

Data Review

Project SUCCESS

Back to School
Webinars

August 5, 2020

*Before we get started,
please introduce yourself
in the chat box!*

Name

Role

District/State



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CONSULTING GROUP



www.projectsuccessindiana.com





**Data is not about
adding more to
your plate. Data
is about making
sure you have
the right things
on your plate.**



PRINCIPAL PRINCIPLES

Session Agenda

- Introductions
- Define Data and Data Reviews
- The Five W's & How of Data
- Data Sources & Templates
- Data Review Process
- Establishing Goals to Implement your Data Review Action Plan



Session Objectives

Participants will...

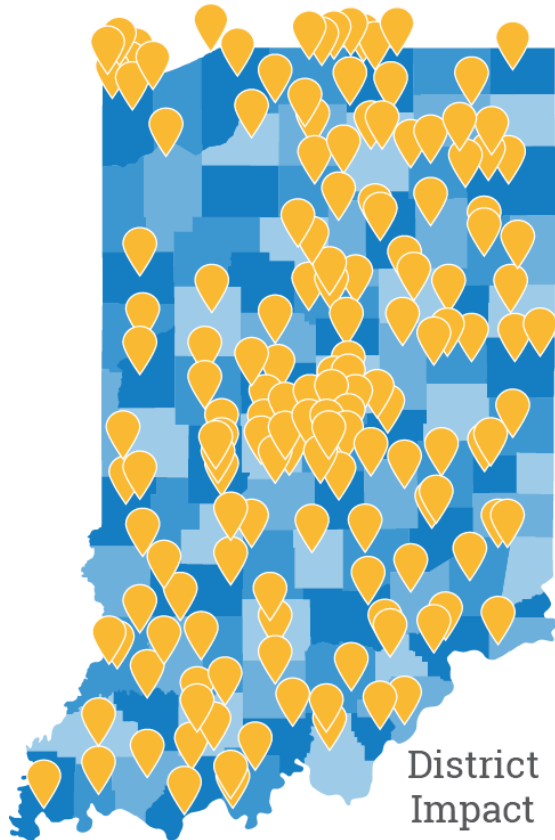
- Define data and the purpose for data in instruction.
- Understand the data review process.
- Begin to create a data review action plan.



Project SUCCESS

Project SUCCESS supports districts to ensure that students with significant disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options by providing ongoing and job-embedded professional development focused on academic instruction, communication, and employability skills.

Topics Frequently Covered:	Inclusion and Equity for SWSID	Unpacking Content Connectors	Curriculum Mapping	Goal Writing	Distance Learning for SWSID
Types of Support:	On-site Professional Development	Summer Institutes	Webinars	State/National Conferences	Online Tools and Resources



“As a result of partnering with Project SUCCESS, my students are achieving at a much higher level as I am providing access and exposure to grade-level content connectors and curriculum.”



participants at our 2018 and 2019 Summer Institutes

9,514

attended or viewed webinars



34,322
views/downloads of Content Connector resources



211

Indiana districts supported since 2014



10

schools selected as 2020-2021 Model Sites



37,485

views/downloads of curriculum and instructional resources

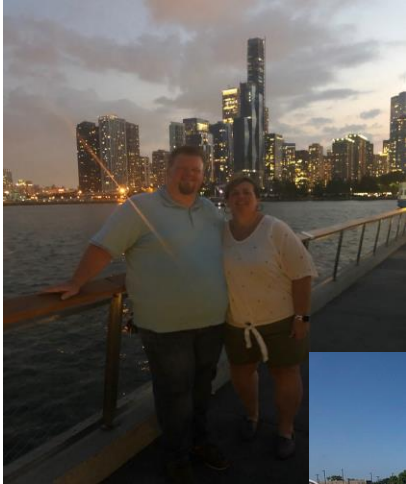
Indiana Resource Network

See a full list of resource centers and descriptions of their work at

www.doe.in.gov/specialed/indiana-resource-network



Heidi Brett Baker



- ❖ Special education teacher for 14 years
- ❖ School administrator for 15+ years
- ❖ Higher education for 10 years
- ❖ Subject Matter Expert with Public Consulting Group for two years

Ashley Quick

- ☀ Special education teacher for 10 years
- ☀ Gap year... or two or three...
- ☀ Subject Matter Expert with Public Consulting Group for three years



Meredith Keedy-Merk

- ☀ Special education teacher for 8 years
- ☀ Building administrator for 3 years
- ☀ Subject Matter Expert with Public Consulting Group for 5 years



The Project SUCCESS Team



Meredith Keedy-Merk
mkeedymerk@pcgus.com



Amy Howie
ahowie@pcgus.com



Heidi Brett Baker
hbrettbaker@pcgus.com



Ashley Quick
aquick@pcgus.com



Mary Baker-Boudissa
mbakerboudissa@pcgus.com



Christine Krieger
ckrieger@pcgus.com

www.projectsuccessindiana.com



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Project SUCCESS

Project SUCCESS is a resource center that supports higher academic achievement for students with disabilities. We are building local

Trending Now

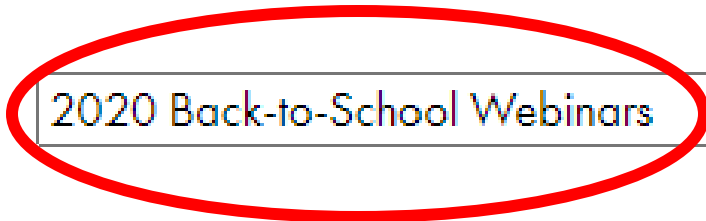
[Upcoming Events](#)

Conferences & Other Presentations

2020 Back-to-School Webinars



Go





Poll Question:
What is data?

What Is Data?

Education data refers to any information that educators, schools, districts, and state agencies collect on individual students, such as:

- Personal information (e.g., a student's age, gender, race, place of residence);
- Enrollment information (e.g., the school a student attends, a student's current grade level and years of attendance, the number of days a student was absent);
- Academic information (e.g., the courses a student completed, the test scores and grades a student earned, the academic requirements a student has fulfilled); and
- Various other forms of data collected and used by educators and educational institutions (e.g., information related to disciplinary problems, learning disabilities, medical and health issues, etc.)



The Five W's & H Data Review



THE WHO:

- Everyone who works with a student should be collecting data.
- Teachers, related service providers, paraprofessionals, peer mentors, parents... everyone needs to be collecting data on the student teach your staff to collect data. It can be very beneficial when your classroom staff is invested in data collection.
 - Benefit- classroom staff can see the results of their hard work. Once your staff knows how to collect data, the classroom can still run smoothly, even if you are out.
- Students can also be taught to take their own data using self-monitoring sheets. This method allows students to observe, reflect on and record their own behavior.

Who

What ✓

When

Where

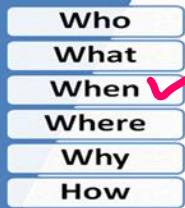
Why

How

THE WHAT:

- Data collection/review is the systematic approach of measuring and gathering information.
- Data provides you with:
 - A broader overview of students' needs;
 - The ability to make well-informed decisions;
 - The ability to measure the effectiveness of strategies and interventions;
 - A greater awareness of where to spend time, effort, and resources in order to maximize impact; and
 - The ability to provide accountability through evidence-based approaches.

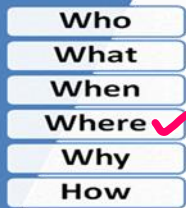




THE WHEN:

- Everyone collects data.
- Informal vs. Formal Data
 - Informal is collected throughout the day, on a variety of skills and behavior
- Find a portable system
- Schedule regular intervals of data collection and align to curriculum maps and lesson plans
- Data collection will depend on what you are trying to accomplish





THE WHERE:

- All Settings
- Various Formats
- Challenging: Time and Place
- Consistency will be Key!
- Be intentional: Add a Data Section to Curriculum Maps and Lesson Plans
- Progress Monitoring Keeps You Up-to-Date



Who

What

When

Where

Why ✓

How

THE WHY:

- Data is our responsibility as educators
- Collecting data is necessary to make instructional changes
- Data assist educators in examining and readjusting curriculum



Who

What

When

Where

Why

How ✓

THE HOW:

- Find a system you enjoy using.
- Create an assessment profile and log all types and scores in profile.
- Create a visual representation of student progress using a graph.
- Suggestions:
 - Data Collection Binders
 - Progress Monitoring Cards
 - Data Progress Chart



What is data used for in education?

