

Comprehensive Needs Assessment:



USER'S GUIDE

SPRING 2009



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EDUCATION

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TABLE OF CONTENTS

CHAPTER 1: Introduction.....	1
Introduction.....	2
CHAPTER 2: Planning	3
Planning	4
Planning for the Pre-Visit	6
Planning for the On-Site Visit.....	9
Planning for After the On-Site Visit	14
CHAPTER 3: Instrumentation.....	16
Instrumentation	17
Procedure and Instruments.....	18
Instrumentation	20
Quick Reference Guide to LANA Instruments.....	23
Domain/Subdomain Analysis: Questionnaires	24
CHAPTER 4: Collecting	25
Collecting.....	26
Administering the Faculty Needs Assessment.....	27
Administering the Stakeholder Questionnaires	28
Administering the Archival Data Organizer	31
Operational Definitions.....	32
Administering the Contextual Observation Checklist	34
Administering the Classroom Observation Summary Form.....	35
Administering the Administrator, Counselor, and Instructional Staff Interview Protocols.....	40
Administering the Student, Instructional Staff, Parent-Community Focus Group Protocols.....	42
CHAPTER 5: Analyzing	42
Analyzing.....	43
Analyzing Data from Standardized Achievement Tests.....	44
Instructions for Completing/Analyzing Data Analysis Charts in Template	45
Analyzing Data from the Questionnaires and the Classroom Observation Form.....	47
Analyzing Data from the Faculty Needs Assessment.....	49
Analyzing Text Data from Interviews, Focus Groups, and Contextual Observation Forms	53
Analyzing Data from the Contextual Observation Checklist	56
Analyzing Other Data Sources.....	59
CHAPTER 6: Reporting	60
Reporting.....	61
Data Comprehensive Needs Assessment: Summary Report	64

CHAPTER 1

Introduction

Introduction

Introduction

The *Louisiana Needs Analysis (LANA): User Guide for Team Members* has been developed to guide school personnel in conducting comprehensive program evaluations of schools. School effectiveness and productivity research has provided insight into those factors influencing a school's academic performance. As outlined by Louisiana's School and District Accountability System, school performances, rather than academic productivity, are measured using four indicators: LEAP/GEE scores, attendance rates, and dropout rates. The aggregate of these indicators provides a baseline to project a school's Growth Target. The evaluative model outlined by this User Guide provides a method to ascertain a school's strengths and weaknesses, thus providing needed information to develop and implement school improvement activities.

General Purpose

The LANA was developed primarily to guide school personnel in conducting comprehensive evaluations of schools based upon school effectiveness and productivity research. This evaluative process provides information regarding those inputs and the processes by which school personnel utilize human and material resources in the production of student learning (Rossmiller and Geske, 1977; Worthen and Sanders, 1987). The rationale for conducting such an evaluation is based on the premise that ineffective practices can be identified and changed while emphasizing areas of strength.

CHAPTER 2

Planning

Planning

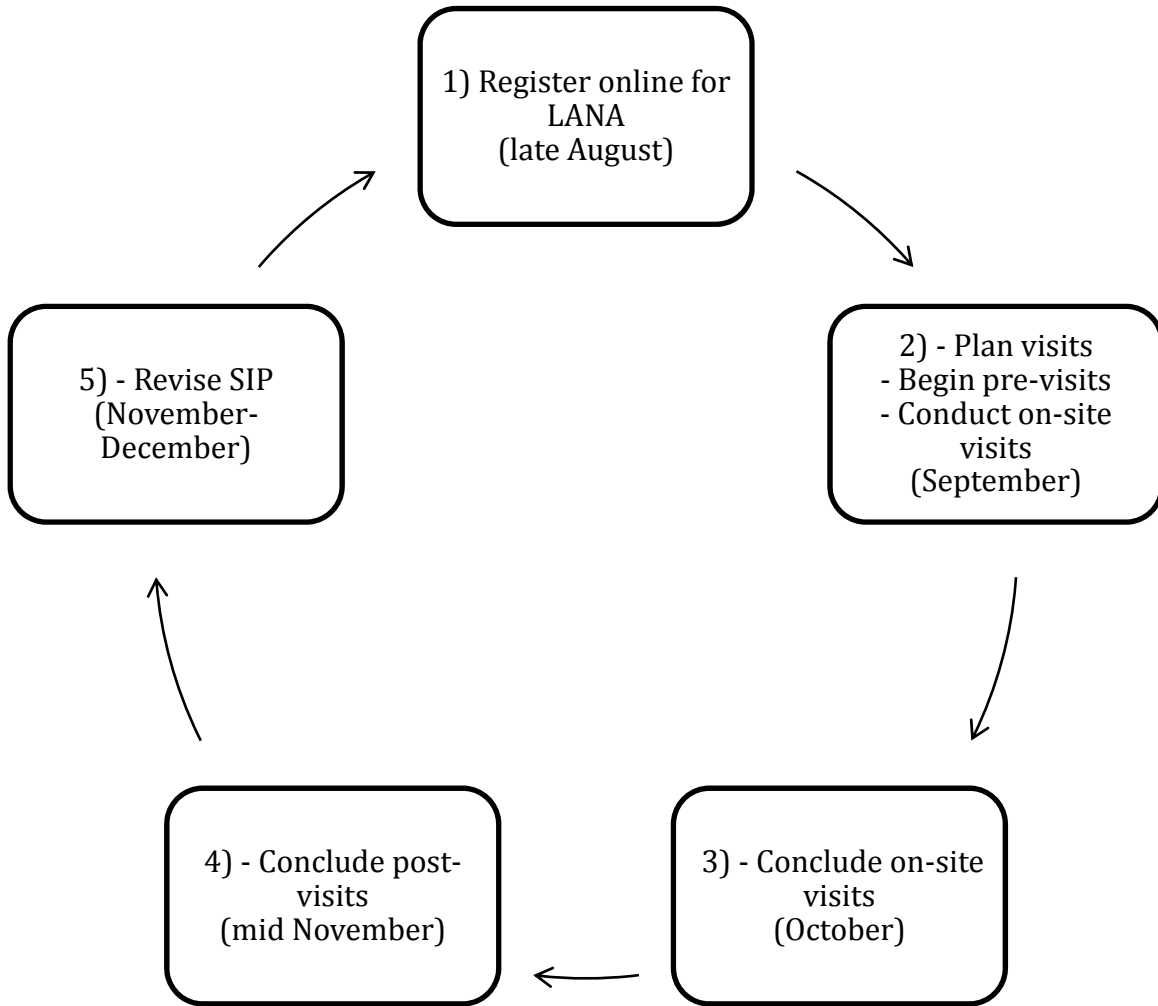
Introduction

The primary function of Chapter 2 is to provide individuals with information necessary to conduct school visits during either the late spring or early fall. The complexity of the planning process requires significant efforts by the Team to accomplish a comprehensive assessment of a school to identify areas for improvement interventions. Suggested timelines for the fall as well as activities designed to assist in developing daily schedules for Team members during school visits are provided. Team Leaders may elect to use LANA during the late spring as a strategy to serve more schools without increasing Team membership. An outlined timeline for spring includes requirements for submission of requests and completed documents to the Louisiana Department of Education (LDE). Sampling strategies and request forms for scannable documents are provided to assist Team members in planning school visits. The LDE will continuously improve the capabilities of the LANA in an effort to increase both flexibility and quality of services to Local Educational Agencies (LEAs).

Objectives

1. To understand the procedural timelines associated with LANA.
2. To develop sampling frames for the *Faculty Needs Assessment, Classroom Observation Summary Form* and questionnaires.
3. To develop sample frames necessary to conduct interviews and focus groups.
4. To describe the procedures associated with completing the online questionnaires.

Recommended Timeline for Meeting the 90-Day SIP deadline
(Applies to schools which have not completed a needs assessment in three years.)



PLANNING FOR THE PRE-VISIT

Determining the Sample Size

Suggested Sampling Frames (Use Sampling Parameters Calculator)

<http://ossp.doe.louisiana.gov/LANA/>

Instructional Staff

Select all instructional staff for the *Instructional Staff Questionnaire*. Instructional staff members are those individuals who provide direct instruction to students (e.g., teachers, paraprofessionals, and speech therapists).

School Administrators

Select all school administrators for the *Administrative Questionnaire*. School administrators are primarily those individuals acting as the principal, assistant principal or administrative assistant. Administrative support staff **should not** complete this questionnaire (e.g., office secretary, business operations staff).

Students

Randomly select at least one class per grade level for Grades 4 through 12 to complete the *Student Questionnaire*. Schools whose enrollment of eligible students meets or exceeds 200 students should sample at least 200 students. Schools with small student populations (less than 200 eligible students) should select all eligible students who could, within reason, complete the questionnaire. Schools with large student populations (greater than 800 eligible students) should attempt to sample 25% of the eligible student population.

Parents

Distribute information about the *Parent Questionnaire* to all parents in the grade levels sampled for the *Student Questionnaire*. The *Parent Questionnaire* should be limited to one per household for those parents having several children attending the same school. If the return sample is not large enough, distribute to the remaining grade levels one level at a time until desired sample size is reached.

Faculty Needs Assessment

Select instructional staff, non-instructional staff, administrative staff, and school administrators on campus to complete the *Faculty Needs Assessment*. Select only instructional staff targeted for classroom observations during the site visit for the *Classroom Observation Summary Form*. Remember to adjust the number of *Classroom Observation Summary Forms* to allow for multiple observations. Develop a sampling frame (as a minimal) that includes all instructional staff members teaching in the subject areas of reading, English Language Arts, mathematics, science and social studies.

PLANNING FOR THE PRE-VISIT

Registration Form for LANA (online)

1. District Accountability Contact should type the following link to register a school for LANA: <http://ossd.doe.louisiana.gov/LANA/>
 - a. Type username and password
2. Type Louisiana Site Code and name for the school preparing to conduct a LANA.
3. Enter beginning date for on-site data collection.
4. Enter the Team Leader contact information.
 - a. Name
 - b. Office Phone Number
 - c. E-mail
5. Enter the District Accountability Contact information.
 - a. Name
 - b. District
 - c. Physical Address
 - d. Office Phone Number
 - e. E-mail
6. Select type of LANA: Full, Petit, Surveys Only
7. Click **Submit**.
8. Upon submission, a confirmation page containing your registration information and the ending date for online access will appear. Print this confirmation page for your records.
9. Prior to the beginning date, the District Accountability Contact will receive via e-mail the school's usernames and passwords to access the online LANA instruments.
10. During the collection period (two weeks), all online data (*Questionnaires, Faculty Needs Assessment, and Classroom Observations*) must be entered.

PLANNING FOR THE PRE-VISIT

Participation Letter – Student Questionnaire and Focus Group

Sample Letter – New Orleans Public Schools¹

TO: The Parents of _____

FROM: Dr. Donaldo R. Batiste, Team Liaison

DATE:

RE: STUDENT FOCUS GROUPS

Our schools are involved with the School Improvement Process, which is an important component of the State's Accountability System. The State has provided a model of school improvement that is based on the involvement of all members of the school community in improving student achievement. It is important that your child have the opportunity to express his or her ideas about needs and strengths of the school.

School analysis will involve the principal, counselor and teachers, parents and students. As part of this analysis, a number of students will be asked to participate in a brief discussion with members of the Team. Your child and others will participate in a group question-and-answer session held at school for approximately 30 minutes. Members of the Teams will ask questions about the educational services at this school. **All student responses will be held in the strictest confidence and will be used only to help the school create a better learning environment for your child.**

Please select from one of the choices below regarding the involvement of your child in our student group discussion. Your favorable consideration is greatly appreciated.

STUDENT: _____ SCHOOL: _____
GRADE: _____

____ Yes, my child, identified above, may participate in the group discussion.

____ No, my child, identified above, may not participate in the group discussion.

Parent's Signature _____ Date: _____

¹ Reproduced with permission of Dr. Donaldo Batiste.

PLANNING FOR THE ON-SITE VISIT

Daily Schedule with Sample Class Periods

Suggested Guidelines

1. Obtain a copy of the school's Master Schedule from the administrative staff.
2. Develop the Daily Schedule (Table 3) with Team members who will be participating in the on-site visit.
3. Plan each team member's schedule in the column below the Team member's observer code.
4. Include time for Team members to conduct teacher interviews, focus groups, and observations of targeted classes.
5. Concentrate on observing those teachers whose students' academic performances are included in Louisiana's School and District Accountability System.
6. Attempt to schedule two observations using different observers for each selected teacher.
7. Schedule time for Team members to collect information using the *Contextual Observation Checklist*, review observation notes, and report data collected during the classroom observations.
8. Remember to include any self-contained special education classes that serve students who participate in the State's spring testing program.
9. Teacher interviews are best conducted during their preparation periods.
10. Conduct student focus groups during the academic day.
11. Teacher focus groups are best conducted before or after the academic day.
12. Determine the best time to conduct parent focus groups.
13. Schedule a time for students as well as instructional staff to complete the online questionnaires.

