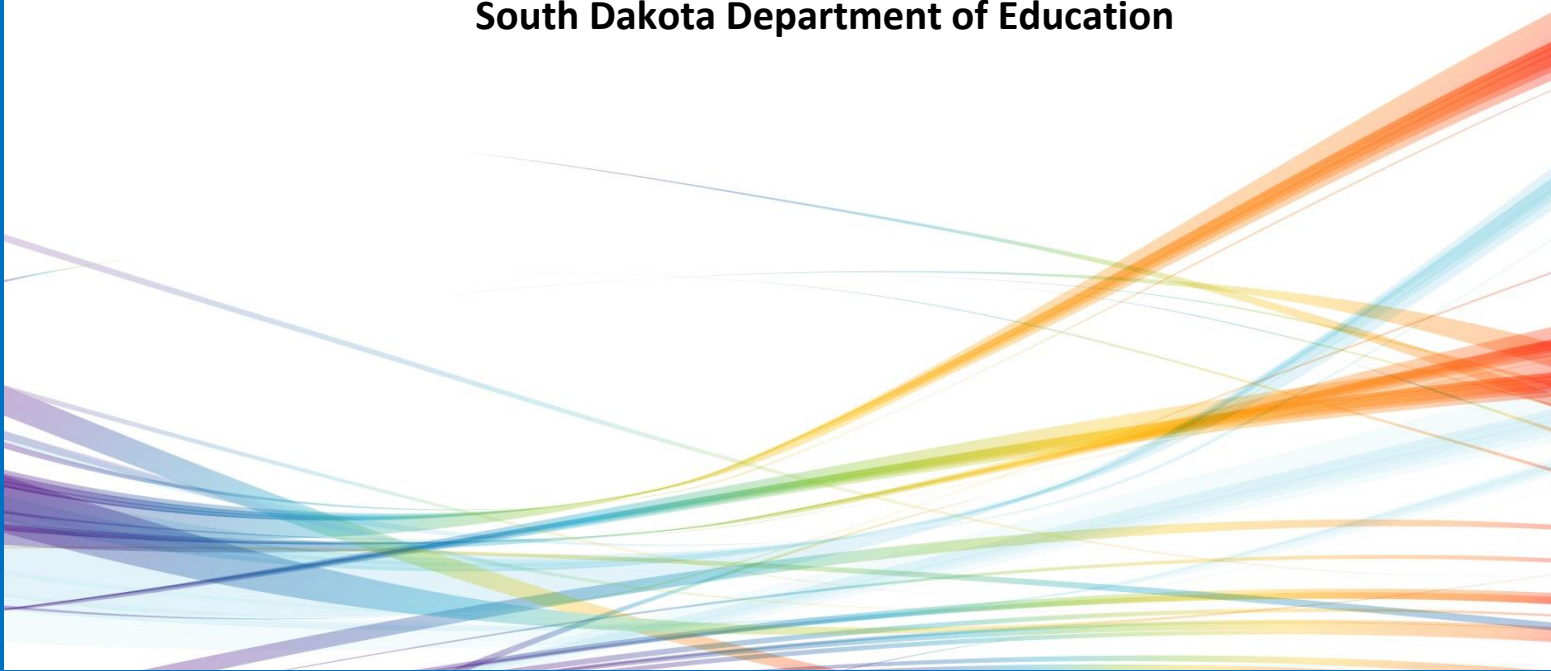


Learnings From the Field: A Pilot Project Implementing Systemic Collaborative Data Change



**Collaborative Process Pilot Project
in partnership with
Technology and Innovation in Education
And
South Dakota Department of Education**



Project Resources

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- Geier, R., Smith, S., & Tornow, M. (2012). *District Data Teams: A Leadership Structure for Improving Student Achievement* (p. 9). PGC Education.
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- Symes, L. (2015). TIE Electronic Formative Data Analysis Template (Version v1). Rapid City, SD: Technology and Innovation in Education.
- USDOE. (2015). *Sustainability Rubric: a tool to help state education agencies assess their current efforts to sustain reform strategies to meet student achievement goals* (p. 28). Reform Support Network.
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Change in Mindset: Transition from one-shot data retreats to quarterly, ongoing, systemic data digs

All assessment data have a shelf life which means a time when it is no longer useful for making instructional or learning decisions and needs to be “refreshed” or “updated” with more current data? In addition, think about the fact that almost all data can be used either summatively or formatively depending on the time data are examined.

- **State assessment data:** Districts take State Assessment in March/April and receive data in Mid-July or beginning of August. That means it is definitely summative in nature. Additionally, the use of the assessment is to determine how well students mastered standards and how schools rank; data is not received in time to use it during the previous school year. Teachers can use the results with new classes in the fall to identify some strengths and challenges and establish groups for the first 2-3 weeks of school, which makes it a bit formative in nature, but after the first few weeks, teachers need a new snapshot of where students are currently. Teachers need to determine what students learned or lost over the summer? How much were we able to refresh, kick start, or move beyond in those first few weeks? The state assessment data reaches its shelf life (or expiration date) after a few weeks but yet we currently set the majority of goals, objectives, and planning on this one assessment.
- **Benchmark assessments given 2-3 times per year:** The data are very helpful when it arrives. Teachers identify strengths and challenges, set up some interventions, do small group work...and want to keep those small groups flexible so that once students have mastered the concept they need, they move to a new group. Checking on where students are in their learning before students change groups, strategies, or instruction requires some form of check-in and usually after 2-3 weeks. At this point, the benchmark assessment data has met its shelf life.

