



Using School Data to Clarify and Address the Problem

Facilitation Guide





GENERAL INFORMATION

The Data 4SS Using School Data to Clarify and Address the Problem 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 understand and lead the problem clarification process
- ❖ To identify additional data needed to clarify the problem
- ❖ To assess the Culture of Quality Data
- ❖ To develop S.M.A.R.T goals for building and grade levels
- ❖ To develop a game plan to engage staff in clarifying the problem

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
- ❖ Chart paper and markers
- ❖ Materials from Using School Data to Clarify and Address the Problem located in the Professional Development section of www.data4ss.org
 - Using School Data to Clarify and Address the Problem 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

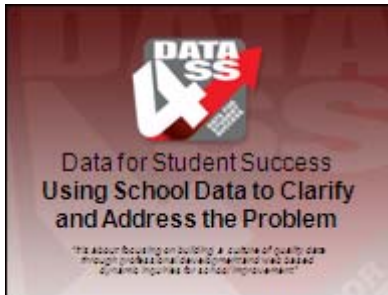
Using the power point as a support for facilitating the training, begin by setting the norms for the training session. The Data 4SS trainers use specific norms for the professional development sessions. Below are some examples that can be modified, as needed, for your participants.

- Participate fully
- Actively listen
- Seek application
- Press for clarification



- Honor time agreements and confidentiality
- Silence cell phones

❖ **Side – Data for Student Success: Using School Data to Clarify and Address the Problem**



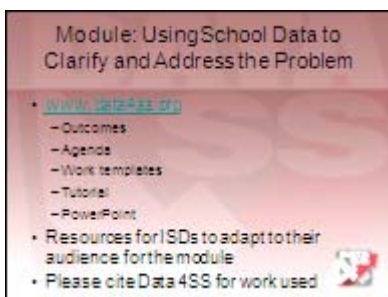
This slide provides the introduction to the Data 4SS module.

❖ **Slide – Investigating Module: Using School Data to Clarify and Address the Problem**



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

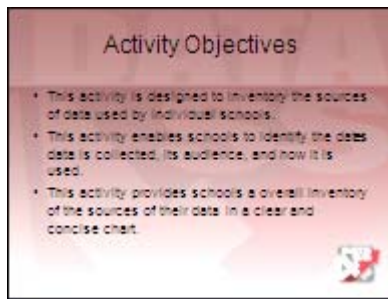
❖ **Slide – Module: Using School Data to Clarify and Address the Problem**



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.

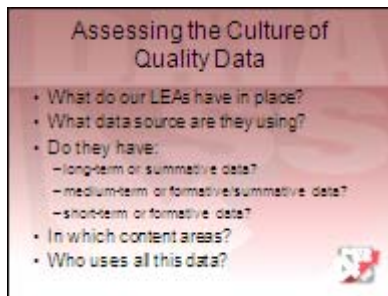


❖ Slide – Activity Objectives



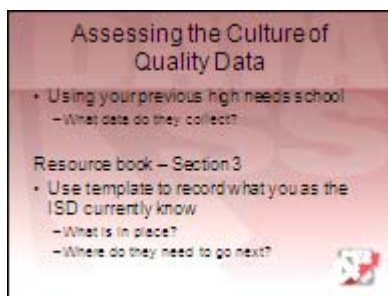
This slide provides the objectives for the Assessing the Culture of Quality Data.

❖ Slide – Assessing the Culture of Quality Data



Consider slide questions as you help the group think through their data culture. This slide on the PowerPoint references LEAs. This slide should be adjusted to fit your audience.

❖ Slide – Assessing the Culture of Quality Data



This slide outlines the procedure to be used by school teams or individuals to complete the data inventory. The slide on the PowerPoint references a “high needs” school. This slide should be adjusted to fit your audience.