Table 3. Daily Schedule: Day 1 of On-Site Visit

Time	Team Leader	Team Member	Team Member	Team Member
7:00 - 7:25				
7:30 - 8:19				
8:21 - 8:39				
8:41 - 10:11				
10:16 - 11:10				
11:12- 11:37				
11:39 - 12:33				
12:35 - 1:29				
1:31 - 2:25				
2:27 - 3:15				
Team Meeting				

Table 4. Daily Schedule: Day 2 of On-Site Visit

Time	Team Leader	Team Member	Team Member	Team Member
7:00 - 7:25				
7:30 - 8:19				
8:21 - 8:39				
8:41 - 10:11				
10:16 - 11:10				
11:12 - 11:37				
11:39 - 12:33				
12:35 - 1:29				
1:31 - 2:25				
2:27 - 3:15				
Team Meeting				

Sample Summary: Interviews and Focus Groups

1. Use the provided tables as a planning document to assist in developing the on-site visit schedule.
2. Remember to diversify members selected to participate in the focus group(s).
3. Several student focus groups may be necessary if the school's grade configuration includes a wide range of students (from a chronological perspective).
4. Purposefully sample interviewees by accounting for personal characteristics, such as academic specialty, educational experience, gender, and ethnicity.

Hint: Limit the number of interviews and focus groups, if used, within a manageable range based on the size and experience of the Team members.

Sample Frame: Interviews – Instructional Staff (Table 5)

Minimum of 4 interviews
Maximum of 10 interviews

Sample Frame: Interviews – School Counselors and Administrators (Table 5)

Minimum of 2 interviews (Principal and Counselor, if applicable)

Sample Frame: Focus Groups – Instructional Staff (Table 6)

Minimum of 6 participants
Maximum of 12 participants

Sample Frame: Focus Groups – Students (Table 7)

Minimum: 1 group of 6 participants
Maximum: 3 groups of 8 participants (example: Grades 4-5; Grades 6-8; Grades 9-12)

Sample Frame: Focus Groups – Parents (Table 8)

Minimum: 1 group of 6 participants
Maximum: 3 groups of 8 participants (example: Grades K-5; Grades 6-8; Grades 9-12)

Note: If the number of households is below 200, one (1) focus group is recommended. If the number of households is between 200 and 800, at least two (2) focus groups are recommended. If the number of households is above 800, at least three (3) focus groups are recommended.

Table 5. Sample Interview Schedule

Position Interviewees	Grade Level	Location	Date/Time
Principal			
Counselor			
Teacher 1			
Teacher 2			
Teacher 3			
Teacher 4 (add more if needed)			

Table 6. Sample Teacher Focus Schedule

Position Focus Group Member	Grade Level	Location	Date/Time
Teacher 1			
Teacher 2			
Teacher 3			
Teacher 4			
Teacher 5			
Teacher 6 (add more if needed)			

Table 7. Sample Student Focus Schedule

Focus Group Member Group "A"	Grade Level	Location	Date/Time

Table 8. Sample Parent Focus Schedule

Focus Group Member Group "A"	Grade Level	Location	Date/Time

Hint: The Master Schedule can be used to randomly select instructional staff for both the interview and focus group(s).

PLANNING FOR AFTER THE ON-SITE VISIT

1. The Team must complete the coding of the Faculty Needs Assessment and enter the data online at <http://ossdp.doe.louisiana.gov/LANA>.
2. The Team must enter the Classroom Observation data online.
3. When all information has been entered, the Team Leader must notify the District Accountability contact.
4. The District Accountability contact will return to the web page containing the LANA tools, registration, and generation links. <http://ossdp.doe.louisiana.gov/LANA>.
5. Click on the “Generate Data Notebook” link.
6. Enter the assigned username and password and click submit.
7. Enter the school’s Louisiana site code (six digits).
8. Click on the “Generate Data Notebook” button.
9. The Team leader and District contact will receive the Data Notebook via e-mail.

INSTRUMENT PLANNING and PROCESSING FLOWCHART

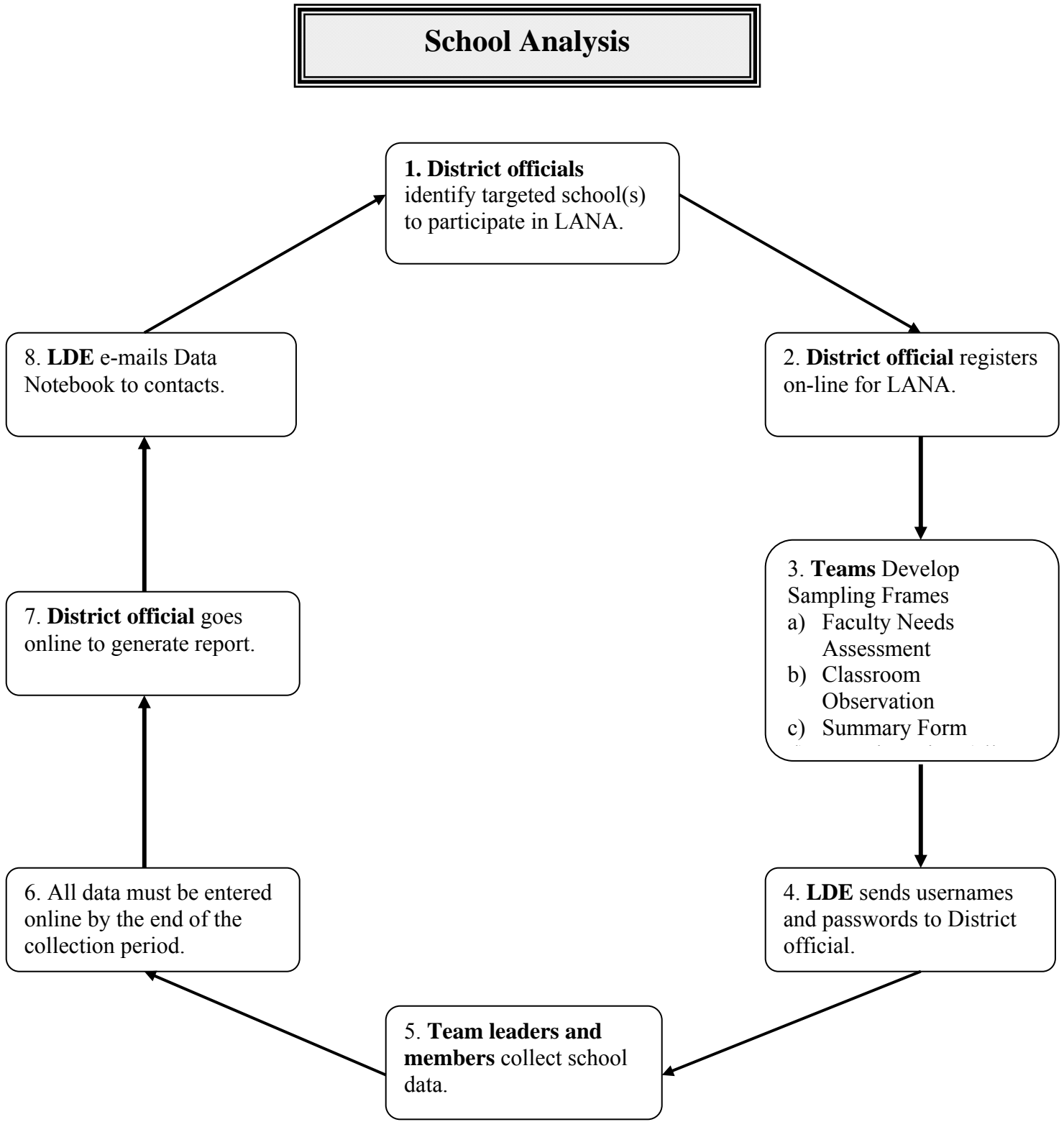


Figure 4. Planning and Processing Flowchart for the LANA

CHAPTER 3

Instrumentation

Instrumentation

Introduction

The primary function of Chapter 3, the Instrumentation section of the LANA, is to provide individuals with general information about those “tools” used by the model to collect, organize, and report school data.

Objectives

1. To differentiate among the types of data collected by each instrument.
2. To delineate limitations of each instrument.
3. To explain scoring and reporting of collected data.

PROCEDURES AND INSTRUMENTS

Visit Snap-Shot

Prior to the Site Visit

1. Conduct an informational meeting with the faculty to familiarize them with the instruments/process.
2. Obtain a copy of the Master Schedule, school map, and staff roster.
3. Begin collecting information for *Archival Data Organizer* and other demographic charts.
4. Begin analysis of cognitive data.
5. Set dates for on-site visit.
6. Set times for Student Focus Groups and/or Teacher Focus Group.

On-Site Visit

1. Complete *Instructional Staff Questionnaires, Administrator Questionnaires, Parent Questionnaires, Student Questionnaires, and Faculty Needs Assessments*.
2. Conduct and *Collect Administrator Interview, Counselor Interview, and Teacher Interviews*.
3. Complete *Archival Data Organizer* and other demographics charts.
4. Distribute student permission slips and conduct student *Focus Groups*.
5. Conduct *Teacher Focus Groups*.
6. Conduct *Classroom Observations and Contextual Observations*.
7. Complete *Exit Summary Form*.

Between On-Site and Post Site Visit

1. Code the *Faculty Needs Assessments* online by going to (<http://ossps.doe.louisiana.gov/LANA>).
2. Transfer responses from printable *Classroom Observations* and printable *Parent Questionnaires* to online instruments.
3. Complete Archival Data Organizer and all data tables.
4. Complete the analysis of Cognitive and Trend data.
5. Complete analysis of LANA using Data Triangulation forms.
6. Complete SIP Data Comprehensive Needs Assessment Summary report form.
7. Set dates for Post-Site Visit.

Post-Site Visit

1. Present Data Triangulation forms, charts and tables, and SIP Data Comprehensive Needs Assessment Summary report form.

INSTRUMENTATION

General Description

Archival Data Organizer: This instrument organizes data in the following areas: demographic, finance, student background, teacher background, and student behavior. School and district records are used, along with assistance from the school's administrative support staff, to complete this instrument.

Administrator Interview Protocol: This instrument is administered to the school administrators. Principal-designated staff members should complete this form. The administrators are given a copy of the questions prior to the interview. The respondents provide both written and oral information regarding the conceptual domains outlined in Chapter 1. This semi-structured interview protocol provides qualitative data that can be coded by TEAM members using a conceptual "map." These data can be aggregated at the school-level and reported as frequency distributions.

Administrator Questionnaire: This online instrument is administered to the school administrators. Assistant principals, administrative designees, or other principal designees should complete this instrument. The questions have been developed to investigate several conceptual domains outlined in Chapter 1. Additional questions regarding the extent to which specified instructional strategies that instructional staff use in their classrooms are found on the second page of the instrument. Respondents are provided a four-point, Likert-type response scale. These quantitative data are aggregated at the school-level and reported as frequency distributions and averages.

Classroom Observation Summary Form: This printable and online instrument collects information regarding observable performance attributes outlined by the Louisiana Components of Effective Teaching (LCET). A school's instructional staff is generally defined as those personnel at a school who provide direct instructional services to students. Observers rate each teaching attribute using a four-point scale ranging from *unsatisfactory* to *excellent*. Additional questions regarding the extent of specified instructional strategies the observer sees being used in classrooms are found on the third page of the instrument. These quantitative data are aggregated at the school-level and reported as frequency distributions and averages.

Contextual Observation Checklist: This instrument collects information regarding behaviors of staff, students, cafeteria workers, and other school personnel during the academic day. Other observable aspects of a school's climate and culture are recorded on this structured observation form. From a choice of five (5) responses, Team members select the one that best summarizes what they have observed on the campus. These data are summarized using a vote-count method, which organizes qualitative data for review.

Counselor Interview Protocol: This instrument is administered to the school counselors. The counselors are given a copy of the questions prior to the interview. The respondents provide both written and oral information regarding the conceptual domains outlined in Chapter 1. This semi-structured interview protocol provides qualitative data that can be coded by Team members using a conceptual "map." These data can be aggregated at the

school level and reported as frequency distributions.

Faculty Needs Assessment: This printable and online instrument, which is administered to all instructional staff, provides attitudinal information about two aspects of a school: (a) strengths and (b) weaknesses. Individuals respond to questions in an open-ended format. This instrument provides qualitative data that are coded by Team members using a conceptual “map.” These data are aggregated at the school level and reported as frequency distributions.

Instructional Staff Interview Protocol: This instrument is administered to a sample of instructional staff. Selected instructional staff members should receive a copy of the questions prior to the interview. The respondents provide both written and oral information regarding the conceptual domains outlined in Chapter 1. This semi-structured interview protocol provides qualitative data that can be coded by Team members using a conceptual “map.” These data can be aggregated at the school level and reported as frequency distributions.

Instructional Staff Focus Group Protocol: This instrument is administered to a group or groups of instructional staff. Participants for the focus group(s) are purposefully sampled to provide representation across grade-levels, academic specialty, gender, and ethnicity. The protocol consists of questions designed to investigate several conceptual domains outlined in Chapter 1. The focus group members are provided oral prompts from questions read aloud by the focus group facilitator. Two Team members take notes to document responses of the participants. This instrument uses an open-ended response format, thus providing qualitative data for review.

