

YOU'VE GOT THE DATA, NOW WHAT?
Data Driven Decisions for School
Improvement

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Session Objectives

- ▶ Participants will be able to understand how to use data driven decisions to get results.
- ▶ Participants will be able to identify what data reports are most useful to teachers and administrators.
- ▶ Participants will be able to analyze data report examples.
- ▶ Participants will be provided with research based strategies and data toolkit.

What is Data-Driven Decision Making?

- ▶ Data-driven decision making is the process of making choices based on appropriate analysis of relevant information.

Why use data to make decisions?

- ▶ More access to information enables educational professionals to test their assumptions, identify needs, and measure outcomes.
- ▶ Administrators and teachers are using data-driven decision making to:
 - ▶ provide more individualized instruction to students
 - ▶ track professional development resources
 - ▶ identify successful instructional strategies
 - ▶ better allocate scarce resources
 - ▶ communicate better with parents and the community

WHAT ELSE? - Use the index card to record your answers.

What data should we collect and use to make decisions?

Examples are:

- ▶ OCCT/EOI
- ▶ student records/portfolios
- ▶ student assessments
- ▶ human resources
- ▶ student progress
- ▶ special education
- ▶ ELL
- ▶ curriculum management
- ▶ behavior
- ▶ attendance



What data reports are most useful to instructors?

- OCCT/EOI test results for school, class, and individual student
- Student attendance information
- Teacher developed test results for entire class (formative - Pre/Post, etc.)
- Progress reporting information for class
- Student retention information for class
- Student performance gains for class

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2.719372

What data reports are most useful to administrators?

- OCCT/EOI test results for school, class, students
- Office of Educational Quality and Accountability reports
- Student attendance information for all programs and courses
- Progress reporting information for all programs and courses
- Student retention information for programs/school site
- Student performance gains for programs and courses/school site
- Cost effectiveness of program (Income versus cost of salaries, fringe, supplies, equipment, etc.)
- Student/teacher/parent surveys

You've got the data, now what?

- ▶ Test results are used to assess progress, allocate resources, and create school improvement plans.
- ▶ Information is organized numerically rather than alphabetically.
- ▶ The information includes objective descriptions of data, visual displays of information, and query tools.

What is necessary for the systematic use of data for decision making?

- ▶ Collection, integration and dissemination of data
- ▶ Analysis and reporting of data
- ▶ Process and procedures for acting on the data
 - ▶ Review
 - ▶ Analysis
 - ▶ Planning

What types of skills are needed to implement systemic data processes?

- ▶ Schools need both organizational and individual capacity for improvement:
 - ▶ Leadership
 - ▶ Professional development
- ▶ Administrators need training with the opportunity to apply skills learned using their own institutional data.
- ▶ Dialogue with peers keeps the process going.
- ▶ School-based training for faculty and staff is necessary.
 - ▶ Instructors need training in different instructional strategies to apply when the data shows that traditional methods are not working.

Who are the key decision makers at the school site who should be involved in the data-driven decision making process?

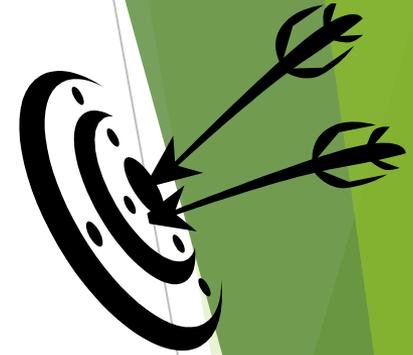
- Administrators are the change agents at the school site.
- Administrators model data use and encourage it by sharing the benefits and successes.
- Site-based specialists or support teams assist administrators and teachers with data and analysis and use.



Who are the key decision-makers at the classroom level who should be involved?

In addition to using data for determining instruction, teachers can engage students in the decision making process by helping them:

- ▶ view appropriate reports;
 - ▶ set learning goals;
 - ▶ monitor their own progress and make decisions about how to meet their goals.
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- ▶ Parents should also be involved in the decision making process:
 - ▶ Academic Conferences (Parent/Teacher/Student)
 - ▶ School Improvement Team
 - ▶ Support in the home/community



Where do we begin?

- ▶ The process:
 - ▶ Develop a leadership team
 - ▶ Collect various types of data
 - ▶ Analyze data patterns
 - ▶ Generate hypotheses
 - ▶ Develop goal-setting guidelines
 - ▶ Design specific strategies
 - ▶ Define evaluation criteria
 - ▶ Make the commitment



What information does our school need to make decisions that will improve student achievement?

- ▶ Which groups or subgroups of students are having difficulty learning?
- ▶ What learning strengths and weaknesses are evident in the data?
- ▶ What instructional changes might improve student learning?
- ▶ What professional development is needed to improve student learning?
- ▶ What materials and equipment are needed to support changes in instruction?

Example 1 - Making decisions based on data

- ▶ A school examines its student performance results and finds:
 - ▶ As a whole, the school is doing better in math than in reading
 - ▶ Students are doing better in vocabulary than in comprehension
 - ▶ As a subgroup, Hispanic female students performed the lowest on grades and tests at most grade levels

What decisions could we make based on this data?

*Use page 1 from the Data Toolkit

Example 1 - continued...

- ▶ Using this information, the school improvement team decides to find the following:
 - ▶ The learning strengths and weaknesses evident in the data
 - ▶ Instructional intervention(s)/changes that specifically addresses comprehension improvement
 - ▶ Interventions that have been especially effective in improving the performance of Hispanic female students
- * Use pages 2 - 4 from the Data Toolkit

Example 1- continued...

Tier 3 - RTI

Name	Tier 3 Skills Needed	Days	Time	Pretest	Post-test	Hispanic	ELL	Intervention(s)
Maria	Intensive Reading Comprehension/ Inference, Summarization, Analysis & Evaluation	Monday-Friday	45 mn	15%		Yes	Yes	Small group-explicit instruction; One-on-one with teacher using immediate/individualized feedback; extended learning time and practice
Gabriela	Intensive Reading Comprehension/ Inference, Summarization, Analysis & Evaluation	Monday-Friday	45 mn	19%		Yes	No	
Andrea	Intensive Reading Comprehension/ Literal, Inference, Summarization, Analysis & Evaluation	Monday-Friday	45 mn	12%		Yes	Yes	
Camila	Intensive Reading Comprehension/ Literal, Inference, Summarization, Analysis & Evaluation	Monday-Friday	45 mn	8%		Yes	Yes	

Example 1 - continued

- ▶ Professional development is planned to provide instruction on the new intervention(s):
 - ▶ Staff development days are planned for teachers to learn the new intervention before it is implemented.
 - ▶ Regular short meetings (PLC's) are planned to give teachers time to discuss their efforts and troubleshoot problems while implementation occurs in the classroom.

* Use pages 5 - 6 from the Data Toolkit

Example 1 - continued

- ▶ What materials and equipment are needed to support changes in instruction?

*Use page 7 from the Data Toolkit



Let's DIG into
the
Toolkit!

References/Links

- ▶ Data-Based Decision Making - Resources for Educators.
<http://www.ael.org/dbdm/Tutorial.cfm?&ider=Deve4060>
- ▶ D3M: Helping schools distill data.
http://eric.uoregon.edu/search_find/data_analysis.htm
- ▶ The Toolbelt: A collection of data-driven decision-making tools for educators.
<http://www.ncrel.org/toolbelt/>