



Using State Data to Identify School Improvement Goals

Facilitation Guide





GENERAL INFORMATION

The Data 4SS Using State Data to Identify School Improvement Goals is a professional development module designed to focus on supporting principals and school teams in leading school improvement efforts through data-driven decision making.

OUTCOMES

- ❖ To analyze MEAP performance and identify strengths and needs
- ❖ To identify school improvement goals
- ❖ To identify questions raised by their data
- ❖ To engage staff in the data analysis process

AUDIENCE

- ❖ Building level school teams
- ❖ Administrative teams – district level teams
- ❖ ISD/RESA curriculum, special education and technical teams

EQUIPMENT/MATERIALS NEEDED FOR TRAINING

- ❖ Internet access
- ❖ Document camera
- ❖ Projection unit
- ❖ Materials from Using State Data to Identify School Improvement Goals located in the Professional Development section of www.data4ss.org:
 - Using State Data to Identify School Improvement Goals PowerPoint
 - Handouts for participants

SCHEDULING OPTIONS

The intent of this guide is to support you in facilitating a day long professional development session. If this option is not available, this training can be split into half days or hourly components depending on the time restrictions and the audience. The PowerPoint may be modified and adjusted to fit your timeframe and your audience learning needs.

TRAINING SESSION

Opening Discussion

Using the power point as a support for facilitating the training, begin by setting the norms for the training session. The Data 4SS trainers use specific norms for the professional development sessions. Below are some examples that can be modified, as needed, for your participants.

- Participate fully
- Actively listen
- Seek application
- Press for clarification
- Honor time agreements and confidentiality
- Silence cell phones



- Keep side bars to a minimum and on topic

❖ **Side – Data for Student Success: Using State Data to Identify School Improvement Goals**



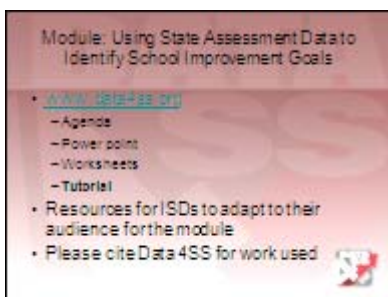
This slide provides the introduction to the Data 4SS module.

❖ **Slide – Investigating Module: Using State Assessment Data to Identify School Improvement Goals**



Available on the website are the professional development modules, resources to support each module and the inquiry tool.

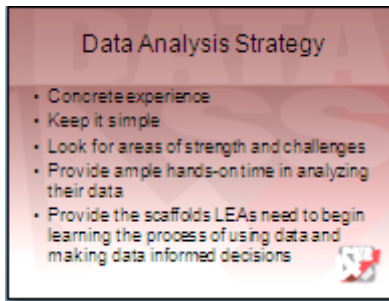
❖ **Slide – Module: Using State Assessment Data to Identify School Improvement Goals**



Consider the resources available on the website that would support the planning and facilitation of this module. Based on your audience needs the resources can be adapted to support the learning.



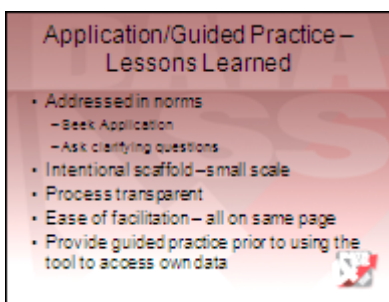
❖ Slide – Data Analysis Strategy



Discuss the rationale supporting the data analysis strategy. This slide on the PowerPoint references LEAs. This slide should be adjusted to fit your audience. Below are some examples that can be used as discussion starters if needed:

- Concrete experience – hands on approach to learning the inquiry tool and the templates for data analysis at the same time
- Keep it simple
- Look for areas of strengths and challenges – moving from a deficit model to looking first for areas of strength prior to areas of challenge
- Provide ample hands-on time in analyzing their data – providing the time to analyze data as a school team supports building a culture for data use and ownership of the school's data
- Provide the scaffolds LEAs need to begin learning the process of using data and making data informed decisions – the focus of the professional development is on the process used to make data informed decisions