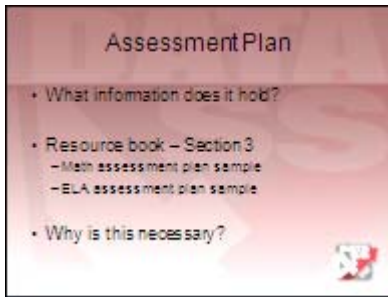
Using the worksheet, *Assessing the Culture of Quality Data*, school teams discuss each assessment and complete the data inventory. For facilitation purposes on chart paper, a table constructed with the following headings will support the discussion. Charting responses to the question of what data is collected will allow participants to discover what type of data



are collected and how often. Short-term assessments are those collected daily, weekly or monthly. Medium-term assessments are those given systematically at periodic intervals, such as three times a year or quarterly. Long-term assessments are those that are given once or twice a year.

Data	Short-term	Medium-term	Long-term
Running Records	X (if done monthly)	X (if done at end of marking period)	X (if done at end of year)
District Assessments – math		X (Quarterly)	X (September and May)
District Assessments – reading			X (September and May)
End of Course Exam – algebra			X

❖ **Slide – Assessment Plan**



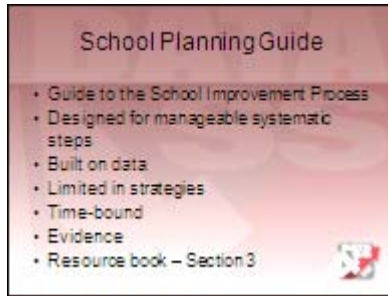
Using the handout, *Data 4ss Assessment Plan Reading*, in partners or table groups discuss the components of the assessment plan. Allow time for discussion and share out with the group. Below are some questions that could be used to process the handout.

- What assessments are short-term?
- What assessments are medium-term?
- What assessments are long-term?
- Who is assessed?

Distribute the handout, *Assessment Plan*, discuss the possibilities for content area use. Consider mathematics K-12 as an example for the group to process through. Allow time for discussion and share out with the group. Below are some questions that could be used to process the handout using mathematics as the content area.

- How will you ensure and monitor student growth in learning?
- What are our short-term assessments?
- What are our medium-term assessments?
- What are our long-term assessments?
- What assessments are we lacking?

❖ **Slide – School Planning Guide**



The handout, *School Planning Guide – Example*, can be used as a guide to the school improvement process. The planning guide available provides a sample of the specific steps used by a school district to put in place the systemic processes needed to address their goal in mathematics. The components listed on the slide provide the foundation for the planning process.

The use of a school's own planning guide or one provided by the state could be used also.

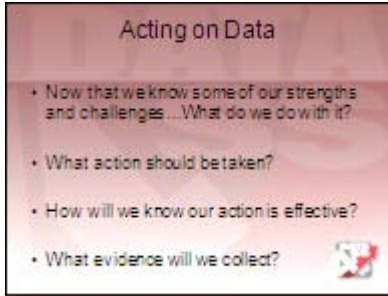
❖ Slide – Components



This slide provides the components of the School Planning Guide. Consider these components in relation to the AdvancEd template.

- Problem statement –Gap statement
- Evidence used – Data to support gap statement
- District Goal – Overall district goal – general
- Plan for reaching the goal – Strategies and action steps
- Action Steps – How it will be done
- Strategies – What will be done
- Person responsible /Persons involved
- Resources and budget
- Evidence of implementation

❖ Slide – Acting on Data



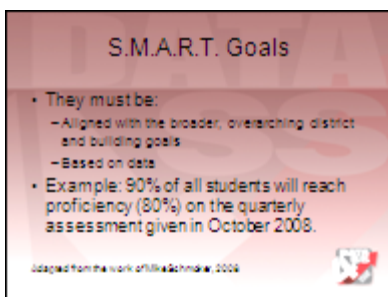
Consider slide questions as you help the group begin to transition to setting specific, measurable goals or objectives.

