

Module II Overview

GUIDING QUESTION

How does the state measure your students' understanding / mastery of the standards?



ASSESSMENTS

- Module II Pre-Assessment, Module II Post-Assessment
- Module II Facilitator Feedback Form, Journal Form

PRE-REQUISITE UNDERSTANDINGS

- 1) Teachers and principals should have a basic understanding of the state accountability system, including how Adequate Yearly Progress (AYP), the Performance Index and Safe Harbor are determined and how these values impact their school.

Resource: Measure Up!

How does your school measure up? is a new data tool that assists school leaders in explaining their Ohio local report card and to analyze the report card data. The tool provides visual displays and explanations of all data pertinent to determining the report card rating for each district and school building in Ohio. The data are the state indicators, AYP, the Performance Index score, "Safe Harbor" and performance of student groups. Version 2.0 includes Ohio's 2006-2007 testing data.

Key questions are identified in each frame to guide the analysis of the data. Measure Up! has a number of key features that can be used in presentations when delivering key messages about the performance of a school to staff members, parents, school board members and community members.

Measure Up! is a stand-alone application that can be downloaded free from: <http://www.ohioschoolleaders.org/dataTool/Index.htm>

Resource: Ohio Department of Education: Guide for Ohio's Report Card System 2006-2007

This guide explains Ohio's accountability system, enacted in 2003. The system merges the accountability system created in Senate Bill 1 (2001) with requirements of House Bill 3 (2003), HB 493 (2004), HB 66 (2005) and the federal No Child Left Behind (NCLB) Act.

The Guide for Ohio's Report Card System 2006-2007 is available for download at: <http://www.ode.state.oh.us>. Enter the words, Local Report Card, in the search engine in upper right corner of front page.

- 2) Teachers and principals should have a basic understanding of the D3A2 tool and its capabilities.

Resource: D3A2 Interactive Tour

Access the Interactive Tour at: <http://www.d3a2.org>. A facilitator's guide is available for those who want to explore the resource in small study faculty.

COMPETENCIES

- Teachers/principals will understand how the state testing resources can inform and help drive instructional practice.
- Teachers/principals will recognize how the state assessment system impacts their classroom assessment system.

CULTURAL COMPETENCIES

- Teachers/principal will assess current attitudes and beliefs about data-driven decision making and its impact on instruction.
- Teachers/principals will co-create norms for the school that will support the effective use of data to guide decision making.

STANDARDS CORRELATION

Ohio Standards for the Teaching Profession:

- 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.
- 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.

Ohio Standards for Principals:

- 1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.
- 1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- 1.3 Principals lead the change process for continuous improvement.
- 2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- 2.5 Principals understand, encourage and facilitate the effective use of data by staff.
- 4.1 Principals promote a collaborative learning culture.
- 4.3 Principals support and advance the leadership capacity of all educators.