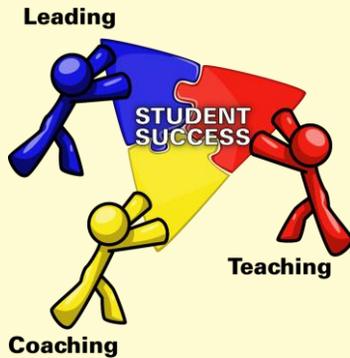


School Improvement for Student Success Conference



Data Analysis and Progress Monitoring for Improvement

District and School Teams

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Wireless Connection Information

- Wireless Network Name: ***Hilton_Conf***
 - An Ethostream welcome page will appear (on a browser page)
- User Name: **sitc** (case sensitive)
- Password: **sitc** (case sensitive)

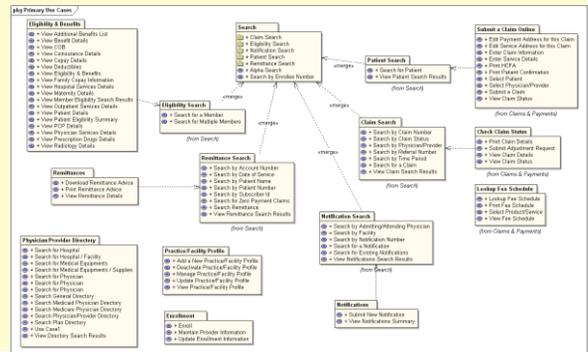


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What Do You Want to Know Affinity Diagram

- Write one topic on a sticky note that you REALLY want to learn today!
- Bring to front of room and place under the category where it fits best
- Trainers will review



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Goals of the Session

- Understand how data fits into the continuous improvement cycle
- Know the available data that can be used in school/instructional improvement and decision-making
- Learn data analysis techniques and processes
- Learn some common problem-solving and decision-making processes
- Learn progress monitoring processes for Core Support
- Learn progress monitoring processes for Supplemental Support
- Learn progress monitoring processes for Individual Support
- Identify areas of strength and challenge at your site for data analysis



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Agenda

- General Information; Affinity Diagram Activity; Introductions
- Continuous Improvement Cycle
- Creating a “Data Culture”
- Why is Data Important and types of Data
- Data Analysis Processes
- Using Data Analysis Finding
- Progress Monitoring Processes
- SWOT Analysis



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NCStar Indicators

A3.01: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

A3.03: The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.

A3.05: The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.

A4.09: The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).

Key Indicators in Red



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NCStar Indicators

B3.01: The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.

B3.02: The principal collects and acts on data from a variety of sources and in a timely manner.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

B3.05: The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.



Key Indicators in Red

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NCEES Executive Standards

Standard 1: Strategic Leadership

1a. School Vision, Mission and Strategic Goals: The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.

Proficient: Maintains a focus on the vision and strategic goals throughout the school year

Accomplished: Designs and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals

Distinguished: Initiates changes to vision and goals based on data to improve performance, school culture and school success

1c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

Proficient: Uses the NC Teacher Working Conditions Survey and other data sources to develop the framework for the School Improvement Plan

Accomplished: Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objective



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NCEES Executive Standards

Standard 2: Instructional Leadership

2 a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The principal leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.

Developing: Collects and analyzes student assessment data in adherence with instructional and legal requirements

Proficient: Systematically focuses on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning

Accomplished: Ensures that the alignment of learning, teaching, curriculum, instruction, and assessment is focused to maximize student learning



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NCEES Executive Standards

Standard 3: Cultural Leadership

3 a. Focus on Collaborative Work Environment: The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the school's culture.

Developing: Understands the importance of data gained from the Teacher Working Conditions Survey and other data sources from parents, students, teachers and stakeholders that reflect on the teaching and learning environment within the school

Proficient: Utilizes data gained from the Teacher Working Conditions Survey and other sources to understand perceptions of the work environment

