



# Process for Promoting the Use of Data

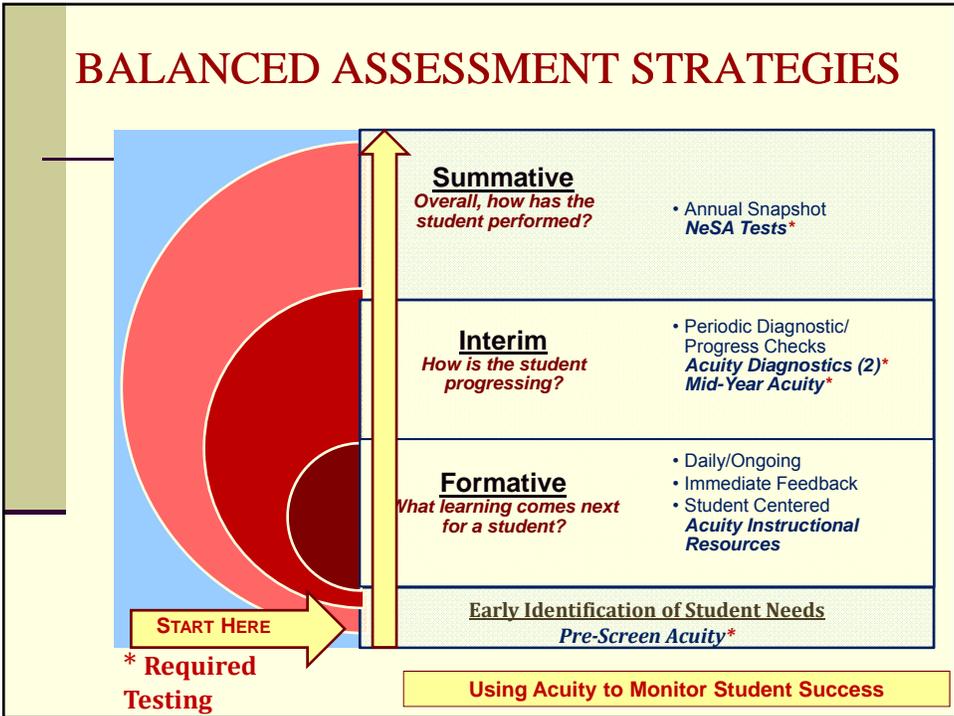
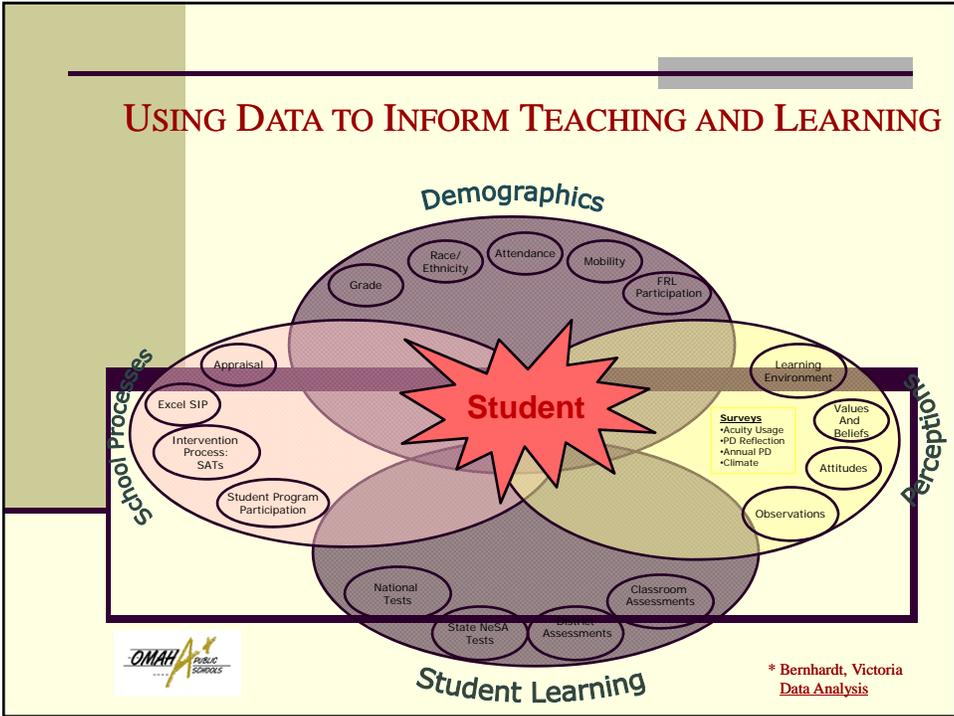
A Train the Trainers Model  
to Support Use of School Data to  
Inform Teaching and Learning Decisions

