FORMATTING ASSESSMENTS
AND CAEP SUFFICIENCY LEVELS

Assessment 3: Leadership for School Improvement

Description and its use in the program

Description: This is a statewide Key Assessment that evaluates candidates' abilities to analyze a complex data set to identify areas of strengths and weaknesses within a hypothetical high school. The assignment is divided into two sections: A. Analysis of Data and B. Action Plan. In Section A, candidates analyze a provided set of school data to identify areas of strengths, areas of weaknesses, and noted trends. Candidates also investigate rapid school turn-around and future transformation strategies that align with the areas identified in Section A. In Section B, candidates develop a continuous school improvement plan for achieving one-year turn-around goals and 3-year transformation goals.

Use in Program: This assessment is designed to provide future administrators with the skills necessary in analyzing school data and developing school improvement plans based on the results of that analysis.

Purpose

The purpose of this assessment is to evaluate candidate's ability to utilize a problem-solving and planning process to develop a multi-year school improvement plan that will lead to increased student achievement at the school.

Administration

This assessment is designed to be administered towards the end of the program's progression.

Content of the Assessment

STANDARD	KEY ELEMENT	ELEMENT DESCRIPTION
CAEP 1.1	Research	Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies
CAEP 1.1	Data Analysis	Employment of data analysis and evidence to develop supportive school environments;
CAEP 1.1	Collaboration	Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
CAEP 1.1	Data Literacy	Applications of data literacy
NELP	1.2	Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.
NELP	4.1	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

NELP	4.2	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
NELP	4.3	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
PSEL	10b	Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school
PSEL	10c	Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
PSEL	10d	Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
PSEL	10e	Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

Scoring

The rubric is based on a 4-point scale (1-2-3-4), with a target score of 3. Candidates need not score a "3" in each criterion but need a composite score of 75% (30 points). Candidates who are not successful in meeting the minimum level of proficiency on this assessment or who are struggling at any point, the process for remediation or removal from the program will be initiated.

Administration

This instrument is administered by university instructors in **EDAD 524**. Instructors are required to view a presentation on the evaluation instrument and to complete a statewide online training module prior to evaluating teacher candidates. Upon completion of the training, a certificate of completion is awarded. Training is to be completed once every three years. The data summarized are representative of the summative evaluations by the instructor of record. Since there is one professor assigned to teach this course, calibration of scoring is not necessary. This course is taught on rotation and occurs towards the end of a candidate's program of study.

LEADERSHIP FOR SCHOOL IMPROVEMENT

1. **Assessment Description:** This is a statewide Key Assessment that evaluates candidates' abilities to analyze a complex data set to identify areas of strengths and weaknesses within a hypothetical high school. The assignment is divided into two sections: A. Analysis of Data and B. Action Plan.   In Section A, candidates analyze a provided set of school data to identify areas of strengths, areas of weaknesses, and noted trends. Candidates also investigate rapid school turn-around and future transformation strategies that align with the areas identified in Section A. In Section B, candidates develop a continuous school improvement plan for achieving one-year turn-around goals and 3-year transformation goals.

2. **Alignment of Assessment with Standards:** This assessment is aligned to these NELP Standards
   - Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.
   - Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
   - Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
   - Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Purpose of the Assessment:
The purpose of this assessment is to evaluate candidate's ability to utilize a problem-solving and planning process to develop a year-long school improvement plan that will lead to increased student achievement at the school.

Directions to Candidates:

*Your task is to select a high school in Mississippi that is rated a CSI school and analyze the public data available for that school and develop an action plan for school improvement. You need to focus on immediate actions for year 1 (the Turnaround year) plus plans for expanding on your year 1 success with goals for years 2-3 (the Transformation years). **Pay close attention to the assessment rubric from which a grade is determined.***

Resources:

Definitions of terms, subgroups, categories
https://msrc.mdek12.org/downloads/MSRCUserGuide.pdf

Evidence-Based Resources www.mdek12.org/OSI/EBP/resources

School Improvement Identification https://mdek12.org/OSI/2018-19-CSI-TSI-ATSI-and-SAR-Schools

Mississippi Department of Education. (2020). 2019 Comprehensive needs assessment interview template (ppt). Available at https://mdek12.ort/OSI/forms

