

What data, especially from different kinds of assessments, do schools use to identify learning and achievement gaps?

- Progress monitoring carries lowest weight
- Only determines if these gaps exist and if they are looking at them, however it doesn't talk about the causes of what items actually did

How do they use this information to inform and differentiate instruction and address gaps?

- High expectations measure data
- Flexible grouping and targeted intervention
- It says they differentiate instruction. But not how?

What are the implications of our work?

- Supports conclusion that the right kinds of tools are being used for the right purpose

Ongoing and single-event, collaborative professional development

- Which topics were single-event vs. the ones that were ongoing
- Sources time, varied but consistent.
- Fairly standard

Professional development on CCSS

- Would be focused on ELA/Math, ELPA21? NGSS?
- Assessment connected to grading instead of instruction
- When ODE changed from OAKS to SBAC was there a huge change in who was in the bottom 10%? Only received some Pd. It's the teachers not the standards

Professional development in other areas

- Extremely wide range of PD opportunities. How to narrow focus and identify which, if any, impacted SBAC performance
- Some did CR and poverty. ESD level principals

District support to principals

- Significant support for principals through TOSA's etc.
- Definition of coaches and commonality of that role across the system
- Ensure principals are instructional leaders
- Additional staff for principals. This is not possible in rural districts. Consequences and high expectation are a priority for all
- Strong, collaborative school cultures