

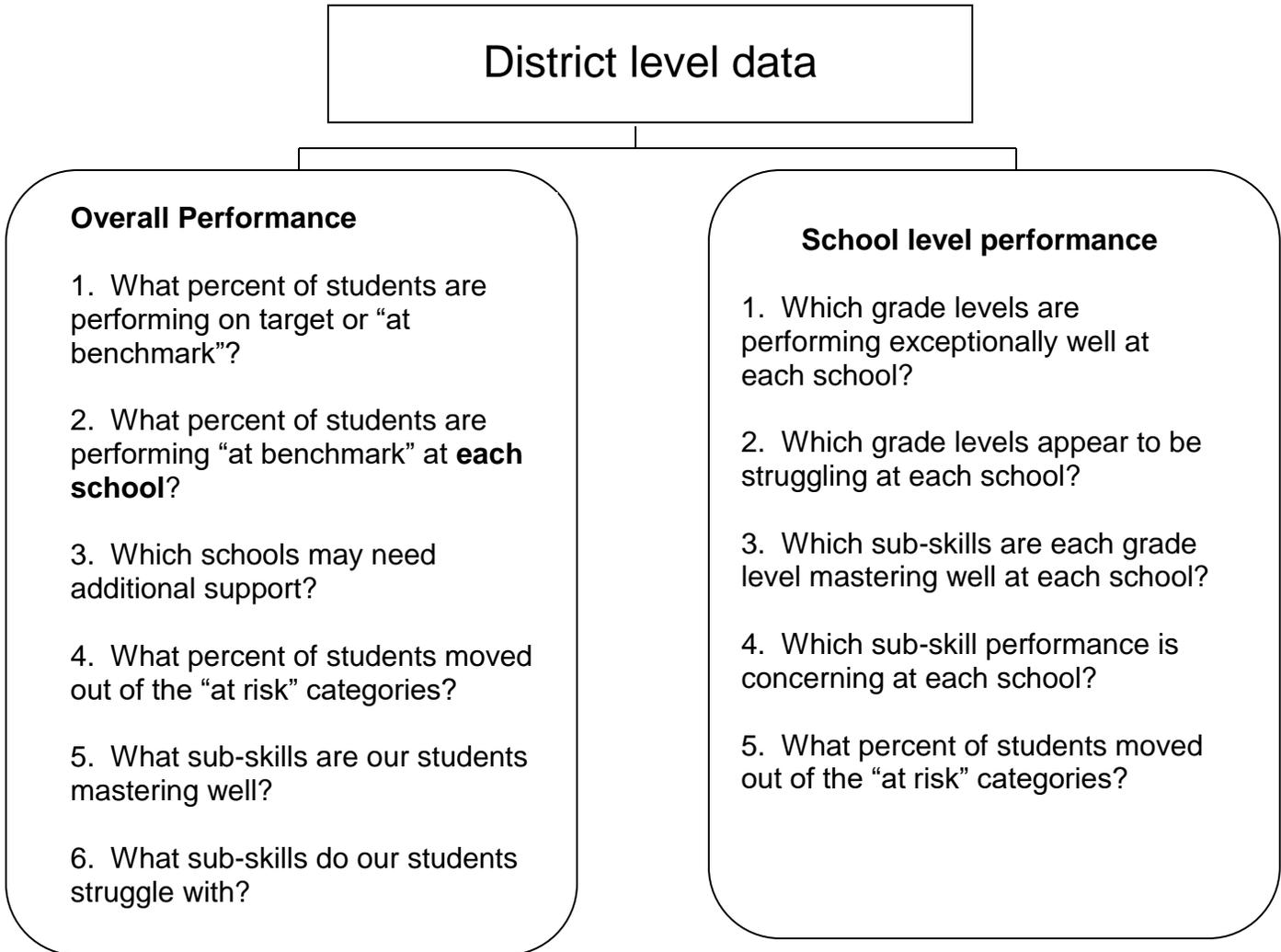
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Data Sessions

General Keys to Success (All Levels)

1. Be specific about what data participants are to bring.
2. Set the purpose. Know where you want to go and develop guiding questions that will get you there.
3. Data analysis should always go from broad to narrow (i.e., from district down to kid levels or reading component down to subskill levels).
4. Make sure the data are organized in a format that makes them easy to analyze.
5. Maintain some kind of recording sheet that acts as a photograph—capturing the data story as a point in time.
6. Pay attention to culture. Establishing a culture of trust is essential, a culture of asking and answering difficult questions that leads to continuous improvement. To do that, make sure the focus is always on the results, not the person.
7. Make sure participants know how to read the data. Always provide some kind of direct instruction the first time you analyze a data set, so participants learn how to navigate the results.
8. Develop a common understanding of what quality performance is. Show state data first so participants can see if they are performing at, above, or below the state average. Then having participants lay their data up against the highest performer that “looks like them” allows them to see the standard of excellence and determine how close they are to achieving it.
9. Carefully manage the sequence of analysis and the use of time. Poorly structured data analysis events can become very time intensive and end up yielding very little useful information for the time spent.

