Using Data to Proactively Identify and Improve Supports to At-Risk Students

FEBRUARY 4, 2020

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SLDS State Support Team

A group of SLDS experts who support states & territories (regardless of grant status) around *developing, managing, using, and sustaining* SLDSs. Provide services across sectors and many topics.

**COMMON TOPICS:** data governance, stakeholder engagement, project management, data use, sustainability

**INDIVIDUAL ASSISTANCE:**
- check-in calls & on-site visits
- review project plans & other docs
- provide resources, training, and examples
- connect states with peers
- help determine state needs

**MULTI-STATE ASSISTANCE:**
- Best Practices Conference
- resource sharing repository
- publications
- topical webinars
- communities of practice
- listserv

LEARN MORE ABOUT THE SST
Hawai‘i Department of Education

- 15 complex areas; 293 schools; 177,907 students\(^1\)
- Data Governance and Analysis Branch
- Statewide Longitudinal Data System
- Current Role: Institutional Analyst
  - Support early learning, career and technical education, multi-tiered system of supports, curriculum and instruction, complex areas, charter schools, administrators, teachers, and counselors
- Former Roles: Complex Area Resource; Classroom Teacher

\(^1\)Source: Longitudinal Data System 1.14.20
Workshop Objectives

• Learn how to engage educators in a meaningful data dive
• Engage in data analysis activities using placemats based on the work from the Hawai‘i Department of Education
• Identify next steps for applying what you’ve learned at your district, school, or organization
Engaging Educators

- Data Use Standards
- Data Psychology
- Wayfinding
Why should we spend time planning for engagement?

On the count of “3,” shout out one word that describes how you feel about data.
Data Use Standards

“To increase the effective use of data by teachers and administrators to support learning and success by providing a foundation for states’ development of data literacy and data use trainings”

Data Use Standards

Knowledge

Familiarity with the nature of data and concepts underlying data use; includes the learning and theory that education communities need as a foundation for using data to improve educational outcomes

Skills

The ability to access, collect, analyze, interpret, act on, and communicate about data using appropriate tools and representations in a manner appropriate for the educator’s professional role and responsibility

Professional Behaviors

Habits of professional action based on values and beliefs that underlie an educator’s practice as it is related to data use

Skills

The ability to access, collect, analyze, interpret, act on, and communicate about data using appropriate tools and representations in a manner appropriate for the educator’s professional role and responsibility.
Data Psychology

“[P]resent data in a way that enables data to be greeted as a helpful tool rather than viewed as a hammer to punish and blame.”

— Dr. Brad Phillips, Institute for Evidence-Based Change
Priming Effect

- Proactively connect the audience to data in a positive way
- Feeling > thought connection
- Brief
- Aligned with the task/work

— Dr. Brad Phillips, Institute for Evidence-Based Change
Examples of Priming Questions

- Thinking back to what led you to a career in education, what or who inspired you?
- Thinking back to your career as a student, what was a struggle for you, and how did you overcome that challenge?
- Share your education story with a partner
  - Successes, struggles, and who helped to shape your path
HIDOE Wayfinding

Integrating Data Use Standards and data psychology to increase engagement using cultural connections
Turn and Talk

What strategies does your school, district, or organization use to engage educators with data?
School-Level Analysis: Activity #1

What is the longitudinal story of our school?

- Enrollment
- Attendance
- Socioeconomic Status
- Special Education
- English Learner
- Ethnicity
- Discipline Incidents
- State Assessments
School Longitudinal Data Dive Activity

Data Notes
What important points seem to “pop-out”?

Plan Tab Longitudinal Data

Analysis

What patterns and trends are emerging?

Enrollment has fluctuated between a low of 971 and a high of 949.
Attendance goal is 95% - Over the last 4 years attendance is below the goal.
We have more low-SES students than non-SES students - these are our free and reduced lunch students.
Our IDEA population numbers have been about the same for the last five years.
We have a small population of ELL students.
Our largest ethnic population over the last five years is Pacific Islander.
The number of incidents has dropped from a high in 2016-2017 to a current number of 133 (we are only half way through the year).
The number of suspensions has dropped over the years. These students are not in class when they are suspended.
Smarter Balanced State Assessment Proficiency has gone up in the area of Language in the categories of Exceeded Standards and Met Standards in the last four years. Our largest population is in the Not Met Category.
Smarter Balanced State Assessment Proficiency in the area of Math has stayed around the same 70s for the last four years. The combination of the nearly met and not met totals 73% of our students.

What seems to be surprising or unexpected?
Over half of our students are receiving free and reduced lunch.
Our biggest enrollment by ethnicity group is Pacific Islander.
73% of our students are not meeting state standards in Math last year.
64% of our students are not meeting state standards in Language.

What other data points would you like to explore?
I would like to take a closer look at our Pacific Islander student population.
School-Level Analysis Activity #1

- Work with a partner to analyze the longitudinal data from Aloha School.
- Use the guiding questions for this data dive:
  - What patterns and trends are emerging?
  - What seems surprising or unexpected?
  - What other data points would you like to explore?
  - What are possible next steps?
- Use the mindset of an explorer.
- Acronyms
  - SBA = Smarter Balanced Assessment
  - HSA = Hawai‘i State Assessment
Subgroup-Level Analysis: Activity #2

How are these students doing right now?