## Why promote the use of data?

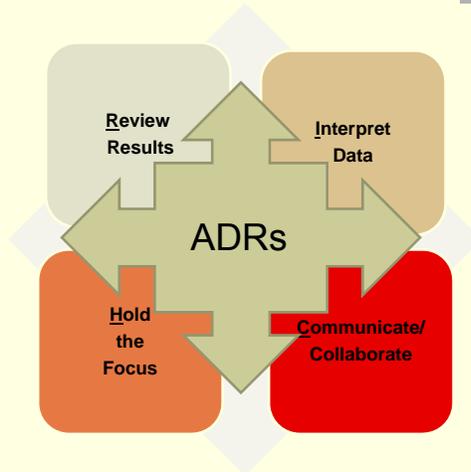
Challenges:

- How to engage schools in using data
- How to convert abundant data into relevant information for the user
- How to gather data a school trusts to represents the reality of their school

**School data by itself is not useful until it is  
turned into information.**



## The Process is... RICH



## How can schools meet the challenges of using data?

### Academic Data Representatives (ADR)

#### Train the Trainer Model

- Principal selects an individual to receive additional professional development in data collection and interpretation
- District trains a school representative to serve as a site based "go to" person to support the use of data for school improvement
- Representative works in collaboration with school leadership staff to discuss and communicate data related to teaching and learning

## WHO ARE OUR ADRS?



## Academic Data Representatives are . . .

- School Principals and Assistant Principals
- Curriculum Specialists
- Instructional Facilitators
- Magnet Coordinators
- Teachers
- Librarians
- Special Education Teachers
- Literacy Facilitators

## District provides support:

- Substitute teachers to cover classrooms during meetings and workshops
- Professional books and materials
- Electronic conference site to access information
- Assistance from district assessment staff



## Role of Academic Data Representative

- **Serve as a liaison** to school leadership/staff members in the area of academic data
- **Interpret and analyze** student achievement and social indicator data as it pertains to the school's improvement process
- **Represent and present** data findings to school leadership staff/staff members
- **Participate in discussions** and planning sessions with school leadership staff/staff members about the implications of data for teaching and learning
- **Respond to staff requests and questions** regarding student achievement and social indicator data, both interim and summative

## Role of Academic Data Representative

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- Access school data through district data systems
- Assist in the identification, collection and interpretation of formative data to further inform the teaching/learning process
- Attend regularly scheduled meetings provided by district staff
- Participate in First Class Conference for information specific to Academic Data Representatives
- Consult state and national websites for assessment information, e.g. NDE, Education Commission of States, National Council for Educational Statistics NCES), National Assessment of Educational Progress (NAEP)