What types of data do you collect? What data is collected at the school level?

Common Uses of Data

Teachers use different types of data to improve teaching and learning.



67%

Reflect on and improve teaching practice



62%

Communicate with students about their strengths and learning needs



61%

Collaborate with other teachers to support student learning

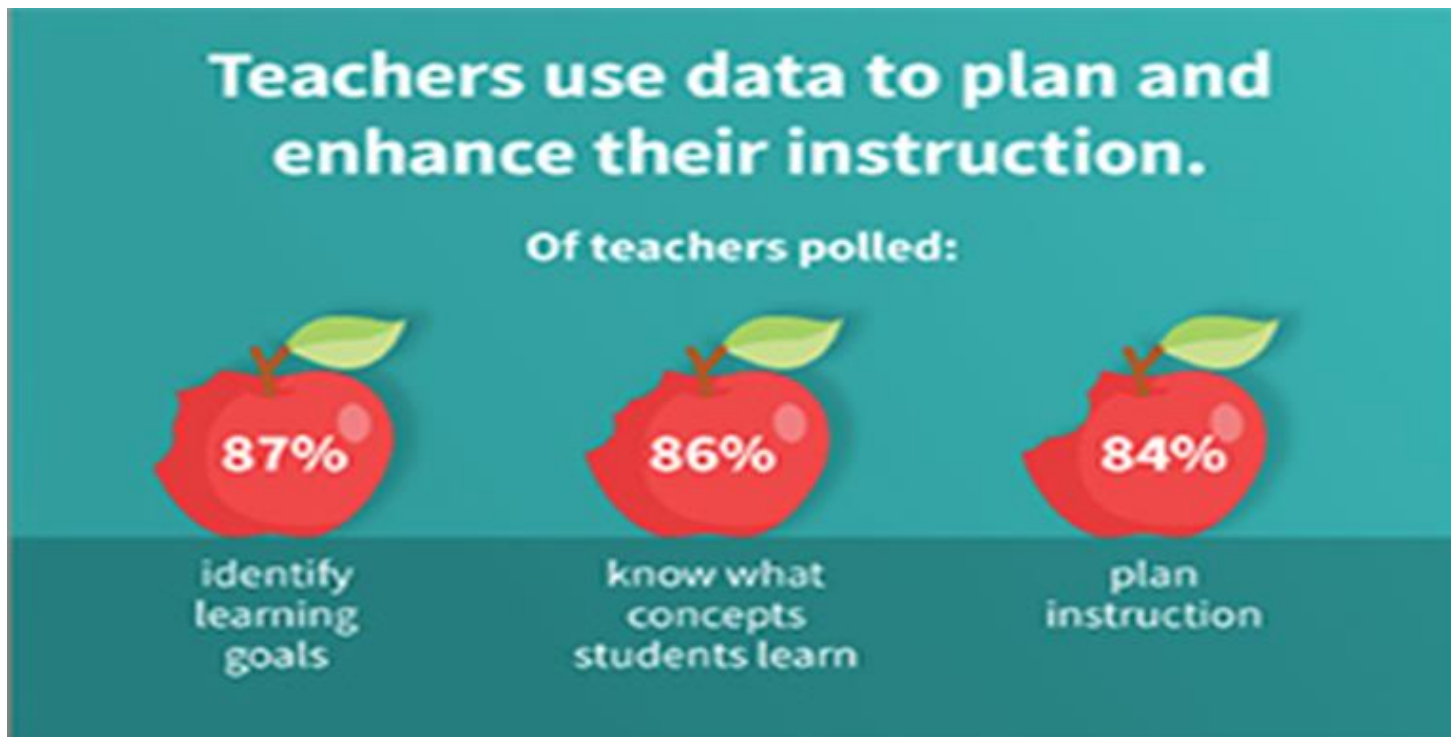


94% Teachers use data to trigger early support when students are struggling



91% Help guide them back on track to success

Data Usage



The new [2018 Data Quality Campaign \(DQC\) National Poll](#) report shows teachers value education data and they see it as critical to effective pedagogical strategies that enhance student learning.