Instructional Staff Questionnaire: This online instrument is administered to the instructional staff of the school. Teacher assistants, paraprofessionals and other persons who provide direct instructional services to students should complete this instrument. The questions have been developed to investigate several conceptual domains outlined in Chapter 1. Respondents are provided a four-point, Likert-type response scale. Additional questions regarding the extent of specified instructional strategies the respondent uses in his/her classrooms are found on the second page of the instrument. These quantitative data are aggregated at the school-level and reported as frequency distributions and averages.

Parent/Community Focus Group Protocol: This instrument is administered to a group or groups of parents/community members. Participants for the focus group(s) are purposefully sampled to provide representation of gender and ethnicity. The protocol consists of questions designed to investigate several conceptual domains outlined in Chapter 1. The focus group members are provided oral prompts from questions read aloud by the focus group facilitator. Two team members take notes to document responses of the participants. This instrument uses an open-ended response format, thus providing qualitative data for review. Team members can opt to use a conceptual “map” provided by the developer to assist in aggregating these data to the unit of analysis (school) and then report the findings as frequency distributions.

Parent Questionnaire: Generally speaking, this printable and online instrument is administered to the parents of those students being given the *Student Questionnaire*. If the return sample is not large enough, the questionnaire should be distributed to the remaining grade levels, one level at a time, until the desired sample size is reached. The questions investigate several conceptual domains outlined in Chapter 1. Respondents are provided a four-point, Likert-type response scale. These quantitative data are aggregated at the school-level and reported as frequency distributions and averages.

Student Focus Group Protocol: This instrument is administered to a group or groups of students who comprise the greater student population at the school. Participants are purposefully sampled to provide representation across grade-levels, service classification (e.g., regular ed., special ed., LEP, 504), gender, and ethnicity. The protocol consists of questions designed to investigate several conceptual domains outlined in Chapter 1. The focus group members are provided oral prompts from questions read aloud by the focus group facilitator. Two Team members take notes to document responses of the participants. This instrument uses an open-ended response format, thus providing qualitative data for review. Team members can opt to use a conceptual “map” to assist in aggregating these data to the unit of analysis (school) and then report the findings by using frequency distributions.

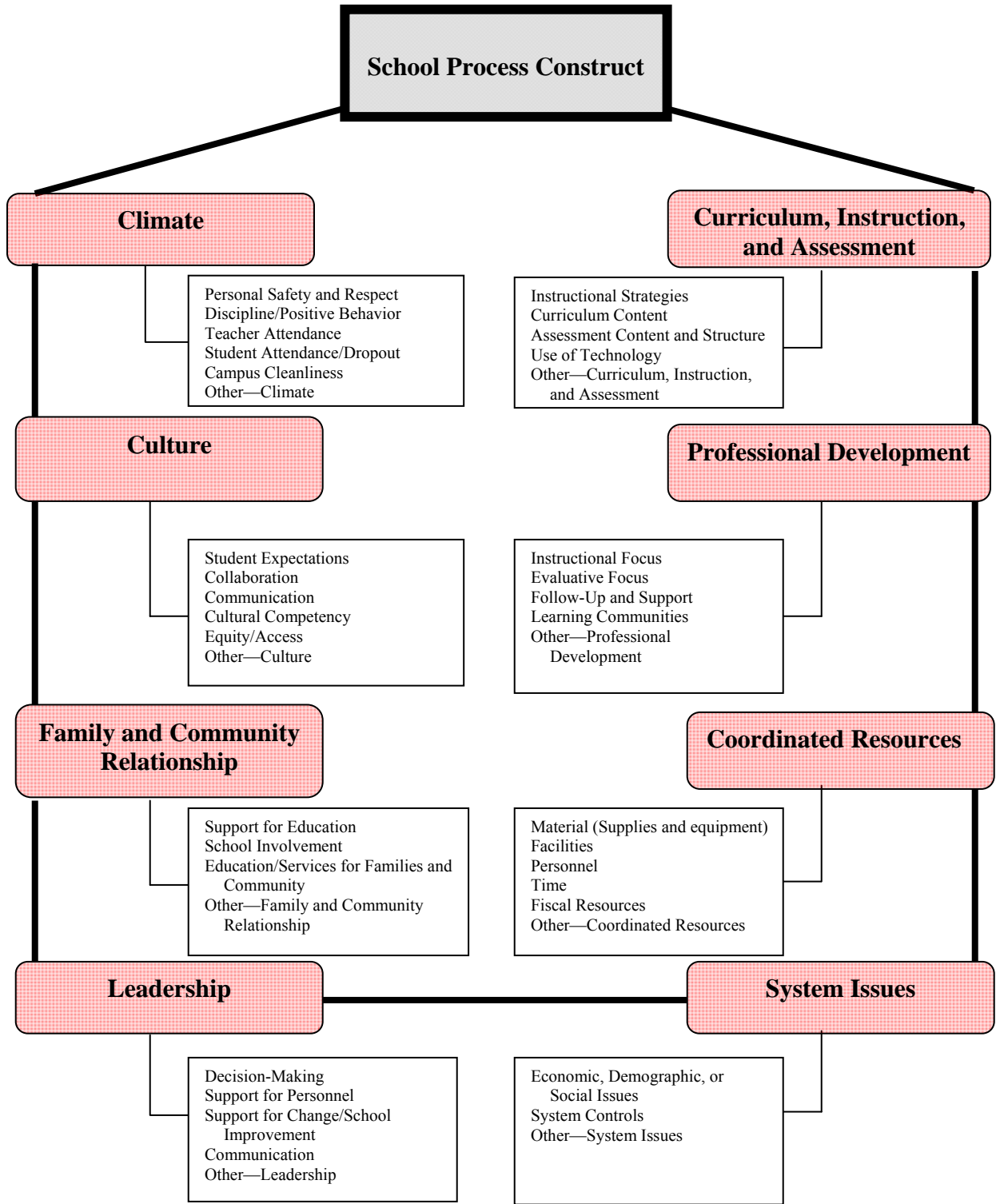
Student Questionnaire: This online instrument is administered to a random sample of eligible students who comprise the school’s population of students. Eligible students are those who are enrolled in the fourth grade or higher and possess the cognitive abilities necessary to complete a questionnaire. Special education students should be included when the aforementioned criteria have been met. The questions were developed to investigate several conceptual domains outlined in Chapter 1. Respondents are provided a four-point, Likert-type response scale. These quantitative data are aggregated at the school-level and reported as frequency distributions and averages.

INSTRUMENTATION

Table 10. Quick Reference Guide to LANA Instruments

Type	Instrument	Data Type	Confidentiality Issues	Limitation	Online
Focus Group	Instructional Staff Focus Group Protocol	Attitudinal	High	Subjectivity	No
Focus Group	Parent/Community Focus Group Protocol	Attitudinal	High	Subjectivity	No
Focus Group	Student Focus Group Protocol	Attitudinal	High	Subjectivity	No
Interview	Administrator Interview Protocol	Attitudinal	High	Data interpretation	No
Interview	Counselor Interview Protocol	Attitudinal / Contextual	High	Data interpretation	No
Interview	Instructional Staff Interview Protocol	Attitudinal / Contextual	High	Data interpretation	No
Observation	Contextual Observation Checklist	Contextual	Low	Inter-rater reliability	No
Organizer	Archival Data Organizer	Behavioral / Contextual	Low	Data errors	No
Needs Assessment	Faculty Needs Assessment	Attitudinal	Low	Data interpretation Data entry errors	Yes
Observation	Classroom Observation Summary Form	Behavioral	Medium	Inter-rater reliability Data entry errors	Yes
Questionnaire	Administrator Questionnaire	Attitudinal	High	Self-reporting bias, Data entry errors	Yes
Questionnaire	Instructional Staff Questionnaire	Attitudinal	Low	Self-reporting bias Data entry errors	Yes
Questionnaire	Parent Questionnaire	Attitudinal	Low	Sampling frame Data entry errors	Yes
Questionnaire	Student Questionnaire	Attitudinal	Low	Sampling frame Data entry errors	Yes

DOMAIN/SUBDOMAIN ANALYSIS: QUESTIONNAIRES



CHAPTER 4

Collecting

Collecting

Introduction

This section of the LANA provides Team members with information regarding the process of collecting data by using the instruments outlined in Chapter 3. Introductions and procedural guidelines are provided for each instrument in conjunction with issues related to confidentiality and sampling. Operational definitions for those data elements found in the *Archival Data Organizer* and the *Classroom Observation Summary Form* are provided to Team members for clarification. Data are collected using the previously mentioned instruments.

Objectives

1. To apply a sampling frame when using stakeholder questionnaires, observing classrooms, and conducting interviews and focus groups.
2. To discuss issues of confidentiality associated with the collection process.
3. To identify sources of information associated with data elements found in the *Archival Data Organizer*.
4. To delineate the different teaching attributes listed on the *Classroom Observation Summary Form*.
5. To record data using the *Contextual Observation Checklist*.
6. To understand the domain-coding system used to organize data.
7. To explain the process of conducting an interview and focus group.

Administering the *Faculty Needs Assessment*

Introduction

As part of the LANA design, data concerning a school are collected from numerous sources and instruments. The *Faculty Needs Assessment* is an online instrument that allows respondents flexibility in expressing their opinions and perceptions of the school. Using an open-ended response format, respondents are asked to provide information about those domains outlined in Chapter 1, specifically, the school's climate and culture, instructional and curricula focus, administrative leadership, parent and school relationship, and the availability of material resources. Respondents are limited to three responses in each of two categories about the school's strengths and weaknesses.

The *Faculty Needs Assessment* is one of the questionnaires to be completed online at <http://ossdp.doe.louisiana.gov/LANA/>.

Administering the Stakeholder Questionnaires

Introduction

As part of the LANA design, data concerning a school are collected from numerous sources and instruments. The questionnaires are instruments that collect attitudinal data from individuals who are involved with the schooling process. The questionnaires used in this process have a closed-response format and are self-reported across groups (administrators, instructional staff, parents, and students). These instruments use a four-point scoring mechanism ranging from **strongly disagree** to **strongly agree**. These procedures are designed to ensure confidentiality for the respondents and to increase the timeliness wherein data are reported back to the Team members and the school.

NOTE: All online data collection must be completed within two weeks of starting date. The Team members must start the process by logging on to the Website link listed here:

<http://ossd.doe.louisiana.gov/LANA/>

Suggested Guidelines for the *Administrator and Instructional Staff Questionnaires*

1. Survey all administrators assigned to the school (e.g., principal, assistant principal(s), and administrative assistants). Each administrator must
 - a. Click on **Administrator's Questionnaire** link.
 - b. Type in the User Name – *admin*.
 - c. Type in the Password – provided by District Accountability contact.
 - d. Click **Submit** to access the administrator questionnaire.
 - e. Click responses to the questionnaire.
 - f. Click **Submit** when the questionnaire is completed. A **Confirmation Page** will appear if the submission was successful.
 - g. If more than one questionnaire is being completed on the same computer, click on the **Go back to the home page link for the next administrator** to begin. Repeat steps a - f.
 - h. Please make sure each administrator completes the questionnaire only once.
2. Survey all instructional staff assigned to the school (e.g., teachers, teacher assistants, paraprofessionals, speech therapists, adaptive physical education teachers). Each teacher must
 - a. Click on **Instructional Staff Questionnaire** link.
 - b. Type in the User Name – *teacher*.
 - c. Type in the Password – provided by District Accountability contact.
 - d. Click **Submit** to access the Instructional Staff questionnaire.
 - e. Click responses to the questionnaire.
 - f. Click **Submit** when the questionnaire is completed. A **Confirmation Page** will appear if the submission was successful.
 - g. If more than one questionnaire is being completed on the same computer, click on the **Go back to the home page link for the next teacher** to begin. Repeat steps a - h.
 - h. Please make sure each teacher completes the questionnaire only once.

Suggested Guidelines for the *Student Questionnaires*

1. Sample Students in grade 4 and above.
2. Special Education students should be included in the sample.
3. The number of completed questionnaires must meet the minimal sample size.
4. Team members should be randomly assigned to a class to facilitate the online completion of the questionnaires.
5. For fourth and fifth graders, Team members may have to read the questions.
6. For all grades, Team members should explain the questionnaire and its purpose.

Each student must:

1. Click on Student's Questionnaire link.
2. Type in the User Name - student.
3. Type in the Password – provided by District Accountability contact.
4. Click Submit to access the student questionnaire.
5. Click responses to the questionnaire.
6. Click Submit when the questionnaire is completed. A Confirmation Page will appear if the submission was successful.
7. If more than one questionnaire is being completed on the same computer, click on the Go back to the home page link for the next student to begin. Repeat steps a - f.
8. Please make sure each student completes the questionnaire only once.