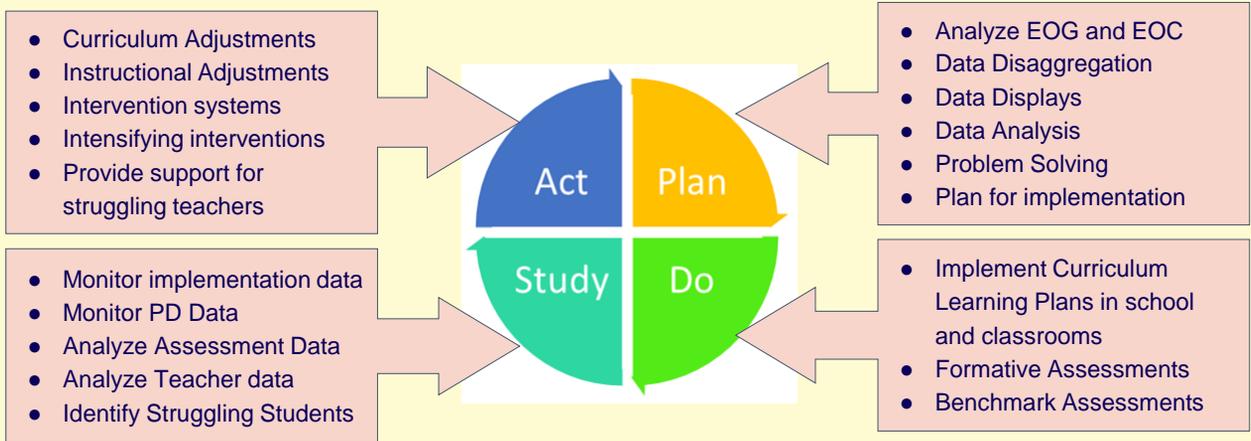
Accomplished: Initiates changes resulting from data gained from the Teacher Working Conditions Survey and other sources



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Continuous Improvement with Data

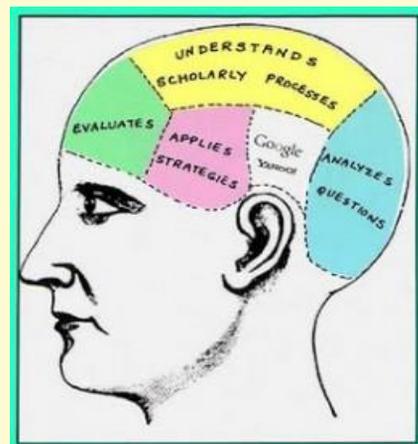


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Creating a “Data Culture”

- Discuss at your table, how you can create a data culture in your school/district...
- Share your thoughts on the padlet [Here](#)



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How to Create a “Data Culture”

- Always start with the data
- Then, have the mindset, “Let’s prove it!”
- Collaborate and discuss data at every meeting
- Discussion and analysis of data should always lead to more questions (not just answers)
- Question Everything! (5 Why’s)



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What Do High Performing Schools Do with Data?

- Create a culture of collective responsibility for all students
- Understand that assessment is an integral part of the instructional process
- Test their results against their espoused mission
- Make clear distinctions between inputs (by adults) and outcomes (by students)
- Use both objective and subjective (perceptual) data appropriately



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What Do High Performing Schools Do with Data?

- Focus on most critical priorities to conserve time, energy and money
- Drill down for student and skill specific data
- Plan forward to as students rise – to respond to individual skill gaps
- Plan backward to fill gaps in instructional program
- Look around at research, best practices and exemplary schools



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What Do High Performing Schools Do with Data?

- Look within to analyze curriculum and instructional strategies
- Select proven strategies for implementation
- Identify and plan for student populations with specific needs
- Identify formative assessments to balance large-scale, standardized tests
- Monitor rates of progress over time
- Gather evidence of both implementation and impact of improvement strategies



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Reasons for Reluctance to Use Data

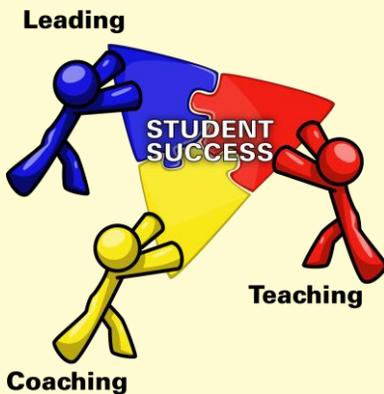
- Lack of proper training
- Lack of access to data in a usable form in a timely manner
- Lack of time
- Feast or famine
- Fear of evaluation
- Fear of exposure
- Confusing a technical problem with a cultural one



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Why is Data Important

Purpose of Using Data in Education

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Why Data are Important

- Replace hunches with facts
- Enable us to tackle root causes instead of symptoms
- Enable us to determine if we are accurately tracking effects
- Assist in understanding the impact of various efforts



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Purpose: Bernhardt

- Understand current and future needs and how well current processes meet needs
- Identify ways in which the school and community are changing
- Identify the root causes of problems
- Determine future needs
- Meet federal and state requirements
- Provide students with feedback
- Measure program success and effectiveness
- Determine stakeholders' perceptions of the learning environment