- Attendance
- Report Card Marks
- Smarter Balanced Assessments
- Discipline
School Current Data Dive Activity

Current School Year - Second Quarter Low SES Students and Pacific Islander

Data Notes - Filter Low SES and Pacific Islander

- # of Students - 276
- Student Atttn. YTD 89.24%
- # ELL Status - 3 Entering, 4 Emerging, 7 Developing, 3 Expanding
- # IDEA - 54
- MVA - 31

Student Attendance Risk - Low risk 0-8 days, Moderate risk absent 9-14 days, High risk absent 15 or more days

Marks Risk - Low risk- no D or F, Moderate risk- 1 D, High Risk- at least 1 F

Smarter Balanced Assessments - Low risk-Exceeds or Meets, Moderate- Nearly Met, High risk-not met

Discipline

Strengths and Needs

Strengths
- 46 students are low risk for attendance - they are coming to school
- 215 students are passing English for Semester 1 with an A, B or C
- 194 students are passing Math for Semester 1 with an A, B, or C
- 228 students are passing Science for Semester 1 with an A, B, or C
- 204 students are passing Social Studies for Semester 1 with an A, B, or C

Needs
- 124 students are chronically absent
- 35 students received a D in English for Semester 1
- 26 students received an F in English for Semester 1
- 53 students received a D in Math for Semester 1
- 25 students received an F in Math for Semester 1
- 36 students received a D in Science for Semester 1
- 12 students received an F in Science for Semester 1
- 46 students received a D in Social Studies for Semester 1
- 26 students received an F in Social Studies for Semester 1

149 students did not meet SBA for Language Arts
189 students did not meet SBA for Math

Discipline Support for Class A and Class B Incidents

Possible Next Steps

- Are there any students struggling in all areas? Look at additional data.
- Are the students that are receiving a D or F in core subjects getting additional help?
- Need more information - PLC meeting discussion

Why are 46 students not coming to school? Touch base with the Counselors/Teachers.
Subgroup-Level Analysis: Activity #2

• Work with a partner to analyze current data for students who are of low socioeconomic status and Pacific Islanders.

• Use the guiding questions for this data dive:
  o Are these students coming to school?
  o How are these students performing in the classroom?
  o How are these students applying what they learn to state assessments?
  o Are there any discipline issues that we need to address?

• Use the mindset of an explorer.

• Acronyms
  o SBA = Smarter Balanced Assessment
  o HSA = Hawai‘i State Assessment
  o MVA = McKinney-Vento Act
Student-Level Analysis: Activity #3

Connecting a student’s data points to analyze patterns, trends, strengths, and needs to formulate next steps
Story of a Student Information Placemat

#3  Story of a Student Information placemat

**Overview**
8th grade female, Pacific Islander, Native Hawaiian, Low SES, MVA, English first acquired language, 2.3 Cumulative GPA

**Attendance**
Current attendance at 87% with 11 absences
End of SY 18-19 84%
End of SY 17-18 88%
End of SY 16-17 83%
End of SY 15-16 80%
End of SY 14-15 64%

**Enrollments**
School A  Grade PK4- 3 (3rd grade for 3 months)
School B  Grade 3 for one month
School C  Grade 3 for 4 months
School D  Grade 4 for 6 months
School E  Grade 4 for 2 months
School F  Grade 5- 6
School G  Grade 7-8

**Schedule**

**Discipline**
SY 19-20  Class C resulted in a 1 day suspension

**Universal Screener**
Core support at or above benchmark
Strategic support below benchmark goal
Intensive support well below benchmark goal

Grade 1  Fall DIBELS Intensive support
         Spring DIBELS Core Support
Grade 2  Fall DIBELS Strategic Support
         Spring DIBELS Strategic Support
Grade 3  None
Grade 4  Fall DIBELS Intensive support
         Spring DIBELS Intensive support
Grade 5  Spring DIBELS Next Intensive Support
Grade 6  Fall DIBELS Next Intensive Support
         Spring DIBELS Next Intensive Support
Grade 7  Fall STAR Urgent Intervention Reading Equivalent Gr. 3.2
         Spring STAR Urgent Intervention Reading Equivalent Gr. 3.7

**Student History**

**Student Growth- Smarter Balanced Assessment**
Student-Level Analysis: Activity #3

- Please listen as I share this student’s story.
- Use the two handouts labeled activity #3.
- Use the mindset of an explorer.
Data Dive Table Reflection Questions

• What “ahas” did you experience during the activities?
• What else do you wonder about?
Planning Activity

Translate the model activities into data use practices at your district or school
Planning Activity Template

Using Data to Proactively Identify and Improve Supports to At-Risk Students: Planning Activity

Reflections

How does the data analysis process you just went through compare to how data are analyzed in your school, district, or organization?

•

What aspects of the process would you like to adopt or improve in your school or district?

•

Available Data

What data are readily available in your school, district, or organization that could be used for a similar data analysis process?

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Are the data available in a form that facilitates proactive analysis across multiple factors? What compilations and/or calculations need to be conducted to enable easier analysis?

•
Wrap Up

What was one main takeaway from your planning session?
Contacts and Additional Resources

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- Carla Howe, carla.howe@sst-slds.org, (304) 550-3431
- Monica Young, monica.young@sst-slds.org, (518) 222-7604

- SLDS Data Use Standards: https://slds.ed.gov/#program/data-use-standards
- Hawai‘i Department of Education Data Use Case: https://slds.ed.gov/#communities/pdc/documents/17360