Data Analysis Protocol (Used with CBM data)



Analyzing District Data

Purpose: District level analysis provides leaders a broad picture of overall student performance. Using CBM data provides an opportunity for frequent monitoring of student performance and alerts the district level leaders to possible learning gaps within the district. Leaders can use district data to allocate resources, provide focus to site visits and provide focus for professional development for improved instruction.

Plan for Support: District level analysis can assist district leaders in determining which schools and/or grade levels may need additional support. Once data is analyzed, district leaders can design short term action plans to support building leaders and teachers in implementing a stronger reading system.

Data Analysis Protocol (Used with CBM data)

School level data

Overall School Performance

1. What percent of students are performing on target or “at benchmark” at each grade level?
2. Which grade levels showed the most significant growth?
3. Which grade levels may need additional support?
4. What percent of students moved out of the “at risk” categories in each grade level?
5. What sub-skills are our students mastering well?
6. What sub-skills do our students struggle with?
7. What percent of benchmark students remained at benchmark?

Classroom level performance

1. Students in which classrooms are performing exceptionally well?
2. Which classrooms levels appear to have the greatest number of struggling students?
3. Which sub-skills are being mastered well in each classroom?
4. Which sub-skill performance may be concerning in each classroom?
5. What percent of students moved out of the “at risk” categories?
6. How many students performed very close to the target but didn't quite make it?
7. What percent of benchmark students remained at benchmark?

Analyzing School level data

Purpose: School level analysis provides building leaders a picture of overall student performance as well as student performance in each classroom. Using CBM data provides an opportunity for frequent monitoring of student performance and alerts the building leaders to possible learning gaps within the grade levels. Leaders can use school data to allocate resources, provide focus to classroom walk-throughs and provide focus for professional development for improved instruction.

As school leaders participate in collaborative data analysis sessions and intervention design, they are equipped to be stronger instructional leaders and provide more support for improving the instruction within the reading system.

Data Analysis Protocol (Used with CBM data)

Classroom/Student data

Classroom/Student Performance

1. What percent of students are performing on target or “at benchmark” in this classroom?
2. Which students showed the most significant growth?
3. Which students may need additional support?
 - Students who just barely met the target for a given subskill
 - Students who fall just below the target for a given subskill
 - Students who fall significantly below target in a given subskill
 - Students who fall significantly below target in all subskills
4. What percent of students moved out of the “at risk” categories in each in this classroom?
5. What sub-skills are students mastering well?
6. What sub-skills do students struggle with?
7. Which students are currently receiving intervention?
8. How much time and how frequently are they receiving intervention?
9. Which students should be grouped together for intervention?
10. Does the child need additional practice or intense instruction with this skill?
 - Students who barely missed the target likely need additional practice
 - Students who fell significantly below the target likely need explicit instruction

District Level	Purpose	Guiding Questions
	<ul style="list-style-type: none"> ▪ Looking at district performance in relation to state data 	<ul style="list-style-type: none"> ▪ How are we doing as a district compared to all districts? ▪ How are we doing as a district compared to districts comparable to ours?
	<ul style="list-style-type: none"> ▪ Looking at the performance of schools in the district 	<ul style="list-style-type: none"> ▪ Which schools are doing well? ▪ Which schools are struggling? ▪ What are the successful schools doing that can be shared and/or replicated? ▪ What district support and/or pressure do the struggling schools need?
	Look Fors	Examples of target questions to ask based on the analysis
	<ul style="list-style-type: none"> ▪ District level skill gaps ▪ Grade level performance gaps ▪ Grade level trends within schools and across the district 	<ul style="list-style-type: none"> ▪ What have we done and what can we do with professional development designed specifically for closing those gaps? ▪ Are the subskill gap patterns broad enough to indicate we might have a weak area in the core program that needs shored up? ▪ Do we need to pull any grade levels together (with principals and coaches) throughout the district for targeted work around setting expectations, closing subskill gaps, identifying and eliminating barriers to effective instruction? ▪ Did we hit our mid-year targets on benchmark progress monitoring assessments with enough “power” to make sure we will be where we need to be in the spring? ▪ How close was the prediction from ongoing progress monitoring to the actual benchmark assessment performance?
Other Considerations		
<ul style="list-style-type: none"> ▪ District actions in response to the data are critical to bringing about change. Once district leaders identify existing performance gaps, they need to leverage all available district resources (people, time, and money) to close those gaps. 		