Suggested Guidelines for the *Parent Questionnaires*

1. Survey parents of students in grades 4 and above who have already completed the *Student Questionnaires*. If the sample is not large enough, survey parents in the remaining grade levels one level at a time until desired sample size is reached.
2. To ensure an adequate response rate, consider student incentives and/or increasing the original sample size.
3. The number of completed questionnaires must meet the minimal sample size.
4. To ensure the minimal sample size is attained, progress needs to be checked at the end of the first week; use the following link: <http://oss.doe.louisiana.gov/LANA/> If necessary, reissue the parent letter described in the instructions below.
 - The district must distribute letters to parents containing instructions for the completion of the online Parent Questionnaires.
 - Following these instructions, a sample letter, which contains instructions for the completion of the Parent Questionnaires, is provided. This sample shall be modified for your district/school. The letter should be sent home to parents as soon as possible.
5. A printable copy of the Parent Questionnaires is available; however, data gathered via paper copy must still be entered online within the data collection timeframe.

(Paste letter contents on official school board office letterhead.)

(Date)

Dear Parent(s):

We are requesting you complete an online survey concerning your child's school. If you have more than one child at this school, please complete only one survey. To complete the survey, you must have Internet access. If you do not have access to the Internet in your home, local libraries, schools, and possibly churches may provide this access for you. The survey can be accessed and completed by following the instructions below.

1. Click on your Internet browser. Enter <http://ossps.doe.louisiana.gov/LANA/> on the address line.
2. Click on **Parent's Questionnaire**.
3. Type in the User Name – **Parent**
4. Type in the Password – provided by District Accountability contact.
5. Click **Submit** to access the Parent questionnaire.
6. Click on **Continue to your survey**.
7. In the Demographic Section, click on the and choose your child's current grade level.
8. Also in the Demographic Section, choose the amount of time your child has been at this school.
9. For questions 1 to 30, click on the most appropriate answer from the following choices: **Strongly Disagree**, **Disagree**, **Agree**, or **Strongly Agree**.
10. After finishing questions 1-30, please click on **Submit** in order to send your responses. A Confirmation Page will appear to indicate successful submission of your information.

If you have any questions or need assistance with completing the survey, please feel free to contact (insert the school board office or point of contact) at (insert local phone number). Your participation in the survey will be greatly appreciated and will serve to provide valuable information in order to improve the quality of education for your child.

Sincerely,

(Sender's signature)

(Sender's name)

Administering the *Archival Data Organizer*

Introduction

As part of the LANA, historical data about the school can be organized to facilitate longitudinal-type analyses. The *Archival Data Organizer* was specifically designed to assist Team members and school personnel in organizing information that typically exists in multiple databases, source documents, and anecdotal records. School and district personnel often need these data to secure new grant revenues and to complete compliance reports for external sources. This instrument provides quick, non-narrative summary of these data. The *Archival Data Organizer* for LANA is built on an *Excel* framework, which eliminates the need to compute percentages and other summary statistics. Information on this instrument is organized into broad categories.

Suggested Guidelines

1. Distribute instrument prior to the on-site visit.
2. Discuss the contents of the instrument with the principal or designee and the business operations secretary during the on-site visit.
3. Solicit assistance from the administrative support staff to locate and obtain data.
4. Locate and reference the *School Report Card* and *School Accountability Report* produced by the LDE.
5. Locate and reference a copy of the Title I application for funding (if applicable).
6. Refer to the operational definitions in this section of the *User Guide*.
7. Enter data onto the instrument.

Note: Some historical data may not be available or collected during a specific year because of district and/or LDE policy changes.

Operational Definitions

Age of Facilities	The date of original construction (not temporary buildings).
Community Type	A term that best describes the community where students who attend the school reside (i.e., rural, suburban, urban).
Student Membership	The aggregate student membership reported on October 1 for the current year.
IS Membership	The aggregate instructional staff membership reported on 01 October for the current year.
Class-size range	Computed by the LDE on the <i>Principal Report Card</i>
Number of Classrooms	Aggregate of rooms on campus used by instructional staff to deliver instructional services to students.
Number of Computers	Aggregate of computers on campus to deliver instructional services to students (including computer labs).
Classroom/Computer Ratio	Ratio of rooms on campus used by instructional staff to deliver instructional services to students (including computer labs) divided by the aggregate of computers on campus used in the delivery of instructional services to student (including computer labs) multiplied by 100.
Connections to Internet	Aggregate of operational and Internet access computers on campus used in the delivery of instructional services to students.
Discretionary Revenues – LEA allocated	Generated by activities for explicit use by schools without categorical restrictions and are not “flow-through” funds from state or federal sources.
Discretionary Revenues – Self-generated	Generated explicitly by school-sponsored activities to be used by schools without categorical restrictions and not classified as “flow-through” funds from LEAs, state, or federal sources.
Discretionary Revenues – Donations and Contributions	Generated from philanthropic foundations, private individuals, or private organizations for which no repayment or special service to the contributor is expected. These revenues are for explicit use by schools; they are not classified as “flow-through” funds from LEAs, state, or federal sources.
Restricted Revenues – Federal	Revenues from the federal government through the State as grants to the LEA that must be used for a categorical or specific purpose. These revenues “flow-through” from the state and LEA sources; they are under the direct manipulation by schools following established criteria from the funding source(s).

Title I, Part A	Revenues for programs to meet the needs of educationally and economically deprived children. These resources supplement rather than supplant activities for such children.
Title I, Part C	Revenues for programs to meet the special educational needs of children of migratory agricultural workers and migratory fishers; such needs have resulted from their migratory lifestyles or history.
Title II	Revenues to provide financial assistance to improve the skills of teachers in mathematics and science, as well as teachers in other core areas.
Title IV	Revenues for programs to educate children in the prevention of drug abuse.
Title V	Revenues to provide innovative educational programs the school board may designate with the approval of the LDE.
Other NCLB Program	Revenues for federally-funded program grants administered by the State and not previously described.
Restricted Revenues – State (Grant-In-Aid)	Revenues generated by the State and under direct control of local schools. These State revenues are recorded as grants by the LEA from State funds that must be used for a specific purpose (e.g., 8(g), special education, Sixteenth Section land funds withdrawals).
Restricted Revenues – LEA	Revenues under direct administration of local schools. Such funds are generated by the LEAs via taxation, local governmental units, tuition, transportation fees, earnings on investments, food service, community service activities, and other sources. Use of these revenues requires local schools to follow specific criteria established by the LEAs.
Restricted Revenues – Other	Generated from philanthropic foundations, private individuals, or private organizations for which no repayment or special service to the contributor is expected; however, specific criteria for use of these funds by local schools are outlined by the revenue source. These revenues are classified as “flow-through” funds from LEAs, state or federal sources.
Average Instructional Experience	Aggregate instructional experience of the instructional staff divided by the aggregate instructional staff membership.
Non-returning Instructional Staff	Aggregate instructional staff membership employed by October 1 of the previous year who did not return to campus the subsequent academic year.

Administering the *Contextual Observation Checklist*

Introduction

The *Contextual Observation Checklist* is an instrument developed to collect information regarding the observable behaviors of a school's staff and students during typical operating hours. The scoring mechanism requires each Team member to select from one of five prompts that best characterizes what is being observed during the course of the on-site visit. The data obtained from the *Contextual Observation Checklist* provide additional information regarding the climate and culture of the school.

Suggested Guidelines

1. Distribute one copy of the *Contextual Observation Checklist* to each Team member on the first day of the site visit.
2. Establish a time for each Team member to observe the opening and closing of each school day.
3. Record the response category that best summarizes those behaviors directly observed.
4. Attempt to observe each targeted area outlined in the checklist.
5. Avoid comparing answers with other Team members until the end of the site visit.

Administering the *Classroom Observation Summary Form*

Introduction

The Louisiana Components of Effective Teaching (LCET) sets forth what Louisiana teachers, administrators, and the State Board of Elementary and Secondary Education consider to be effective teacher practice. Those attributes comprising Domains II and III of the observation form are taken from the LCET model. The instructional strategies outlined by Domain IV were developed by the LDE. The observation form is used to summarize the instructional behaviors of classroom teachers but **not to evaluate** teachers.

Rating the Teaching Attributes

- 4 Demonstrates Excellence: *“Teacher hits a grand slam.”*
 - ◆ Teacher is doing an outstanding job in the selected attribute. No area for improvement can be readily identified.
- 3 Area of Strength: *“Teacher hits a double.”*
 - ◆ Teacher consistently meets and sometimes exceeds expectations in the selected attribute. Performance can be improved but current practices are clearly acceptable.
- 2 Needs Improvement: *“Teacher is put out at first base.”*
 - ◆ Teacher sporadically meets expectations in the selected attribute. Improvement activities are required for performance to meet district and State standards consistently.
- 1 Unsatisfactory: *“Teacher strikes out.”*
 - ◆ Teacher does not meet expectations in the selected attribute. Improvement activities must begin immediately for performance to meet district and State standards.

During the observation period, all individuals should take detailed notes about the attributes under each domain, as well as about the classroom layout and materials. These notes describe what is observable only and should not include inferences by the observer. Not every item listed for a particular attribute may be demonstrated; however, a sufficient number to provide support for the rating awarded should be present.

Defining the Teaching Attributes

Domain II: Management – The teacher maintains an environment conducive to learning.

Attribute II A1: Organizes available space, materials, and/or equipment to facilitate learning.

Attribute II A2: Promotes a positive learning climate. This attribute includes the atmosphere of the classroom, the degree of teacher assistance to students, the communication of high expectations, the expression of confidence to all students, and the equitable treatment of all students.

Attribute II B1: Manages routines and transitions in a timely manner. This attribute includes promptness in beginning lessons, the systematic routines used by the teacher, the transitions between activities, and the full use of instructional time.

Attribute II B2: Manages and/or adjusts allotted time for activities planned. This attribute includes the provision for additional activities, the ability to address interruptions, the ability to redirect students who are off-task, the pacing of activities, and the minimization of students having no task or waiting for teacher direction.

Attribute II C1: Establishes expectations for learner behavior. This attribute includes the practices used to establish and maintain high behavioral expectations with students, the clear presentation of procedures and rules, the consistent reinforcement of procedures and rules, and a clear delineation of acceptable and non-acceptable behavior with associated consequences.

Attribute II C2: Uses monitoring techniques to facilitate learning. This attribute includes the maintenance of student behaviors, the cessation of inappropriate behaviors, and the application of reasonable consequences.

Domain III: Instruction – The teacher delivers instruction effectively.

Attribute III A1: Uses technique(s) that develop(s) lesson objective(s). This attribute includes student awareness of the purpose of the lesson, the securing of students' attention throughout the activity, and aligning activities with instructional objectives.

Attribute III A2: Sequences lessons to promote learning. This attribute includes continuity among past, present, and future lessons; a logical sequence of activities designed to promote student learning; and organized information for students.

Attributes III A3: Uses available teaching materials to achieve lesson objective(s). This attribute includes materials and equipment to address different learning styles: visual, kinesthetic/tactile, auditory, and verbal.

Domain III: Instruction (cont.)

Attribute III A4: Adjusts lesson when appropriate. This attribute includes using informal data collected during the lesson, re-teaching of content, making transitions to new topics, and moving to a different instructional method.

Attribute III A5: Integrates technology into instruction

Attribute III B2: Presents accurate subject matter. This attribute includes using up-to-date information, compensating for antiquated texts or other materials, responding accurately to student queries, and use of resources.

Attribute III B3: Relates relevant examples, unique situations, or current events to the content.

Attribute III C1: Accommodates individual differences. This attribute includes recognizing differentiated levels of student abilities; providing opportunities for differentiated learning tasks; and modifying materials, timelines, objectives, and assessment methods.

Attribute III C2: Demonstrates ability to communicate effectively with students. This attribute includes using correct oral and written communication, giving clear directions, using appropriate vocabulary for students, listening to student feedback, and modifying instruction when appropriate.

Attribute III C3: Stimulates and encourages higher-order thinking at the appropriate developmental levels. This attribute includes using a variety of questions, providing for student responses, using single and probing questions, using follow-up questions, and using activities employing cooperative or collaborative work.

Attribute III C4: Encourages student participation. This attribute includes oral and physical behavior of students, seeking participation from non-volunteers, using student ideas and responses for further interactions, and referring to student questions and ideas during instruction.

Attribute III D1: Consistently monitors ongoing performance of students. This attribute includes checking for student understanding by asking questions, by moving throughout the classroom, and by requesting students to give feedback about what is being taught.