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Purpose: Herman and Winters

- Determine staffing and classroom assignments
- Plan professional development
- See how your school “measures up”
- Identify problems in curriculum and instruction
- Get feedback on parental/student concerns
- Determine how graduates do
- Determine how/when to remediate/enrich
- Identify sources of individuals’ problems
- Compare grade levels, teachers, years



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Purpose of Data Analysis

The Education Trust:

- Bring educators and community members together
- Focus attention and community action on real – not assumed – problems

Johnson:

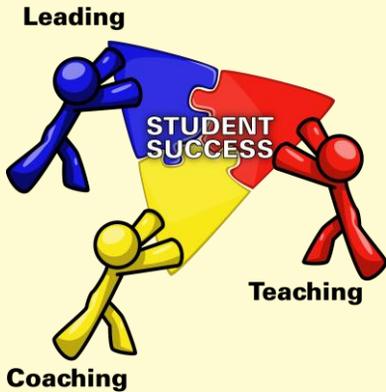
- Report and understand data related to the achievement gap seen in low income, rural and minority populations



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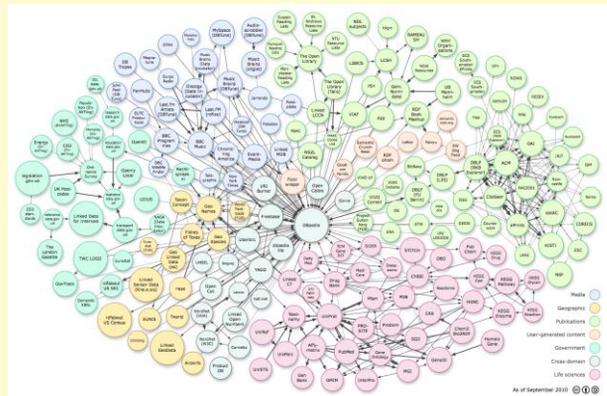
Types of Data

For School Improvement

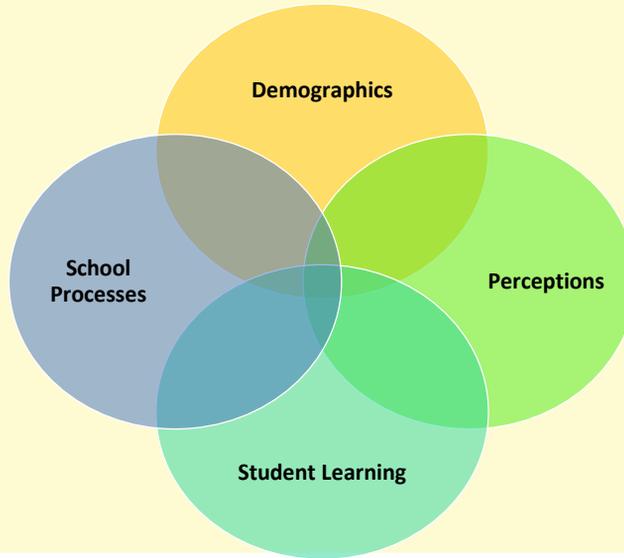
Types of Data

Activity

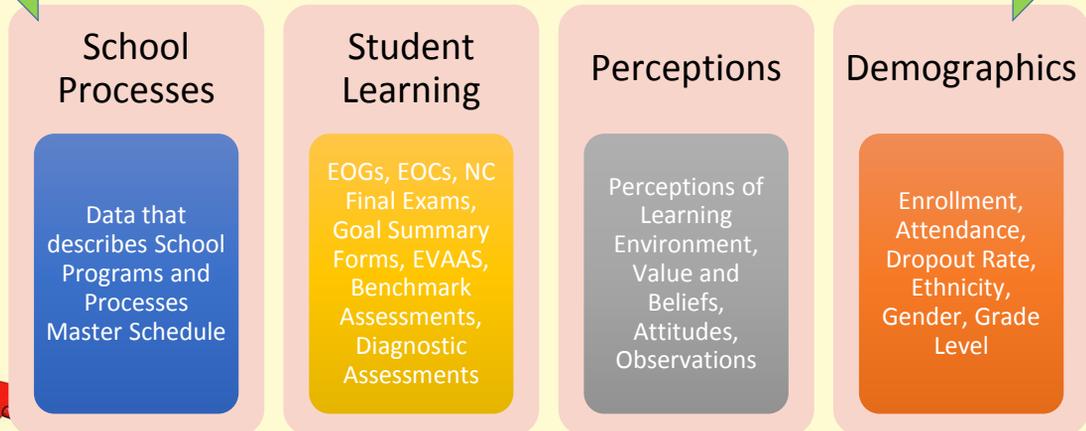
- List all the types of data you have available to you in your role that can be used for School Improvement on the chart paper