❖ Slide – S.M.A.R.T. Goals – Building Level



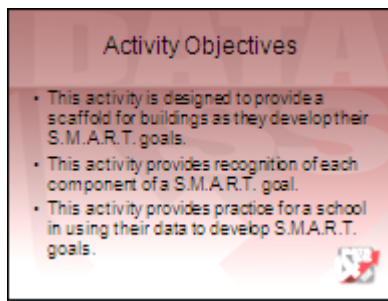
S.M.A.R.T. goals or objectives provide the narrow focus needed to address the student achievement issue for a building or grade level. Setting a S.M.A.R.T. goal at the building level begins the process. It provides the starting point to act on the data. The data needed for setting a building’s S.M.A.R.T goal is based upon student data. In the module, Using State Data to Identify School Improvement Goals, the data mining was completed and can be used here to support the development of a S.M.A.R.T. goal.

❖ Slide – S.M.A.R.T. Goals



This is additional criteria to consider prior to S.M.A.R.T. goal development so that alignment occurs with the district’s goals. An example is given as a model for developing S.M.A.R.T. goals or objectives for the building or grade level.

❖ Slide – Activity Objectives



This slide provides the objectives for the S.M.A.R.T. goal activity.

❖ Slide – S.M.A.R.T Goal



A quick check of the participants for their comfort level for developing S.M.A.R.T. goals or objectives may indicate a demonstration using demonstration site data may be necessary. Using the handout, *Definition – S.M.A.R.T. Goals*, and the data from their schools, school teams work to create their building goal. Once completed, using different highlighters, indicate where the goal or objective is specific, measurable, results oriented, time-bound and measured by an assessment. This slide on the PowerPoint references a “high needs” school. This slide should be adjusted to fit your audience.

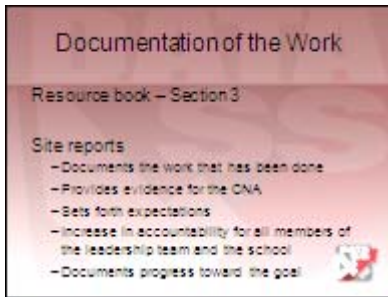
❖ Slide – School Improvement Planning (cont.)



Consider the slide questions as you help the school teams think through what strategies or systemic processes that would need to be put in place to support their school in achieving the S.M.A.R.T. goal or objective developed. Allow time for school team discussion.



❖ Slide – Documentation of the Work



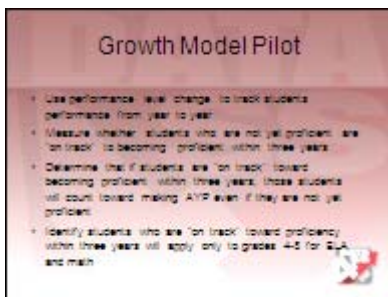
Site reports are the documentation of the work that has occurred in the school. It records the notes, questions, expectations, data used for planning, action taken, next steps timeline, the evidence to be collected and the person responsible for the work to be done. The site report becomes the vehicle to monitor for progress and the documentation for the School Improvement Plan.

❖ Slide – Digging Deep into School Data



Consider the slide question as you begin to examine student learning growth. What would the evidence be for one year's growth for one year of instruction? The Cohort Proficiency Inquiry provides the data to determine if students maintained, gained or declined in proficiency levels.

❖ Slide – Growth Model Pilot

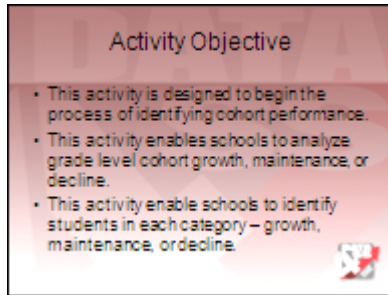




This slide references the key features of Michigan's model Federal Growth Model Pilot for AYP.