Instructional Strategies

1. Cooperative Learning/Collaborative Learning
 - a. *Cooperative Learning* – small, self-instructing groups. Students are usually given jobs within the groups.
 - b. *Collaborative Learning* – Students are grouped in pairs or triads working together to learn concepts or skills.
2. Direct Instruction with Entire Class
Systematic sequences of lessons, a presentation of new content and skills, guided student practice, and the use of feedback.
3. Independent or Group Centers
Areas are established for independent or group work on a specific activity. Students use center for tutorial, enrichment, or enhancement of a lesson.
4. Independent work
Students work alone on individual tasks.
5. Systematic individual instruction (differential assignments geared to individual needs)
Teacher plans and modifies instruction within an established framework or structure to meet the specific needs of an individual student.
6. Individual tutoring (teacher, peer, or aide)
Teacher, peer or aide teaches one student or a small number with the same abilities and instructional needs.
7. Sustained writing/composition (self-selected or teacher assigned topics)
Students are engaged in sustained writing of various types of compositions (journals, letters, reports, poetry, and stories).
8. Use of the computer as a tool or resource
Students use computers for tutorials or remediation. They should expand their learning with educational software and other software such as PowerPoint and Inspiration to make presentations.
9. Use of technology (other than computers) used as a tool or resource
May include but is not limited to calculators, probes, Computer-Based Laboratory (CBL), SmartBoards, video projectors, etc.
10. Integration of subject areas
Teachers should identify opportunities to connect learning from different subject areas.
11. Experiential “hands-on” learning
Students use manipulatives or “hands-on” materials to relate concepts and content.

12. Alternative assessment strategies

Teachers may use various forms of assessment

- a. Traditional “paper & pencil” test
- b. Portfolios
- c. Performances and exhibitions
- d. Projects
- e. Learning logs
- f. Journals
- g. Reflection
- h. Observation checklists
- i. Graphic organizers
- j. Interview and conferences

13. Student self-assessment

Students should plan, monitor, and evaluate their own work using What I Know, What I Want to Know, What I Learned (KWL); reflections; and more formal self-assessments like Mrs. Potter’s Questions:

- a. What were you expected to do?
- b. In this assignment, what did you do well?
- c. If you had to do this task over, what would you do differently?
- d. What help do you need from me?

14. Student Discussion

Instruction that emphasizes discussion and analysis

15. Use of questioning strategies

Teacher uses probing questions with appropriate phrasing, pacing, and distribution of questions and responses to student answers to result in higher order thinking.

Suggested Guidelines for Conducting Classroom Observations

1. Review the rating scale and those attributes to be observed in the classroom prior to conducting the observation.
2. Collect observation data using a scripting method (taking detailed notes describing what can be seen and heard in the classroom).
3. Record non-verbal language by the teacher and students.
4. Maintain a minimum observation time of 45 minutes.
5. Note the beginning time of the observation, the number of students, subject/focus of the lesson, class type, and grade-level.
6. Rate each attribute after the first 30 minutes of the observation.
7. Postpone rating “difficult” attributes until after the observation to allow for a comprehensive review of notes taken during the lesson.
8. Transfer scripted notes into a summary format by using the Classroom Observation Summary Form.
9. Enter ratings into the online *Classroom Observation* form by the end of the collection period.

Administering the Administrator, Counselor, and Instructional Staff Interview Protocols

Introduction

The LANA is designed to collect qualitative data using multiple sources. The *Administrator, Counselor, and Instructional Staff Interview Protocols* are standardized protocols with an open-ended response format to investigate those conceptual domains outlined in Chapter 1.

Suggested Guidelines for Conducting Interviews

1. Review the sampling frame and associated schedule in **Table 5**.
2. Secure a copy of the appropriate interview protocol for the specific interviewee type (i.e., administrator, counselor, or instructional staff).
3. Secure the sampling frame off campus to ensure confidentiality.
4. Provide a brief memo to interviewees concerning scheduled interviews.
5. Provide interviewees a copy of the interview protocol prior to the interview and suggest reviewing the questions.
6. Explain issues of confidentiality, including how the interview data will be reported after analysis.
7. Review the completed interview protocol; select the items needing further discussion. Record the interviewee's responses by paraphrasing, but retain the context of the statements.
8. Repeat the recorded paraphrases to ensure the interviewee's response to the question has been accurately recorded.
9. Rephrase any question the interviewee has difficulty understanding.
10. Remember to keep the interviewee focused on targeted questions while monitoring the time parameters of the interview.
11. Eliminate any question the interviewee feels uncomfortable answering.
12. Collect the interviewee's protocol to attach to the interviewer's documents.
13. Return completed protocols and any additional notes to the Team Leaders at the end of each day.
14. Completed protocols and associated notes should be stored **off** campus.

Administering the Student, Instructional Staff, Parent-Community Focus Group Protocols

Introduction

A focus group is generally described as a group interview that is moderated by a neutral facilitator to obtain information on a specific topic. Focus groups are an efficient method of collecting data; however, confidentiality of the respondents cannot be guaranteed. The focus groups collect information regarding those conceptual domains outlined in Chapter 1.

Suggested Guidelines for Conducting Focus Groups

1. Review the sampling frame and associated schedule found in **Table 6, Table 7, Table 8** and **Table 9**.
2. Secure the associated protocol for the specific focus group type (i.e., student, instructional staff, or parent).
3. Assign one team member as a facilitator and two other team members to record the responses.
4. Secure the sampling frame off campus to ensure confidentiality.
5. Provide a brief memo to those students selected to participate in the focus group.
6. Verify that each student has an approved parental permission slip, which may not be applicable for students who are 18-years and older.
7. Explain issues of confidentiality, including the method by which focus group data will be reported after analysis.
8. Call (facilitator) on everyone in the group by name, especially those participants not providing input.
9. Record responses by taking written notes that paraphrase comments and direct statements made by members of the focus group.
10. Do not use electronic recording devices.
11. Rephrase (facilitator) any question to provide clarity. This procedure may be needed with younger students.
12. Keep the participants focused on targeted questions and time limitations.
13. Remember (facilitator) to be sensitive to the participants' non-verbal language for responses.
14. Recorders should return all transcripts to the Team Leaders at the end of each day.
15. Completed transcripts and associated notes should be stored **off** campus by the Team Leaders.

CHAPTER 5

Analyzing

Analyzing

Introduction

The primary function of Chapter 5 is to provide individuals with information regarding the process of analyzing data collected from those instruments outlined in Chapter 3. Introductions and guidelines are provided for most of the collected data. The data charts for summarizing standardized test data are provided to assist Team members.

A vote-counting method is outlined to summarize scores from multiple observers on the *Contextual Observation Checklist*. Data obtained from the *Contextual Observation Checklist* summary, interviews, and focus groups are analyzed primarily through content analysis and a domain-coding system used to organize similar information.

Objectives

1. To analyze student achievement data.
2. To use a classification system to organize and summarize qualitative data.
3. To apply a vote-counting method in summarizing scores for interviews and focus groups.
4. To use a standard method to summarize contextual information observed during the on-site visit.
5. To use quantitative data to illustrate differences in the perceptions of the school held by administrators, instructional staff, parents and students.

Analyzing Data from Standardized Achievement Tests

Introduction

Student performances on standardized tests provide an important measure of academic productivity. Most standardized achievement tests are reported by the LDE in the spring of each academic year; however, DRA and GEE retest data are also collected during the fall. Numerous reports produced for the both criterion-referenced tests and norm-referenced tests provide useful information about student learning across various subpopulations in a school. The DRA, DIBELS, PACT, ACT, PSAT and SAT provide additional quantitative data from standardized tests. Curriculum-based assessment (CBA) and other non-standardized performance data can be used as deemed appropriate by the Team members and school personnel. The charts and tables in the School Data Analysis Template are designed to assist in organizing test data and to facilitate interpretation.

Terminology of Test Data

SPS (School Performance Scores)— shall be determined using a weighted composite index derived from three or four indicators: Criterion-Referenced Tests (CRT), Norm-Referenced Tests (NRT), student attendance for grades K-12, dropout rates for grades 7-12.

CRT (Criterion Reference Test)— standards-based assessment: LEAP, iLEAP, GEE— given at grades 4, 8, 10, and 11.

NRT (Norm Reference Test)—ITBS, ITED; given at grades 3, 5, 6, 7, and 9.

Percent Proficient – Percent of students who score Basic and above in ELA and math.

Standard Score – used to compute the school’s NRT index.

Instructions for Completing/Analyzing Data Analysis Charts in Template

Completing Student Achievement Data Charts

You will need the following charts:

- **DIBELS/DRA charts** of the *Data Analysis Template* or include at least three years of DIBELS data reports
- Whole School SPS – CRT (LEAP/GEE) Trend Data charts
- Whole School SPS – CRT (iLEAP) Trend Data charts
- Whole School SPS – NRT (LEAP/GEE) Trend Data charts
- Subgroup Percent Proficient Trend Data charts
- *Spring CRT School Performance Report* for each subject area
- *Spring CRT School Subgroup/Education Classification Report*
- *School/District Achievement Level Report* for each subject pair (ELA/Math and Science/SS)
- Iowa Tests of Basic Skills (ITBS) – *Building Skill Performance Profile*

Complete the DIBELS/DRA charts of the *Data Analysis Template* or include at least three years of DIBELS/DRA data reports, if available.

To complete the **CRT Trend Data charts** of the *Data Analysis Template*, use the *School/District Achievement Level Report*.

- Use the **latest version of the *Trend Data Calculator*** and *School/District Achievement Level Report* to compute index scores for each CRT grade-level and subject area. Generate the current year of trend data to enter into charts in the *Data Analysis Template*. Schools should supply a minimum of three years of data.

To complete the **NRT Trend Data charts** of the *Data Analysis Template*, use the *ITBS – Building Skill Performance Profile*.

- Use the **latest version of the *Trend Data Calculator*** and *ITBS – Building Skill Performance Profile* to compute index scores and proficiency levels (percent proficient) for each NRT grade-level and subject area. Generate the current year of trend data to enter into charts in the *Data Analysis Template*. Schools should supply a minimum of three years of data.
- Previous years of data can be transferred from the Trend Data charts in your already existing SIPs to the *Data Analysis Template*.

To complete the **Percent Proficient charts** of the *Data Analysis Template*, use the *Spring CRT School Subgroup/Education Classification Report* and the *CRT School Lunch Report*.

- Use the *Spring CRT School Subgroup/Education Classification Report* to compute percent proficient for each CRT grade-level and subject area from the **Total Population** and **Subgroup** columns. Generate the current year of trend data to enter into charts of the *Data Analysis Template*.
- Previous years of data can be transferred from the Trend Data charts in your already existing SIPs to the *Data Analysis Template*.

Completing the Trend Data Analysis Worksheets

Follow the Steps listed in the *Data Analysis Template*.

Analyzing Assessment (LEAP, GEE, and iLEAP)

To analyze the **Assessment Data**, use the *Spring CRT School Performance Report*.
(Record responses in the *CRT Analysis worksheet* in *Data Analysis Template*)

- What content standard has the highest percent correct? How many items for that standard?
- What content standard has the lowest percent correct? How many items for that standard?
- What percent is correct for the following items?
(*Math and Social Studies*)
 - Multiple-choice
 - Constructive Response
 (*ELA*)
 - Writing (essay)
 - Using information resources (multiple choice)
 - Reading and Responding (multiple choice/short answer)
 - Proofreading (multiple choice)
 (*Science*)
 - Multiple choice
 - Short answer
 - Comprehensive Science tasks
- What items did students score best? Worst? What other conclusions can be drawn from these results?
- How can these results be linked to the domains in LANA?

Analyzing Data from the Questionnaires and the *Classroom Observation Form*


Introduction

Information collected from classroom observations and questionnaires given to administrators, instructional staff, parents, and students are summarized in several reports the LDE generates. These quantitative data are provided in both numerical and graphic formats to facilitate interpretations. Tables are provided to compare domains across stakeholders with and without their associated subdomains. The analysis tables do not include information about some domains, such as facilities and resources because items to measure these areas are not included in either the questionnaire or the *Classroom Observation* form.

Suggested Guidelines: Questionnaires

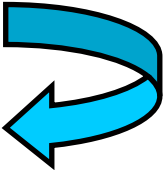
1. Locate the summary graphs in the Data Notebook.
2. Identify differences 0.5 or greater across domains.
3. If there are no differences 0.5 or greater, identify the greatest difference across domains.

Domain	Average
Climate	2.70
Culture	2.78
Leadership	3.02
Curriculum and Instruction	2.54
Parent and School Relations	2.90
Staff Development	1.89
Accountability	2.63
High Stakes Testing	2.72



- Use the same procedure for each individual domain to compare different stakeholders.

Stakeholder Group	Domain	Average
Parent Questionnaire	Climate	2.62
Instructional Staff Questionnaire	Climate	2.00
Administrator Questionnaire	Climate	2.85
Student Questionnaire	Climate	2.97



- For more detailed analysis, locate the summary reports for the Instructional Staff Questionnaires in the Data Notebook.
- Identify five items with the highest averages and five items with lowest averages.
- Complete the *Strengths and Weaknesses Reporting* form for each of the instruments.

