

## STEP ZERO: DATA ORGANIZATION AND PRELIMINARY SELF-ASSESSMENT



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**Facilitator:** Meet with the principal and check that the school planning team has assembled its data in the appropriate format before work begins on Step 1. It will be helpful to become familiar with the data trends before the first work session.

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**S**tep Zero is the “pre-planning” step in which the school planning team prepares to enter the PIM process. The PIM process relies on the use of data and evidence to inform group decisions; therefore, the first tasks will be to establish a planning team, assemble the initial data needed to conduct Steps 1-3 of the process, and collect staff perceptions about the school in a school self-assessment. Finally, the facilitator will develop group norms to guide the planning team’s work sessions.

### Expectations for this step



- The principal will establish the school planning team and set a schedule for their meetings.
- A team member (or a person identified by the team) will take an inventory of the student data for use in Steps 1-4

and organize it in a way that will be accessible to the planning team.

- Team members (and optionally the entire school) will complete a school self-assessment to identify major issues in need of attention based on perception data.
- The planning team will establish norms for working together, problem-solving and managing conflicts.

The order of the activities in Step 0 may vary depending on the needs of the school, so long as each is completed before the team begins Step 1. For example, if the team elects to complete the school self-assessment as a group rather than individually, it may be necessary to establish group norms before that activity, whereas if they complete the school self-assessment individually, they can develop group norms at the beginning of the first Step 1 meeting.









- 1. Before completing [Worksheet 0-A](#), consider the following questions:**
  - In what forms does the school and district gather data on student performance?
  - In what ways do classroom teachers record student progress?
  - What formative assessments does the school use (e.g., DIBELS, GRADE, Yearly Progress Pro, Stanford Learning First, etc.)?
  - What evidence do teachers and school leadership find helpful in making decisions about instruction, curriculum, and assessment?
  
- 2. Record the following on [Worksheet 0-A](#) for each content area:**
  - Data type: List the specific data sources that will be assembled for the PIM process.
  - Grade(s): Indicate the grade level(s) associated with each data source.
  - Data preparation required: Describe any disaggregation, summarization, or charting needed to present the data in a usable way. If possible, this data should be disaggregated by student groups, including: limited English proficient, Special Education status, low income, first language not English, and racial groups.
  - Person responsible and date due: Indicate the person(s) responsible for preparing the data and the deadline.
  
- 3. Once the data on the list is prepared, organize it in a three-ring binder for the planning team.**















## Checklist



Before moving on to Step 1, make the team has:

- Formed a school planning team and set a planning schedule.
- Completed [Worksheet 0-A \(Inventory and preparation of student performance data\)](#) for English language arts and mathematics.
- Completed [Worksheet 0-B \(MCAS data disaggregated by student group\)](#).
- Completed [Worksheet 0-C \(Cross-tabulation of student groups\)](#).
- Created MCAS item analysis graphs and reports for the past two years.
- Completed [Worksheet 0-D \(School self-assessment\)](#) and considered any existing school/district audits or surveys.
- Established group norms for conducting the work of the team.
- Assembled copies of the completed worksheets and other data for each member of the team and the necessary transparencies for the facilitator into data binders.



## Worksheet 0-A: Inventory and preparation of student performance data (MCAS data)

Content area:

Data type	Grade(s)	Preparation required	Person responsible	Date due
MCAS				
MCAS student-level data files (Current and previous cycle, available through MA DOE Security Portal)				
AYP Report (Available online from MA DOE Web site)				
Worksheet 0-B (MCAS data disaggregated by student group)				
Worksheet 0-C (Cross-tabulation of student groups)				
MCAS item analysis graphs (See Step 0.5)				
MCAS item analysis tables (Listing the % of students giving each response)				
Student responses to MCAS writing prompts				
Previous analysis of MCAS data (Performed by school or district)				
MEPA and MELA-O data				

**Worksheet 0-A: Inventory and preparation of student performance data (school and district data)**

Content area:

Data type	Grade(s)	Preparation required	Person responsible	Date due
Other standardized tests (Stanford, TerraNova, ITBS, LAS-R/W, etc.)				
District-based tests and rubrics (Benchmark assessments, final exams, etc.)				
School-based information on student performance (Formative and summative assessments, portfolio assessments, end-of-course exams, etc.)				
School program information				
Worksheet 0-D (School self-assessment)				
Other school self-assessments, program evaluations or external audits				
Attendance rates (For students and teachers)				
Discipline data				

## Worksheet 0-A: Inventory and preparation of student performance data (additional data)

Content area:

Data type	Grade(s)	Data preparation required	Person responsible	Date due
<b>Additional data for high schools or vocational / technical schools</b>				
<b>Competency determination percentages</b> (For 2002, 2003 and 2004 disaggregated by subgroup)				
<b>Dropout and transfer data</b> (By grade)				
<b>High Schools that Work assessment results and benchmarks</b> (if applicable)				
<b>Students needing remedial classes in college</b> (if available)				
<b>Work-based learning</b> (Of students completing job shadows, industry visits, internships, or cooperative education)				
<b>Students attaining state or national certificate or license in CTE area</b> (Perkins Local Plan - if applicable)				
<b>Other:</b>				





















