

# Data Use Professional Development Series

201

Day 8

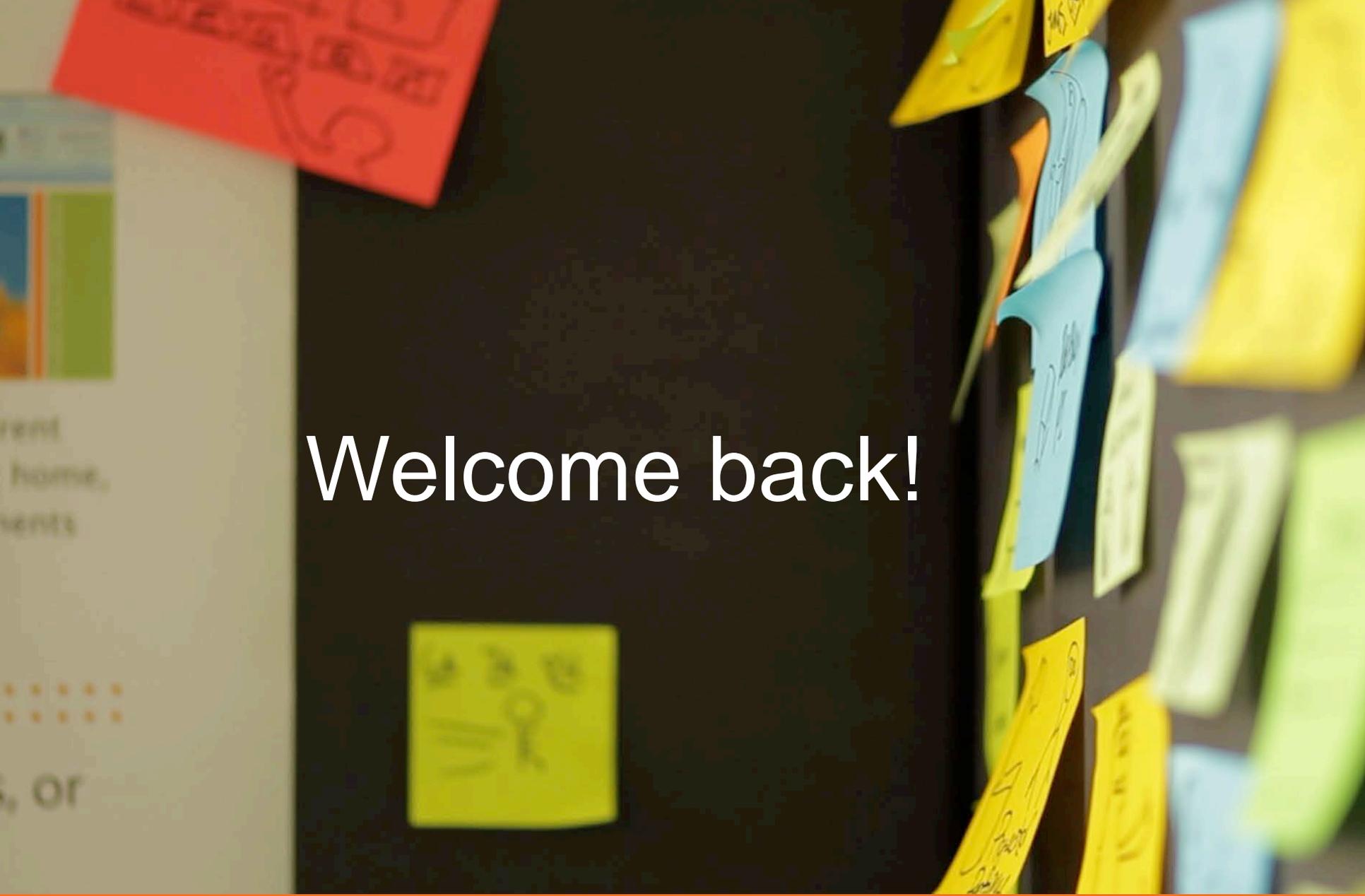
[www.ride.ri.gov](http://www.ride.ri.gov)

[www.amplify.com](http://www.amplify.com)

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# Welcome back!

# Agenda

## Today

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Welcome/Overview

Implementation Progress

Implementing and Assessing a High-Impact Strategy

Visual Data Displays

## Break

Data Walls

RI Growth Model

## Lunch

Intersection Analysis

Data Conversations with Parents

## Break

Action Research

Sustainability Planning

Implementation Planning

Wrap-Up/Evaluations

# Objectives

By the end of Day 8, SDLTs will be able to:

- Articulate the importance of implementing and assessing a High-Impact Strategy in a Cycle of Inquiry.
- Articulate a process for reading and creating visual displays.
- Engage in Data Conversations with parents.
- Articulate how Intersection Analysis can be used in schools.
- Identify next steps in Action Research plan.
- Create a Sustainability Plan for sustaining this work in Year 2.
- Plan for Day 10 SDLT Share.

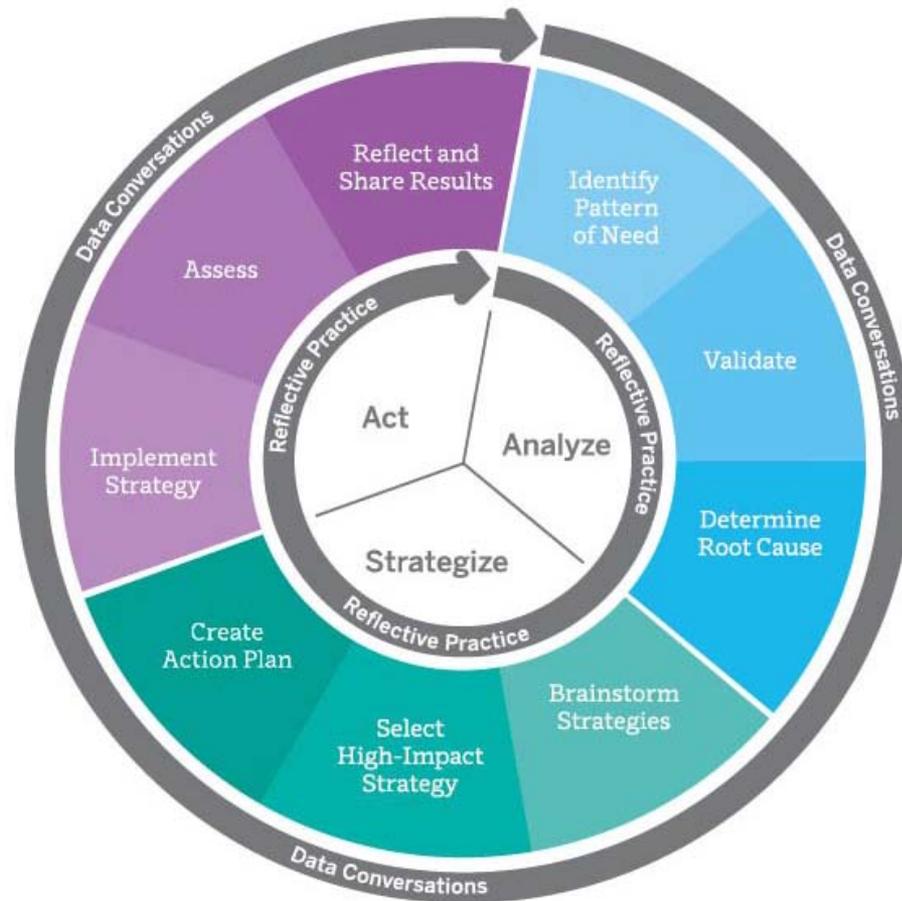
# Implementation Progress

1 2 3 4 5 6 7 8 9 10  
day

Create a timeline illustrating the pathway of your work so far this year:

- Where did you begin?
- What is one “critical incident” or turning point in your work thus far?

# Cycle of Inquiry



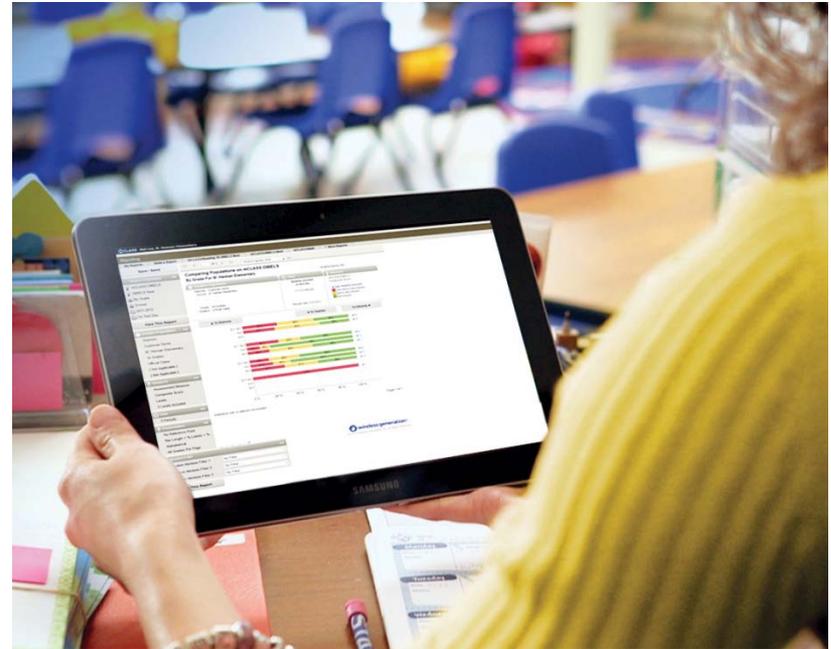
# Implementing and Assessing a High-Impact Strategy

## Act Stage

- With whom did you implement the high-impact strategy?
- When and how did you implement? At which checkpoints did you adjust implementation?
- How did you assess effectiveness? What measures/assessments did you use?
- Did your high-impact strategy work? How do you know?
- What are your next steps?

# Reading a Data Display

- How do you “make meaning” of a visual data display?
- What steps can you take to understand a data display?



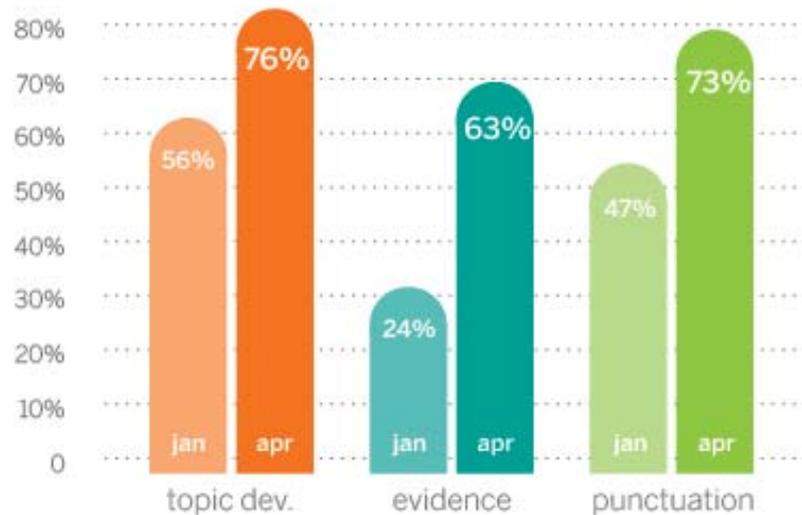


# Turnkey Exercise

## Reading a Visual Data Display

# Turnkey Exercise

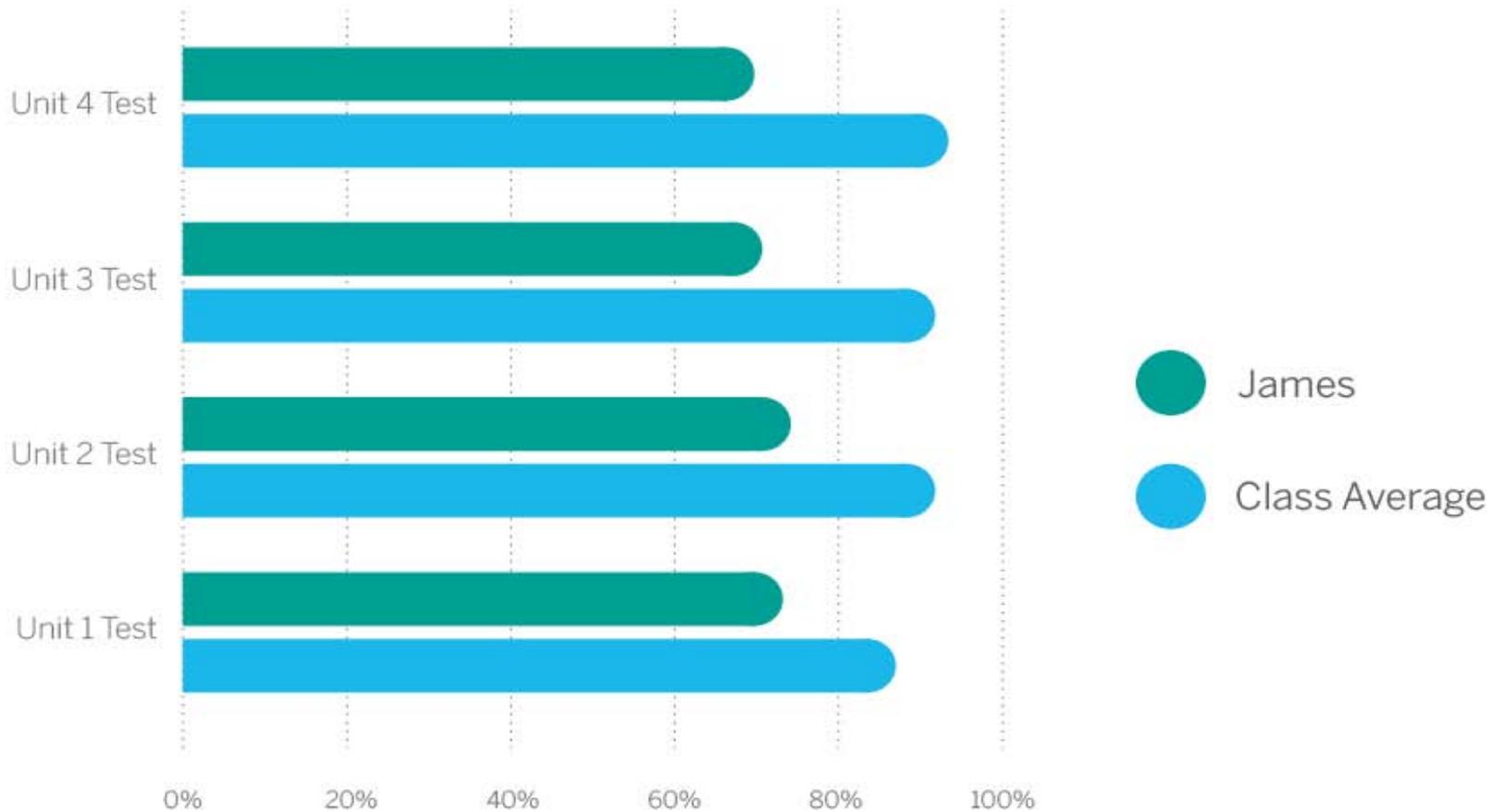
## Choosing a Data Display



- What kind of data is displayed?
- What is the data display's purpose?
- Why do you think the author chose this type of data display to represent this information?

## CBM Passage Reading Fluency

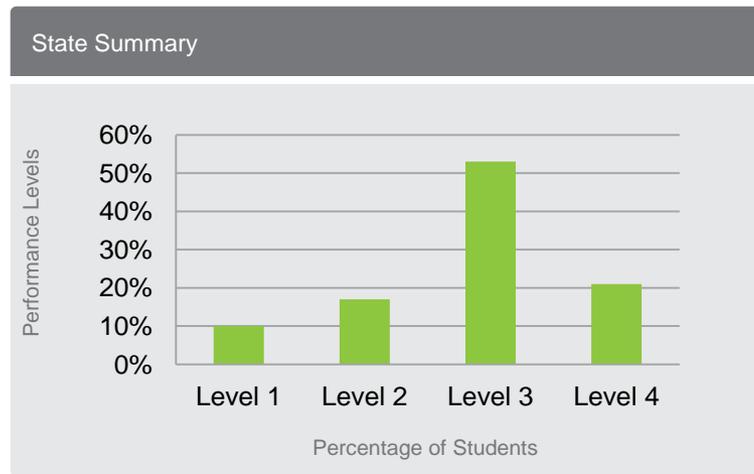
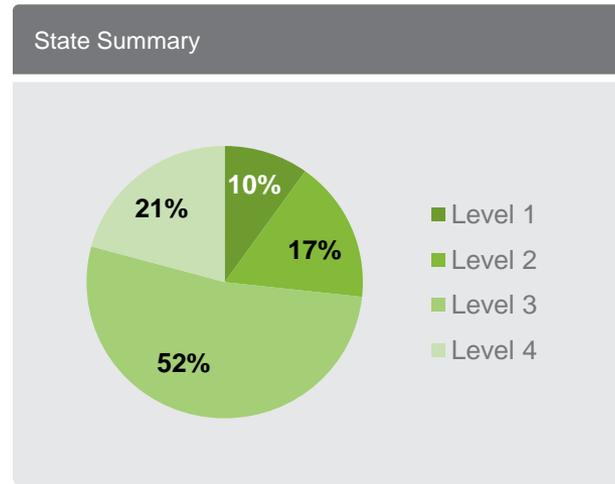
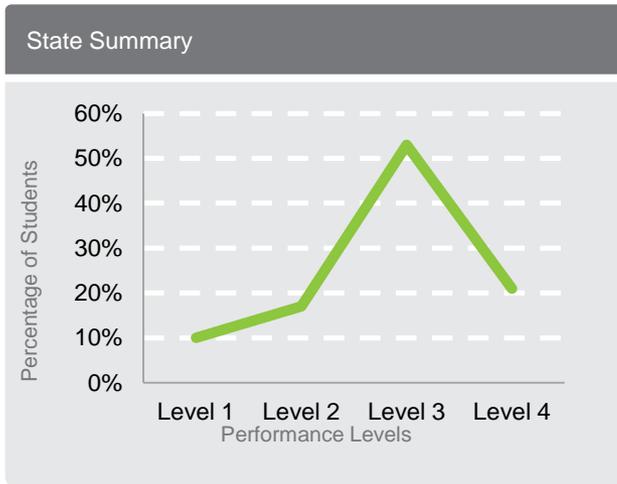




# Types of Data Displays

Type	Purpose	Sample Questions
Bar Graph	<ul style="list-style-type: none"> <li>Compares quantities in particular categories or groups</li> <li>Displays relationships</li> </ul>	<ul style="list-style-type: none"> <li>What percentage of students in each grade level achieved proficiency?</li> <li>How do female students compare to male students?</li> </ul>
Line Graph	<ul style="list-style-type: none"> <li>Shows changes in data over time at equal intervals</li> <li>Displays trends over time such as performance or growth</li> </ul>	<ul style="list-style-type: none"> <li>How did the fourth graders from Wilson Elementary perform on the NECAP over the last 5 years?</li> <li>How has an intervention over the last 8 weeks increased the number of words a student can read per minute?</li> </ul>
Pie Chart or Circle Graph	<ul style="list-style-type: none"> <li>Compares parts of a whole</li> <li>Shows percentages or proportions of data as it relates to the whole</li> </ul>	<ul style="list-style-type: none"> <li>What is the relative distribution of student scores across performance levels in Ms. Park's class?</li> </ul>
Scatter Plot	<ul style="list-style-type: none"> <li>Shows relationship between two different measures</li> </ul>	<ul style="list-style-type: none"> <li>What is the correlation between a student's grade on a unit assessment and her NECAP score?</li> </ul>

# Fall 2012 NECAP Reading Tests



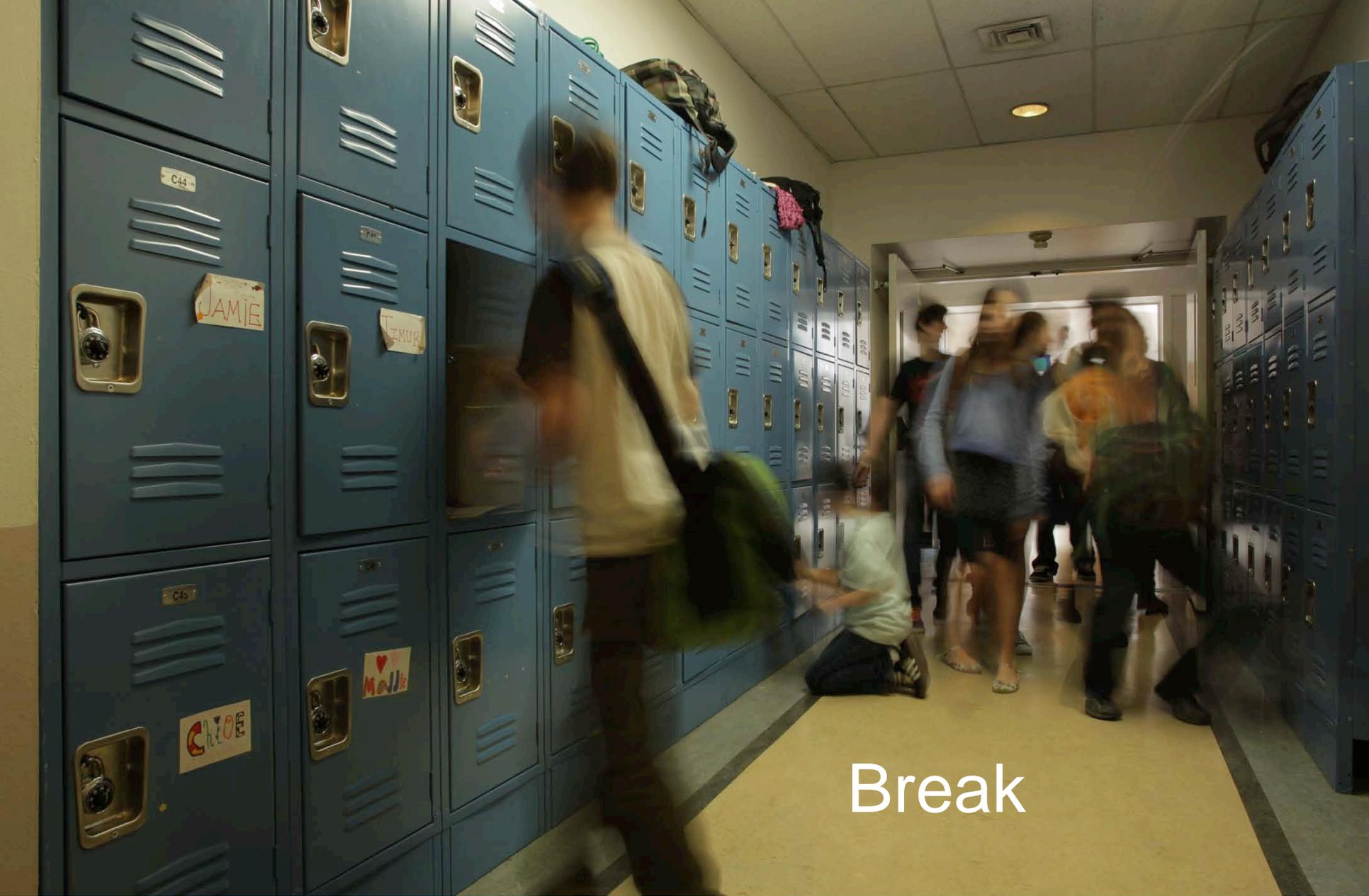
# Choosing a Data Display

How do you choose a data display to represent your own data?

- What type of data do you want to display?
- What is the purpose? What is the “story” of the data?
- What type of data display is the best way to represent this story?

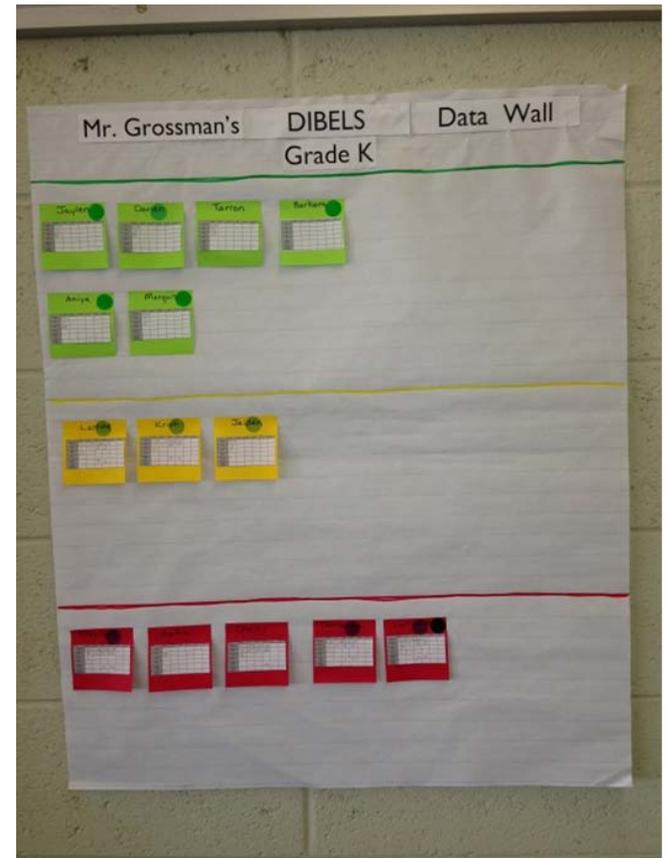
# Summary

- The Act stage of the Cycle of Inquiry raises important questions for educators to consider.
- It is important for educators to choose the appropriate type of data display to tell the story of their data.



Break

# Data Walls



# Classroom Data Walls

## Classroom Data Walls should:

- Be regularly updated
- Encourage action
- Celebrate student accomplishments
- Focus on growth



# Rhode Island Growth Model





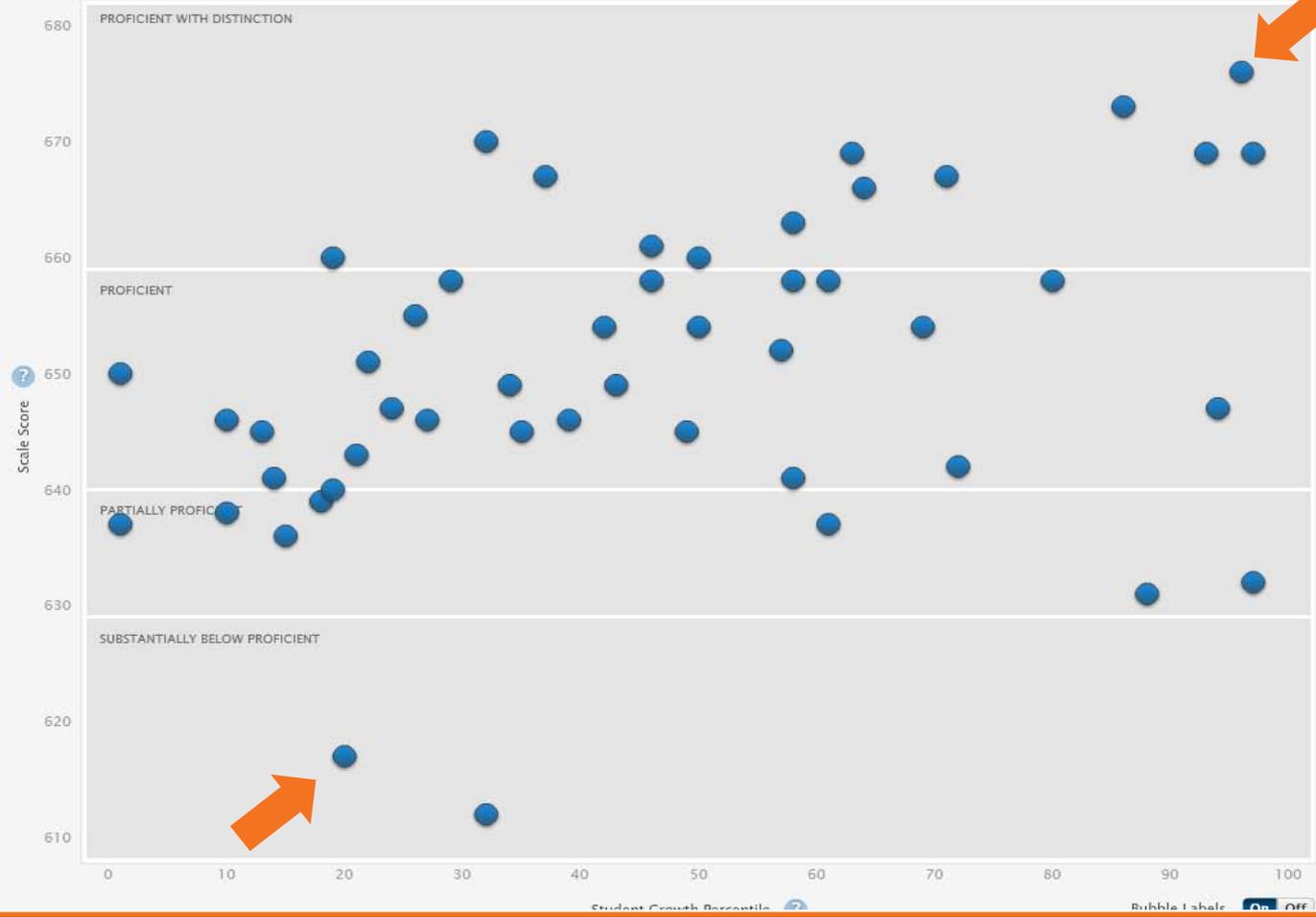
### My Current Roster

Grade 7

Math Reading 10-11

Add District/LEA Reset

Filter List



- Arellano, Benjamin
- Balkema, Naomi
- Barrera, Adam
- Brady, Kaylee
- Cervantez, Morgan
- Chavez, John
- Cisneros, Zachary
- Collett, Emma
- Curtis, Shelby
- Delgado, Timothy
- Delgado Calzada, Colin
- Dodd, Vanessa
- Douglas, Davonte
- Eisenach, Jacob
- Enrique, William
- Estes, Selayna
- Fazekas, Joshua
- Gonzales, Andrew
- Hanson, Luke
- Hardy, Austin
- Haubenschild, Megan
- Haynes, Melissa
- Hollis, Samantha
- Horn, Kenzie
- Jones, Hanna
- Laird, Jaclyn
- Libal, Meghan
- Logan, Mikaela

One or more data points not charted



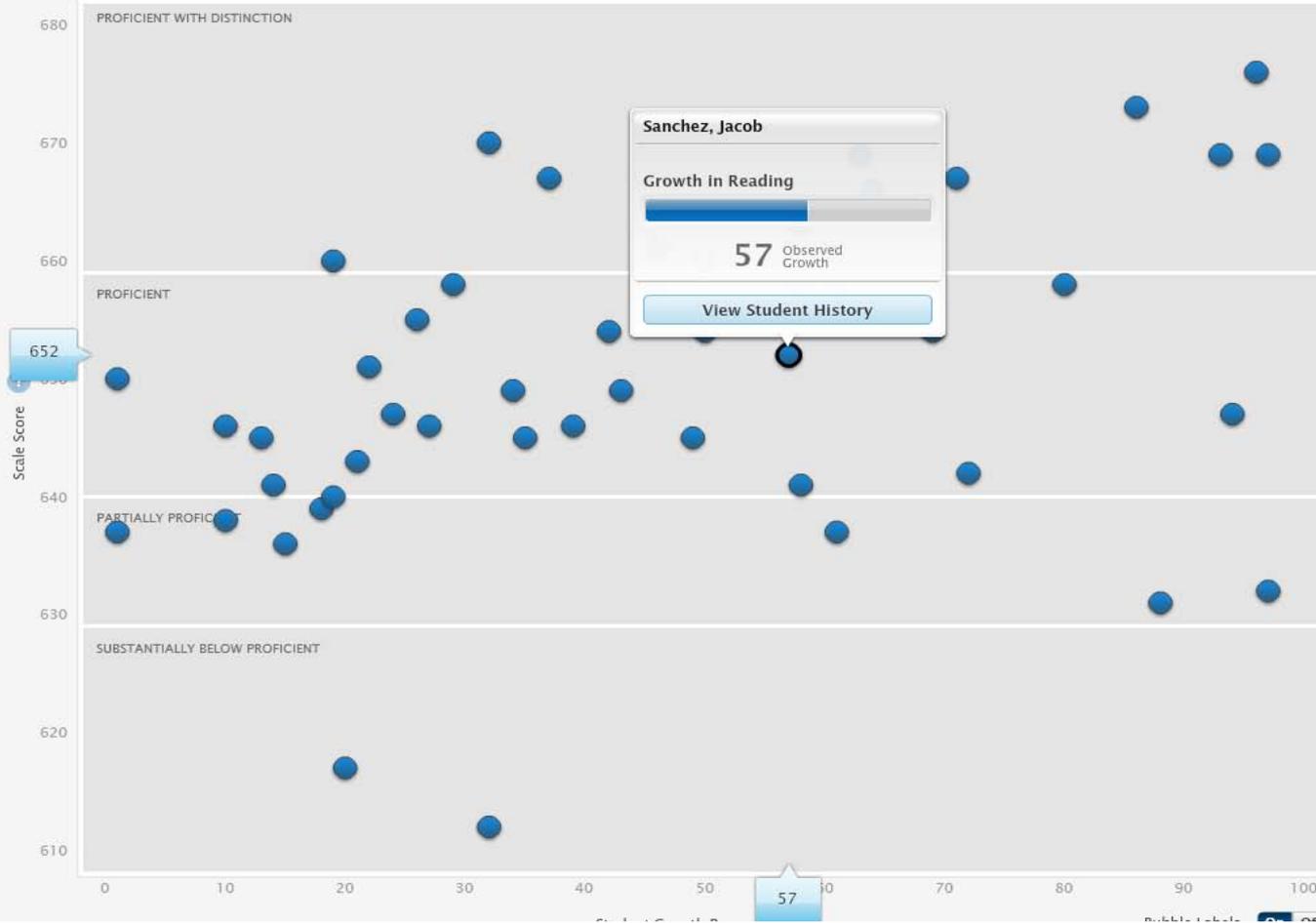
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10-11

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Grade 7

Haubenschild, Megan

View Student Report

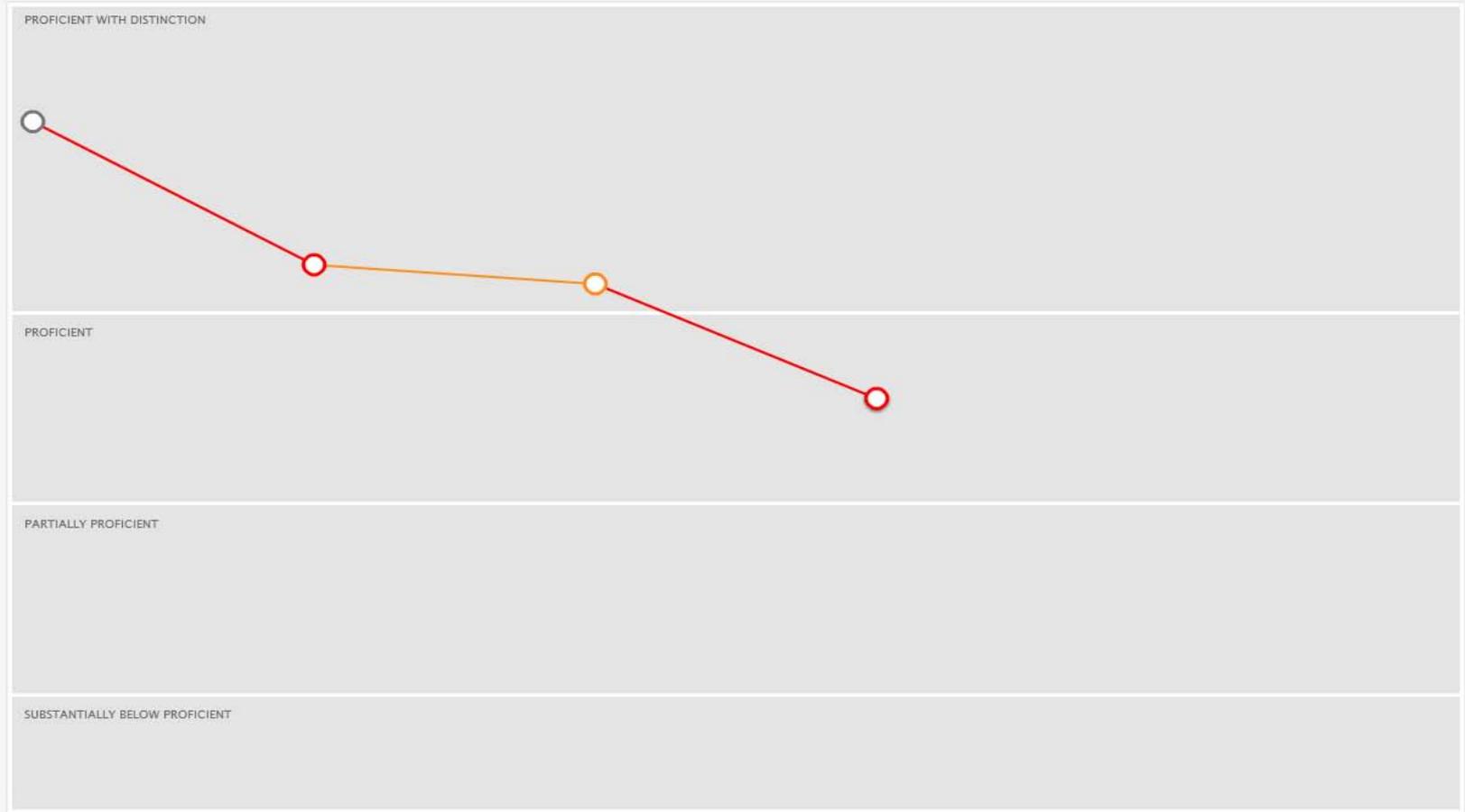


Math

Reading

10-11

Scale Score



Grade 3  
2007-2008

Grade 4  
2008-2009

Grade 5  
2009-2010

Grade 6  
2010-2011

Grade 7  
2011-2012

Grade 8  
2012-2013

Student Grades





Performance

Current Roster

Share

Discover

Explore

IEP Status

Individualized Education Plan

### My Current Roster

Grade 7

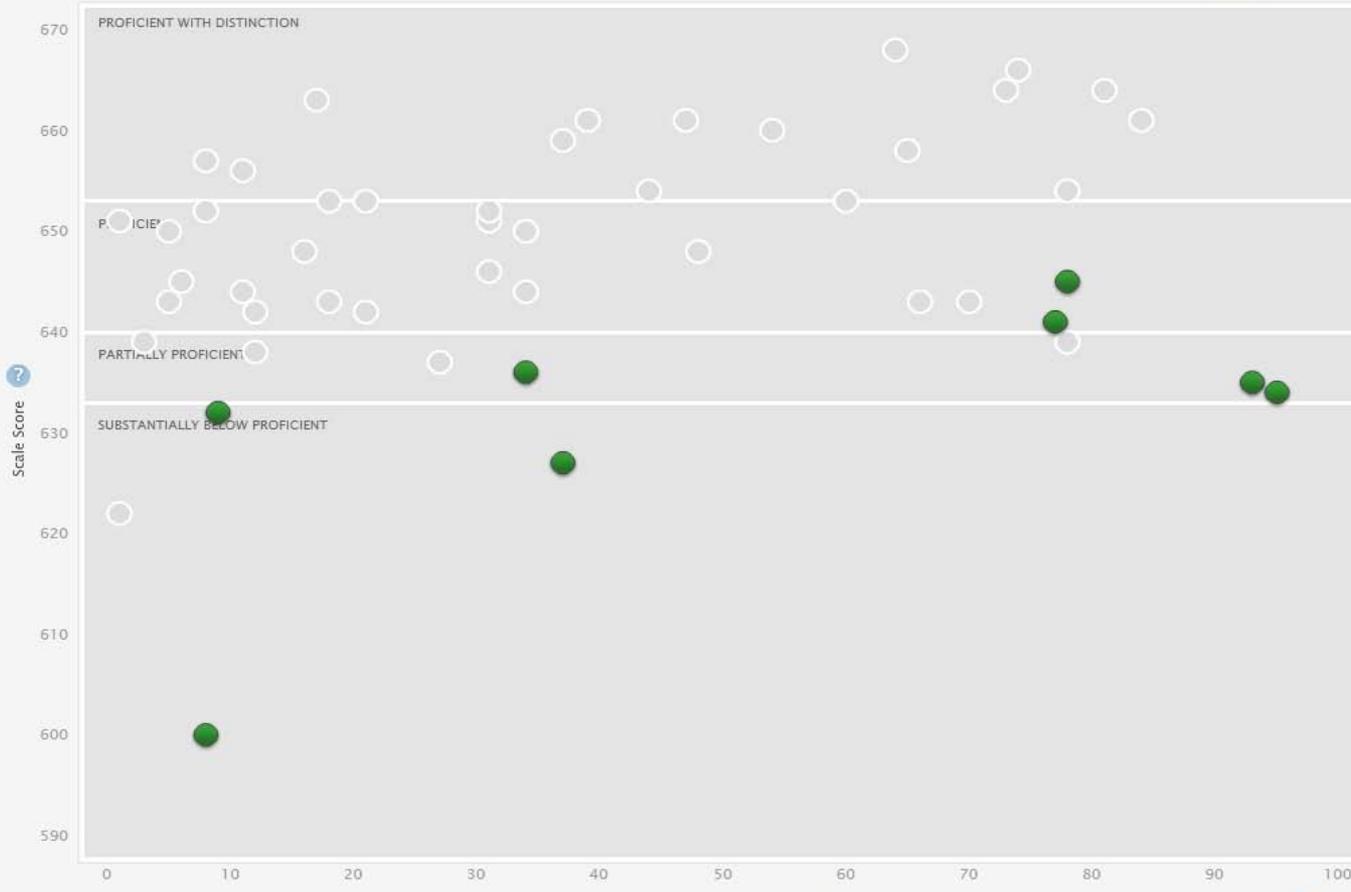
Math Reading

10-11

Add District/LEA

Reset

Filter List



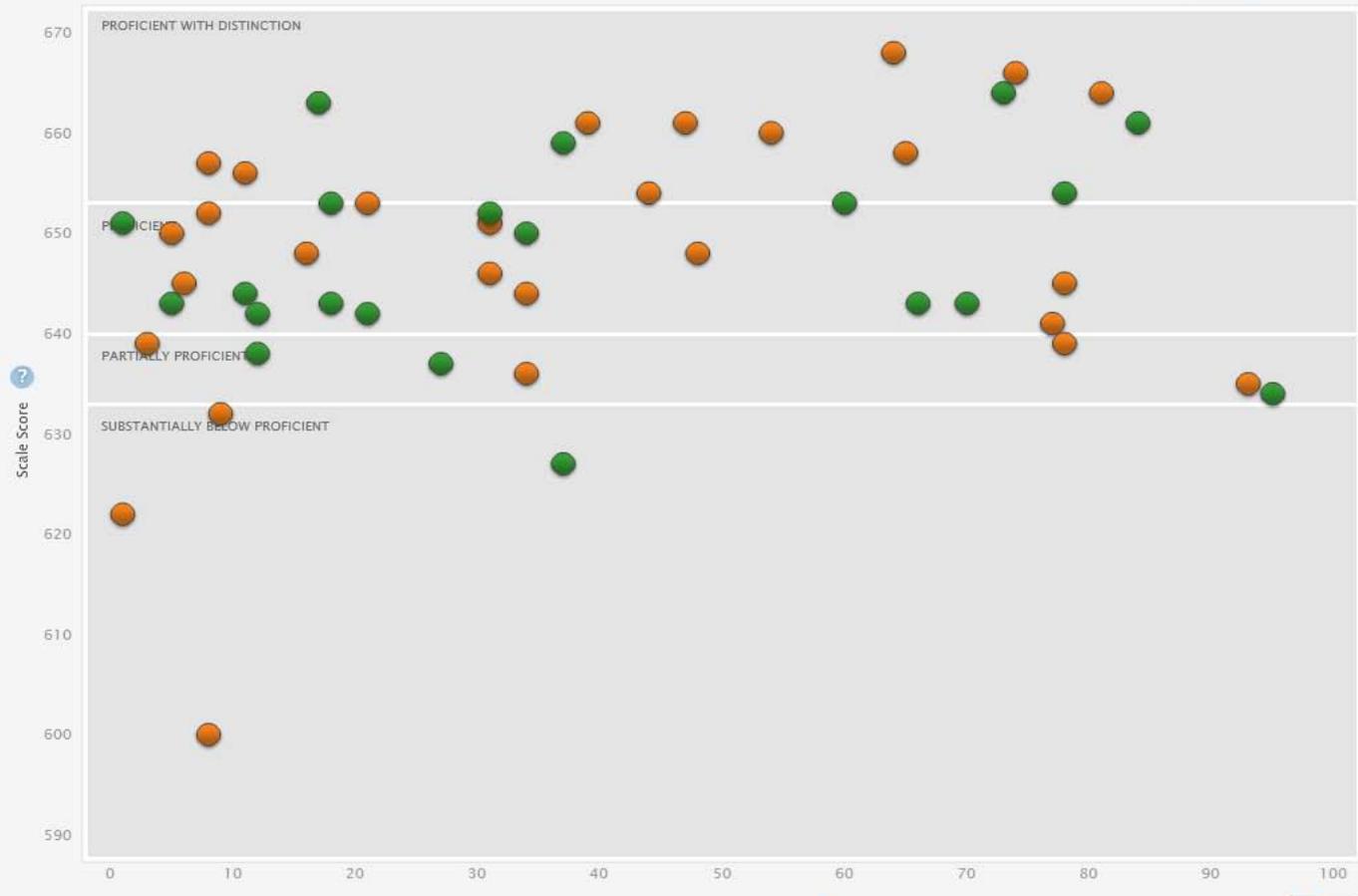
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My Current Roster

Grade 7

Math Reading 10-11



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- