

Overview of Evaluating Student Learning Needs

The greatest gains in teacher learning occur in places where whole schools studied student results and agreed on what they needed to learn collectively. The ConVal Professional Development Committee works to identify professional growth opportunities based on the patterns and trends of the NECAP results and from the local assessment plan.

This section of the professional development master plan will be a ***“rolling plan”*** in that new trends and patterns will be added to the professional development master plan notebook yearly as a method of aligning professional development to student needs based on NECAP and local assessments. Patterns analyzed from these assessments will allow the professional development committee to communicate the need to strengthen and revise curriculum and to change teaching strategies.

This approach will also enable the district to obtain the revenues necessary to support high quality professional development by pooling state (consolidated grant) and district resources as well as finding ways to measure the effectiveness of such expenditures.

In addition to the data collected regarding student achievement in academics, the Professional Development Committee uses other data collection methods to evaluate beneficial partnerships with parents, community, and businesses in the area. Documentation and evaluation of community events, parental involvement and cooperation, as well as business partnerships are kept to determine the effectiveness and potential improvement necessary to meet student needs within the district.

A variety of methods are used to determine the needs of the ConVal students in regards to their social, emotional and physical well-being. Student conduct is monitored in district schools, and these numbers are compared each year for significant trends to assist in the identification of student needs for specific behavioral programs. The nurses within the district also keep strict documentation of the number of students who need medical attention within each school. Students' height, weight, vision and hearing are monitored on a yearly basis to verify their physical well-being.

How Data are collected, analyzed, and disseminated:

Data are collected and analyzed by school administrators and teachers in order to determine school needs. Workshops have been held with the committee to learn to interpret data and look for patterns and trends. Staff uses data to assist in writing goals. Student data are reviewed by administrators and teachers from year to year to determine if instructional programs put in place as a result of student needs are making an impact on student learning. Administrators use their findings to drive school and district goals.

What data are collected:

Data are collected through various sources including:

- Building needs assessments (nurse reports, behavior reports, etc).
- LEIP Goals (ConVal District Guiding Principles)
- Recommendations of curriculum study committees
- Results of standardized achievement tests and NECAP as analyzed by the Curriculum Committees.

Assessing the Impact of Professional Development to Student Learning Needs

- Teachers will evaluate workshops according to their impact on student learning as well as personal satisfaction. The ConVal Professional Development Committee also realizes that other underlying assumptions are more difficult to measure such as: school climate, family background and socio economic status, student motivation and inspirational level, curriculum, text, and materials, teacher beliefs on student success rates, etc.

The Professional Development Committee can provide professional development based on a collection of assessment data from such sources as (NECAP, ConVal Local Assessment Plan, Nurse Reports, Behavior Reports, CAT's, and anecdotal feedback). Data from the New Hampshire State Assessment allows the district to:

- Improve instruction and advance student learning
- Provide feedback to student and parents
- Use as a measure of accountability
- Identify professional development needs
- Track adequate yearly progress
- Increased sharing of practices among teachers
- Inform curriculum renewal
- Focus on what students need to know and be able to do
- Supports continuous improvement

Data from the NH State assessment is not the district's sole basis for making instructional program decisions.

The value of this information will be gathered and evaluated in conjunction with the following process:

1. Based upon a wide collection of student data, student-learning goals are identified. Once identified, the Professional Development Committee pinpoints the most important outcomes to assess and plans for professional development activities.
2. Identified student learning outcomes are disseminated to all staff across the district for input in helping to plan Professional Development activities to address these needs.
3. Once the Professional Development activities are scheduled for the year, student outcomes are measured through evidence from study groups, teacher observations, lesson plans, and student feedback.
4. Using the information from step three, the Professional Development committee will review, add to, and modify the existing professional development activities aimed at meeting the student learning needs.
5. Through the goal setting and reflection process, administrators and teachers are becoming partners with the Professional Development Committee in their commitment to improve programs and results. Measuring the impact of professional development needs to occur over time. When setting student-learning goals, teachers have just begun to learn and experiment with new ideas and strategies. Well-designed goal setting drives expectations for change. At the end of the three-year goal setting process, teachers are able to demonstrate increased understanding of new concepts and teaching strategies. After sufficient time has elapsed for teacher change and student learning, students are an appropriate focus for professional development effectiveness. The Professional Development Committee will work with administrators to evaluate the effectiveness of professional development activities.

Below are some examples of assessments that are already in place in the district and are currently used to inform instruction.

Data Sources <i>Identify the Types</i>	Collection <i>Who Collects it? How often? When?</i>	Analysis <i>Who analyzes it? What is the process?</i>	Decision Making <i>What is the information being used for? How are results reported and to whom?</i>
Attendance Data	Collected daily, and entered on the district Web2School.	Administration/SAU reviews	Reported to parents and staff. Used to monitor student growth.
SAT, AP	School guidance or outside official.	Administration/SAU Guidance School Board	To inform student decision making for future, colleges admittance, etc.
College Admission	Guidance	Administration/SAU Guidance School Board	To inform about course offerings, expectations, etc.
HS Final Grades	End of term, teachers	Teachers, Students, Administration/SAU School Board	To inform instruction To aid students in next course offerings
Reading Recovery	First grade teachers Title I RR teachers	First grade teachers Title I RR teachers Administration	To decide which students can become part of the program and to track progress over the years.
Student Portfolios	Students and teachers make selections of what is included to review as part of their student growth.	Student and or teachers review what is to be included to profile their growth in learning.	Provides alternative method of showing student growth.
NECAP	Tests administered in early Fall in areas designated by state mandate for each grade level.	Information from the testing to be reviewed by administration.	Reported to staff, SAU, School Board, and parents.
NWEA	Computer tests administered in early Fall and late Spring to monitor student growth. Subject areas designated by local district goals.	Data analyzed by administrators, teachers, SAU, School Board and parent.	To inform instruction for students.

Classroom Screenings	Collected daily through conversations, reading, assessments, learning behaviors, formal informal observations etc.	Teacher Student Administrator	Reported to students and parents through conferences, portfolios, presentations and more.
District Wide Report Card	State level	Administration/SAU School Board State Dept.	Inform Administration of standing statewide.
Discipline Data PBIS, bullying, social skills	Collected by teachers, admin assistants, administrators	Teachers, Administration/SAU School Board	Inform instruction and interventions.
SPED referral Identification	Teachers administrators EST's	Teachers School Teams Administration/SAU Sped SAU School Board	Determine interventions and supports necessary to maintain local support and programs
Classroom performance	Teachers	Teachers, Administrators, Teachers , parents	To inform instruction

The need to effectively analyze data collected from a variety of sources to measure impact on student learning has resulted in the district adopting a five-year cycle for continuous curriculum renewal. Each curricular committee will review, add to, modify and create appropriate professional development activities to meet student learning needs.

Learning and experimenting with new ideas and strategies, teachers will set goals to help bring about effective change or improvement. After sufficient time has elapsed for staff training to take place, student performance is an appropriate focus for measuring professional development effectiveness.

The Professional Development Committee with input from all constituent groups will make recommendations, modifications and/or revisions to strengthen the goal setting process with the ongoing cyclical curricular renewal.

The data dissemination process is:

SCHOOL	FAMILIES	COMMUNITIES
<ul style="list-style-type: none"> • Staff Meeting • Department/Grade Level Meeting • Curriculum Meeting 	<ul style="list-style-type: none"> • Open House • Parent Conference • Report Card • Curriculum Night • School Newsletter 	<ul style="list-style-type: none"> • District Annual Report • Web Site • Local Media • School Board Newsletter