Building Level	Purpose	Guiding Questions
	<ul style="list-style-type: none"> ▪ Each building is looking at its own growth performance (fall to winter, winter to spring, fall to spring) 	<ul style="list-style-type: none"> ▪ How successful are we in moving intensive kids to strategic? Strategic to benchmark? Keeping benchmark kids at benchmark? Moving benchmark kids to their highest levels of achievement?
	<ul style="list-style-type: none"> ▪ Each building is looking at its standard performance (progress in getting all kids to meets the standard) 	<ul style="list-style-type: none"> ▪ Do we have more kids at standard performance this year than we did last year? ▪ Are we performing better than we were last year at this same time (data point)? ▪ What does our trend data show us for this time of year?
	Look Fors	Examples target questions to ask based on the analysis
	<ul style="list-style-type: none"> ▪ Subskill strength, not just overall performance ▪ The impact interventions had on benchmark progress monitoring scores 	<ul style="list-style-type: none"> ▪ Have we grown in our subskill performance? Are we doing a better job of teaching “X” than we were a year ago? Are we getting more kids where they need to be faster? ▪ Have we reduced the number of intensive kids by doing “X” (putting them in a replacement core or whatever the intervention was)? ▪ What percent of our strategic kids who received in-class interventions met the standard? ▪ What percent of kids receiving an intervention program for a specific component of reading met the grade level target for that component?
Other Considerations		
<ul style="list-style-type: none"> ▪ It is important to analyze both growth performance and standard performance. Even though standard performance is not comparing the same kids, it is the window through which we can look at the impact of instruction. 		

Purpose	Guiding Questions
<ul style="list-style-type: none"> ▪ Looking at performance in relation to other grade levels in the state and within the district 	<ul style="list-style-type: none"> ▪ How are we doing compared to other “X” grades in the state? ▪ How are we doing compared to the other “X” grades in our district? ▪ What can we learn from other “X” grades in the district who are similar to us and performing better than we are? ▪ What can we share with other “X” grades who are similar to us who are not performing as well as we are?
<ul style="list-style-type: none"> ▪ Each grade level is looking at its own growth performance (fall to winter, winter to spring, fall to spring) 	<ul style="list-style-type: none"> ▪ How successful are we in moving intensive kids to strategic? Strategic to benchmark? Keeping benchmark kids at benchmark? Moving benchmark kids to their highest levels of achievement? ▪ What percent of kids are coming to our grade level at intensive, strategic, and benchmark? 10. What percent of our kids are we sending to the next grade level benchmark?
<ul style="list-style-type: none"> ▪ Each grade is looking at its standard performance (progress in getting all kids to meets the standard) 	<ul style="list-style-type: none"> ▪ Do we have more kids at standard performance this year than we did last year? ▪ Are we performing better than we were last year at this same time (data point)? ▪ What does our trend data show us for this time of year? ▪ Are we receiving more kids at benchmark from the pervious grade level than we did last year? 11. Are we sending more kids to the next grade level at benchmark than we did last year?
Look Fors	Examples of target questions to ask based on the analysis
<ul style="list-style-type: none"> ▪ Individual student performance 	<ul style="list-style-type: none"> ▪ Which students in interventions actually grew and how much? ▪ Which children did not grow or not grow enough? ▪ What do we need to do differently now for the children in an intervention who are not progressing? ▪ Which children do we need to group for intervention? ▪ What subskills are these children struggling with? ▪ Are we losing anyone who was at benchmark? ▪ If so, what do we need to do to catch them back up again quickly? ▪ What is our grade level plan for moving strategic and intensive students forward quickly? ▪ What are individual teachers going to do? ▪ Are there things we need to do differently or restructure as a grade level team?
Other Considerations	

Lessons Learned

1. The concept of making data public always has to be addressed. You do that by creating that culture of facing the brutal facts without placing blame.
2. Data analysis is really about finding what we do well so we can replicate that and identifying some areas that aren't where we want them to be so we can work on those.
3. When you find an underlying issue or a root cause for something, taking a collective deep breath and solving the problem as a group works well. If we don't address the root cause of a problem, we can only treat the symptoms, not solve the problem. Team problems usually require a team solution.
4. Building principals need to not only be at the data analysis meetings, they need to be the best data analyzers in the building. They are the real leverage point for change.
5. The same can be said of district level staff. And they need to analyze data with building staff, not in isolation, so they can talk about the data with building level principals, coaches, and leadership teams.
6. The key phrase to keep in mind with data is "talking to, not about". We need to talk **to** the people to whom the data is related, **not** talk **about** them. Data gatherings allow us to do just that. This creates the trust that is the cornerstone to successfully using data to improve results.