



## Examples of Focusing and Clarifying Questions

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### **Achievement/Progress/Graduation/K-3 Literacy**

- What instructional practices have shown evidence of success over time?
  - How are struggling students identified for additional instruction and support?
  - How are students' mastery identified to facilitate increased progress?
  - Is instructional time prioritized appropriately?
  - Are formative assessments being used to differentiate instruction? What evidence do we have?
  - What was the performance of students within each demographic group, school, and grade level over time?
  - What do our report card measures tell us about areas for improvement?
  - What is the relationship between our course grades/assessments and assessment performance on Ohio's Standardized Tests?
  - What are the characteristics of students who have the highest and lowest rates of absenteeism?
  - Based on student achievement/progress data, what topics should be an integral part of our professional development program?
  - How are we measuring the effectiveness of our interventions?
  - How are we measuring the fidelity of the implementation of our professional development?
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### **Gap Closing**

- What are the characteristics and performance levels of students who are receiving special education services? Based on that information, what services are we providing to address the needs of these students?
- Are ELLs who have been in the district for at least three years meeting grade level expectations in ELA? Math?
- What training/support are we providing to classroom teachers with ELL students in their classrooms? How do we know which strategies have proven effective?

- What is the relationship between economic status and daily attendance?
  - What supports do we have in our district to assist students with outside barriers that come into the classroom and affect achievement?
  - What percentage of students from each sub group are accessing rigorous college/career ready coursework? What barriers may be preventing that access?
  - What RTI process do we have in place to address gaps? How do we know if the interventions are effective?
  - Are our strongest teachers matched well with the needs of our students?
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## **Prepared for Success**

- What measures do we have in place to measure which students are not on track to test remediation free on the ACT/SAT?
- What supports do we have in place to ensure student readiness for ACT/SAT testing and to close gaps as needed?
- What instructional strategies are most effective in preparing students to test remediation free on the ACT/SAT? What evidence do we have to support this?
- What barriers are preventing students from earning an honors diploma? What research-based strategies can we utilize to overcome them?
- How can we increase access for all students to AP and CCP coursework?
- What barriers are preventing us from offering more CCP and AP coursework? What research-based strategies can we utilize to overcome them?

*The Success Network is a program of*