

Analyzing & Responding to Student Data



Comprehensive Needs Assessment and
SAU Consolidated Plan

Session Objectives

Organization:

1. Participants will be able to organize data in order to make it manageable.

Utilization:

2. Participants will be able to analyze data in order to plan effective programming and professional development at the classroom and school levels.
3. Participants will analyze school data to inform individual Comprehensive Needs Assessment and SAU Consolidated Plan.

Agenda

1. Review assessment types
2. Discuss utilization of local assessment results
3. Review sample data set
4. Break
5. Driving factors template & practice
6. Review next steps

In settings both academic and non-academic, when challenges arise, there must be:

1. A diagnosis of the challenge
2. A gathering of information/evidence related to the challenge
3. Planning for interventions based on the information/evidence
4. Implementation of the interventions
5. Evaluation of the results of the interventions

As you work today, please be thinking about the following:

1. Data and assessment types and their purposes
2. Frequency of administration
3. Frequency of data analysis

Diagnostic Assessment

WHAT: formal measurement of readiness for your content

WHEN: prior to instruction at the start of the year or on a particular unit

WHY: to make decisions about grouping, remedial instruction, etc.

EXAMPLES: DRA, objective-mastery test

Formative Assessment

WHAT: gauge of progress toward mastery or instructional goals or standards

WHEN: throughout lesson cycle – particularly during independent practice

WHY: to make decisions about grouping, remedial instruction, etc.

EXAMPLES: DRA, objective-mastery test, daily work, teacher observations

Summative Assessment

WHAT: formal measurement of growth and mastery

WHEN: completion of set of lessons

WHY: to evaluate and track growth and mastery, to evaluate effectiveness of lessons

EXAMPLES: unit assessments, mid-terms, year-end tests, State assessments

Summative Assessments end the learning!

Non-Academic Data (in Section 2)

- Demographics (pages 4 & 5)
 - Student
 - Community*
 - Teacher*
- Title 1 (page 4)
- Homeless Students Identified (page 5)
- English Learners (page 5)
- Student Behavior (page 5)
- Student Discipline (page 6)*
- Student Attendance (page 6)*
- HS Graduation Rate (page 7)*
- Educational Opportunities Coursework (HS) (page 7)
- Principal & Educator Profiles (pages 7 & 8)*

Session Objective: Organization

What data do we have?

- At the classroom level?
- At the subgroup level?
- At the grade level?
- At the whole school level?
- At the district level?
- At the community level?

Activity 1 – Boggling Data

Unit tests

Benchmarks

Pre and Post Tests

Dibels

NWEA

Formative

Summative

Running Record

Attendance

DRA

Surveys

STAR

Teachers College

Mobility

AimsWeb

Common

Assessments

SRI

Fountas & Pinnell

Scranton

Lucy Caulkins

SAT

eMPowerME

Systemic Approach to Reviewing Data

Each data point tells the story of the extent to which each school is making progress towards meeting and exceeding expectations for success for all students.

Organizing Data for the Planning Team

Determine:

- the data you have at levels beyond the classroom
- the types/purposes of the data available at these levels
 - grade levels
 - among sub-groups
 - whole school level
 - district level
- whether the frequency of data collection matches the purposes you have identified for each type of data

Organizing data - classroom level

How will you get your teachers to organize data?

Guiding questions to consider:

- Is the data diagnostic, formative, or summative?
- For what purpose(s) was the data generated?
- Is the data feedback immediate or delayed?
- How often will you need to generate this data?
- How and where will you record the data? Will you sort it by type? Share it?

Organizing data - classroom level

Guiding questions to consider for unidentified students performing in the 15th percentile and below:

- Does the data show a need for Tier 3 RTI?
- Does the data reflect sustained Tier 3 RTI?
- Does the data show the student is making gains?
- Does the data align with past year's performance?
- Are there other factors that could be impacting performance?

Organizing data - instructional team level

Use data sources from the Boggle activity and determine:

- Is the data diagnostic, formative, or summative?
- Who needs the data? For what purposes?
- How frequently are the specific types of data generated/available for review?
- Have root causes been identified/explored?
- How can an appropriate number of instructional team data reviews be scheduled? Will data availability and meeting schedule be in sync?

Team Time

Take five minutes to talk with your team members about what we have discussed so far.

Jot down any ideas you have that may help your school/district organize data to make analysis more efficient and effective.

Break

Session Objective: Utilization

Participants will be able to analyze data in order to plan effective programming and professional development.

We will do this by answering the following questions:

- How do we analyze data to inform next steps?
- What mechanism do you have to report out your data and invite feedback from all stakeholders?
- How do we interpret and analyze ongoing data throughout the school year to make adjustments and decisions?

Partner Chat

Teachers in each of your schools have given their September classroom diagnostic assessment. Looking at one classroom within a given school, of the 30 students:

20 score below 50%

7 score between 50%-79%

3 score 80% or above

Which strategy do you advise the teacher to implement?

- Continue with the unit plan as written and not re-teach any objectives?
- Spend a week re-teaching the objectives students did not master?
- Spend more than a week re-teaching objectives that students did not master?
- Some other option altogether? (Please define your option.)

What advantages and disadvantages do you believe your choice will have for these students?

Guidance for Responding

Class Mastery	Priority
0 – 60%	Re-Teach Whole Class
61 – 80%	Small Groups/Intervention
>80%	Enrichment for Individuals

Partner Chat

At the district leadership team meeting you are reviewing SLOs for each of your four elementary schools.

51% of students from School A met the standard/target

89% of students from School B met the standard/target

28% of students from School C met the standard/target

32% of students from School D met the standard/target

Beginning with a root cause analysis, what actions would you take?

Partner Chat – Non-Academic Scenario

Your school is reviewing last year's attendance data. What steps would you take to determine root causes for the high percentage of students who are chronically absent (miss more than 10% of school days) and the increase in chronic absenteeism among older students?

Attendance Level	K-2 %	3-5 %	6-8 %
>95%	35	40	30
90-95%	40	35	35
80-89%	15	15	20
<80%	10	10	15

Partner Chat – Non-Academic Scenario

Your school is reviewing last year's bullying data and your 2015 MIYHS report.

- What initial connections can you make between the two sets of data?
- How would you describe the connections to others?
- Describe how you would use this information to develop a goal related to school climate.

A Maine High School (5 substantiated incidents of bullying)

Cyberbullying	Alternative discipline	Meeting with the student and the student's parent(s) or guardian(s)
		Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option
Cyberbullying	Out-of-school suspension	Meeting with the student and the student's parent(s) or guardian(s)
		Community Service
		Reflective activities, such as requiring the student to write an essay about the student's misbehavior
Physical act or gesture	Out-of-school suspension	Meeting with the student and the student's parent(s) or guardian(s)
	In-school suspension	Community Service
		Reflective activities, such as requiring the student to write an essay about the student's misbehavior
Physical act or gesture	Out-of-school suspension	Meeting with the student and the student's parent(s) or guardian(s)
		Anger Management
Electronic expression	Out-of-school suspension	Meeting with the student and the student's parent(s) or guardian(s)
Physical act or gesture		

During the past 12 months,
 have you ever been bullied on school property? 23.9% answered “yes”
 have you ever been electronically bullied? 18.8% answered “yes”



Driving Factors

Template 4. Understanding results: driving factor identification

Key challenge:

Challenge (why):

Potential driving factor (because):

Potential driving factor (because):

Challenge (why):

Challenge (why):

Potential driving factor (because):

Potential driving factor (because):

Challenge (why):

Challenge (why):

Potential driving factor (because):

Potential driving factor (because):