Creating insights from data are important. In classrooms, schools, and districts we spend time and resources collecting it, organizing it, and analyzing and interpreting it. So what we’re actually talking about here is that both the data, as well as the insights we gather from the data, have a shelf life. There is a phrase in the business world, “knowledge loss,” that refers to the event when the knowledge that was gained from one set of data gradually becomes obsolete, so new data needs to be added on an ongoing basis. How do we know when is the right time to refresh the data in education? How do we refresh data in the most efficient and effective way?

The added use of embedded formative assessment data to state and benchmark data helps counter the effects of the “expiration date” of data sources. All assessment data has value, but the shelf life of data needs to be factored when applying it to the teaching moment and new data needs to be added along the way. The proposed Data Teams Cycle, based on quarterly data digs, incorporates all three data sources: summative, benchmark, formative but allows for the utilization of data sources before the “expiration date” occurs within classrooms. The use of the *Systemic Collaborative Data Process* Template allows for districts to compile data, track data conversations and goals, and track the progression through the data team cycle.



Systemic Collaborative Data Process

Four Data Lenses Defined

1. **Student Data:** Data that tells you about how your students are learning, who they are, and what they do.
 - a. Student achievement data: Evidence of student learning
 - b. Student perceptions data: Evidence of student behaviors, attitudes, and values
 - c. Student demographic data: Evidence about who your students are
 - d. Student enrollment data: Evidence of student enrollment in programs

2. **Programs and Structures Data:** Data that describes the parameters and facts about the programs and structures in your school's organization.
 - a. Programs data: Evidence about the programs you provide
 - b. Structures data: Evidence about your organizational and facility structures

3. **Professional Practices Data:** Data that tells you about how your teachers are teaching, who they are, and how they are continuing to learn.
 - a. Teacher qualifications data: Evidence of teacher qualifications
 - b. Teacher practices data: Evidence of teacher practice in the classroom (to exclude teacher evaluation data on individual teachers)
 - c. Teacher professional development data: Evidence of teacher growth and learning
 - d. Teacher perceptions data: Evidence of teacher attitude, behavior and values

4. **Family, Community, and School Culture Data:** Data that describes family and community involvement and school culture with and perceptions about the school.
 - a. Family data: Evidence about parent involvement and perceptions
 - b. Community data: Evidence about community involvement and perceptions
 - c. School Culture data: Evidence about student, staff, administration, family and community perceptions

Sample Guiding Questions to assist in Data Analysis Meetings

Directions: The data source your team is analyzing will guide which questions should be utilized in your team's collaborative analysis meeting. Prior to analysis of each data source, select the two or three questions that will guide your analysis discussion. *(Note: these are sample guiding questions; please add to the list as your team generates additional questions.)*

- What key patterns/trends are observed?
- What patterns/trends, over time, are observed?
- What does the pattern/trend data show for this time of year?
- What does the data show/not show?
- What generalizations can be made from the data?
- What surprises you about the data?
- What doesn't surprise you about the data?
- What impact does the data have at the student, teacher, administrator, school and/or district level?
- What are areas for celebration?
- What are areas for improvement?
- What are we attempting to measure/monitor?
- How does the data source help us commit to helping students reach learning goals?
- I notice...
- I wonder...
- How are we doing compared to...
- What does the data show in relation to...

Data Sources



Data Source (State/Local)	Location
Student Achievement Data Sources	
Smarter Balanced Assessment	http://sd.portal.airast.org
DIBELS	https://dibels.net
NWEA	
ACT	
Attendance	
Family, Culture, and Community Engagement Data Sources	
Attendance	
Professional Practices Data Sources	
Curriculum Mapping	
Professional Development Survey	
Attendance of Teachers/Retention	
Programs and Structures Data Sources	
Structure of Specials	
Rtl	
Counseling Services	

Capture Your Data

Professional Practices:

How do we define best practice?
Do our actions match that of our mission?



Criteria for Analyzing Program Effectiveness:

E - Effective – (Ex. utilizes two or more data sources to determine effectiveness. Data is used to drive instruction.)

I -Ineffective –(Ex. contains no data source to support or determine programmatic effectiveness. Data is not used to drive instruction.)

C – Change – (Ex. encompasses some effectiveness. Data is loosely used to drive instruction, or data is present but contains no effectiveness or is not utilized.)

? – Other or more questions – (Ex. too new to determine effectiveness, purpose of the program or structure is unclear, purpose of the data source is unclear, use of data source is unclear and confusion of who uses it.)

Total # of Programs or Structures _____

E's _____ I's _____ C's _____ ?'s _____

Effective:

1. What data sources are **used** to support professional practice effectiveness?
2. How is the data used **to inform and drive** instruction to increase student achievement?
3. Are **all** staff members implementing effective instructional practices in the classroom to increase student achievement?
4. What **accountability** construct is used to determine teacher effectiveness in professional practice?

Ineffective, Change and Other:

1. What data sources **could be** used to support professional practice effectiveness?
2. Why is the data **not** used to inform and drive instruction?
3. Does **staff lack** training to use professional practice to increase student learning?
4. **Should an** accountability construct is used to determine teacher effectiveness in professional practice?
5. Prioritizing the top two professional practices, complete the following chart.

Professional Practice	Modifications to make program or structure effective	Justification for Discounting Program

Data Calendar 2015-16



July 2015	August 2015	September 2015	October 2015
November 2015	December 2015	January 2016	February 2016
March 2016	April 2016	May 2016	June 2016

***Data incorporates all levels of School Improvement Practices (Four lenses of data): Student Achievement, Family and Community Involvement, Programs and Structures, Professional Practices*

Team Meeting Organizer

Date of Meeting:

Members Present:

Person responsible for inputting into data template:

Meeting Agenda:

Outcome(s) of meeting: What is the purpose of the meeting? (This is recorded on your data template)

Meeting Notes:

Decisions Made/Next Steps: Complete this section the last five minutes of every meeting (This summary is recorded in data template):



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