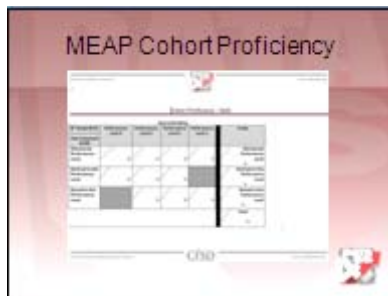
- State of Michigan Department of Education Memo dated July 11, 2008

❖ Slide – Activity Objective



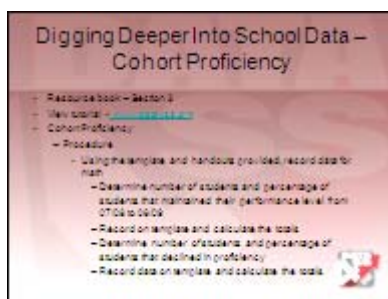
This slide provides the objectives for the MEAP Cohort Proficiency activity.

❖ Slide – MEAP Cohort Proficiency



This template provides the scaffold for the data analysis. 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 – Digging Deeper Into School Data – Cohort Proficiency

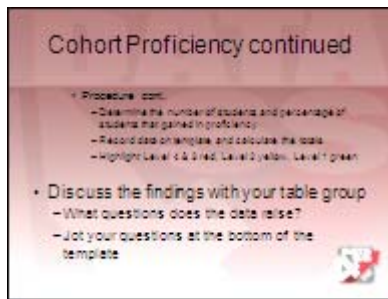


To use the Inquiry Tool with demonstration data, log in with username demo_test1 and password fall_01.



Using the procedures in this slide and the next, 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 building used should be determined by the audience in attendance.

❖ **Slide – Cohort Proficiency (cont.)**



Allow time for discussion. Facilitation could include the sharing whole group of the questions the data raised.

❖ **Slide – High Needs School - Strategy**



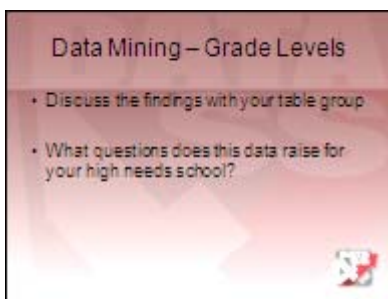
Explain that time will be given for participants to access their school's data. The data dig can address accessing the data for both ELA and Math. 15 minutes or more should be given with facilitator support. This slide on the PowerPoint references a "high needs" school. This slide should be adjusted to fit your audience.

❖ **Slide – Navigation Process**



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

❖ Slide – Data Mining – Grade Levels



Consider any question that may be posed by the participants. Below are some questions that have been posed for investigation. This slide on the PowerPoint references a “high needs” school. This slide should be adjusted to fit your audience.

- Is this a curriculum issue? How will we know?
- Is this an instructional issue? How will we know?
- Is this a personnel issue? How will we know?

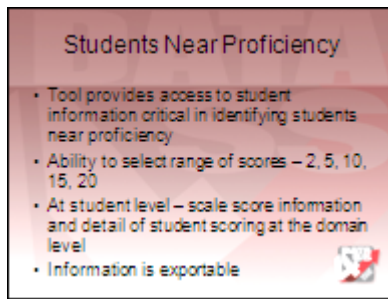
❖ Slide – Digging Deep into School Data



Consider the slide question as you delve deeper into student level data. The Students Near Proficiency Inquiry allows for access to student level information if the user has student level data permission. If student level permission has not been granted, only aggregate level data will be available.



❖ Slide – Students Near Proficiency



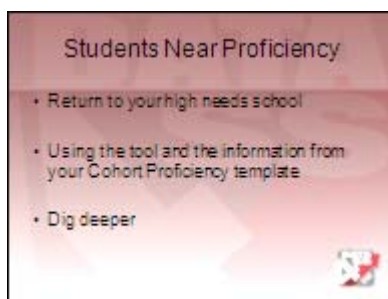
The Students Near Proficiency Inquiry can help schools quickly identify students who scored very close to (above or below) the cut score for proficiency. Consider using the demonstration site as model for the navigation for this inquiry. No template is used.

❖ Slide – Navigation Process



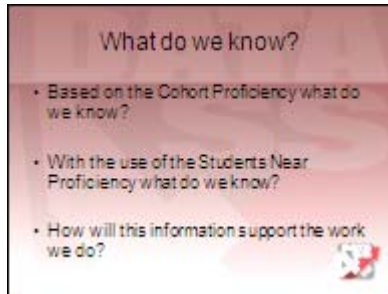
This slide is a visual reminder for tool navigation if needed by participants.