Common Uses of Data

Common Uses of Data	
Discover Issues	<ul style="list-style-type: none">• Reveal issues and problems that may otherwise remain hidden.• Ascertain the needs of students, educators, parents and other community members.• Ensure that no students fall through the cracks.• Identify grade-level and school-wide strengths and weaknesses.
Diagnose Situations	<ul style="list-style-type: none">• Understand the root causes of problems.• Comprehend why some students are not performing well.• Determine eligibility for special programs.• Target specific areas for improvement.• Provide criteria for focusing on high priority goals.
Forecast Future Conditions	<ul style="list-style-type: none">• Predict the needs of future students, educators, parents and community members.• Suggest possible local, regional, state or national trends that will affect the school and the programs offered.• Surmise types of programs required.• Infer types of expertise needed.



Common Uses of Data

Improve Policy & Practice	<ul style="list-style-type: none">• Reform teaching and learning.• Enhance instruction and assessment.• Guide curriculum development, revision and alignment.• Build a culture of inquiry and continuous improvement.• Guide the allocation of resources.• Avoid quick fixes and one-size-fits-all solutions.
Evaluate Effectiveness	<ul style="list-style-type: none">• Understand and describe high-quality performance.• Provide feedback to students, teachers and administrators about their performance.• Measure program effectiveness.• Identify practices that produce desired results.• Convince stakeholders of the need for change.• Highlight successes
Promote Accountability	<ul style="list-style-type: none">• Monitor and document progress toward achieving goals.• Inform internal and external stakeholders of progress.• Confirm or discredit assumptions about students and school practices.• Develop meaningful responses to criticism.• Meet state and federal reporting requirements.• Ensure that all personnel are focused on student learning.

Holcomb (1999) adapted



Types of Data



Data does bring its negative baggage. When we think of student data, we go immediately to standardized tests. We know this doesn't tell us a story of the whole child, and we need to redefine "data" to include aspects of the whole child.

- Andrew Miller in Education
Week Teacher

Types of Data

Formative Data

Observational Data




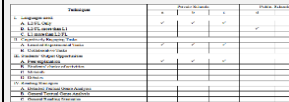
Summative Data

Student Files

Student Reported Data



Examples of Data

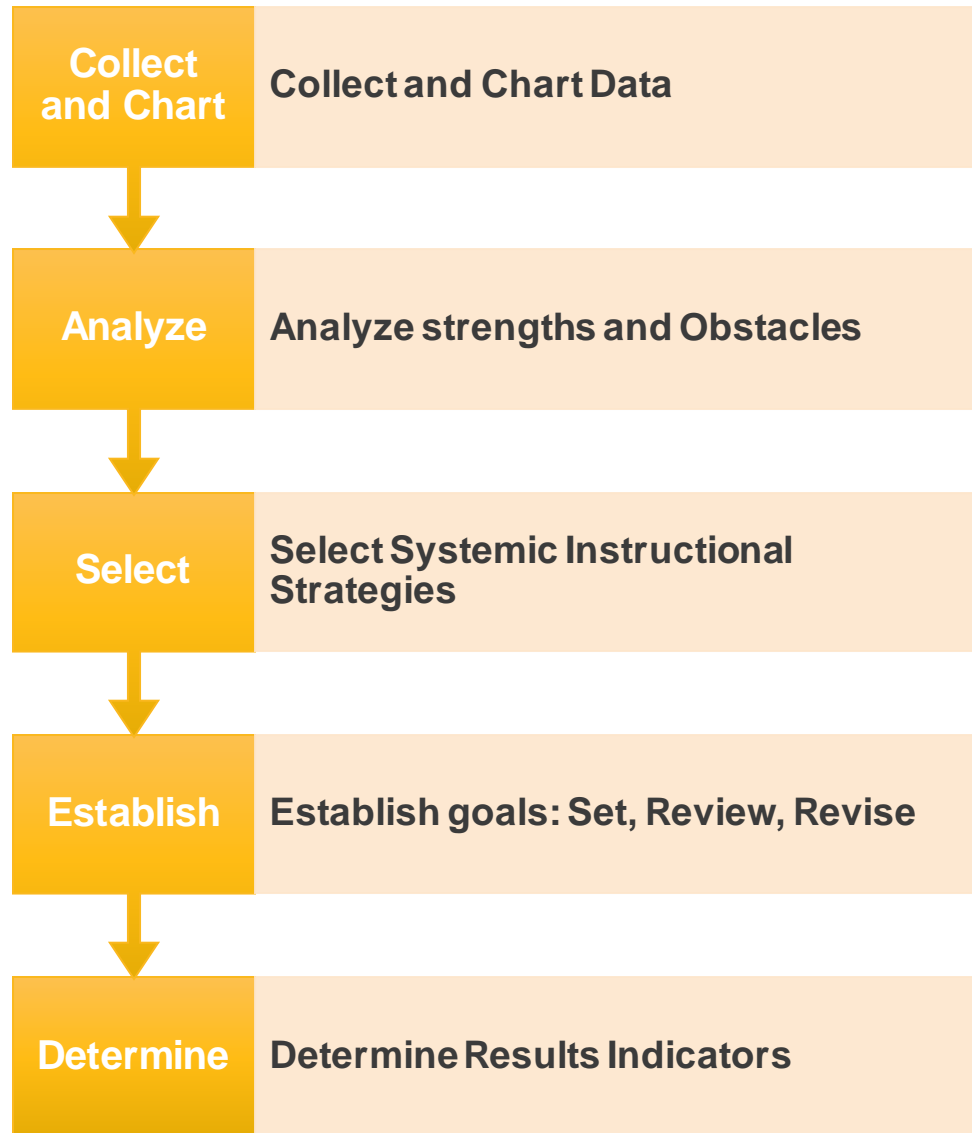
Formative Data	Observational Data	Summative Data	Student Files	Student Reported Data
Exit slip	Behavior observation charts	vocabulary assessment 	IEP	Student journal entries
Hand gestures 	Student meeting responses	Chapter test	Attendance record	Student choice presentation 
Yes or No cards	observational checklist 	End of Unit test	I AM scores	Student video