Measures of Data (Types of Data)



Types of Data – Levels of Evaluation



Types of Data - Implementation & Student Outcome

Implementation

Examples:

- Classroom walkthrough, instructional rounds
- Professional development records, coaching records, etc.
- Master schedule
- Self assessments

Student Outcome

Examples:

- End of Grade Tests
- Benchmark Assessments
- Universal Screening



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Let's Talk About: Proficiency vs. Growth

- Two sides of a coin
- Both tell us about student performance
- Proficiency: score in relation to a cut-score
- Growth: how much student has grown



Both proficiency and growth are important measures



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Types of Data

Activity (Continued)

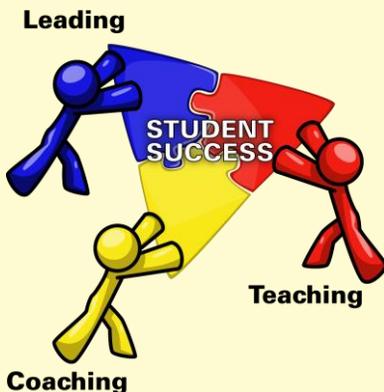
- Go back to the chart paper with the data that you listed
- Use the dots to identify the types of data
 - Student Learning: Green
 - School Processes: Red
 - Demographics: Blue
 - Perceptions: Yellow
- What do you notice?
- Circle all “Implementation Data”
- What do you notice now?



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Data Analysis

School Improvement

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Data Analysis

Definition:

Analysis of data is a process of inspecting, cleansing, transforming, and modeling data with the goal of:

- discovering useful information
- suggesting conclusions
- supporting decision-making



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Data Analysis: Factors to Consider

- Disaggregate: Break it down
 - Subtests, grade levels, demographics
 - Compare with similar group or norm group
 - Compare against a standard
- Aggregate: Put it together or look longitudinally
- Use multiple data points - Triangulate:
 - Multiple measures
 - Multiple sources
 - Multiple levels (across measures and time)
- Challenge assumptions
- Review existing research and theory



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Data Analysis: Disaggregation



Think of data analysis and data disaggregation as “peeling an onion”
Every layer is more data...
So, the more you peel, the more you get!



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Data Disaggregation Peeling the Data: Levels of Looking at Data

- District
- K-12 Feeder Patterns
- Initiatives
- Area/Regions/Zones
- School Levels
- Grade Levels
- Programs and tracks
- Teams
- Classroom/Teacher
- Subgroups of students
- Students



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Data Analysis: Aggregated / Disaggregated Data Examples

- Aggregate: To combine data; to summarize
 - Ex.: A summary of your school's scores on a standardized test
- Disaggregate: To separate data into sub-groups to determine if there are differences among those groups
 - Ex.: Comparing male/female results
 - Ex.: Comparing results on subtests
 - Ex.: Looking at data by classroom/teacher
 - Ex.: Comparing highest/lowest quartiles
 - Ex.: Looking at content cluster strengths/ weaknesses



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Data Disaggregation Peeling the Data: Other layers of Data

- | | |
|---|--|
| <ul style="list-style-type: none"> • Aggregate Data (means and medians) • Quartile Data (Looking at 4 different percentile bands) • Cohorts (over time) • Disaggregated Data (student groups, teachers, programs) | <ul style="list-style-type: none"> • Individual teachers • Individual students • Content Cluster strengths and weaknesses (school, grade, class, student) • Content Cluster alignment to curriculum • Over time |
|---|--|



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Data Analysis: Triangulation

Use multiple **sources** (norm-referenced, criterion-referenced, performance-based assessments)

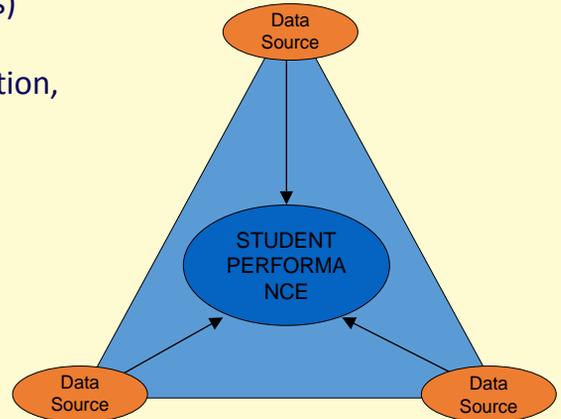
OR

use multiple **measures** (demographics, perception, achievement, school process)

