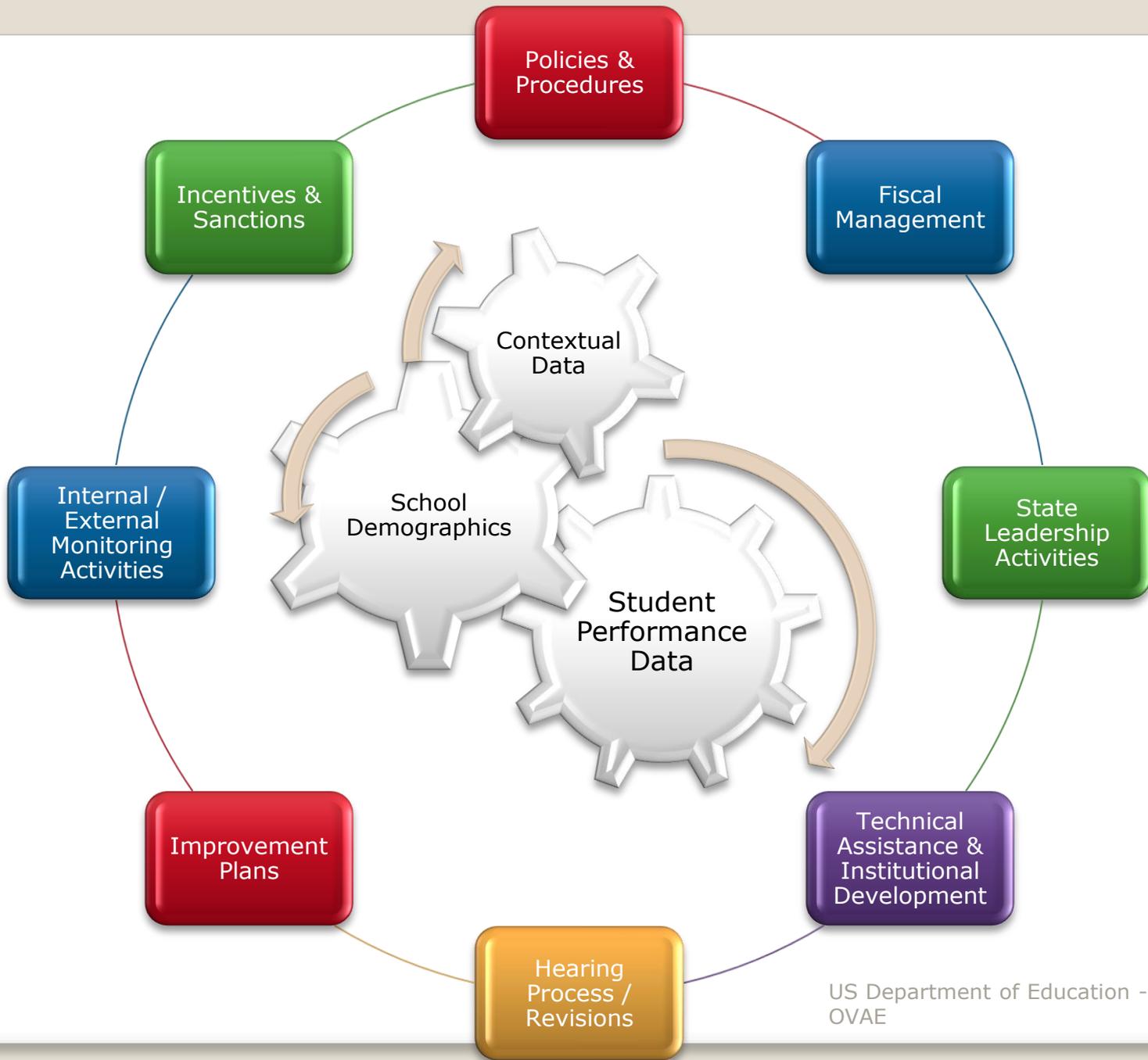




HOW DOES DATA INFORM OUR PRACTICE?



HOW DO WE GO ABOUT WORKING WITH STATE DATA?