❖ Slide – Application/Guided Practice-Lessons Learned



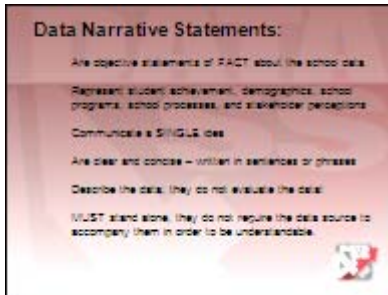
Explain the lessons learned from the work done with data. Below are some examples.

- Addressed in norms – seek application and ask clarifying questions are important for those participants beginning data analysis to feel comfortable to seek answers to questions they may have
- Intentional scaffold – small scale – providing activities on a limited scale with guided practice with neutral data so that participants learn and understand the data mining process
- Process transparent – keeping the process transparent so participants know the what and the whys of each activity and how it supports data informed decisions



- Provide guided practice prior to using the tool to access own data – for ease of facilitation the demo site is being used so all participants are learning the functionality of the tool and inquiry being used prior to accessing their school data

❖ Slide – Data Narrative Statements



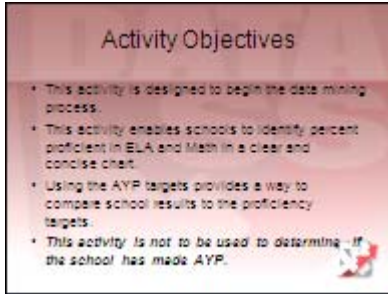
As you begin to transition into using the Data 4SS tool and professional development templates, you may need to support the group in understanding the purpose for data narratives. The use of data narrative statements will slow or halt the jump to solutions or blame as schools being to analyze their data. Consider the slide statements as you help the group think through how to construct data narrative statements. This information is available as a handout in the MEAP worksheets section of the website.

❖ Slide – Test Your Understanding



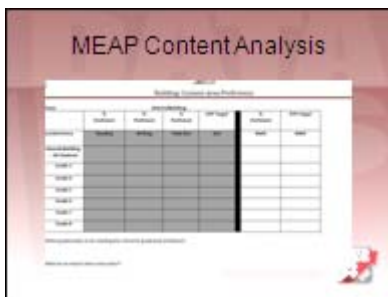
Using the worksheet, Test Your Understanding – Data Narrative Statements, in partners or table groups, discuss each statement and determine if the statement meets the criteria for a data narrative statement. (Download and print the file from the website.) Share out with the whole group whether each statements meets the criteria. It is helpful, if it is determined that the statement does not meet the criteria for a data narrative, for the individuals sharing out with the whole group to identify what is missing from each statement. Depending upon your audience, examples for the MME are also available under the MME Worksheet section of the website.

❖ Slide – Activity Objectives



This slide provides the objectives for the MEAP Content Analysis activity.

❖ Slide – MEAP Content Analysis



This template, *Building Content Area Proficiency Example – Math*, provides the scaffold for the data analysis activity. The section of the template for recording the scores for Reading, Writing and Total ELA has been shaded. This was done to narrow the data mining to the content area of Math. The intent of this activity is to support participants in learning how to use both the tool and the template to record the data. The MME Content Area Proficiency template is available under the MME Worksheets.

❖ Slide – Michigan Annual AYP Objectives



In preparation for the MEAP Content Analysis this handout will provide the AYP targets for participants as they begin their data dig. Point out the increase in expectations for the 2010-2011 school year and each school year following. Discuss the impact of the AYP targets for instructional purposes.