## ADR Meetings

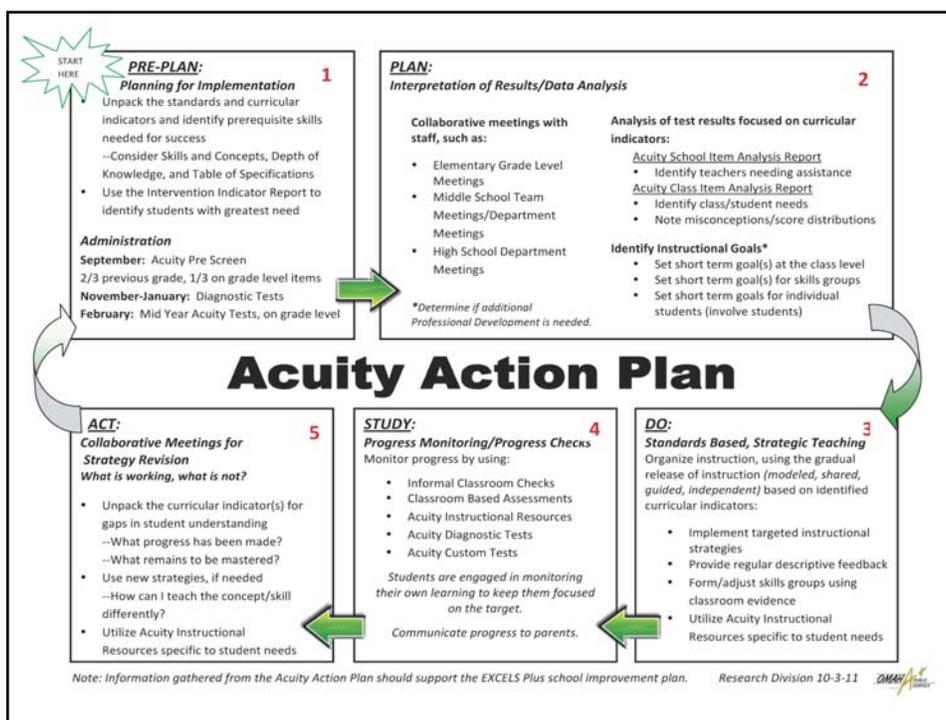
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- Time to Learn
- Time to Reflect
- Time to Share
- Time to Problem Solve
- Time to Report Back

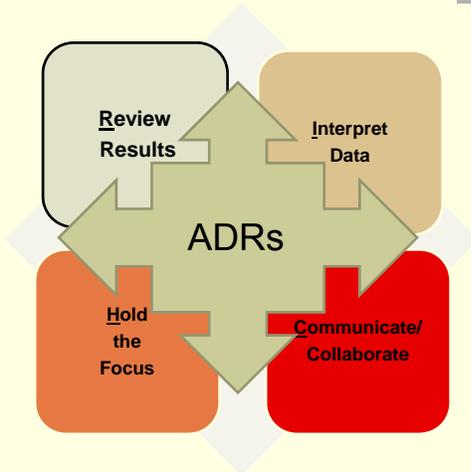


## District Supports the Process with Training

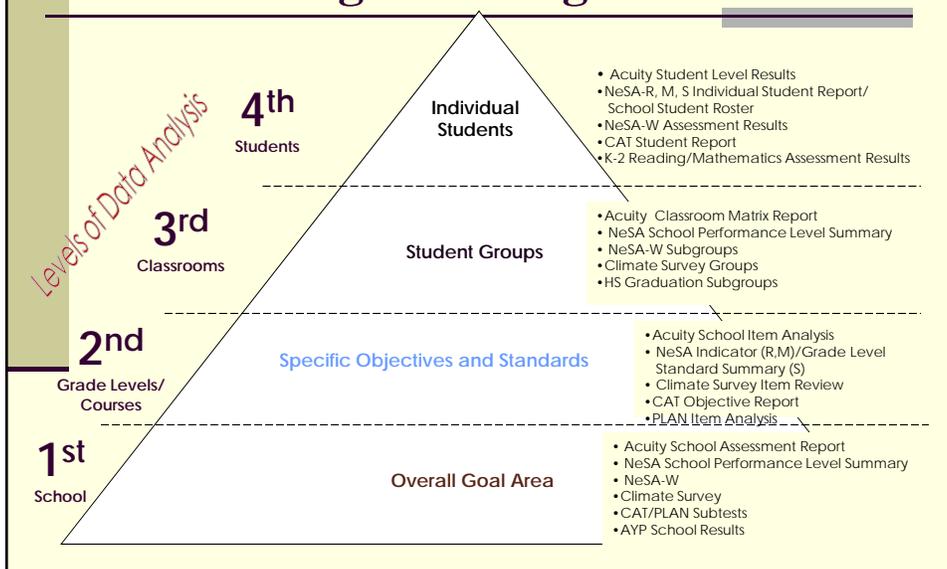
- Data Analysis and Interpretation
- Graph and Spreadsheet Manipulation
- District Assessment Updates
- Assessment Quality
- Testing Practices and Procedures
- Reporting Requirements for:
  - Local
  - State
  - Federal
- *As needs arise...*