- Evaluate performance of individual Perkins indicators across a three year period
 - Identify major trends in data
 - Identify low performance areas
 - Identify missing data sets
 - Identify performance trends and gaps for each subcategory (gender, race/ethnicity, special pops, tech prep)
 - Identify inconsistencies in data from year to year (extreme values)
 - Consider cross-indicator assessments (graduation vs performance)

US Department of
Education - OVAE

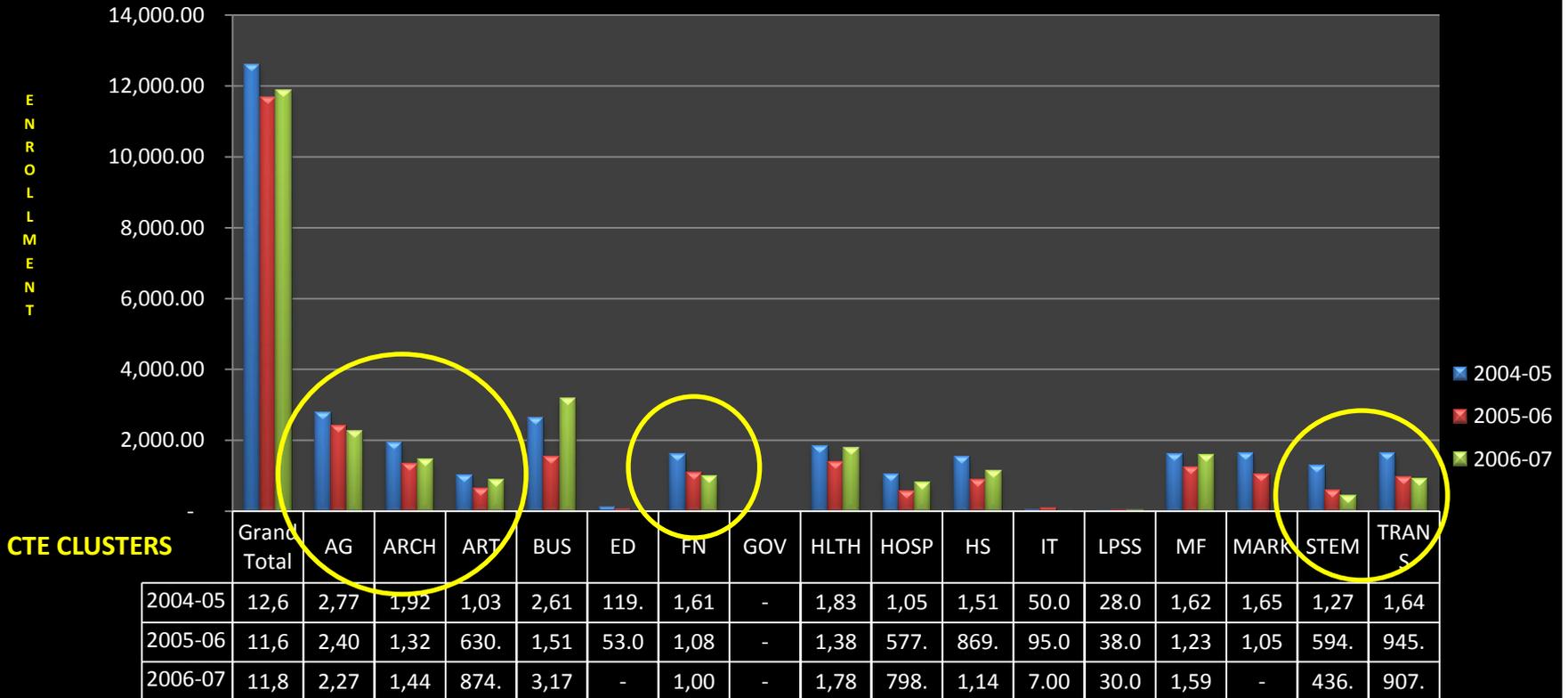
Year	Indicator	Indicator Code	Grand Total Target Performance	Grand Total Actual Performance	Gain or Loss	90% Rule
2003-2004	Academic	1S1	48.86%	52.86%	4.00%	108.19%
2004-2005	Academic	1S1	50.00%	60.19%	10.19%	120.38%
2005-2006	Academic	1S1	55.00%	59.17%	4.17%	107.58%
2006-2007	Academic	1S1	57.56%	63.42%	5.86%	110.18%
2003-2004	Vocational	1S2	84.55%	77.11%	-7.44%	91.20%
2004-2005	Vocational	1S2	86.89%	87.33%	0.44%	100.51%
2005-2006	Vocational	1S2	89.78%	85.98%	-3.80%	95.77%
2006-2007	Vocational	1S2	91.32%	87.20%	-4.12%	95.49%
2003-2004	Diploma/	2S1	72.60%	71.88%	-0.72%	99.01%
2004-2005	Diploma/	2S1	72.60%	77.93%	5.33%	107.34%
2005-2006	Diploma/	2S1	81.56%	93.09%	11.53%	114.14%
2006-2007	Diploma/	2S1	81.56%	88.18%	6.62%	108.12%
2003-2004	Total Plac	3S1	85.00%	91.55%	6.55%	107.71%
2004-2005	Total Plac	3S1	85.00%	91.37%	6.37%	107.49%
2005-2006	Total Plac	3S1	89.96%	88.99%	-0.97%	98.92%
2006-2007	Total Plac	3S1	91.34%	92.20%	0.86%	100.94%

