction
3. setting achievement and growth goals for students or groups of students in a school
4. supporting conversations about achievement patterns

Appendix 2.0 Map Growth Program

4/5/2021

MAP Growth: Precisely measure student growth and performance

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See their needs. Close the gaps. Help them grow.

Better insights, better outcomes

MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K-12 math, reading, language usage, and science. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices.

<https://www.nwea.org/map-growth/>

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DATA & DATA ANALYSIS PROGRAM

Appendix 3.0 Individual Professional Development Plan

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