## Moving from CNA to Actionable Data

## Presenters

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## Abstract

## The CNA is the beginning of the continuous improvement process. While schools typically spend a lot of time in this part of the process, moving to actionable data requires schools to monitor the implementation of their School Improvement Plan (SIP) strategies. instructional leaders need to look at multiple types of data (demographic, perception, student achievement, system) and understand how the data intersect in order to select strategies that impact student learning. The presentation will explore the types of data, data intersections, selection of SIP strategies, and ways to monitor implementation during the course of the school year.

## Presentation Summary

## Many districts begin the School Improvement process by collecting data to complete a Comprehensive Needs Assessment (CNA). The Elementary and Secondary Education Act (ESEA) describes the CNA as not only a collection of data that includes all students but goes on to describe the CNA as something that guides the schoolwide plan in identifying benchmarks for evaluation and program implementation. By taking a more comprehensive look at school data and how different types of data intersect to impact student achievement, we are hoping to help districts consider evaluation measures at the beginning of the SIP, along with developing implementation and data collection tools.

## In her book *Data Analysis for Continuous School Improvement*, Victoria Bernhardt talks about four types of data that impact student outcomes:

## ***Demographic*** data provides descriptive information about the school community, such as enrollment, attendance, grade level, ethnicity, gender, and native language

## ***Perception*** data helps us understand what students, parents, teachers, and others think about the learning environment.

## ***Student Achievement*** describes the results of our education system in terms of standardized test results, grade point averages, and local assessments.

## ***System Data*** defines what teachers are doing to get the results that we are getting.

## In order to understand the impact on school achievement, Bernhardt states “One measure, by itself, gives useful information. Comprehensive measures used together and over time, provide much richer information.” Schools that look deeply into the data and data intersections are able to select high impact strategies that best support local needs while evaluating resources using tools, like the NIRN Hexagon, to ensure staff is able to implement with fidelity.

## As strategy implementation begins, educators begin the process of monitoring and evaluating their success. Building implementation science into the SIP at the onset is critical to successful implementation. The building will need to decide what implementation data to collect, what achievement data will be used to monitor the strategy, and ultimately look at the impact that strategy has had on teachers, students, and school culture.

## Successful schools will work together to focus on selecting and monitoring targeted goals that improved student achievement. It is important that the CNA isn’t just a collection of historic data but a tool to drive decisions that positively impact student outcomes.

## Resources for further exploration

Presentation Materials:

Michigan Integrated Continuous Improvement Process (MICIP): https://www.michigan.gov/mde/0,4615,7-140-81351\_92325---,00.html

Data Analysis for Continuous School Improvement by Victoria Berhardt: https://www.amazon.com/Data-Analysis-Continuous-School-Improvement/dp/1138294624

The Hexagon Tool from NIRN: https://statesupportnetwork.ed.gov/system/files/nirn-education-thehexagondiscussioncapturetool\_0.pdf