Year	Indicator	Indicator Code	Grand Total Target Performance	Male Actual Performance	Gain or Loss	90% Rule	Female Actual Performance	Gain or Loss	90% Rule
2003-2004	Academic	1S1	48.86%	51.15%	2.29%	104.69%	55.07%	6.21%	112.71%
2004-2005	Academic	1S1	50.00%	56.85%	6.85%	113.70%	64.66%	14.66%	129.32%
2005-2006	Academic	1S1	55.00%	55.34%	0.34%	100.62%	63.81%	8.81%	116.02%
2006-2007	Academic	1S1	57.56%	60.26%	2.70%	104.69%	67.29%	9.73%	116.90%
				55.90%			62.71%		
2003-2004	Vocational	1S2	84.55%	76.87%	-7.68%	90.92%	77.44%	-7.11%	91.59%
2004-2005	Vocational	1S2	86.89%	76.91%	-9.98%	88.51%	87.90%	1.01%	101.16%
2005-2006	Vocational	1S2	89.78%	80.78%	-9.00%	89.98%	86.68%	-3.10%	96.55%
2006-2007	Vocational	1S2	91.32%	80.32%	-11.00%	87.95%	87.70%	-3.62%	96.04%
				78.72%			84.93%		

Not meeting the target and 90% threshold. Will the local plan include strategies to help this subgroup its intended performance level for this particular indicator?