Types of Data Chart Template

Type of Data	Examples	What will this data collection look like in my instructional method (in-person, hybrid or virtual)?
Formative Data	<ul style="list-style-type: none"> • <i>Yes/No Chart</i> • <i>Venn Diagram</i> • <i>Draw It</i> • <i>The Exit Ticket</i> • <i>The Whiteboard</i> • <i>Corners</i> • <i>Think-Pair-Share</i> • <i>Ngsow</i> • Formative Assessment Strategy Links 	
Observational Data	<ul style="list-style-type: none"> • <i>Observation notes</i> • <i>Videos</i> • <i>Interviews</i> • <i>Questionnaires</i> 	
Summative Data	<ul style="list-style-type: none"> • <i>End-of-unit or Chapter Tests</i> • <i>Achievement Tests</i> • <i>Standardized Tests</i> • <i>Quizzes</i> • <i>Portfolios</i> • <i>Presentations</i> 	
Student Files	<ul style="list-style-type: none"> • <i>Cumulative Records</i> • <i>Diagnostic Reports</i> • <i>Individualized Education Plans</i> 	
Student Reported Data	<ul style="list-style-type: none"> • <i>Student Surveys</i> • <i>Artwork</i> • <i>Videos</i> • <i>Audio Recordings</i> 	



The Five Step Data Review Process



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““””