- Building AYP – figured by building configuration
- District AYP – figured by bands, 3-5, 6-8, 9-12



❖ Slide – Strategy for Supporting Data Mining



This activity was designed to begin the data mining process. Using the AYP targets provides a way to compare school results to the proficiency targets. This does not indicate if the school has made AYP. Other factors are used to determine if a school has made AYP. Participation rates and MI-Access data are also included.

This slide describes the procedure to be used to begin the data mining process.

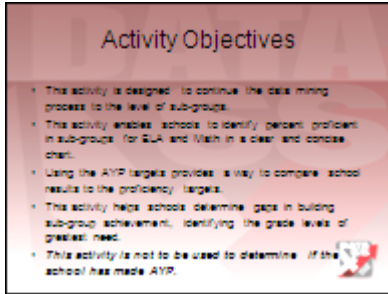
❖ Slide – Data 4SS Demo Site



To use the Inquiry Tool with demonstration data, log in with username demo_test1 and password fall_01.

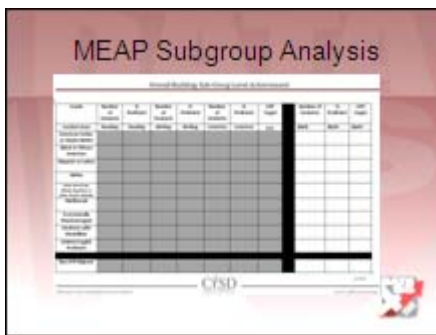
Using the procedures in the preceding slide, complete the template as a whole group facilitated demonstration. This activity will require the use of the document camera to support completion of the template. Facilitation to support participant learning will require switching between the document camera and the inquiry tool during this and the next several activities. The demonstration site contains a school district's data. The choice of the building used should be determined by the audience in attendance.

❖ Slide – Activity Objectives



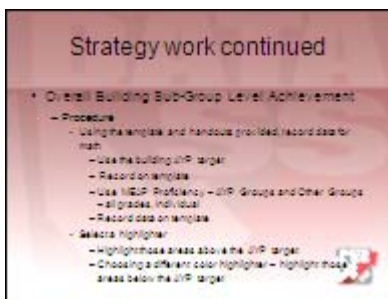
This slide provides the objectives for the MEAP Subgroup Analysis activity.

❖ Slide – MEAP Subgroup Analysis



This template, *Overall Building Sub Group Level Achievement – Math*, provides the scaffold for continuing the data analysis activity to the subgroup level. The section of the template for recording the scores for Reading, Writing and Total ELA has been shaded. This was done to narrow the data mining to the content area of Math. The intent of this activity is to support participants in learning how to use both the tool and the template to record the data. The MME Overall Building Subgroup template is available under the MME Worksheets.

❖ Slide – Strategy Work continued



This activity was designed to continue the data mining process to the subgroup level.

This slide describes the procedure to be used to continue the data mining process.

❖ Slide – Practice



This template, *Practice Data Statements*, provides for practice in writing data narratives at the subgroup level.

❖ **Slide – Data Statements**

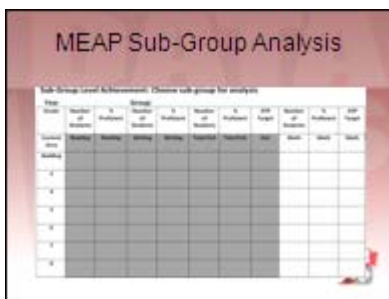


Working with a partner, have participants write two data narrative statements reflecting the data from the subgroup analysis completed with demonstration site data. Below are additional criteria that could be included to refine the data narrative statement.

- # and % of students proficient
- # and % of students not proficient
- Gap from AYP target

Allow time for discussion. Facilitation could include sharing out of individual examples of the data narratives written with table groups and whole group.