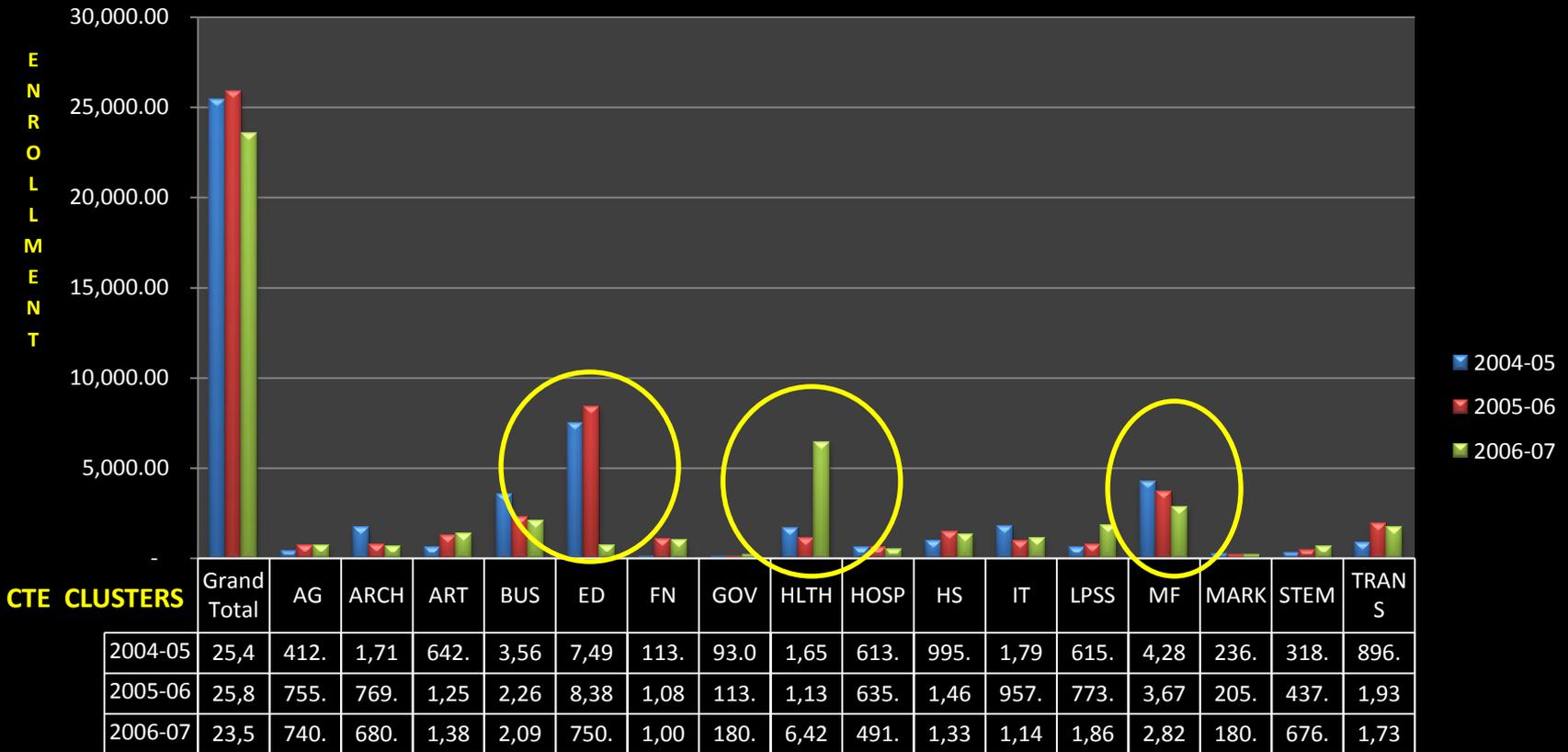
Enrollment Trends

Secondary CTE Concentrator Enrollment 2004-2007



Enrollment Trends

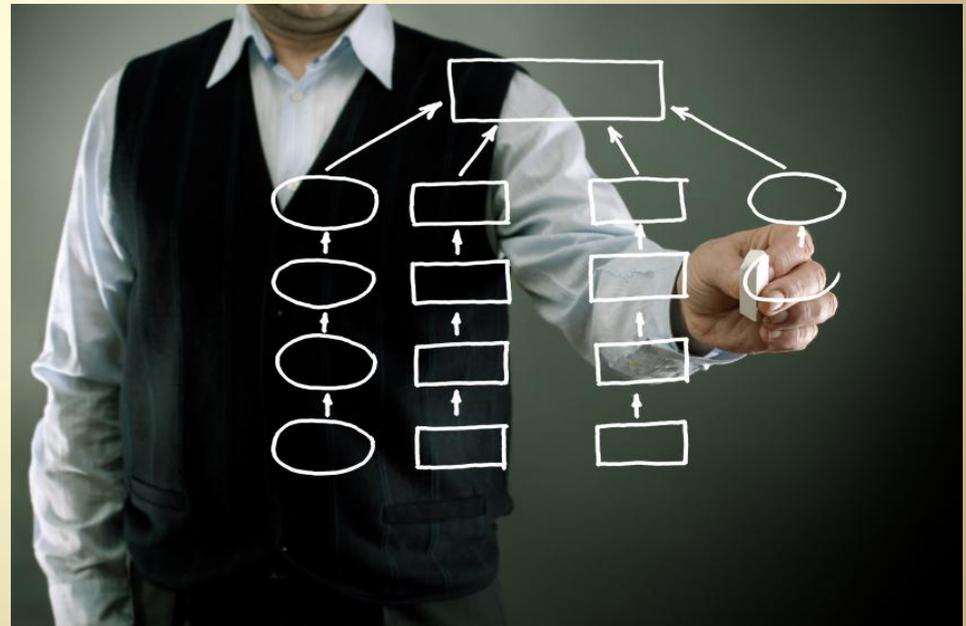
Postsecondary CTE Enrollment 2004-2007





VALUE ADDED ASSESSMENTS

Your data is only as useful as your research question.





Assessment Questions



1. What are the school's greatest strengths related to student outcomes?
 - School profile & subgroup analysis; by indicator or areas of interest
2. What are the school's greatest challenges related to student outcomes?
3. Do school plans and policies adequately support the strengths and include strategies to address the challenges?



Assessment Questions

4. Are the data driven approaches to decision making used by the school valid and reliable, and does the information /data point to any unidentified challenge?
5. How do school-level performance measures align with compliance measures?
6. Who are the stakeholders and how can they contribute to our success?

Assessment Questions



7. How effective are our internal and external monitoring processes?

8. What elements comprise your assessment model? (student profiles, community profile, classroom assessments , student academic and technical achievement data)

How do we assess size, scope and quality?

1. Trends in program enrollment
2. Classroom assessment , student academic and technical achievement data
3. Student attendance/absence data
4. Student retention, graduation and placement data
5. Community profile

Data Analysis & Review

- Use data from multiple sources and years
- Consider cross-indicator assessments (graduation vs performance)
- Pay close attention to subgroup performance, gaps and disparities
- Remember to use cross year data analysis to identify patterns, trends and issues for LEA's

THANK YOU