School Improvement for Student Success Conference

Data Analysis and Progress Monitoring for Improvement

Teachers
Access Materials: bit.ly/2gJ18YW

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)
Continuous Improvement with Data

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

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

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

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

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
Creating a “Data Culture”

• Create a culture of collective responsibility for all students
• Understand that assessment is an integral part of the instructional process
• Make clear distinctions between inputs (by adults) and outcomes (by students)
• Gather evidence of both implementation and impact of improvement strategies

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
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)

Student Outcome Data

Implementation Data

Types of Data – Levels of Evaluation

OVER TIME

School Processes
- Data that describes School Programs and Processes
- Master Schedule

Student Learning
- EOGs, EOCs, NC Final Exams, Goal Summary Forms, EVAAS, Benchmark Assessments, Diagnostic Assessments

Perceptions
- Perceptions of Learning Environment, Value and Beliefs, Attitudes, Observations

Demographics
- Enrollment, Attendance, Dropout Rate, Ethnicity, Gender, Grade Level
### 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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### Types of Data

**Activity** (Continued)
- Go back to the chart paper with the data that you listed
- Let’s web!
Data Analysis Techniques
School Improvement

Data Analysis

The questions you have drive the data analysis!
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**

Data Analysis: Data Display

- **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, Teaches, 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
Data Analysis and Decision-Making Processes
For School Improvement

Plan

- Analyze EOG and EOC
- Data Disaggregation
- Data Displays
- Data Analysis
- Problem Solving
- Plan for implementation
Identify Focus – Target – Initiative

• SIP Goal or Category
  o Use accountability data to identify areas for school improvement

• District or School Initiative
  o Use other data to identify problem areas and/or initiatives

• NCStar Indicators

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.
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)
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?

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
Implement SIP Plan Strategies/Tasks

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

School Improvement for Student Success Conference

Progress Monitoring
For School Improvement
Study/Check

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

What is progress monitoring?

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

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
What is progress monitoring?

Let’s create a broad understanding

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

Progress Monitoring: Core Support (SIP)

<table>
<thead>
<tr>
<th>What Assessments?</th>
<th>How often?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student focused</strong></td>
<td>2 x 3 times a year</td>
</tr>
<tr>
<td>Universal Screening SYSTEM</td>
<td>-Summer/Fall – plan for upcoming school year</td>
</tr>
<tr>
<td>-Academic measures, Behavior (ODR),</td>
<td>-Winter – changes for the current school year</td>
</tr>
<tr>
<td>Engagement (Attendance)</td>
<td>-Spring/Summer – Evaluate current school year,</td>
</tr>
<tr>
<td></td>
<td>plan for upcoming school year</td>
</tr>
<tr>
<td><strong>Adult focused</strong></td>
<td></td>
</tr>
<tr>
<td>- Measures of implementation</td>
<td></td>
</tr>
<tr>
<td><strong>Who?</strong></td>
<td><strong>Why?</strong></td>
</tr>
<tr>
<td>Administration</td>
<td>-Determine effectiveness of core</td>
</tr>
<tr>
<td>-School staff including administrators,</td>
<td>-Determine changes needed in core support</td>
</tr>
<tr>
<td>teachers, support staff</td>
<td></td>
</tr>
<tr>
<td>Synthesis and analyzing</td>
<td></td>
</tr>
<tr>
<td>-School team</td>
<td></td>
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</tbody>
</table>

Four-square note guide
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? |

Progress Monitoring: Core Support (SIP) Activity

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Implementing Data-Based Adjustments
Assessing our Strengths and Challenges

• Curriculum Adjustments
• Instructional Adjustments
• Intervention systems
• Intensifying interventions
• Tutoring Programs
• Provide support for struggling teachers
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**
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]

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
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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References

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