OR

use multiple **time intervals** (weekly, quarterly, annually)

for a **TRUE** picture of student performance



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Other Data Analysis Techniques

- Create Data Displays
 - Graph your data
 - Color-code table data
- Identify struggling students
- Create Data Profiles (Use data to create a picture)
 - School, Grade, Course, Classrooms, Teachers, Students
- Look for trends and patterns in the data displays
 - Record the data trends and patterns
 - Create a narrative to represent the data
- Share and Discuss the data with all stakeholders
 - Use general questions for data analysis (next slide)
 - Data Chats using a protocol



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General Questions for Analysis Activities

- What do these data seem to tell us?
- What do they not tell us?
- What else would we need to know?
- What good news is there here for us to celebrate?
- What needs for school improvement might arise from these data?



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Data Carousel Activity

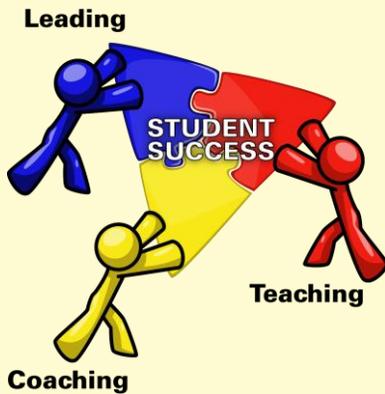
- Each group will go to a chart with some data attached
- Review and discuss the the data as a team
- Use the “General Questions for Data Analysis”
- Chart your responses, in one color, on the chart paper
- Rotate clockwise to the next chart
 - Put a check by the statements that you agree with
 - Add additional information in a different color marker
- Continue to rotate 2 more times, then re-visit your own chart to see what was added



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Data Analysis and Decision-Making Process

For School Improvement

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Plan



- Analyze EOG and EOC
- Data Disaggregation
- Data Displays
- Data Analysis
- Problem Solving
- Plan for implementation



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Identify Focus – Target – Initiative

- SIP Goal or Category
 - Use accountability data to identify areas for school improvement
- District or School Initiative
 - Use other data to identify problem areas and/or initiatives
- NCStar Indicators

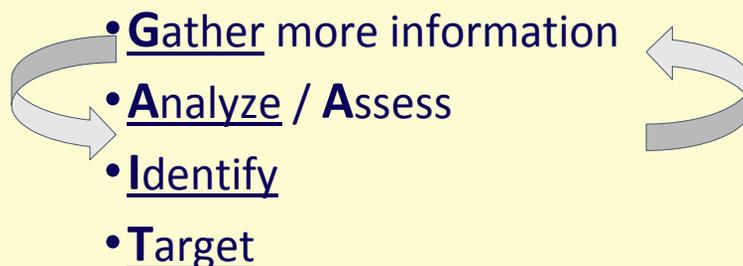


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Using Data Analysis for School Improvement Plan Development: GAIT Process

*move slow to move fast
think big/long, start small*



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GAIT: Gather

Gather more information

- More data from a variety of sources and measures
 - Student Learning
 - Demographics
 - School Processes
 - Perceptual
- Implementation Data
- Snapshot and longitudinal
- Proficiency and Growth
- Needs Assessments
 - CNA: Comprehensive Needs Assessment
 - SAM: Self-Assessment of MTSS (Multi-Tiered System of Support)
 - SACS self-assessment tool



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GAIT: Analyze

Analyze / Assess

- Disaggregate
- Display
- Triangulate
- Discuss
- Question
- May have to gather more data
- Discuss more!
- Develop data processes that are used throughout the year

Plan



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GAIT: Identify

Identify and Explore

- o Strengths
- o Challenges
- o Subgroup and Needs
- o Curriculum and instructional needs
- o School environment needs
- o Professional development needs
- o Use problem solving tools for further study



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GAIT: Target

Target – How to Improve student learning; how to meet your SIP goal

- o Strategies and Tasks
- o Professional Development
- Implementation Data
- How will we monitor progress



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Problem Solving Tools/Techniques

