

PROTOCOL FOR ANALYSIS AND RESPONSE TO CDB DATA

Teachers and administrators will be able to generate data reports for their classrooms and campuses using CMS.

TYPES OF REPORTS

Teacher Reports

Upon receipt of CDB data, a minimum of the following three reports should be generated by each teacher utilizing CMS.

- Student Demographic Report. This report will include:
 - lunch status (economically disadvantaged)
 - race
 - programs
 - applicable content area (Reading, Math, Writing, Science, Social Studies, English Language Arts) – met standard or not met standard
- Applicable content area (Reading, Math, Writing, Science, Social Studies, English Language Arts) Data by Objective
 - high, moderate, and low performance by student for each objective
- Applicable content area (Reading, Math, Writing, Science, Social Studies, English Language Arts) Classroom Item Analysis

Principal Reports

Upon receipt of CDB data, a minimum of the following four reports should be generated by each principal utilizing CMS. This data should be gathered for the total group tested.

- Student Demographic Report. This report will include:
 - lunch status (economically disadvantaged)
 - race
 - programs
 - applicable content area (Reading, Math, Writing, Science, Social Studies, English Language Arts) – met standard or not met standard
- Applicable content area (Reading, Math, Writing, Science, Social Studies, English Language Arts) Data by Objective
 - High, moderate, and low performance by student for each objective
- Applicable content area (Reading, Math, Writing, Science, Social Studies, English Language Arts) Aggregate Item Analysis
- Side-by-Side Comparative Teacher Data

GUIDING QUESTIONS

After individual teacher data has been examined , collaborative examination between the principal and individuals responsible for that content should occur. The following areas are to be addressed.

1. Identify strengths.
 - Content area(s)
 - Ethnicity
 - Passing percent
 - Program(s)
 - Objective(s) and TEKS
 - Teacher(s)

2. Identify areas of need.
 - Content area(s)
 - Ethnicity
 - Passing percent
 - Program(s)
 - Objective(s) and TEKS
 - Teacher(s)

PLANNING FOR SUCCESS

1. What strategies will you use to improve the effectiveness of instruction?
What is the timeline for implementation?

2. What interventions will you use to accelerate individual student learning?

3. What strategies will be used to monitor progress?

PLANNING FOR STAFF DEVELOPMENT

1. What resources are needed to provide campus support?

2. Who do I call on for assistance? (campus specialists, NISD specialists, Director of School Improvement Initiatives, Executive Director for Instruction, special education facilitators, bilingual specialists)

CDB PROTOCOL

Administrators' Institute – July 2005

The Power of Leadership and the Role of CDBs

Leaders can make a difference in ensuring high levels of student achievement if they purposely:

ADDRESS THE PURPOSE OF DISTRICT CDBs

What does the name imply?

- A standard by which learning in a course of study is measured and the examination of results determines a plan of action; assessment for learning about students' learning

What is the district expectation?

- CDBs are an important part of the District's instructional program. CDBs are not optional in NISD.

Are we too competitive? What message do we send about transparency?

- Leaders can help create professional learning communities that value a transparent data system. Sharing scores offers teachers, grade levels, and campuses opportunities to identify others whose practices are resulting in high levels of success.

What kind of test is it?

- This is a formative test designed to assess each student's learning and mastery of the Texas Essential Knowledge and Skills, many of which are tested on TAKS. Put simply, are the students learning what they need to know? Are the teachers teaching what the students need to know in a timely manner that ensures the students will receive thorough coverage of the TEKS? The CDBs also serve to identify instructional strengths and weaknesses that can be addressed by the curriculum and instruction teams at the campus and at the district level.

Is there correlation to the TEKS?

- Yes. There is ongoing refinement and alignment to the curriculum.

Are the results important?

- Yes, yes, yes! Focused and thorough use of the District CDBs will facilitate improved student learning, teacher planning, administrative goal setting, provision of interventions, and the creation of high performing professional learning communities.

Why are the CDB windows changing?

- Campuses need comparable, quality CDB data. The three-week window created an unstable curriculum timeline; therefore, the current testing window has been narrowed to two weeks in length.

ADDRESS PREPARATION FOR THE DISTRICT CDBs

What logistical preparations and decisions are needed?

- The principal or vice principal will serve as the CDB contact on the elementary campuses. The Academic Dean or the academic administrator will serve as the CDB contact on the secondary campuses.
- Schedule specific days on the campus calendar for CDB administration. All teachers of the same course and/or the same grade will give the CDB on the same date within the two-week timeline.
- All regular education students are expected to take CDBs.
- Special education students and CDBs
 - Determine who will take the CDB. All special education students taking TAKS, **TAKS-I**, SDAA II on grade level, or SDAA II one grade level below their grade placement will be administered the grade level CDB. Students taking SDAA II more than one grade level below their grade placement and those taking local assessments **may** take below grade CDBs available to teachers of local curriculums on the shared drive **or grade level CDBs, whichever the campus deems most appropriate for instructional and assessment decision making. Bubble sheets may be included for District level scoring and inclusion in campus results, also as deemed appropriate by the principal.**
 - Determine in what environment students will take the CDB. For example, special education students with testing modifications in their IEPs may take the CDB in an alternate environment whereas students with no modifications may remain in their classrooms.
- Limited English proficient students who will take TAKS will take CDBs.

What is the best preparation?

- The best preparation is quality instruction. Quality instruction is inclusive of:
 - utilizing “Critical Student Information” from CMS to review prior student assessment data and reduce the need for review at the beginning of the year;
 - ensuring through conversation that students are familiar with and understand their prior performance and are able to set goals to foster their own success;
 - teaching the TEKS through the NISD curriculum **as prescribed by the District timeline.** The written curriculum is the taught curriculum, which becomes the tested curriculum.

- reviewing and continuously reinforcing performance expectations; consistently relating performance expectations and TEKS in the instructional timeline to TAKS expectations;
- familiarizing students with effective test-taking strategies; and
- sharing with students how results will be utilized.

ADDRESS RESPONDING TO THE RESULTS

What should teachers do when the CDB results become available on CMS?

- Use CMS to generate reports and examine their results.
- Assess the data for strengths, needs, and trends in preparation for collaborative review and planning.
- Focus on student and teacher goal setting utilizing completed student Individual Analysis Forms (IAFs). Recognize and celebrate student success.

What should principals do when the CDB results become available on CMS?

- Use CMS to generate reports and examine grade level or department and individual teacher results.
- Schedule collaborative meetings with staff, both group and individual, to review data and teacher and program strengths and needs.
- Plan targeted interventions based on data review.

How should Benchmark scores be utilized?

- CDB scores may be utilized as grades. The campus must be consistent in its use of the scores. Some options for use are:
 - including the grade if it positively impacts the student's grade average;
 - including the grade as a daily grade;
 - including the grade as a unit or six-weeks grade; or
 - including the grade if it reflects a student's typical performance or better.