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 represent the reality of their school

School data by itself is not useful until it is turned into information.
USING DATA TO INFORM TEACHING AND LEARNING

BALANCED ASSESSMENT STRATEGIES

Summative
Overall, how has the student performed?
• Annual Snapshot NeSA Tests*

Interim
How is the student progressing?
• Periodic Diagnostic/ Progress Checks
• Acuity Diagnostics (2)*
• Mid-Year Acuity*

Formative
What learning comes next for a student?
• Daily/Ongoing
• Immediate Feedback
• Student Centered Acuity Instructional Resources

Early Identification of Student Needs
Pre-Screen Acuity*

Using Acuity to Monitor Student Success

* Bernhardt, Victoria
Data Analysis

START HERE

* Required Testing
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

- 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

- 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...

Acuity Action Plan

1. Planning for Implementation
   - Unpack the standards and curricular indicators and identify prerequisite skills needed for success
     - Consider Skills and Concepts, Depth of Knowledge, and Table of Specifications
     - Use the intervention indicator report to identify changes with greatest need
   - Administration
     - September: Acuity Pre-Screen
       3.5 previous grade, 1.5 current grade level items
     - November-January: Diagnostic Tests
     - February: Mid-Year Acuity Tests, on grade level

2. Interpretation of Results/Data Analysis
   - Collaborative meetings with staff, such as:
     - Elementary Grade Level Meetings
     - Middle School Team Meetings/Department Meetings
     - High school subcommittee Meetings
   - Interpret results and determine if additional professional development is needed

3. Reporting Requirements for:
   - Acuity School Item Analysis Report
     - Identify teachers needing assistance
     - Acuity Class Item Analysis Report
     - Identify class/student needs
     - Note misconceptions/disseminated

4. Acuity Instructional Needs
   - Set short-term goals at the class level
   - Set short-term goals for skills groups
   - Set short-term goals for individual students (invoque students)

5. ACT: Collaborative Meetings for Strategy Revision
   - What is working, what is not?
   - Unpack the curricular indicators for gaps in student understanding
   - What progress has been made?
   - What remains to be mastered?
   - Use new strategies, if needed
   - How can I teach the concept/skill differently?
   - Utilize Acuity Instructional Resources specific to student needs

6. STUDY: Progress Monitoring/Progress Checks
   - Monitor progress by using:
     - In-depth Classroom Tests
     - Classroom Based Assessments
     - Acuity Instructional Resources
     - Acuity Diagnostic Tests
     - Acuity Formative Tests
     - Students are engaged in monitoring their own learning and are focused on the target
     - Communicate progress to parents

Note: Information gathered from the Acuity Action Plan should support the EXCEL Plus school improvement plan.
The Process is… Review Results

Review Results
Interpret Data
ADR\(s\)
Hold the Focus
Communicate/Collaborate

Using Data to Inform Teaching/Learning Decisions

- Individual Students
- Student Groups
- Specific Objectives and Standards
- Overall Goal Area

- 4th Students
- 3rd Classrooms
- 2nd Grade Level/Courses
- 1st School

- Acuity Student Level Results
- NeSA-R, M, S Individual Student Report
- School Student Roster
- NeSA-W Assessment Results
- CAT Student Report
- K-2 Reading/Mathematics Assessment Results

- K-2 Reading/Mathematics Assessment Results

- Acuity Classroom Matrix Report
- NeSA School Performance Level Summary
- NeSA-W Subgroups
- Climate Survey Groups
- HS Graduation Subgroups

- Acuity School Item Analysis
- NeSA Indicator (R,M)/(Grade Level Standard Summary (S)
- Climate Survey Item Review
- CAT Objective Report
- PLAN Item Analysis

- Acuity School Assessment Report
- NeSA School Performance Level Summary
- NeSA-W
- Climate Survey
- CAT/PLAN Subtests
- AYP School Results
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*

ADR 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

Comparison to District

Compare School Trend
Data Analysis/Interpretation: Comparison of Student Groups

K-2 READING SUCCESS RATES BY STUDENT GROUP - ALL STUDENTS - 2011-12

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Success Rate: 50.3, 77.2, 63.5, 65.8, 71.4, 73.4, 63.4, 66.6, 71.6, 67.6, 73.0, 77.0, 57.1, 57.1

* Indicates key grade level skills displayed on the Intervention Indicator Report
Success Rate = Total number of Proficient and Advanced skill scores divided by the total number of skills tested.