## The Process is... Review Results



## Using Data to Inform Teaching/Learning Decisions



## ADRs Drill into Levels of Data to Inform Teaching/Learning Decisions

### Questions to Guide Analysis

- Compare results from last year to this year. Is the trend going up, staying the same, or going down?
- Compare this year's results to national, state, and district averages. Is the school above or below these averages?
- Compare subgroups of students. Does an achievement gap exist between groups? Which groups?
- Use the student level data to determine students who are not achieving the specified target.

### Questions to Guide Root Cause Analysis

- Is area of need (decline in achievement) a priority of the school?
- If the Expected Assessment Outcome was met, why was it met? What do we need to *\*continue doing\**?
- If the Expected Assessment Outcome was not met, why wasn't it met? What do we need to *\*do differently\**?
- Use the student level data to determine students who are not achieving the achievement target.

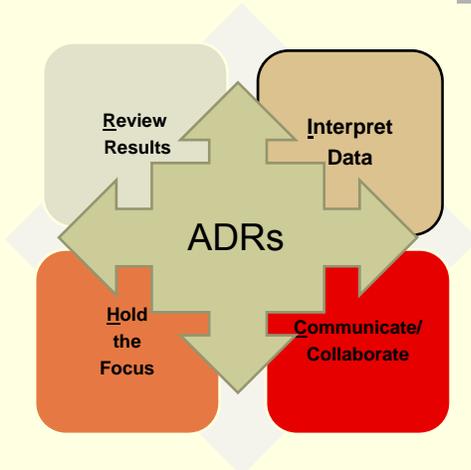
*\*Consider Professional Development and Implementation Strategies*

## ADRs Support the Use of Data to Inform Instruction

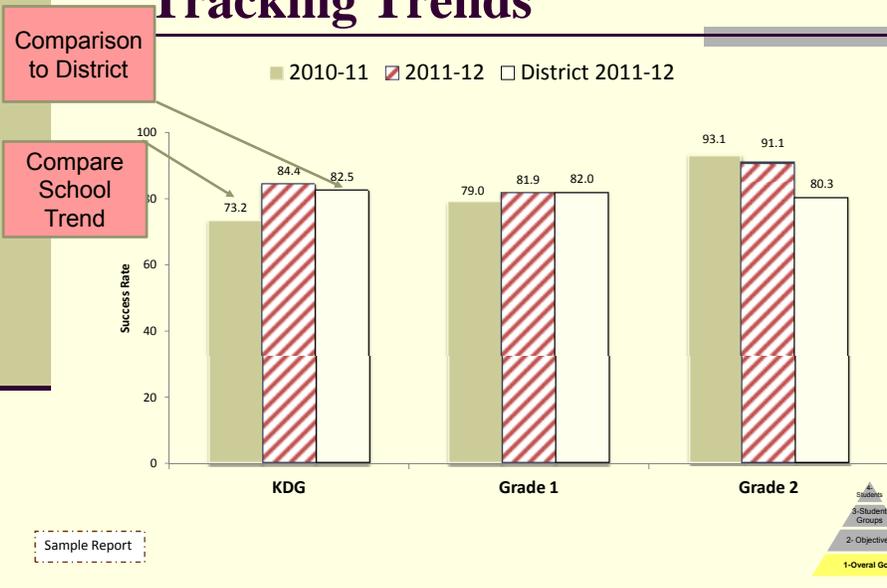
- Reviewing Cohort Comparisons
- Monitoring Programmatic Comparisons
- Utilizing Multiple Data Sources
- Drilling into Levels of Data
- Informing School Improvement Strategic Plans