Mississippi Department of Education. (2020). Data, accountability, and school improvement: Understanding and utilizing school improvement data resources (ppt). Available at https://mdek12.ort/OSI/webinars

Mississippi Department of Education. (2020). School turnaround principles: For Schools at Risk (SAR) schools. Available at https://www.mdek12.org/sites/default/files/documents/School%20Improvement/turnaround-principles_rubric__schools-at-risk_20180201.pdf

Mississippi Department of Education. (2020). School Improvements – 1003 Allocations. Available at https://mdek12.ort/School-Improvement-1003-Allocations

Select your school: *Go to https://mdek12.org/OSI/2018-19-CSI-TSI-ATSI-and-SAR-Schools and select a CSI school whose data you wish to analyze. This may be the same school at which you are employed as long as it meets the following criterion:*

- *TSI-CSI Detail is "Lowest 5% of Title 1A Schools"*
- *School is a high school*
- *Enrollment of 500+ students*

Locate your school's data: *Go to msrc.mdek12.org and navigate to the bottom part of the page to "All Data". Download the data for the most recent school year. Filter the spreadsheet so that it shows only your selected school's data. Using the drop-down menu at the bottom of the sheet, select and download the previous year's data for your selected school.*

Your task now is to analyze your summary data, learn what research has to say about effective practices in turning around and transforming schools, and create an improvement plan for your school.

Specific Activities
Part A: Analysis of Data
- *Closely analyze your selected school's summary data.*
- *Examine closely the scores of different subgroups (i.e. ethnicity) or categories (i.e. chronic absenteeism).*
- *Identify trends and patterns of performance in the data*
- *Identify one key area (ELA, math, science, graduation rates) to target in your 1- and 3-year plans.*
- *Identify specific research-based approaches that are appropriate to your identified improvement goals for years 1 and 3. Be sure to distinguish between the purpose of year 1 and year 3 improvement plans.* **Use the MDE-provided resources as your starting point for your research.**
- *Keep the concepts of the Continuous School Improvement process as your research focus*
- *See the provided* **Sample Template: Analysis of Data** *for a suggested format for our data summary.*

Part B: Action Plan
- *Create an action plan for school improvement. Use the MDE-provided resources as your starting point for your research.* **<u>Follow the checklist of items as you develop your action plan.</u>**
- *Your* **action plan** *must be supported by data analysis that identifies key goals based on your analyses of subgroup data, curriculum and instructional practices selected for year 1 to align with the key goals for year 3. A clear distinction between plans for year 1, targeting specific subgroups within the school, and year 3, expanding the plans to the entire school, must be made. Your plan should address diagnosis, design, implementation and evaluation processes based on research and the selected high school's data. The plan* **must utilize evidence-based strategies** *that lead to school improvement.* **Utilization of materials listed in Resources above is required***.*

Sample Template for Analysis of Data
(Table will expand automatically as you type)

Name of School:	
School Ranking (A-F):	
Enrollment:	

Identify four areas of concern that arose from your analysis of data.

Subgroup or Category Name	Most Recent Year's Data	Previous Year's Data
Example: Attendance (note: these example data are generic and not related to any specific school)	**75% overall** **58% ELL** **83% African American** **87% White**	**62% overall** **48% ELL** **65% African American** **76% White**
Strengths: Attendance improved over previous year (add more strengths as you find them)		
Weaknesses: Higher rate of absenteeism among ELL students than overall school population (add more weaknesses as you find them)		
	•	•
Strengths:		
Weaknesses:		
	•	•
Strengths:		
Weaknesses:		
	•	•
Strengths:		
Weaknesses:		
	•	•
Strengths:		
Weaknesses:		

Select one category from the list above. Using resources offered through the MDE website and other sources, identify specific research-based approaches that are appropriate to your identified improvement goals. **Add rows to the table as needed**.

Selected Key Area of Focus (math, ELA, science, graduation rate): _____

Resource (APA formatted citation)	Notes and Key Concepts

After completing your research on your selected subgroup or category, identify your goals for Year 1 Turn-Around and Year 3 Transformation. In selecting your goals, keep in mind the difference in purpose and focus between Turn-Around and Transformation actions.

Turn-Around Focus: _____

        Selected key area (ELA, math, science, graduation rates)_____

        Targeted Sub-group _____

        Specific Measurable Target/Goal _____

Transformation Focus: _____

        Selected key area (same as for Turn-Around)_____

        Targeted Groups _____

        Specific Measurable Target/Goal _____

Year 1: Turn-Around Action Plan

Turn-Around involves focusing on a specific sub-group within your identified key area – where would you get the biggest "bang for the buck" for your first year's interventions?

Selected key area (ELA, math, science, graduation rates)_____

Targeted Sub-group _____

Specific Measurable Target/Goal _____

In your Year 1: Turn-Around Action plan, address the following key points:
- *What research says about addressing the identified need and goal in the Turn-Around process*
- *Overall plan and resources necessary for program improvement, including your vision for the school, a needs assessment, identification of your goal and objectives, and summary of key points of data*
  - *Action plan focuses on **developing and implementing high-quality**, technology-rich curricular programs **and other supports for academic and non-academic student programs** (NELP 4.1)*
- *Specific steps for implementation of the improvement plan, including identification of your treatment, an outline of specific action steps, and a tentative budget and list of required district and human support elements*
  - *Action plan focuses on the **collaborative process of developing, implementing, and evaluating the school's curriculum, instruction, technology,** data systems, **and assessment practices** (NELP 4.3)*
- *Specific plans for ongoing monitoring (timeline) and evaluation (assessment) of effectiveness that includes the role of all stakeholders and professional development plans*
  - *Action plan focuses on **formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being** (NELP 4.2)*
- *Clearly defined midpoint and final goals for your plan, including specific plans for ongoing implementation and monitoring of effectiveness*
  - *Action plan focuses on **the development and implementation of high-quality academic and non-academic instructional practices, resources, technologies and services that support equity, digital literacy, and the school's academic and non-academic systems** (NELP 1.2)*

<p style="text-align:center">*Year 3: Transformation Action Plan for Sustainability*</p>

Transformation involves expanding your focus to impact whole school improvement and maintaining sustainability of progress.

*Selected key area (ELA, math, science, graduation rates)*_____

Specific Measurable Target/Goal _____

In your Year 3: Transformation Action Plan for Sustainability, address the same key points as in Year 1: Turn-Around process but from the perspective of a Transformation process.

Checklist for Year 1: Turn-Around Action plan – Biggest "Bang for the Buck"

- ***Part A: Summary of Research (1-2 pages)***
    - *Clear identification of targeted sub-group or category*
    - *Clearly stated specific measurable target*
    - *What research says about addressing the identified need and goal in the Turn-Around process*
    - *Multiple resources appropriate to the selected target*
    - *Appropriately cited resources*
- ***Part B Action Plan (2-4 pages)***
    - *Overall plan*
        - *Well-developed plan for the entire school year*
        - *Clearly stated vision for the school*
        - *Culturally responsive needs assessment*
        - *Identification of goal(s) for the turn-around year*
        - *Summary of key points of data*
        - *Required resources necessary for program improvement*
    - *Implementation steps*
        - *Identification of your treatment*
        - *Inclusion of technology as an integral part of your plan*
        - *Outline of specific action steps*
        - *Tentative budget ($80,00- for year 1; $160,000 for years 2 and 3)*
        - *List of required district and human support elements.*
    - *Monitoring and evaluation*
        - *Timeline with specific plans for ongoing monitoring*
        - *Timeline with specific plans for culturally responsive evaluation (assessment) of effectiveness*
        - *Role of all stakeholders*
        - *Professional development needs and plans.*
    - *Goals*
        - *Clearly defined midpoint and final goals for your plan,*
        - *Specific plans for ongoing implementation and monitoring of effectiveness*

Checklist for Year 3: Transformation Action Plan for Sustainability

Address the same key points as above but from the perspective of a Transformation process.

Rubric: Action Plan for School Improvement: Year 1: Turn-Around Plan

	Unacceptable 1	Needs Improvement 2	Meets Standard 3	Exceeds Standard 4
Research – Candidate demonstrates use of research to identify specific research-based strategies designed to promote the turn-around process. (CAEP 1.1 Research)	Researched strategies are unrelated to the area targeted for improvement.	The process and procedures state possible turn-around strategies that are related to school improvement. Sources cited and referenced.	The process and procedures for turn-around are utilize state initiatives that are grounded in research and are related to the area targeted for improvement. Specific sources from the MDE website are properly identified, cited and referenced.	The process and procedures for turn-around are identified utilize state initiatives as well as other instructional strategies that are grounded in research and are related to the area targeted for improvement. Specific sources from the MDE website and other sources are properly identified, cited and referenced.
Overall Plan – Candidate develops a turn-around plan that addresses the targeted area in need of improvement. (NELP 4.1; PSEL 10e; CAEP 1.1 Data Analysis)	Overall description of the plan gives little to no ideas for improving the academic program of the school OR presents ideas unrelated to the selected target. Overall description does not address a vision for the school, a needs assessment, and identification of goals and objectives.	Overall description of the plan presents general ideas for improving the academic program of the school. Overall description fails to address one or more of the topics of a vision for the school, a needs assessment, and identification of goals and objectives.	Overall description of the plan focuses on increasing the quality of existing programs in the school AND/OR implementing new research-based and technology-rich programs. Overall description includes a vision for the school, a needs assessment, and identification of goals and objectives.	Overall description of the plan focuses on specific ways to increase the quality of existing programs in the school AND implement new research-based and technology-rich programs. Overall description includes a vision for the school, a needs assessment, identification of goals and objectives, and references key points of data.
Implementation Candidates develop an implementation plan that addresses areas in need of change, a timeline for implementation and the collaborative process. (NELP 4.3; PSEL 10d; CAEP 1.1 Collaboration)	Implementation plan does not address integration of the budget, curriculum, instruction, technology, and/or assessment practices. Plans for collaboration are missing.	Implementation plan addresses the school's budget, curriculum, instruction, technology, and/or assessment practices with minimal attention to their integration. Plans for collaboration are minimally addressed.	Implementation plan addresses ways to integrate the school's budget, curriculum, instruction, technology, and assessment practices. Implementation plan addresses the collaborative process for improvement.	Implementation plan addresses the systematic and equitable integration of the school's budget, curriculum, instruction, technology, and assessment practices. Implementation and evaluation plans address the collaborative process for improvement.
Monitoring Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. (NELP 4.2; PSEL 10c; CAEP 1.1 Data Literacy)	Timeline contains little to no indication of when during the implementation phase that progress-monitoring actions will occur. Method of assessing progress not explained	Timeline contains a list of progress-monitoring actions. Method of assessing progress is not explained.	Timeline contains specific touchpoints during the implementation phase where progress-monitoring actions will occur. Method of assessing progress is explained.	Timeline contains multiple, specific touchpoints during the implementation phase where assessments and progress-monitoring actions will occur. Method of assessing progress is explained and data-informed instructional improvement plans are presented.
Goals Candidates set high-quality and equitable goals for instructional practices, use of resources and technologies and services designed to improve student learning. (NELP 1.2; PSEL 10b; CAEP 1.1 Data Analysis)	Goals are NOT measurable or NOT appropriate for the selected targets.	Midpoint and final goals are measurable and appropriate for the selected targets.	Midpoint and final goals are measurable, research-based, appropriate for the selected targets, and achievable in the allotted time. Methods for disseminating data are described.	Midpoint and final goals are measurable, research-based, appropriate for the selected targets, and achievable in the allotted time. Methods for disseminating and using data to inform changes are described.

Rubric: Action Plan for School Improvement: Year 3: Transformation Plan

	Unacceptable 1	Needs Improvement 2	Meets Standard 3	Exceeds Standard 4
Research – Candidate demonstrates use of research to identify specific research-based strategies designed to promote the transformation process. (CAEP 1.1 Research)	Researched strategies are unrelated to the area targeted for improvement.	The process and procedures state possible transformation strategies that are related to school improvement. Sources cited and referenced.	The process and procedures for transformation are identified utilize state initiatives that are grounded in research and are related to the area targeted for improvement. Specific sources from the MDE website are properly identified, cited and referenced.	The process and procedures for transformation are identified utilize state initiatives as well as other instructional strategies that are grounded in research and are related to the area targeted for improvement. Specific sources from the MDE website and other sources are properly identified, cited and referenced.
Overall Plan – Candidate develops a transformation plan that addresses the targeted area in need of improvement. (NELP 4.1; PSEL 10e; CAEP 1.1 Data Analysis)	Overall description of the plan gives little to no ideas for improving the academic program of the school OR presents ideas unrelated to the selected target. Overall description does not address a vision for the school, a needs assessment, and identification of goals and objectives.	Overall description of the plan presents general ideas for improving the academic program of the school. Overall description fails to address one or more of the topics of a vision for the school, a needs assessment, and identification of goals and objectives.	Overall description of the plan focuses on increasing the quality of existing programs in the school AND/OR implementing new research-based and technology-rich programs. Overall description includes a vision for the school, a needs assessment, and identification of goals and objectives.	Overall description of the plan focuses on specific ways to increase the quality of existing programs in the school AND implement new research-based and technology-rich programs Overall description includes a vision for the school, a needs assessment, identification of goals and objectives, and references key points of data.
Implementation Candidates develop an implementation plan that addresses areas in need of change, a timeline for implementation and the collaborative process. (NELP 4.3; PSEL 10d; CAEP 1.1 Collaboration)	Implementation plan does not address integration of the budget, curriculum, instruction, technology, and/or assessment practices. Plans for collaboration are missing.	Implementation plan addresses the school's budget, curriculum, instruction, technology, and/or assessment practices with minimal attention to their integration. Plans for collaboration are minimally addressed.	Implementation plan addresses ways to integrate the school's budget, curriculum, instruction, technology, and assessment practices. Implementation plan addresses the collaborative process for improvement.	Implementation plan addresses the systematic and equitable integration of the school's budget, curriculum, instruction, technology, and assessment practices. Implementation and evaluation plans address the collaborative process for improvement.
Monitoring Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being (NELP 4.2; PSEL 10c; CAEP 1.1 Data Literacy)	Timeline contains little to no indication of when during the implementation phase that progress-monitoring actions will occur. Method of assessing progress not explained.	Timeline contains a list of progress-monitoring actions. Method of assessing progress is not explained	Timeline contains specific touchpoints during the implementation phase where progress-monitoring actions will occur. Method of assessing progress is explained	Timeline contains multiple, specific touchpoints during the implementation phase where assessments and progress-monitoring actions will occur. Method of assessing progress is explained and data-informed instructional improvement plans are presented.
Goals Candidates set high-quality and equitable goals for instructional practices, use of resources and technologies and services designed to improve student learning. (NELP 1.2; PSEL 10b; CAEP 1.1 Data Analysis)	Goals are NOT measurable or NOT appropriate for the selected targets.	Midpoint and final goals are measurable and appropriate for the selected targets.	Midpoint and final goals are measurable, research-based, appropriate for the selected targets, and achievable in the allotted time. Methods for disseminating data are described.	Midpoint and final goals are measurable, research-based, appropriate for the selected targets, and achievable in the allotted time. Methods for disseminating and using data to inform changes are described.

Data Validity

Background: Work on the assessment was begun in December 2018. The instrument was created in the spring of 2019 to evaluate the data-literacy ability of administrative candidates. A rough field test was conducted in the spring of 2019, which revealed multiple weaknesses in the original draft of the assessment. In the summer of 2019, an analysis was conducted by reviewing the current version of the assignment's instructions and requirements. This review resulted in finding that the original instructions were too vague to ensure consistent interpretation by professors and candidates, and the data used within the assessment were inconsistent across fields. Candidates were confused as to the scope of the assessment and lacked the knowledge necessary to conduct a valid analysis of the provided data. After much research and discussion among the developers of the assessment and multiple stakeholders, the directions were revised, and an unadulterated data set was selected as the source data. This revised assessment was field tested at three separate institutions, and their feedback resulted in additional adjustment to the assessment. Candidates are no longer provided with a set of data but are directed to the Mississippi Department of Education (MDE) website where they select the school of their choice, according to set parameters, for the data analysis. This adjustment was in response to feedback that the provided data set was missing key data points and other data points were inconsistent within the document. The adjustment results in candidates learning that data as reported to MDE are often inconsistent, incomplete, and incorrect, just as was seen in the original, unadulterated data set. The revised assessment was released in Spring, 2020 for further field-testing in the summer and fall of 2020.

Pilot: This section will be completed after the pilot is run in the spring of 2021.

Results of Lawshe CVR:
Summative data will be reported to the Mississippi Department of Education as part of the Annual Report. Due to the collaborative process among stakeholders in the development and revising of this assessment, the final Lawshe CVR agreement is 1.00.

Data Reliability **This section will be completed after the pilot is run in the spring of 2021 and MELFA addresses the issues of training and inter-rater reliability**

Training: As stated earlier, instructors are required to view a presentation on the evaluation instrument and to complete a statewide online training module prior to evaluating teacher candidates. Upon completion of the training, a certificate of completion is awarded. Training is to be completed once every three years.

Results of inter-rater reliability: IRR will be determined by the results of the online instructor training.

The remaining sections are to be completed by individual EPPs using their institution's results. For reporting SPA, there will be 2 cycles of data and for CAEP, there will be 3 cycles of data.

Analysis of Data Findings

Spring 2020 CLASS N = 22 (Items in red are specific to individual institutions)

OVERALL MEAN SCORES RELATIVE TO EACH STANDARD ELEMENT

	EXCEEDED EXPECTATIONS (4)	MET EXPECTATIONS (3)	MINIMALLY MET EXPECTATIONS (2)	EXPECTATIONS NOT MET (1)
CAEP A1.1 - Collaboration	18 (41%)	20 (45%)	6 (14%)	0
CAEP A1.1 - Data Analysis	24 (55%)	16 (35%)	4 (9%)	0
CAEP A1.1 - Data Literacy	28 (64%)	12 (27%)	4 (9%)	0
CAEP A1.1 - Research	30 (68%)	10 (23%)	4 (9%)	0
NELP 1.2	20 (45%)	18 (41%)	6 (14%)	0
NELP 4.1	24 (55%)	16 (35%)	4 (9%)	0
NELP 4.2	28 (64%)	12 (27%)	4 (9%)	0
NELP 4.3	18 (41%)	20 (45%)	6 (14%)	0

EPP RESULTS

YEAR 1	STATEWIDE RESULTS (to be completed once we have the data)	EPP <Cycle 1>	EPP <Cycle 2>	EPP <Cycle 3>
Research Candidate demonstrates use of research to identify specific research-based strategies designed to promote the turn-around process. (CAEP 1.1 Research)	N=75 M=3.25 R=2-4	n=15 M=3.33 R=3-4	n=12 M=3.51 R=3-4	n=10 M=3.10 R=3-4
Overall Plan Candidate develops a turn-around plan that addresses the targeted area in need of improvement. (NELP 4.1; PSEL 10e; CAEP 1.1 Data Analysis)				
Implementation Candidates develop an implementation plan that addresses areas in need of change, a timeline for implementation and the collaborative process. (NELP 4.3; PSEL 10d; CAEP 1.1 Collaboration)				
Monitoring Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student				

	STATEWIDE RESULTS (to be completed once we have the data)	EPP Cycle 1	EPP Cycle 2	EPP Cycle 3
learning and well-being (NELP 4.2; PSEL 10c; CAEP 1.1 Data Literacy)				
Goals Candidates set high-quality and equitable goals for instructional practices, use of resources and technologies and services designed to improve student learning. (NELP 1.2; PSEL 10b; CAEP 1.1 Data Analysis)				
YEAR 3	**STATEWIDE RESULTS** (to be completed once we have the data)	**EPP Cycle 1**	**EPP Cycle 2**	**EPP Cycle 3**
Research Candidate demonstrates use of research to identify specific research-based strategies designed to promote the transformation process. (CAEP 1.1 Research)				
Overall Plan – Candidate develops a transformation plan that addresses the targeted area in need of improvement. (NELP 4.1; PSEL 10e; CAEP 1.1 Data Analysis)				
Implementation Candidates develop an implementation plan that addresses areas in need of change, a timeline for implementation and the collaborative process. (NELP 4.3; PSEL 10d; CAEP 1.1 Collaboration)				
Monitoring Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being (NELP 4.2; PSEL 10c; CAEP 1.1 Data Literacy)				
Goals Candidates set high-quality and equitable goals for instructional practices, use of resources and technologies and services designed to improve student learning. (NELP 1.2; PSEL 10b; CAEP 1.1 Data Analysis)				

Data reviewed and by whom Begin typing here
Trends Begin typing here
Correlations Begin typing here
Variations Begin typing here
Strengths/weaknesses Begin typing here

Discussion of Interpretation of Data
Which group performed better Begin typing here
Limitations Begin typing here
Steps for improvement Begin typing here
Next steps Begin typing here