Collecting data without
purpose is
meaningless. —

Theodore B. Creighton

Collect and Chart Data

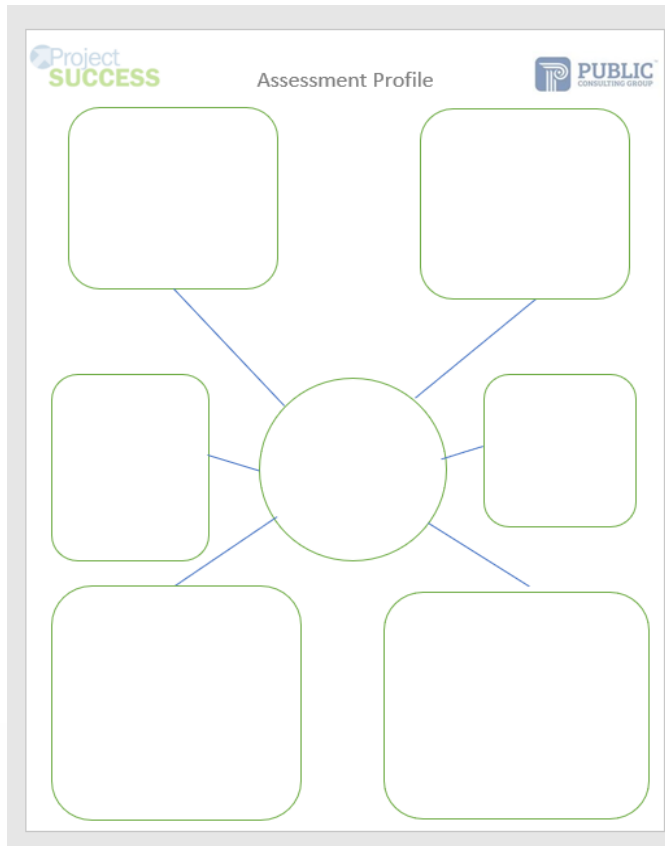
- Data collection is not a one size-fits-all process
- All Districts/classrooms are unique; therefore each must individualize their data system
- Each data system will consist of multiple types of data

Questions to Consider:

- What different types of data should you use when assessing student performance?
- How can data analysis effectively target student achievement gaps?
- Which methods work best for efficient — and accurate — data collection?
- What analytical methods can you employ so you are confident that you are interpreting data correctly?
- How can superintendents develop an effective accountability program that is supported by staff, parents and the community?



Data Templates



[Assessment Profile-example](#)
[Assessment Profile-Example 2](#)
[Assessment Profile- example 3](#)
[Assessment Profile Template](#)
[Data Collection in Preparation for Fall 2020](#)



Even rich assessment tools are relatively impotent if not embedded in systems committed to the standards they address, hungry for the data they produce, and willing to challenge and redesign traditional practices and organizational structures that get in the way of each student [meeting] those standards.

— Kate Jamentz

Analyze Strengths and Obstacles

- Examine student work that is proficient and higher.
- Consider Strengths and Weaknesses
- Use consistent data sources for specific comparison time frames.
- Collect and analyze as much data as possible.
- Use multiple measures.
- Be sure to know what is being measured.



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“

The importance of data for administrators, policymakers and teachers in the classroom — to be able to break data down and know where strengths and weaknesses reside — is crucial if you want to make any kind of improvement.

— Monte Moses, superintendent,

Select Systemic Instructional Strategies

- Create a system that utilizes data to drive instruction
- Focuses attention on learning, not testing
- Generates data that can be used to improve education
- Allows students to manage the learning process

Questions to consider when creating a system:

- How can you shift to use data to drive decisions?
- Who should be on your team (principals, teachers and paraprofessionals) in collecting, processing, interpreting and using data?
- How will key players be trained to effectively participate in data-driven decision-making?
- Is the data system being built able to foster continuous improvement for your classroom or school?
- What can be learned from other in your network?





There are no secrets to success. It is the result of preparation, hard work and learning from failure.

— Colin Powell, U.S. Secretary of State

Establish Goals Set, Review, Revise

- Establishing goals allows you to plan for instruction
- Reflect on instruction
- Reset or change instruction when needed

Considers these questions to set, review and revise goals

- What are the ramifications if the goal is changed to reflect a higher or lower outcome?
- Is the goal still relevant and necessary?
- Is this skill still considered important?
- Are there other urgent needs to focus on?
- Is it possible to reset the goal higher? If so, is it achievable?
- Is the time frame too short, just right, or too long?
- Which students are consistently not proficient?





““””

Businesses don't keep data that's useless, that doesn't inform them of anything, yet in education we have data that just runs all over us. We have to target it and organize it in such a way that it informs us so that we can make better decisions.

— David Benson, superintendent, Blue Valley (Kan.) School District

Determine Results Indicators

- An accountability plan provides for objective measurement of performance and accountability
- Four Indicators of Positive Results
 - Student learning
 - Capacity development
 - Learning community development
 - Data-driven decision making

Questions to Consider:

- Does data review plan align to district, state and national performance standards? (Content Connectors)
- Do all important team members know the expectations in plan?
- Does plan compare students' performance with that of an exemplary classrooms, school, or program?
- Does plan celebrate successes, evaluate challenges and revises plans for improvement based on data?





“In the context of schools, the essence of holistic accountability is that we must consider not only the effect variable—test scores—but also the cause variables—the indicators in teaching, curriculum, parental involvement, leadership decisions, and a host of other factors that influence student achievement.”

D. Reeves, Accountability for Learning, 2004

D A T A
L E A D S T O
I N S I G H T
L E A D S T O
R E S U L T S

(R) BOLD EDUCATION SOLUTIONS, LLC

Utilizing Data to Drive Instruction: Four Key Principles



Assessment: Interim, formative, and summative assessments



Analysis: Student learning needs to be analyzed when it happens – that will lead to lasting change



Action: Instruction must be done with the action plan in mind



Culture: Make sure to schedule assessments, scoring analysis in plans

Data Review Recommendations

Recommendations



Make

Make data part of an ongoing cycle of instructional improvement

Teach

Teach students to examine their own data and set learning goals

Establish

Establish a clear vision for data use

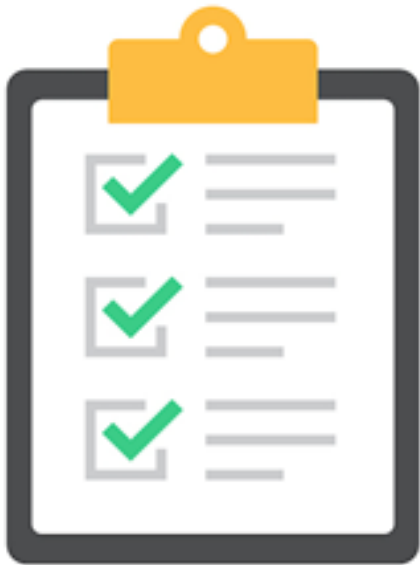
Provide

Provide supports that foster a data-driven culture within the classroom and school

Develop
and
maintain

Develop and maintain a data system

Checklist for Effective Data Use



- ✓ Deploy data as a tool for continuous improvement, not just compliance and accountability.
- ✓ Use data for conversation and collaboration with colleagues to identify trends and share best practices.
- ✓ Use data to inform teachers' professional judgment, not replace it.
- ✓ Use data to personalize learning for each student.
- ✓ Engage students with their own data to discuss challenges and set clear goals.
- ✓ Share student-level data with parents so that they can help their child stay on track.
- ✓ Use data to inform conversations with students and families, not replace them.
- ✓ Seek ongoing professional development opportunities to strengthen data knowledge and skills.
- ✓ Use only secure systems to upload and manipulate personally identifiable information.



““””

**Without data, all we
have is an opinions.**

-Edward Deming

How will you use data in your instruction?

What additional support will you need in developing your data plan

What additional support will you need in developing your educator schedule?

Data Review Plan



Data Action Plan

Data Review Plan

Getting Started

- Identify Problem Statement or Guiding Questions.

Choosing Your Data Sources

- Formative Assessments
- Summative Assessments
- Student Work
- Classroom Observations
- Student Surveys or Feedback
- State Assessments

Analyzing Data

- Implementations on Student Learning
- Data to Inform Practice
- Developing Next Steps with Data



Data Review Plan

GOAL: What do you hope to accomplish? What data challenge in your classroom do you seek to address?

Rationale: What data prompted you to make this action plan?

Identify action steps:
What specific change(s) will I implement in my classroom?

Set a timeline: When will I implement this change?

Monitor progress: How and when will I measure progress toward my goal?

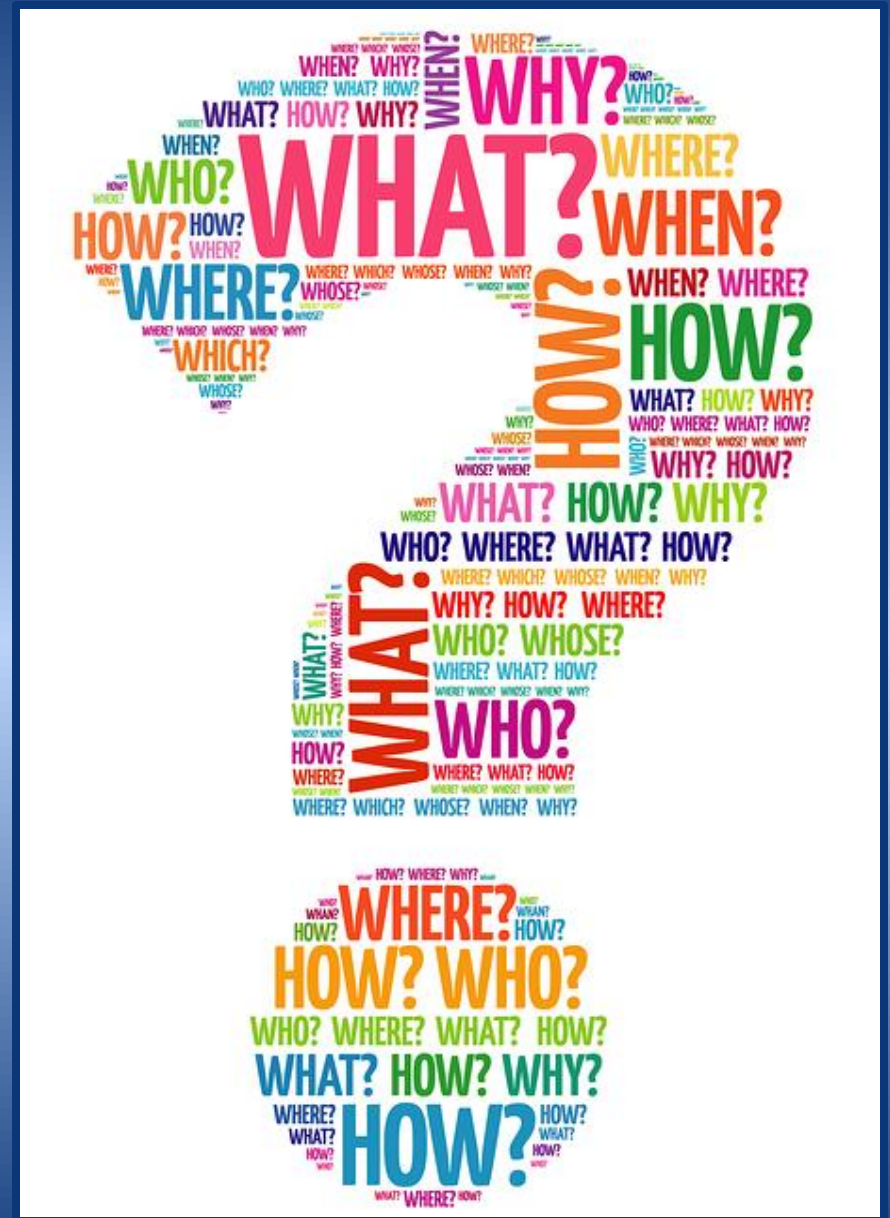
Evaluate success: how will I know if the change I implemented improved outcomes?

Reflect & adjust

- How effectively has the initial issue been resolved?
- What new concerns have arisen?
- Should I continue with my data action plan or choose a new area of focus?

Data Review Plan Example

Q & A



What are your next steps following today's webinar?

What additional information do you need to be successful?

What questions do you have for the Project SUCCESS staff?



Project SUCCESS

Questions?

Meredith

mkeedymerk@pcgus.com

Heidi

hbrettbaker@pcgus.com

Ashley

aquick@pcgus.com



[@ProjectSUCCESS4](https://twitter.com/ProjectSUCCESS4)



fb.me/ProjectSuccessIN

The Project SUCCESS Team

Meredith Keedy-Merk
mkeedymerk@pcgus.com

Amy Howie
ahowie@pcgus.com

Heidi Brett Baker
hbrettbaker@pcgus.com

Ashley Quick
aquick@pcgus.com

Mary Baker-Boudissa
mbakerboudissa@pcgus.com

Christine Krieger
ckrieger@pcgus.com



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www.projectsuccessindiana.com



Evaluation

The background is a solid blue color. It features several abstract geometric shapes, including squares and rounded rectangles, in various shades of blue and white. Some shapes are solid, while others are outlined. They are scattered across the page, with a higher concentration in the upper left and lower right areas.