## The Process is... Interpret Data

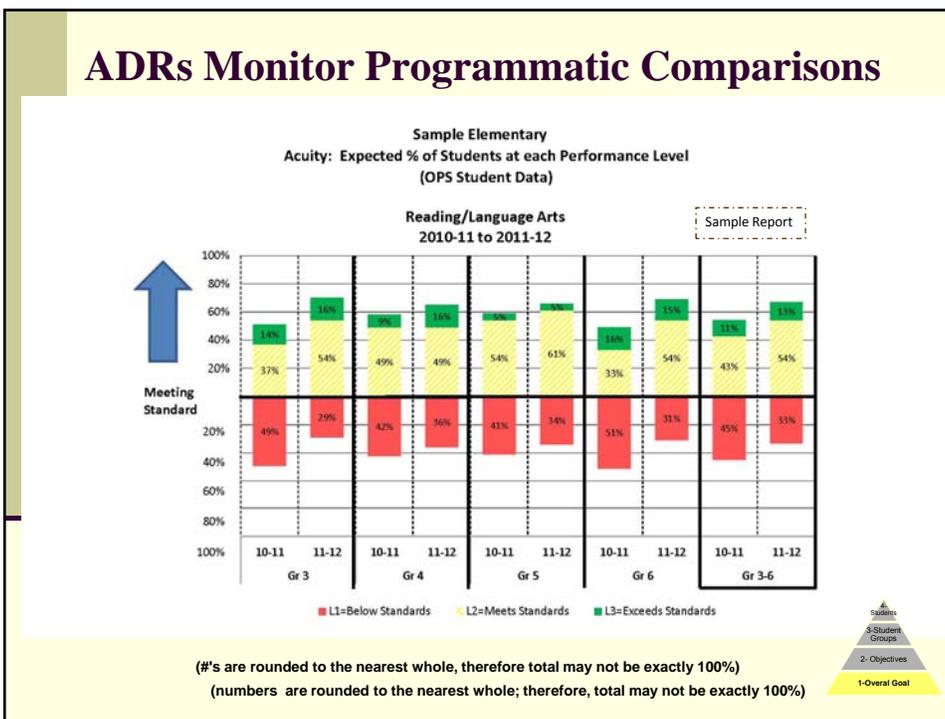


## Data Analysis/Interpretation: Tracking Trends



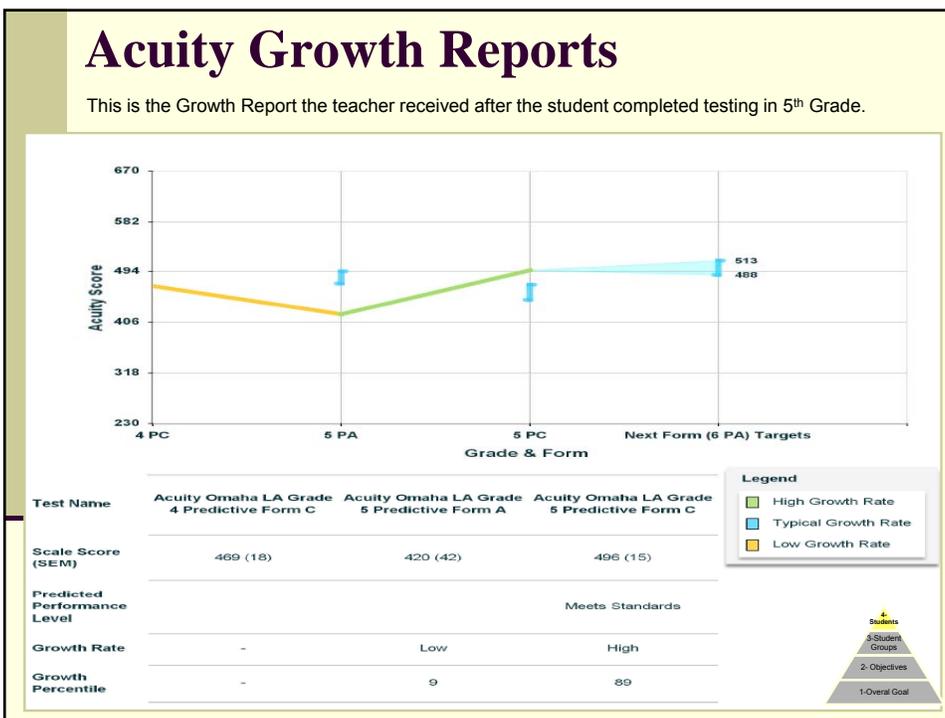


## ADRs Monitor Programmatic Comparisons



## Acuity Growth Reports

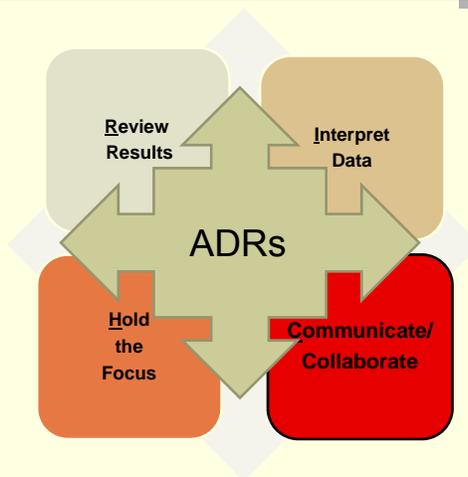
This is the Growth Report the teacher received after the student completed testing in 5<sup>th</sup> Grade.



## ADRs are Trained to Synthesize Data

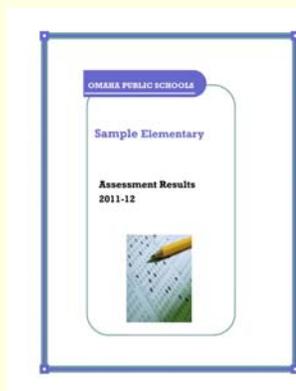
	Questions to Connect Data	+ Accomplishments	ΔChallenges	Follow-up Needed
Reading/ English/Language Art	1. What does my trend information represent? 2. What do my Mid Year Acuity School Assessment trend charts indicate? Is my rate of growth appropriate? 3. What do additional grade level/course trend data show? (K-2 Assessments, Core Class Failures, . . . ) 4. What additional information do I need to gather to monitor progress of strategies? Are strategies being implemented appropriately? Is there equity of instructional opportunity in all classrooms?	What needs to be celebrated and maintained?		
	1. What does my school report card trend information represent for state writing? 2. Are most of my students scoring 3+ on a four point rubric? 3. Do all teachers use the district writing practice information to adjust instruction? 4. Are there opportunities for all staff members to support writing instruction?		What challenges need to be addressed?	
	1. What does my trend information represent? 2. What do my Mid Year Acuity School Assessment Trend charts indicate? Is my rate of growth appropriate? 3. What do additional grade level/course trend data show? (K-2 Assessments, Core Class Failures, . . . ) 4. What additional information do I need to gather to monitor progress of strategies? Are strategies being implemented appropriately? Is there equity of instructional opportunity in all classrooms?			What additional data needs to be collected by the grade level or team?
Writing	1. What does my school report card trend information represent for state writing? 2. Are most of my students scoring 3+ on a four point rubric? 3. Do all teachers use the district writing practice information to adjust instruction? 4. Are there opportunities for all staff members to support writing instruction?		What challenges need to be addressed?	
Mathematics	1. What does my trend information represent? 2. What do my Mid Year Acuity School Assessment Trend charts indicate? Is my rate of growth appropriate? 3. What do additional grade level/course trend data show? (K-2 Assessments, Core Class Failures, . . . ) 4. What additional information do I need to gather to monitor progress of strategies? Are strategies being implemented appropriately? Is there equity of instructional opportunity in all classrooms?			What additional data needs to be collected by the grade level or team?
Science	1. What does the baseline information for 2011-12 NeSA reveal about students' science skills? 2. What Acuity information will help teachers monitor progress of science content?			
Discipline	1. What is the student group with the highest number/rate of suspensions? Does this vary by grade level? 2. What is the grade level with the highest number/rate of suspensions? Is this different from previous years? If so, what may explain the change? 3. After reviewing multiple years of data, what trends are apparent? 4. What additional information may be helpful?			