ADRs Review Cohort Data

Sample Elementary
MID YEAR READING
Percent Predicted to Meet/Exceed Standards
*Cohort Comparison
Grades 3 - 4

% Predicted to Meet/Exceed Standards

2010-11
Gr 3

2011-12
Gr 4 *

School  Comparison Group  District

Cohort student group contains students tested at the school during 2011-12 compared to the same students' 2010-11 results regardless of where students tested in the prior year.
ADRs Monitor Programmatic Comparisons

Sample Elementary
Acuity: Expected % of Students at each Performance Level (OPS Student Data)

Reading/Language Arts
2010-11 to 2011-12

(!'s are rounded to the nearest whole, therefore total may not be exactly 100%)

(numbers are rounded to the nearest whole; therefore, total may not be exactly 100%)

4-8 Students
3-Student Groups
2-Objectives
1-Overall Goal

Acuity Growth Reports

This is the Growth Report the teacher received after the student completed testing in 5th Grade.
### Questions to Connect Data

<table>
<thead>
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<th>+ Accomplishments</th>
<th>ΔChallenges</th>
<th>Follow-up Needed</th>
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<tbody>
<tr>
<td>1. What does my trend information represent?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What do my Mid-Year Acuity School Assessment Trend charts indicate? Is my rate of growth appropriate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What additional grade level/course trend data show? (K-2 Assessments, Core Class Failures, ...)</td>
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<tr>
<td>4. What additional information does need to gather to monitor progress of strategies? Are strategies being implemented appropriately? Is there equity of instructional opportunity in all classrooms?</td>
<td></td>
<td></td>
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<tr>
<td>5. What does my school report card information represent for state writing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are most of my students scoring 3+ on a four point scale?</td>
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<tr>
<td>7. Do all teachers use the district writing practice information to adjust instruction?</td>
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<tr>
<td>8. Are there opportunities for all staff members to support writing instruction?</td>
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<tr>
<td>9. What does the baseline information for 2011-12 reveal about student science skills?</td>
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<tr>
<td>10. What science information will help teachers monitor progress of science content?</td>
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<tr>
<td>11. What student group with the highest number/rate of suspensions? Does this vary by grade level?</td>
<td></td>
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</tr>
<tr>
<td>12. 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?</td>
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<tr>
<td>13. After reviewing multiple years of data, what trends are apparent?</td>
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<tr>
<td>14. What additional information may be helpful?</td>
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</table>

### The Process is...

**Communicate/Collaborate**

- Review Results
- Interpret Data
- Hold the Focus
- 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

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### ADRs Communicate

School Climate Survey Results

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<th>School Climate</th>
<th>2012-13</th>
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<td>Staff</td>
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<tr>
<td>The atmosphere of this school is positive.</td>
<td>71.1</td>
</tr>
<tr>
<td>Students are proud of the school.</td>
<td>73.3</td>
</tr>
<tr>
<td>Staff members are proud of this school.</td>
<td>82.2</td>
</tr>
<tr>
<td>Staff members at this school demonstrate their care and concern for students.</td>
<td>84.4</td>
</tr>
<tr>
<td>Students value the options of the adults at this school.</td>
<td>71.1</td>
</tr>
<tr>
<td>Staff and administration value the options of the students at this school.</td>
<td>75.6</td>
</tr>
<tr>
<td>Students at this school show respect for one another.</td>
<td>71.1</td>
</tr>
</tbody>
</table>

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*Sample Report*
ADRs Serve as Test Coordinators to Ensure Standardization and Equity

Testing
* District
* State

Before
Acceptable
• Inform parents and students in advance of test
Unacceptable
• Allow test materials to leave the school

During
Acceptable
• Include all students in the assessment process
Unacceptable
• Deviate from test instructions

After
Acceptable
• Use assessment results to inform instruction
Unacceptable
• Leave student tests in unsecured locations

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 Plans for Improvement

Identify what indicators/students need additional support.

Determine strategies

Plan to monitor progress

List areas with < 50%

The Process is... Hold the Focus
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

<table>
<thead>
<tr>
<th>PART I</th>
<th>“BIG” PICTURE</th>
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<tr>
<td>PERCENT or STUDENTS MEETING/EXCEEDING STANDARD</td>
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<table>
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<tr>
<th>PART II</th>
<th>AVERAGE % POINTS OBTAINED</th>
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<tbody>
<tr>
<td>CRITICAL NEEDS &lt;65%</td>
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| School Assessment Report |
| By School, By Grade |

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<tr>
<th>PART III</th>
<th>AVERAGE % POINTS OBTAINED</th>
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<td>CRITICAL NEEDS &lt;65% with Teacher Judgment of Skill Importance</td>
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| School Item Analysis Report |
| By School, By Grade |

ADRs Utilize Multiple Data Sources: Intervention Indicator Report

(sample contains fictitious student information)

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<th>Student Number</th>
<th>Last Name</th>
<th>First Name</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Grade</th>
<th>Counselor</th>
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<th>ELL</th>
<th>Total Days Absent Last Year</th>
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<th>Days Medical</th>
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School displays are updated as new students move into a school.
## ADRs Utilize Multiple Data Sources: Intervention Indicator Report

(sample contains fictitious student information)

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<th>Number Of Schools</th>
<th>NeSA-W</th>
<th>Acad. % Pts Obt-Reading</th>
<th>NeSA-Reading</th>
<th>CAT Total Reading</th>
<th>Acad. % Pts Obt-M</th>
<th>NeSA-Math</th>
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Number of indicators where a student has not yet met acceptable levels.

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## 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