Suggested Guidelines: Classroom Observation

- Using the Data Notebook, review ratings on the *Classroom Observation* form across the different attributes. Acceptable values for an attribute are 2.50 and above.
- Highlight those attributes that have extreme values. Extreme values have ranges between 1.00 to 1.50 (low end) and 3.50 to 4.00 (high end).
- Identify those attributes that have values between 1.51 to 2.00 (low end) and 3.00 to 3.49 (high end). If there are no values within these ranges, identify the three highest and three lowest attributes.
- Complete the *Strengths and Weaknesses Reporting* form for this instrument.
- Using the Data Notebook, *Classroom Strategies: External Analysis of the Classroom Observation*, review the values for each instructional strategy across the four categories. Ideally, the combined values in the Not Applicable/NONE and Rarely columns should be below 20% and a variety of strategies should be observed.
- Highlight extreme values (greater than 80% and less than 20%).
- Draw conclusions about instruction based on these results.
- Repeat steps 6 and 7 using the Data Notebook, *Classroom Strategies: Self-Analysis*.
- Review the percentage of respondents using a particular instructional strategy either *Some/Extensively* or *None/Rarely* as reported on the *Instructional Staff Questionnaire* (Self) versus the *Administrator Questionnaire* (Administrator) versus the *Classroom Observation Summary* (External) form.
- For each group, highlight the three strategies with the highest percentage of *Some/Extensively Used* values.
- Draw conclusions about instruction based on these results.
- Complete the *Strengths and Weaknesses Reporting* form for this instrument.

Analyzing Data from the *Faculty Needs Assessment*

Suggested Guidelines – Phase I

1. Remember, Phase I is completed by the Team members **prior** to entering data online.
2. Begin the analysis by reading the responses in the “Strengths” category.
3. Review the domain-coding system 8 prior to selecting a specific category.
4. Select the specific domain that best characterizes the response.
5. Determine the specific subdomain that best characterizes the response.
6. Write the appropriate numeric value on the document.
7. Repeat Steps 1 through 6 for all other responses.
8. Enter the data online for each FNA form received.

Table 52. Domain-Coding System

Domains and Subdomains	Numeric Code
School Climate	
Personal Safety and Respect	110
Discipline/Positive Behavior	120
Teacher Attendance	130
Student Attendance/Dropout	140
Campus Cleanliness	150
Other—Climate	160
School Culture	
Student Expectations	210
Collaboration	220
Communication	230
Cultural Competency	240
Equity/Access	250
Other—Culture	260
Family and Community Relationships	
Support for Education	310
School Involvement	320
Education and Services for Families and Community	330
Other—Family and Community Relations	340
Leadership	
Decision-making	410
Support for Personnel	420
Support for Change/School Improvement	430
Communication	440
Other—Administrative Leadership	450
Curriculum, Instruction, and Assessment	
Instructional Strategies	510
Curriculum Content	520
Assessment content and Structure	530
Use of Technology	540
Other—Curriculum, Instruction, Assessment	550
Professional Development	
Instructional Focus	610
Evaluative Focus	620
Follow-Up and Support	630
Learning Communities	640
Other—Professional Development	650
Coordinated Resources	
Material (Supplies and Equipment)	710
Facilities	720
Personnel	730
Time	740
Fiscal Resources	750
Other—Resources	760
System Issues	
Economic, Demographic or Social Issues	810
System Controls Issues	820
Other—Issues	830

Table 53. Domain-Coding System: Example

Strengths

Domain/Subdomain Code	Respondent's Statement
130.....	<i>Students report to class on time.</i>
110	<i>I feel safe at school.</i>
120	<i>Students are behaving better because of PBS reward system.</i>
230	<i>I enjoy working with other teachers.</i>
220	<i>The teachers at this campus plan and develop curricula together.</i>
240	<i>The books in the library reflect a diverse population.</i>
330	<i>Parents like this school.</i>
310	<i>My students' parents support me when I have to discipline their child.</i>
430	<i>I enjoy being the assistant principal of this school.</i>
420	<i>The principal often gets materials for me during the school year.</i>
510	<i>I am able to use computer software when teaching my lessons.</i>
520	<i>This school's reading program really helps all my students.</i>
630	<i>My staff assists me in selecting staff development activities.</i>
620	<i>My staff gives me information about the quality of staff development.</i>
710	<i>The six new classrooms have reduced overcrowding.</i>
810	<i>Business donations help pay for our tutorial program.</i>

Suggested Guidelines – Phase II

1. Remember, the Team members complete Phase II **after** the data has been entered and results have been received.
2. Review the rank ordering of each category found in the Data Notebook. Rank order is determined by the frequency of responses best characterized by a particular domain.
3. Review the subdomain charts for the domain(s) showing the highest bars for strengths and weaknesses.
4. Note the n-counts for each subdomain and identify the top three in each category. Be sure to review the n-counts on all subdomains to be sure the correct categories are selected.

Strengths

Domain/Subdomain	Rank Order	Count
Personal Safety and Respect	1	45
Discipline/Positive Behavior	2	40
Instructional Strategies	3	23
Other—Professional Development	4	19
Evaluative Focus/Professional Development	5	15
Instructional Focus/Professional Development	6	10
Material Resources	7	5
Other—Leadership	8	3
Support for Change	9	2
Decision-Making	10	1

5. Complete the *Strengths and Weaknesses Reporting* form.

Analyzing Text Data from Interviews, Focus Groups, and Contextual Observation Comments

Suggested Guidelines

1. Review the response on each item of the protocol.
2. Use the domain-coding system 3 to categorize the response.
3. Place a “+” sign in front of the item to represent a positive response (area of strength).
4. Place a “—” sign in front of the item to represent a negative response (area of weakness).
5. Place multiple “ + ” and “—” symbols to represent several responses for a single item on the protocol (focus groups only).
6. Use a vote-counting method to summarize the data by having each interviewer/recorder report coded responses into a tabulation worksheet.
7. Rank the top ten negative and positive responses.
8. Highlight the top five negative and positive responses.
9. Complete the *Strengths and Weaknesses Reporting* form for each instrument.

Table 56. Text Tabulation Worksheets: Interviews, Focus Groups, and Contextual Observation comments

Interview/Focus Group/Contextual Observation comments: <Enter Targeted Group Here>					
Total “ – “ Responses	Rank	Total “ + “ Responses	Rank	Subdomain/Domain	Numeric Code
				Personal Safety and Respect—Climate	110
				Discipline/Positive Behavior—Climate	120
				Teacher Attendance—Climate	130
				Student Attendance/Dropout—Climate	140
				Campus Cleanliness—Climate	150
				Other—Climate	160
				Student Expectations—Culture	210
				Collaboration—Culture	220
				Communication—Culture	230
				Cultural Competency—Culture	240
				Equity/Access—Culture	250
				Other—Culture	260
				Support for Education—Family and Community Relations	310
				School Involvement—Family and Community Relations	320
				Education and Services for Families and Community—Family and Community Relations	330
				Other—Family and Community Relations	340
				Decision-Making—Leadership	410
				Support for Personnel—Leadership	420

				Support for Change/School Improvement—Leadership	430
				Communication—Leadership	440
				Other—Leadership	450
				Instructional Strategies—Curriculum, Instruction and Assessment	510
				Curriculum Content	520
				Assessment Content and Structure—Curriculum, Instruction and Assessment	530
				Use Of Technology—Curriculum, Instruction and Assessment	540
				Other—Curriculum, Instruction and Assessment	550
				Instructional Focus—Professional Development	610
				Evaluative Focus—Professional Development	620
				Follow-Up and Support—Professional Development	630
				Learning Communities—Professional Development	640
				Other—Professional Development	650
				Material (Supplies and Equipment)—Coordinated Resources	710
				Facilities—Coordinated Resources	720
				Personnel—Coordinated Resources	730
				Time—Coordinated Resources	740
				Fiscal Resources—Coordinated Resources	750
				Other—Coordinated Resources	760
				Economic, Demographic or Social Issues—System Issues	810
				System Controls Issues—System Issues	820
				Other—System Issues	830

Table 57. Text Tabulation Worksheet - Example

Interview/Focus Group/Contextual Observation comments: <Enter Targeted Group Here>					
Total “ – “ Responses	Rank	Total “ + “ Responses	Rank	Subdomain/Domain	Numeric Code
12	2	0		Personal Safety and Respect—Climate	110
8	3	0		Discipline/Positive Behavior—Climate	120
0		0		Teacher Attendance—Climate	130
4	7	0		Student Attendance/Dropout—Climate	140
				Campus Cleanliness—Climate	150
0		12	1	Other—Climate	160
		0		Student Expectations—Culture	210

0		0		Collaboration—Culture	220
3	8	1	6	Communication—Culture	230
1	10	4	4	Cultural Competency—Culture	240
7	4	10	2	Equity/Access—Culture	250
2	9	6	3	Other—Culture	260
5	6	0		Support for Education—Family and Community Relations	310
13	1	2	5	School Involvement—Family and Community Relations	320
6	5	0		Education and Services for Families and Community—Family and Community Relations	330
0		0		Other—Family and Community Relations	340
0		0		Decision-Making—Leadership	410
0		0		Support for Personnel—Leadership	420
0		0		Support for Change/School Improvement—Leadership	430
0		0		Other—Leadership	440
0		0		Instructional Strategies—Curriculum, Instruction and Assessment	510
0		0		Curriculum Content—Curriculum, Instruction and Assessment	520
0		0		Assessment Content and Structure—Curriculum, Instruction and Assessment	530
				Use of Technology	540
0		0		Other—Curriculum, Instruction and Assessment	550
0		0		Instructional Focus—Professional Development	610
0		0		Evaluative Focus—Professional Development	620
12	2	0		Follow-Up and Support—Professional Development	630
8	3	0		Learning Communities—Professional Development	640
4	7	0		Other—Professional Development	650
0		12	1	Material (Supplies and Equipment) — Coordinated Resources	710
0		0		Facilities—Coordinated Resources	720
0		0		Personnel—Coordinated Resources	730
0		0		Time—Coordinated Resources	740
0		0		Fiscal Resources—Coordinated Resources	750
3	8	1	6	Other—Coordinated Resources	760
1	10	4	4	Economic, Demographic or Social Issues—System Issues	810
7	4	10	2	System Controls Issues—System Issues	820
0	0	0	0	Other—System Issues	830

Analyzing Data from the *Contextual Observation Checklist*

Suggested Guidelines

1. Review the scoring of each item that best described each area of focus (0=Not Observed; 1=Very Rarely Observed; 2=Sometimes Observed; 3=Frequently Observed; 4=Extensively Observed).
2. Summarize the data by having each observer enter his/her responses into the Tabulation Worksheet located in the *Data Analysis Template*.

Table 54. Tabulation Worksheet

Total (Frequency)	0001 Observer Code	0002 Observer Code	0003 Observer Code	0004 Observer Code	Observation Descriptor
					ARRIVAL-EXCHANGES-DEPARTURE
					Staff members arrive on campus before the prescribed time.
					Students arrive on campus before the prescribed time.
					Duty personnel are in place prior to students arriving on campus.
					Duty personnel for the hallways actively monitor students.
					Students talk informally with administrators.
					Students talk informally with instructional staff.
					Staff members talk informally with each other.
					Staff members talk informally with administrators.
					Duty personnel for the commons area actively monitor students.
					Duty personnel for the playground area actively monitor students.
					Students move to their designated areas in an orderly manner.
					Students comply with the directions of the duty personnel.
					Students use low conversation tones when talking in the hallways.
					Students can be seen loitering on campus during the academic day.
					Duty personnel are in place prior to students departing campus.
					BUILDINGS-EQUIPMENT-GROUNDS
					Playground equipment is in good condition.
					Commons area equipment is in good condition.
					Students respond to the end of recess without additional prompts.
					Students respond to the change of period without additional prompts.
					Hallways are clean and free of debris.
					Hallways have bulletin boards with academic and/or behavioral themes.
					Hallways have bulletin boards with informational themes.

				Areas outside school buildings are clean.
				BUILDINGS-EQUIPMENT-GROUNDS
				Bathrooms on campus are operational and clean.
				School buildings are in need of repairs.
				Temporary buildings are in need of repairs.
				Equipment used to air condition and heat buildings is operational.
				School buildings are free from graffiti.
				Covered walkways protect students from inclement weather.
				Athletic facilities are in need of repairs.
				CAFETERIA
				Students complain about the food to school staff members.
				Teachers eat with students.
				Students move throughout the cafeteria in an orderly manner.
				Students use low conversational tones when talking in the cafeteria.
				Students in the cafeteria follow the directions of the duty personnel.
				LIBRARY-COMPUTER LAB
				Students appear to enjoy spending time in the library.
				Students appear to enjoy spending time in the computer lab.
				Books in the library are in good condition.
				Furniture in the library is in good condition.
				Students follow the directions of the librarian.
				Students follow the directions of the computer lab personnel.
				Students are respectful and careful with computer equipment.
				A variety of current newspapers and periodicals is available to students.
				Computer hardware is less than five-years-old.
				Computer hardware has associated educational software for students.
				Computer lab hardware is connected to the Internet.
				Computer security software prevents access of inappropriate material.
				OFFICE AND STAFF AREAS
				Parents are greeted respectfully by the administrative staff.
				Students are greeted respectfully by the administrative staff.
				Students in the office follow the directions of the administrative staff.
				Intercom announcements by the administrative staff occur during the day.
				Administrative staff members access the Internet from their computers.
				Staff members take their breaks in the staff lounge.
				Staff members express satisfaction with their jobs.
				Staff members prepare instructional materials in a designated area.