## The Process is... Communicate/Collaborate



## SCHOOL DATA BOOKS

- Compilation of data from previous school year
- Visual data displays
- One source for collected school data
- Available to schools in September



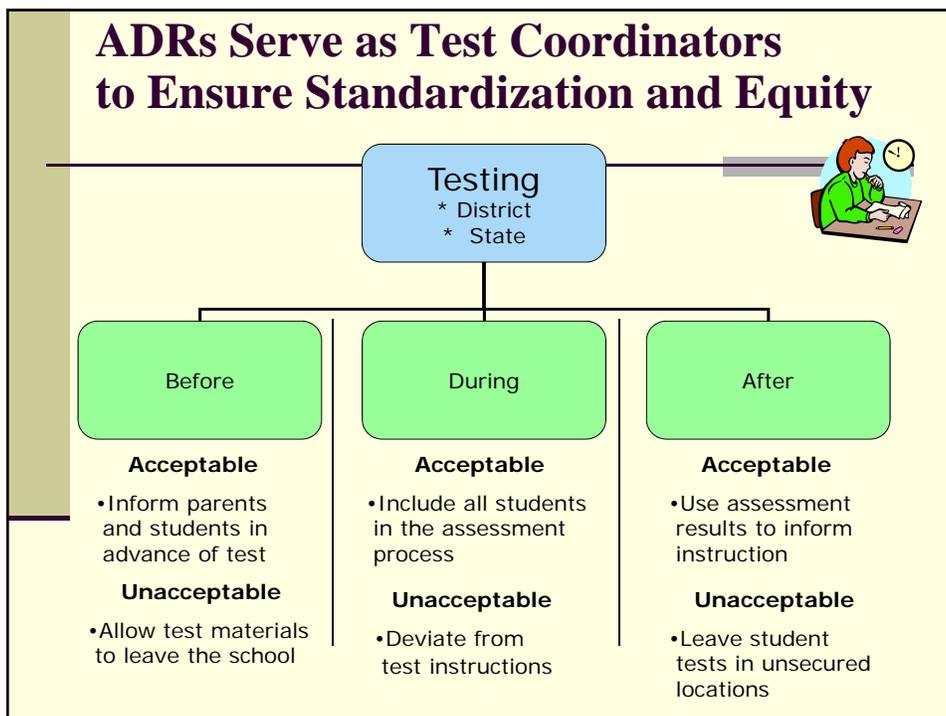
## ADRs Communicate School Climate Survey Results

SHOWS LEVEL OF AGREEMENT WITH STATEMENT BY GROUP

School Climate	2012-13		
	Staff	Student	Parent
The atmosphere of this school is positive.	71.1	72.8	91.7
Students are proud of the school.	73.3	83.8	91.7
Staff members are proud of this school.	82.2	81.5	87.5
Staff members at this school demonstrate their care and concern for students.	84.4	81.9	88.9
Students value the options of the adults at this school.	71.1	78.7	90.3
Staff and administration value the options of the students at this school.	75.6	74.1	87.5
Students at this school show respect for one another.	71.1	65.7	83.3

Sample Report

## ADRs Serve as Test Coordinators to Ensure Standardization and Equity



## ADRs Communicate NDE Information

- NDE *State of the Schools Report*
- NeSA: Performance Level Descriptors, Scoring Guide, DOK Levels, Allowable Accommodations, AYP Goals
- eDirect access to DRC
- Academic Standards
- State Accountability (NePAS)
- Standards, Assessment, and Accountability Updates (SAA)





## ADRs Support School Improvement Planning

ADRs help monitor “Stretch Goals” established by their school.

- PART I - Schools make comparison to “where they are” and “where they need to be” using previous year’s NeSA and mid-year criterion assessment information
- PART II –Identify information to help schools determine areas of critical need
- PART III – Teachers review data and use professional judgment to prioritize skill of greatest importance

DATA ANALYSIS COMPONENTS	
<b>PART I</b> <b>“BIG”</b> <b>PICTURE</b> <b>PERCENT OF STUDENTS</b> <b>MEETING/EXCEEDING</b> <b>STANDARD</b>	School Criterion Test 2012-13 Grade Level %
	NeSA 2011-12 Grade Level %
	School to NeSA 2011-12 Grade Level Change %
	School to District % Grade Level Change %
	School to Stretch Goal % Grade Level Change %
<b>PART II</b> <b>AVERAGE % POINTS</b> <b>OBTAINED</b> <b>CRITICAL NEEDS &lt;65%</b>  School Assessment Report By School, By Grade	Vocabulary
	Comprehension
<b>PART III</b> <b>AVERAGE % POINTS</b> <b>OBTAINED</b> <b>CRITICAL NEEDS &lt;65%</b> with Teacher Judgment of Skill Importance School Item Analysis Report By School, By Grade	Vocabulary
	Comprehension

## ADRs Utilize Multiple Data Sources: Intervention Indicator Report

(sample contains fictitious student information)

Student Number	Last Name	First Name	Gender	Ethnicity	Grade	Counselor	SE	ELL	Gifted	Total Days Absent Last Year	Days Medical This Year
374000	Lewis	Langdon	M	BL	11	Williams, Hope	N			14.6	0.0
441222	Davis	Brenda	F	HI	12	Williams, Hope	N	C		6.3	0.0
376333	Thompson	Lee	M	BL	12	Smith, Bret	Y			26.4	1.1
370444	Krause	Marc	F	WH	12	Williams, Hope	N			26.0	0.0
374555	Steel	Donte'	M	BL	12	Williams, Hope	Y			3.0	0.1
372666	Thomas	Lee	M	WH	12	Smith, Bret	N			17.7	0.0
372777	Williams	Paige	F	WH	12	Smith, Bret	N			8.9	0.0
367888	Aldrich	David	M	BL	12	Williams, Hope	N			1.9	0.0
367999	Burton	John	M	WH	12	Smith, Bret	N			4.9	0.0
373000	Perkins	Kailinya	F	BL	12	Williams, Hope	N			6.0	0.0
370111	Torrez	Kimberly	F	WH	12	Williams, Hope	N			17.3	0.0
372222	Taylor	Marie	F	BL	12	Miller, Paula	N			0.4	0.0
378333	Carlson	Paige	F	WH	12	Miller, Paula	N			6.6	0.0
372444	Nicklin	Michael	M	BL	12	Miller, Paula	N			1.2	0.0
373555	Roberts	John	M	WH	12	Williams, Hope	N		1	2.0	0.0
372666											0
366777											0

School displays are updated as new students move into a school.

## ADRs Utilize Multiple Data Sources: Intervention Indicator Report

(sample contains fictitious student information)

Number Of Schools	NeSA-W	Indicators							Days		Total Indicators
		Acuity % Pts Obt-Reading	NeSA-Reading	CAT Total Reading	Acuity % Pts Obt -M	NeSA-Math	CAT Total Math	Tardy	Absent This Year	Suspended This Year	
1	2.66	37	65	6	30	19	1	13	4.9	2.0	10
1	3.00	51	76	39	28	8	11	13	8.4	4.1	9
1	5.67	49	72	39	38	55	17	9	6.9	0.0	8
1	5.34	49	45	3	33	42	16	3	11.3	0.0	7
1	5.00	66	113	47	35	57	10	6	7.8	0.0	6
1	5.34	57	92	49	58	47	17	33	7.0	0.0	5
1	5.67	80	128	89	50	74	37	9	4.9	0.0	4
1	4.66	77	100	71	45	64	37	2	2.6	0.0	3
1	7.00	74	100	75	75	109	78	7	10.3	0.0	2
1	6.66	0	147	89	0	113	61	0	8.2	0.0	1
1	5.34	74	123	73	80	134	89	12	0.1	0.0	1
1	5.34	89	163	84	88	128	96	0	7.3	0.0	1
1	5.34	77	140	94	65	106	81	0	2.6	0.0	0
1	4.00	86	163	82	85	184	96	1	1.0	0.0	0
1	7.00	89	186	93	80	141	95	0	0.1	0.0	0
1	5.34	91	154	82	85	184	99	0	3.3	0.0	0

Number of indicators where a student has not yet met acceptable levels.

## Our Process for Promoting the Use of Data ...

### School Based Academic Data Representatives

- Provide each school with a site based “go to” data representative to assist with school improvement
- Support on-going training of the school to transform data into useful information
- Facilitate school ownership of data