Slide – MEAP Sub-Group Analysis

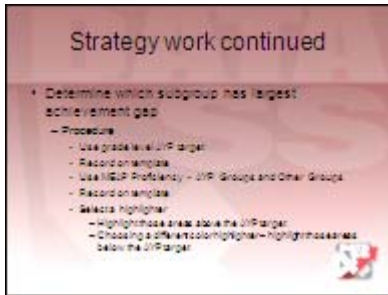


This template, *Data 4SS Sub-Group Level Achievement – Math*, provides the scaffold for continuing the data analysis activity for a specific subgroup. The section of the template for



recording the scores for Reading, Writing and Total ELA has been shaded. This was done to narrow the data mining to the content area of Math. The intent of this activity is to support participants in learning how to use both the tool and the template to record the data.

❖ Slide – Strategy Work continued



This activity was designed to continue the data mining process for a specific subgroup.

This slide describes the procedure to be used to continue the data mining process. For facilitation purposes, participants should be accessing the tool independently to practice with support from the facilitator as needed. The purpose of data mining to this level of specificity is to uncover any achievement issue that could be masked by the overall subgroup data.

❖ Slide – Questions



This slide a check for understanding for the process, the procedures, and the templates used prior to accessing local school data.

❖ Slide – Accessing the Inquiries





To use the Inquiry Tool with local school data, log in with the username and password assigned by your local district. If the usernames and passwords are unavailable, please contact your district’s technical contact or your local ISD or RESA.

❖ Slide – Navigation Process



This slide is a visual reminder for tool navigation if needed by participants.

❖ Slide – High Needs School - Strategy



This slide outlines the procedure to be used by school teams or individuals to complete the data dig for their school. Templates without shading are available on the website. This slide on the PowerPoint references a “high needs” school. This slide should be adjusted to fit your audience.

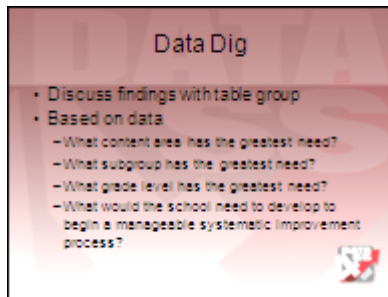
❖ Slide – High Needs School – Strategy continued





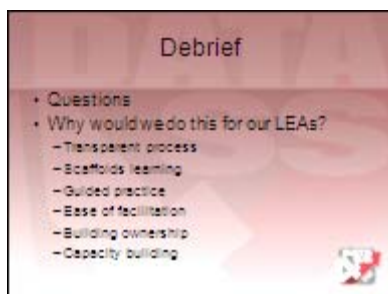
Explain that time will be given for the participants to access their school's data and complete the templates. The data dig will address accessing the data for both ELA and Math. 30 minutes or more should be given with facilitator support. The *Data Narrative Template* should be used for the data narratives that are written.

❖ Slide – Data Dig



Consider slide questions as you help the group think through the data.

❖ Slide – Debrief



Consider any questions that may be posed by the participants. Discuss the “why” supporting the process, procedures and templates used during the professional development. This slide on the PowerPoint references LEAs. This slide should be adjusted to fit your audience.

❖ Slide – Application to our LEAs

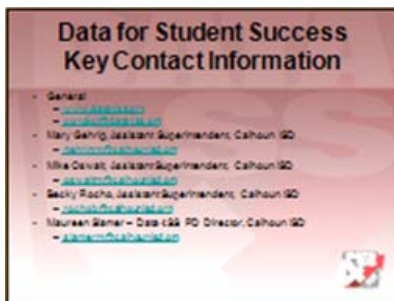




Consider slide questions as participants reflect on the professional development contained in this module. This slide on the PowerPoint references LEAs. This slide should be adjusted to your audience. Below are some points for clarification within the discussion if needed:

- Need to know:
 - How to use the tool to access data
 - How to read the charts and graphs
 - AYP targets
 - How to compare the AYP target to the student achievement data
 - Use the templates to organize the data in a readable format

❖ Slide – Contact Information



Contact information for Data 4 Student Success.