3. Review the column marked *Total* and identify the five highest and the five lowest values.
4. Review each item for scores having a wide variation across observers and “flag” these items for further discussion. (For example, four observers give four different ratings on a particular item).

5. Flagged items should be discussed among the observers to explore rationales for each observer’s rating. Items with low inter-rater reliability should be considered “suspect” data.
6. Explore the rationale for items that were not observed.

Table 55. Tabulation Worksheet Example

Total	0001	0002	0003	0004	Observation Descriptor	
15	3	4	4	4	Staff members arrive on campus before the prescribed time.	← Strength
7	2	2	1	2	Staff members take their breaks in the staff lounge.	
10	1	2	3	4	Staff members express satisfaction with their jobs.	
4	1	1	1	1	Students talk informally with administrators.	← Weakness
12	3	3	2	4	Students complain about the food to school staff members.	
2	1	0	0	1	Teachers eat with students.	← Weakness
12	3	3	3	3	Students move throughout the cafeteria in an orderly manner.	
14	3	4	4	3	Students use low conversational tones when talking in the cafeteria.	← Strength
16	4	4	4	4	Students in the cafeteria follow the directions of the duty personnel.	← Strength
16	4	4	4	4	Students appear to enjoy spending time in the computer lab.	← Strength
5	1	2	1	1	Books in the library are in good condition.	← Weakness

Note: The item “Staff members express satisfaction with their job” has a wide variation in its scoring pattern and will need further discussion by the Team members.

7. Review comments and use the domain-coding system to draw conclusions about the Team’s observations.
8. Complete the *Strengths and Weaknesses Reporting* form for this instrument.

Analyzing Other Data Sources

Suggested Guidelines

1. Review other available data (i.e., Suspensions, Expulsions, Attendance/Dropout, Archival Data, School Report cards, and Interview documentation)
2. Complete the *Strengths and Weaknesses Reporting* form, if necessary.

CHAPTER 6

Reporting

Reporting

Introduction

Chapter 6 provides individuals with information regarding the process of organizing, summarizing, and reporting the findings based upon the analysis of data conducted in Chapter 5. Information is provided to assist Team members in selecting and ranking school needs in order of priority. Data triangulation diagrams are provided to validate findings. Introductions and suggested guidelines are provided for the reporting document because this step (reporting) in the case study research may be the most difficult phase (Yin, 1994). The *Comprehensive Needs Assessment: Final Report* provides school staff with a review of all collected data in order of priority and association with improving student learning. This report should be completed by the Team members prior to the post-visit and should be used in developing the school improvement plan.

Objectives

1. To order by priority a school's strengths and weaknesses.
2. To support the rank order of a school's strengths and weaknesses using multiple sources of data (data triangulation).
3. To organize summary data from the data triangulation sheets necessary to establish priorities reported on the *Comprehensive Needs Assessment: Final Report*.

Suggested Guidelines:

1. Group *LANA Instrument Reporting* forms into Attitudinal data subdivided into Teacher, Student, Parent, and Administration. Group your remaining forms into Cognitive data, Behavioral data, and Contextual data.

Faculty Needs Assessment

STRENGTHS	WEAKNESSES
1.	
2.	
3.	
4.	
5.	

Classroom Observations – Attributes

STRENGTHS	WEAKNESSES
1.	
2.	
3.	
4.	
5.	

Assessment

STRENGTHS	WEAKNESSES
1.	
2.	
3.	
4.	
5.	

2. Use different color highlighters to show if the comments are about Expectations, Climate, Curriculum, etc.
3. Review all responses and look for those that occur most frequently. Select the responses to be either priority strength or priority weakness. Finally, use this information to complete the Data Triangulation form.

Caution: No more than two Attitudinal data instruments and no more than one stakeholder source can be used to complete the Data Triangulation form.

4. Using information from the data triangulation form and the *Trend Data Worksheets*, complete the *Data Comprehensive Needs Assessment: Summary Report*. This form should be included with the School Improvement Plan.

Data Triangulation

Data Triangulation – Strengths

Strengths	Contributing Factors	Instrument	Data Type	Findings*
Supporting Source #1	Contributing Factor: Domain: Subdomain:			
Supporting Source # 2	Contributing Factor: Domain: Subdomain:			
Supporting Source # 3	Contributing Factor: Domain: Subdomain:			

*Must list at least three findings to justify Strengths
Refer to Louisiana Needs Analysis (LANA) **Table 52** Domain and Subdomain codes

Data Triangulation

Data Triangulation – Weaknesses

Weaknesses	Contributing Factors	Instrument	Data Type	Findings*
Supporting Source #1	Contributing Factor: Domain: Subdomain:			
Supporting Source # 2	Contributing Factor: Domain: Subdomain:			
Supporting Source # 3	Contributing Factor: Domain: Subdomain:			

*Must list at least three findings to justify a weakness
Refer to Louisiana Needs Analysis (LANA) **Table 52** Domain and Subdomain codes

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part 1:

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.

These data should reflect findings on *step10* of the Trend Data Analysis worksheet. Rank-order the identified areas of strength (3-5) from the student performance and attendance and/or dropout data and indicate the supporting data sources:

STRENGTHS	DATA SOURCE
1.	
2.	
3.	
4.	
5.	

Rank-order the identified areas of weakness (3-5) from the student performance and attendance and/or dropout data and indicate the supporting data sources:

WEAKNESSES	DATA SOURCE
1.	
2.	
3.	
4.	
5.	

The identified weaknesses will lead to the goals.

Part 2:

These data should reflect the findings from the needs assessment as reported on the Data Triangulation sheets.

List the contributing factors from the attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1.	
2.	
3.	
4.	
5.	

List the contributing factors from the attitudinal/perceptual, behavioral, and archival data of the previously identified weaknesses:

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1.	
2.	
3.	
4.	
5.	

The contributing factors of the weaknesses will lead to the strategies.

Philosophical Orientation

The paradigm, or philosophical viewpoint, of the LANA is based upon pragmatism. This philosophy “encourages us to seek out the processes and do the things that work best to help us achieve desirable ends” (Ozman and Craver, 1990, p.118). Although Charles Pierce is considered the founder of American pragmatism, John Dewey and William James are perhaps its most accomplished and recognized thinkers. Pragmatists generally view reality as external to the individual perspectives (Tashakkori and Teddlie, 1998), yet the search for truth is based upon both objective and subjective data. A mixed-method research design dominates the pragmatic researcher, who assumes causal relationships exist between variables, even though the relationships may never be established through standard research practices.

Selected Literature Review

Early productivity studies investigated the relationship between general per-pupil expenditures and student performances on standardized achievement tests using the input-output paradigm of the production function model. The production function model was originally developed by economists to determine those specific amounts of land, labor and capital necessary to produce a given output (Mankiw, 1992). Empirical studies using the production function have suggested non-school inputs account for a majority of the variance across standardized test scores (Coleman, et al., 1966; Jencks and Brown, 1975; MacPhail-Wilcox and King, 1986; Thompson and Correa, 1989). These findings have led some researchers to deduce that no systematic relationship exists between fiscal inputs and the academic productivity of schools (Fowler and Walberg, 1991; Hanushek, 1981, 1986).

However, some other studies using an educational production function model have found selected expenditures at the school-level have had a positive effect on student test performances (Cooper, et al., 1994; Hedges and Greenwald, 1996; Hedges, Laine and Greenwald, 1994; Summers and Wolfe, 1976, 1977). Further, researchers have reviewed past production function studies using a meta-analytic method and have concluded that “school resources are systematically related to student achievement and that these relationships are large enough to be educationally important” (Laine, Greenwald and Hedges, 1995, p. 57). These findings suggest expenditures for instructional services are positively associated with academic productivity, even though a number of methodological shortcomings have been identified in early productivity studies.

The lack of clarity provided from the findings of early production function studies and/or political pressures for increased school accountability during the early 1980s shifted the inquiry methods used by many researchers. Using an inductive approach typically associated with qualitative research methods, researchers investigated those specific characteristics found in unusually successful schools (Brookover, et al., 1978; Cuban, 1989; Edmonds, 1979; Purkey and Smith, 1983; Rutter, et al., 1979; Teddlie, Kirby and Stringfield, 1989). This research approach provided further insight into the processes that unusually successful schools use to manipulate human and material resources to increase productivity.

One limitation of the effective schools research was the inability to establish causal relationships among inputs, processes and outputs. These qualitative studies provided little information concerning the levels of human and material inputs necessary to increase targeted outputs. Because the level of school inputs necessary to produce measurable changes in schools was not established, the technical efficiency of unusually successful schools could not be ascertained. As noted by Bridge, Judd and Moock (1979), the input levels necessary for a “threshold effect” to be manifested may cause school inputs to appear to have no influence on targeted outputs. Using the threshold effect rationale, an argument could be posited that the expenditure level of “average” schools has not been significant enough to reach the “threshold” necessary to obtain significant changes in school productivity. The threshold effect has been the rationale used by many educators to justify the low levels of productivity found in many schools.

Regarding fiscal expenditures allocated to education, many researchers recognize that schools do not operate on the production frontier and are subsequently technically inefficient with those resources found within the system (Cohn and Geske, 1990; Geske and Teddlie, 1990; Monk, 1981). The lack of incentives found in the private market (Mullin, 1982) and the paucity of econometric training for school personnel (Hanushek, 1997) provide a rationale for limited school productivity. Further explanations for the inefficiency found in public schools are the amorphous nature of the educational production frontier (Hanushek, 1997a), the discretionary controls over production inherent to students (Monk, 1981), and the limited understanding of instructional methods that maximize learning (Bloom, 1964, 1983).

These explanations provide little information to guide programmatic changes necessary to increase the academic productivity of those schools under the auspices of the sixty-eight parish/city school districts found in Louisiana. Even less information has been made available concerning the spillover costs incurred by communities because of the inefficient use of educational resources in schools with low levels of academic productivity. Felter (1989) has suggested schools with higher levels of academic productivity have lower dropout rates. The logic of the aforementioned finding can be based on *a priori* knowledge that academically successful students will remain in school until graduation because they are positively reinforced by the belief that further consumption of educational services will increase their competitiveness in the labor market. Research indicates life-long earnings are significantly higher for individuals with a high school diploma (Catterall, 1987; Levin, 1972).

Inefficient use of scarce resources by high school officials can be reflected in high dropout rates as students determine either enrollment in additional educational services will not provide substantial monetary benefits or those services most appropriate to address their needs are not available. Some researchers (Felter, 1989; Fine, 1991; Pittman, 1986; Pittman and Haughwout, 1987) have suggested the instructional organization (Bossert, et. al., 1983) of schools may influence a student’s decision to dropout prior to graduation. As schools attempt to operate more efficiently and move more closely to the production frontier, student retention must be addressed in conjunction with the quality of instructional services available for consumption.

Recent empirical studies have provided evidence that those expenditures directly allocated for instructional services are positively associated with higher levels of academic productivity (Cooper, et al., 1994; Hedges and Greenwald, 1996; Kazal-Thresher, 1993). Increased academic productivity provides both private and public externalities, such as increased competition in the labor market and a greater ability for individuals to compete in such a market. The spillover benefits accrued by a society having an educated populace can be quantified in the number of citizens participating in the labor market and politics. Because of the spillover benefits accrued from academically productive schools, politicians frequently increase fiscal inputs into the educational system in hopes of improving productivity. This policy decision is clearly illustrated in the 16% spending increases for instructional salaries from 1996 to 1998. Prior to the establishment of Louisiana's School and District Accountability System, academic productivity levels in Louisiana schools have remained constant (Beaudoin, 2000), a fact which suggests that simply increasing spending in a highly inefficient education system does not improve productivity.

Theoretical Framework

The figure below provides the theoretical framework used in developing the original School Analysis Model. It does not imply a causal relationship among variables; instead, it demonstrates how information about schools can be logically organized for analysis.