Use for problem-solving and decision-making once you have analyzed data

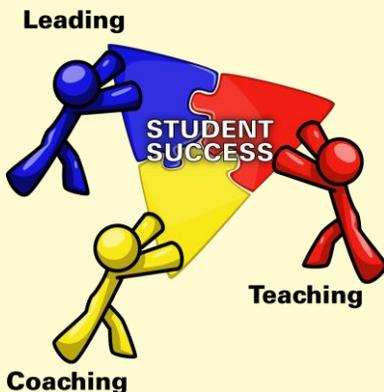
- Cause and Effect Diagrams (Fishbone)
- Check Sheet
- Affinity Diagram
- Force Field Diagram
- SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)



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Using Data Analysis Findings

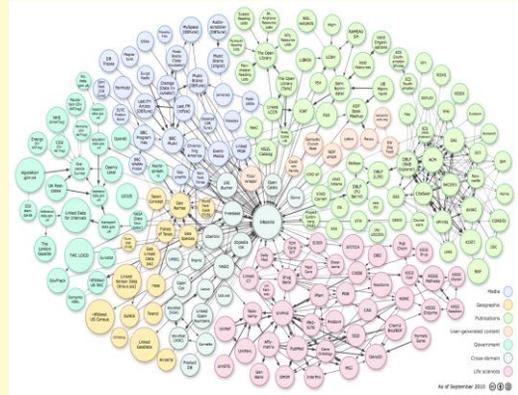
For School Improvement Plan Development

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Using Data Analysis Findings to Develop Improvement Plans

Activity (continued)

- Revisit: List all the types of data you have available to you in your role that can be used for School Improvement on the chart paper
- Choose 4 - 5 data sources and answer:
 - What do we ask teachers to do with these data sources?
 - What does the school improvement team do with these data sources?



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Using Data Analysis Findings to Develop School Improvement Plans

- Utilize your data analysis findings and problem solving to develop robust strategies/tasks for your each goal in your plan
 - Address all areas of challenge with specific strategies to improve
 - Continue areas of strengths (that support the goal)
 - Address all subgroups and struggling students (tiered interventions)
 - Include a variety of schoolwide interventions both during school and after school to support students
- Create professional development to enable staff to meet the strategies/tasks in the SIP



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Using Data Analysis Findings to Develop School Improvement Plans

- Create implementation timelines for the goals and strategies/task within the goals
 - What data is needed to monitor implementation
- Benchmarks: Indicate the data that will be used to monitor progress (Progress Monitoring) of goals throughout the year
 - What data will be needed
 - What teams will monitor
 - How often you will monitoring take place
- What are the outcomes expected
 - What data will be needed



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Using Data Analysis Findings to Develop School Improvement Plans

Based on the data sources you selected, can you identify (from your current plan or how you would adjust plan)

- Strategies/tasks for each goal
- Professional development activities
- Implementation timelines
- Data for monitoring
- Expected outcomes



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Using Data Analysis Findings to Develop School Improvement Plans

Intersection of MTSS and School Improvement:

A district example:

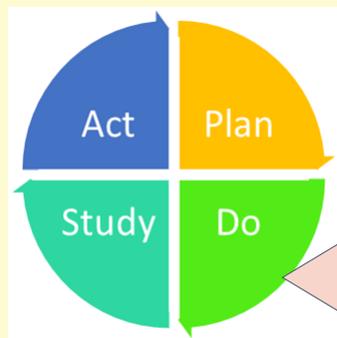
- District identified goal areas based on district-wide analysis of data, including the SAM (Self-Assessment of MTSS)
- District assisted schools to identify strategies/tasks, professional development, implementation, measures for monitoring based on school SAM
- District will assist school to analyze and adjust school improvement plan throughout the year.



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Implement SIP Plan Strategies/Tasks



- Implement Curriculum Learning Plans in school and classrooms
- Formative Assessments
- Benchmark Assessments



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Do: Implement SIP (Data)

- Data for progress monitoring
 - Formative assessments
 - Unit Tests
 - Benchmark assessments
- Implementation Data
- Other data or surveys needed to “study” progress

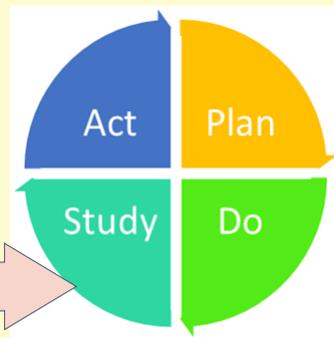


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Study/Check

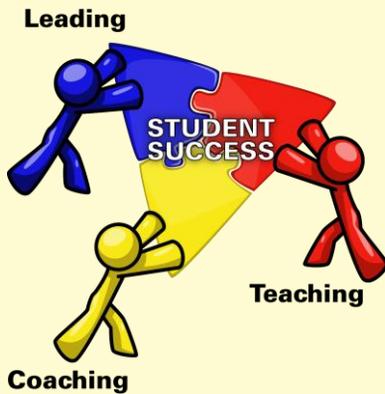
- Monitor implementation data
- Monitor PD Data
- Analyze Assessment Data
- Analyze Teacher data
- Identify Struggling Students



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Progress Monitoring

For School Improvement

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Progress Monitoring

Progress monitoring is a practice that helps schools and teachers use student performance and implementation **data** to continually evaluate the effectiveness of the school instructional programs and classroom teaching to make more informed instructional decisions.



Study



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What is progress monitoring?

Activity

- With your team, create a four-square/Frayer with the information to the right:

1. Describe progress monitoring through a non-educational example

2. Define your team's current understanding of progress monitoring

Progress Monitoring

3. List 3 things/activities we can monitor the progress of in an educational setting

4. Describe 3 misunderstandings /misuse you have seen of progress monitoring



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What is progress monitoring?

Let's create a broad understanding

- Can we monitor the progress of our school improvement plan?
 - If yes, then how?
- Can we monitor the progress of core support or core instruction?
 - If yes, then how?
- Can we monitor the progress of supplemental supports in our schools?
 - If yes, then how?
- Can we monitor the progress of individual students?
 - If yes, then how?

Where does this fall in an improvement cycle?
Who should be making these types of decisions?
Does this change our understanding of progress monitoring?

Study



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Progress Monitoring: Core Support (SIP)

What Assessments?

Student focused

Universal Screening SYSTEM
-Academic measures, Behavior (ODR),
Engagement (Attendance)

Adult focused

- Measures of implementation

How often?

2 x 3 times a year

-Summer/Fall – plan for upcoming school year
-Winter – changes for the current school year
-Spring/Summer – Evaluate current school year,
plan for upcoming school year

Who?

Administration

-School staff including administrators, teachers,
support staff

Synthesis and analyzing

-School team

Why?

-Determine effectiveness of core
-Determine changes needed in core support



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Progress Monitoring: Core Support (SIP)

Why?

- Determine effectiveness of core
- Determine changes needed in core support

What is the role of administrators and school team?

What is the role of PLCs and teachers?



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Progress Monitoring: Core Support (SIP) Activity

<p><u>What Assessments?</u></p> <p>Student focused</p> <p>Adult focused</p>	<p><u>How often?</u></p>
<p><u>Who?</u></p> <p>Administration</p> <p>Synthesis and analyzing</p>	<p><u>Why?</u></p> <ul style="list-style-type: none"> -Determine effectiveness of core -Determine changes needed in core support



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Progress Monitoring: Supplemental Support

<p><u>What Assessments?</u></p> <p>Student focused</p> <ul style="list-style-type: none"> -CBM/CAT on grade level material -CBM on instructional level material -Measures of discrete skills -Informal classroom assessment <p>Adult focused</p> <ul style="list-style-type: none"> - Measures of implementation 	<p><u>How often?</u></p> <ul style="list-style-type: none"> -CBM/ CAT 1 - 2 times a month -Discrete skill measure - Determined by intervention -Informal classroom assessments – determined by student progress, need to inform instruction
<p><u>Who?</u></p> <p>Administration</p> <ul style="list-style-type: none"> -School staff including teachers, support staff <p>Synthesis and analyzing</p> <ul style="list-style-type: none"> -School team or PLC assist in determining intervention effectiveness 	<p><u>Why?</u></p> <ul style="list-style-type: none"> -Ensure effectiveness of instruction -Measure student growth over time -Inform instructional decisions -Measure group response to intervention



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Progress Monitoring: Supplemental Support

Why & How?

- Ensure effectiveness of instruction
- Measure student growth over time
- Inform instructional decisions
- Measure group response to intervention

What is the role of administrators and school team?

What is the role of PLCs and teachers?



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Progress Monitoring: Individual Support

What Assessments?

Student focused

- CBM/CAT on grade level material
- CBM on instructional level material
- Measures of discrete skills
- Informal classroom assessment

Adult focused

- Measures of implementation

How often?

10 weeks of intervention (12 - 14 is optimal)

- CBM/ CAT on grade level - 1 x a month
- CBM on instruction level:
 - Supplemental 1 – 2 x month
 - Intensive 1 – 2 x week

Who?

Administration

- School staff including teachers, support staff
- #### Synthesis and analyzing
- School team or PLC assist in determining intervention effectiveness

Why?