❖ Slide – Students Near Proficiency



Explain that time will be given for participants to access their school's data. The data dig can address accessing the data for all the content areas. 15 minutes or more should be given with facilitator support. This slide on the PowerPoint references a “high needs” school. This slide should be adjusted to fit your audience.

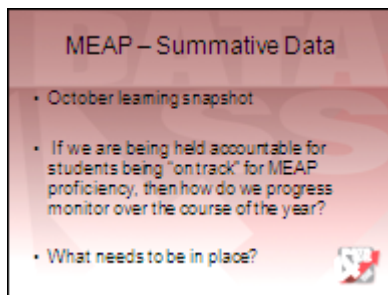
❖ Slide – What Do We Know?



Consider slide questions as you help the participants reflect on the data from both the Cohort Proficiency Inquiry and the Students Near Proficiency Inquiry. Educational system issues for possible investigation at the school level may involve the following:

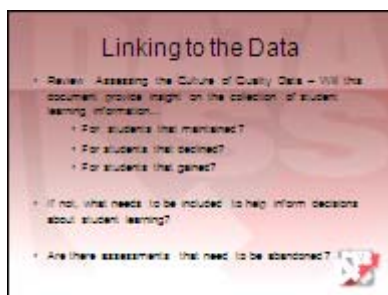
- Instructional problem
- Curriculum problem
- Grouping of students
- Personnel
- Attendance
- Interventions – How will we monitor for implementation and determine success?
- Programs – How will we monitor for implementation and determine success?

❖ Slide – MEAP – Summative Data



Data provided by the MEAP assessment is summative. The need for progress monitoring is essential to ensure student learning.

❖ Slide – Linking to the Data





Ask the participants to review *Assessing the Culture of Quality Data* they completed earlier. Discuss the need for the systemic pieces necessary for monitoring the growth in student learning and how an assessment plan could support them in this work.

❖ 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:

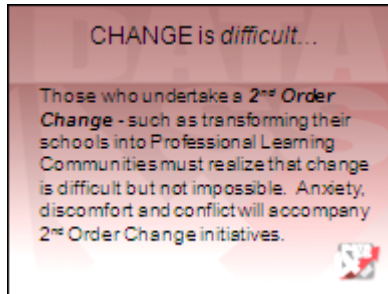
- Need to know:
 - How to use the tool to access data
 - How to read the charts and graphs
 - How to fill out templates and analyze the data
 - How to transfer what is known about assessment collection to student level data
 - What are the assessments that will progress monitor
 - Value and necessity of short-term and medium-term data

❖ Slide – Creating a Culture of Quality Data



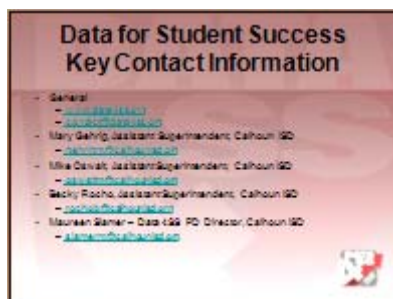
Changing cultures is challenging. Second order change requires significant support and professional development to sustain the change process. Professional learning communities are a vehicle to address and sustain the change process and monitor the transition to an accountable culture.

❖ Slide – CHANGE is *difficult...*



In closing explain that second order change is moving away from current reality, from our comfort zone. It is important for all involved to understand that second order change will create anxiety and that the adults in the building will be uncomfortable. There may be conflict. It will be very important for the superintendent of the district to understand second order change in order to understand that the building may go through some difficulties. It will be important to explain second order change theory to the adults in the building as well as to have them involved in the discussion of what the second order change will be. This will help build a common vocabulary and understanding. Giving staff permission to be anxious and acknowledge what may happen is a strategy that could help in this situation.

❖ Slide – Contact Information



Contact information for Data 4 Student Success.