Educational Production Process

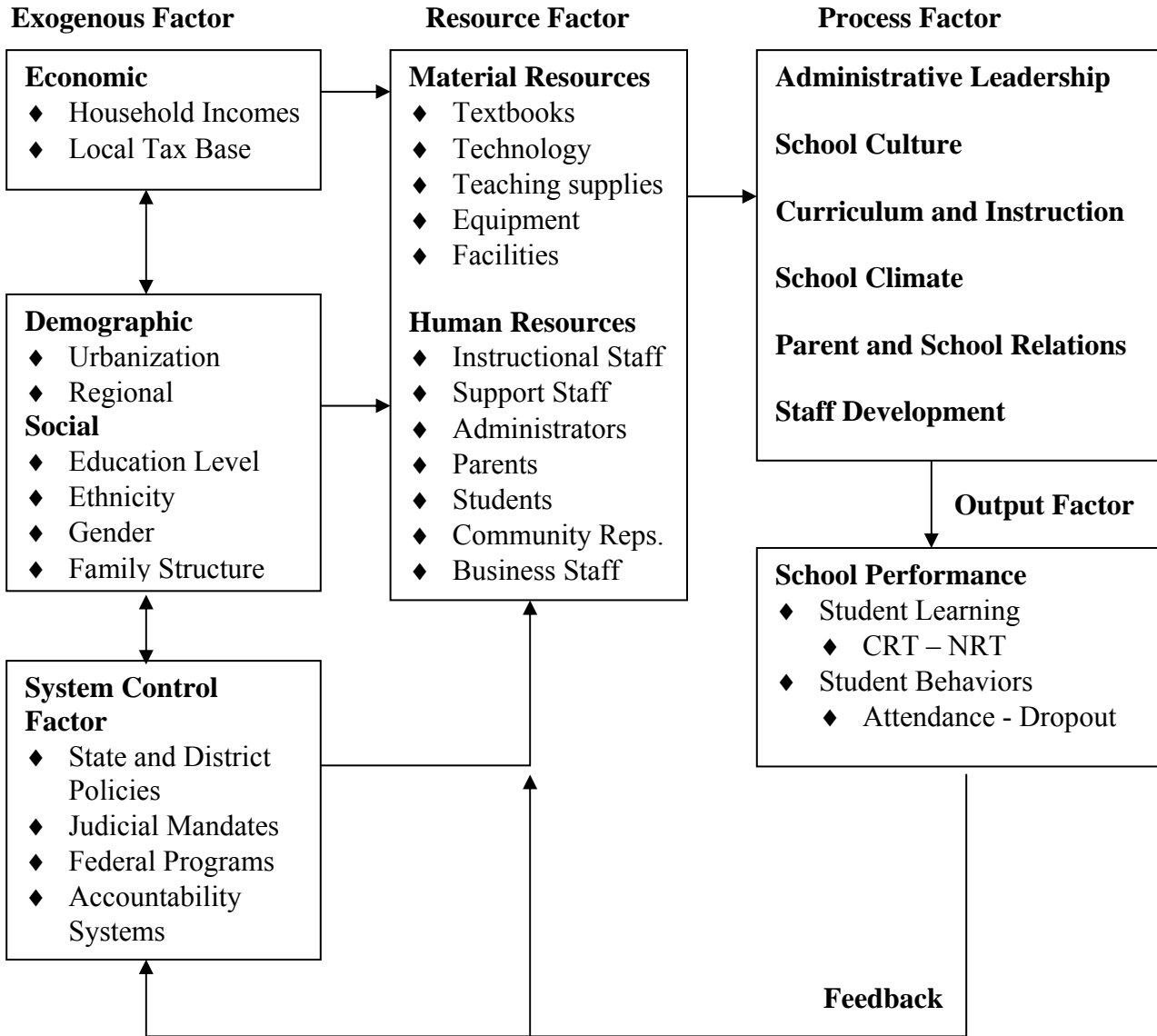


Figure 1. The Educational Production Process under School Conditions (EPPSC) developed by Rossmiller and Geske (1977).

Understanding Construct Validity

Table 11. Item Analysis for Stakeholder Questionnaires

DOMAIN ²	ITEM
10	CLIMATE
11	This school provides students with a safe learning environment.
11	The classroom discipline policies at this school promote an effective learning environment.
11	I feel safe at this school.
11	Student fights are not frequent at school.
11	I consistently enforce the discipline policy at this school.
11	Classroom rules are enforced fairly by most teachers.
12	The classroom discipline policies at this school promote an effective learning environment.
12	I feel safe at this school.
12	This school provides students with a safe learning environment.
12	Classroom rules are enforced fairly by most teachers.
12	The discipline policy at this school is consistently enforced by teachers.
12	Student fights are not frequent at school.
13	The rules at this school are consistently enforced by my child's teachers.
13	Classroom rules are enforced fairly by most of my child's teachers.
13	In this school, my child feels safe in his/her classes.
13	The classroom rules at this school keep other students from bothering my child.
13	When I visit my child's school, I feel safe.
13	Student fights are not frequent at school.
14	I feel safe in my classes.
14	My teachers keep others students from bothering me while I do my school work.
14	Student fights are not frequent at school.
14	The rules at this school are enforced fairly by my teachers.
14	I feel safe at school.
14	Classroom rules are enforced fairly by most of my teachers.
20	CULTURE
21	Students at this school can achieve at or above the level of other students in Louisiana.
21	Most students at this school will eventually graduate from high school.
21	Students at this school can do better school work than other students.
21	The academic ability of students at this school is higher than that of other students.
21	Most students at this school can achieve at or about the level of other students in the nation.
21	Students at this school will attend some form of higher education after graduating from high school (college, junior college, technical school).
22	Students at this school will attend some form of higher education after graduating from high school (college, junior college, technical school).
22	Most students at this school can achieve at or about the level of other students in the nation.
22	Students at this school can do better school work than other students.

² Values in the “ones position” indicate stakeholder type. [1= instructional staff, 2= administrators, 3= parents, 4= students]

22	Most students at this school will eventually graduate from high school.
22	Students at this school can achieve at or above the levels of other students in Louisiana.
22	The academic ability of students at this school is higher than that of other students in Louisiana.
23	My child can achieve in school at or above the levels of other students in Louisiana.
23	My child will attend some form of higher education after graduating from high school (e.g., college, junior college, technical school).
23	My child will graduate from high school.
23	My child can do better school work than other students.
23	The ability of my child to do well with his/her school work is higher than that of students at other schools.
23	My child can achieve in school at or above the level of other students in the nation.
24	I can learn things at school better than other students can.
24	I can do better school work than students can at other schools.
24	I will graduate from high school.
24	I can achieve in school at or above the level of other students in the nation.
24	I will attend some form of higher education after graduating from high school. (e.g., college, junior college, technical school)
24	I can achieve in school at or above the levels of other students in Louisiana.
30	CURRICULUM AND INSTRUCTION
31	This school does a good job teaching students to write well.
31	This school does a good job teaching students social studies.
31	Teachers use a variety of teaching strategies and learning activities to help their students learn.
31	This school does a good job in teaching students mathematics.
31	Students are assessed in a variety of ways at this school, thereby giving them opportunities to demonstrate what they know.
31	Students at this school are taught in ways that allow them to relate what they are studying to their everyday lives.
31	Most of the teachers in our school encourage students to do extra school work to improve their grades.
31	This school does a good job teaching students science.
31	Students at this school are provided hands-on, activity-based instructional experiences.
31	This school does a good job in teaching students to read well.
32	Students are assessed in a variety of ways at this school, thereby giving them ample opportunity to demonstrate what they know.
32	This school does a good job teaching students to write well.
32	Teachers use a variety of teaching strategies and learning activities to help their students learn.
32	This school does a good job in teaching students mathematics.
32	Students at this school are provided hands-on, activity-based instructional experiences.
32	This school does a good job in teaching students to read well.
32	Students at this school are taught in ways that allow them to relate what they are studying to their everyday lives.
32	This school does a good job teaching students social studies.
32	This school does a good job teaching students science.
32	Most of the teachers in our school encourage students to do extra school work to improve their grades.
33	This school does a good job in teaching my child to read well.

33	This school does a good job in teaching my child mathematics.
33	This school does a good job teaching my child to write well.
33	This school does a good job teaching my child science.
33	This school does a good job teaching my child social studies.
33	Most of my child's teachers encourage him/her to do extra school work to improve his/her grades.
34	My teachers use activities that require me to think while using my hands.
34	My teachers test what I know in different ways (not just using pen-and-paper).
34	I am good in writing because of my teachers.
34	My teachers encourage me to do extra school work to help improve my grades.
34	I am good in science because of my teachers.
34	My teachers teach me things I use away from school.
34	I am good in social studies because of my teachers.
34	My teachers use many different activities to make learning fun and exciting.
34	I am good in mathematics because of my teachers.
34	I am good in reading because of my teachers.
40	PARENT AND SCHOOL RELATIONS
41	Most parents are involved in school-supported activities.
41	I recognize nearly all my students' parents.
41	Most parents want feedback from teachers about their child's grades and behavior at school.
41	Most parents at this school care about what grades their children earn.
41	Most parents at this school express a belief that their child needs a good education for success as an adult.
41	Most parents provide help to their child with his/her school work.
42	I recognize most parents of students attending this school.
42	Most parents at this school express a belief that their child needs a good education for success as an adult.
42	Most parents at this school care about what grades their children earn.
42	Most parents are involved in school-supported activities .
42	Most parents want feedback from teachers about their child's grades and behavior at school.
42	Most parents provide help to their child with his/her school work.
43	I am involved in school-supported activities.
43	I want feedback from teachers about my child's grades and behavior at this school.
43	Most of my child's teachers recognize me on sight when I am at school.
43	I care about what grades my child earns at school.
43	I tell my child that he/she needs a good education for success as an adult.
43	I often provide help to my child with his/her school work.
44	My parents are involved in school-supported activities.
44	My parents want feedback from teachers about my grades and behavior at this school.
44	My parents care about what grades I earn at school.
44	My parents tell me a good education is needed for success as an adult.
44	My parents help me with my school work.
44	Most of my teachers recognize my parents when they come to school.
50	ADMINISTRATOR LEADERSHIP
51	Teachers participate in developing this school's policies.
51	Administrators are often seen throughout the school making informal contacts with students.
51	Administrators emphasize faculty participation in decision-making activities at this school.

51	Administrators encourage active faculty involvement in this school's improvement process.
51	Administrators willingly provide assistance to improve my instructional practices.
51	Teachers participate in developing this school's improvement activities.
52	I willingly provide assistance to improve the instructional practices of my faculty.
52	I emphasize faculty participation in decision-making activities at this school.
52	Administrators participate in developing this school's policies.
52	I encourage active faculty involvement in this school's improvement process.
52	Administrators participate in developing this school's improvement activities.
52	I can often be seen throughout the school making informal contacts with students.
53	Administrators emphasize parent participation in decision-making activities at this school.
53	Parents participate in developing this school's improvement activities.
53	Administrators encourage parents to help in efforts to improve the school.
53	When I go to school, I often see administrators talking with students.
53	Administrators willingly provide assistance to me about my child's teacher.
53	Parents participate in developing this school's policies.
54	Students participate in developing this school's policies.
54	I often see administrators throughout the school talking with students.
54	Students participate in developing this school's improvement activities.
54	Administrators help me when I am having problems in my classes.
54	Administrators encourage me to help efforts to improve the school.
70	STAFF DEVELOPMENT
71	Staff development activities at this school are focused on instructional needs in the classroom.
71	Staff development activities continue to focus on school improvement efforts as determined by school data.
71	During the past two years, staff development activities have addressed areas that help students achieve.
71	The staff development program at this school is evaluated regularly by the faculty.
71	Most staff development activities enable us to improve classroom practices at this school.
72	Most staff development activities enable teachers to improve classroom practices at this school.
72	Staff development activities at this school are focused on instructional needs in the classroom.
72	The staff development program at this school is evaluated regularly by the faculty.
72	During the past two years, staff development activities have addressed areas that help students achieve.
72	Staff development activities continue to focus on school improvement efforts as determined by school data.
90	SYSTEM CONTROLS
91	I understand most aspects of Louisiana's School Accountability System that affect my school.
91	I understand most aspects of Louisiana's High Stakes Testing Policy that affect my child.
92	I understand most aspects of Louisiana's School Accountability System that affect my school.
92	I understand most aspects of Louisiana's High Stakes Testing Policy that affect my child.
93	I understand most aspects of Louisiana's High Stakes Testing Policy that affect my child.
93	I understand most aspects of Louisiana's School Accountability System that affect my child's school.

Understanding Internal Reliability

Questionnaires (1999 Versions)

Overview

During the fall of 1999, approximately 25,000 individuals provided useable data on five (5) questionnaire versions. Internal reliability statistics (Cronbach's alpha) were computed for each version of the questionnaire. Data suggest that the reliability of the questionnaire administered to the students in Grades 3-6 was unsatisfactory. Other measures of reliability could not be computed because either (a) a test-retest scenario is prohibitive or (b) the items were not randomly distributed throughout the questionnaires. This latter condition prohibited computing a split-half coefficient (Spearman-Brown correlation coefficient).

Table 12. Questionnaire Reliability Coefficients from Fall 1999

Stakeholder Questionnaire	Number of Respondents	Reliability Coefficient	Reliability
Teacher	2,445	.9525	High
Principal	110	.9319	High
Parent	5,493	.9223	High
Student (7-12)	4,198	.8395	Medium
Student (3-6)	7,588	.5282	Unacceptable

Final Comments

Evidence of construct validity and internal reliability of the teacher questionnaire suggests this instrument obtained information from the targeted stakeholder as intended originally by developer. The revisions to all versions of the questionnaire were developed using the 1999 Teacher Questionnaire version as the "frame" to build the three other versions. The 1999 Student (3-6) Questionnaire version was discontinued and the 1999 Student (7-12) Questionnaire version was modified. These modifications facilitate the administration of a single questionnaire to students enrolled in grades 4 through 12. Data from students in grade 3 should be collected using student focus groups or omitted totally.