- Ensure effectiveness of instruction
- Measure student growth over time
- Inform instructional decisions
- Measure group response to intervention



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Progress Monitoring: Supplemental and Individual Support Activity

<p><u>What Assessments?</u></p> <p>Student focused http://www.intensiveintervention.org/chart/progress-monitoring</p> <p>Adult focused</p>	<p><u>How often?</u></p>
<p><u>Who?</u></p> <p>Administration</p> <p>Synthesis and analyzing</p>	<p><u>Why?</u></p> <ul style="list-style-type: none"> -Ensure effectiveness of instruction -Measure student growth over time -Inform instructional decisions -Measure group response to intervention

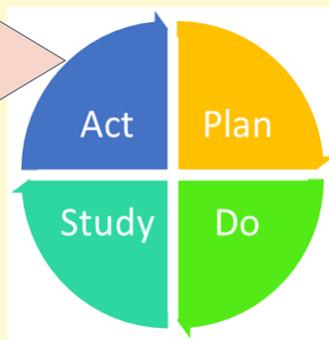


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Act

- Curriculum Adjustments
- Instructional Adjustments
- Intervention systems
- Intensifying interventions
- Tutoring Programs
- Provide support for struggling teachers



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Act: A district example

MTSS/SCHOOL LEADERSHIP TEAM AGENDA
Date: _____

Time Meeting Began: _____ Time Meeting Ended: _____

Welcome!	Members Present Today: (list name, position, and roles/responsibility. Example: H. Smith- school counselor, note-taker)				
Summary of Robert's Rules of Order: Guidelines for Conducting an Official Meeting					
CLOSED SESSION					
Today's Agenda Topics:	Discussion	Alignment to school-wide improvement plans (changes/progress?)	Alignment to Strategic Plan (list strategic plan objective and strategy #)	Decision or Task	Who? By When?
Safety and Crisis Review (5 min.)					
School Climate/PBIS (5 min.)					
Staff/Student Issues Report (5 min.)					
OPEN SESSION					
Core Data Review (10 min.) (universal screeners, TRC, benchmark, EOG)					
School-wide Discipline Review (10 min.) (PBIS data, ODR, review of behavior app)					
I & E review (10 min.)	EC:				
	AIG:				
	ESL:				
	At-Risk:				
Other:					
Programming updates and needs (5 min.)					

https://docs.google.com/document/d/1CH1DWY_eqm_wvUp4UTP9JZTmOVWNRHT5CWveZP9-Ch_Y



MTSS School Leadership Team Agenda template created by Rockingham County Schools MTSS Coordinator, MTSS District Team & MTSS Paperwork Committee 2016-17. Permission granted for NC MTSS teams to copy, modify and share this document. For questions regarding this form, please email hwilliamson2@rock.k12.nc.us

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Act: A district example

Staff Development updates and needs (5 min.)					
Master schedule review (5 min.)					
Housekeeping Items	Housekeeping Items to be referred to appropriate committee for review (safety, wellness, hospitality, PBIS, etc.)				
Next Meeting Date:					
Future Agenda Items:					
Meeting Evaluation					
What went well today?					
What do we need to work on?					



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SWOT Analysis of Data Analysis/Monitoring

Use SWOT Analysis for your current data gathering, analysis and monitoring processes

•Strengths

- What do you do well? What unique resources can you draw on? What do others see as your strengths?

• Weaknesses

- What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?

• Opportunities

- What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?

• Threats

- What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to?

- [CLICK HERE](#) AND THEN DOWNLOAD THE SHEET

SWOT Analysis Worksheet

• For instructions on using SWOT Analysis, visit www.mindtools.com/rs/SWOT.

Strengths	Weaknesses
What do you do well? What unique resources can you draw on? What do others see as your strengths?	What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?
Opportunities	Threats



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Conference Session Evaluation/Feedback

Our presenters grow and improve from participants' feedback to their sessions!

- Please use the link below to provide feedback for conference sessions
- Click the link and find the session that you attended and complete the evaluation for each session

bit.ly/SIPsessionEval



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To Receive a CEU Certificate

- Sign in at the Registration Desk Wednesday
- Sign in at the Registration Desk Thursday
- Complete the Conference Evaluation which will be sent after the conference via your email address
- You will be emailed an NCDPI Certificate of Attendance approximately 1 week after the conference



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Data Analysis and Progress Monitoring

Thank you for your engagement!

Data analysis and progress monitoring can be challenging and time consuming, but empowering in the end!



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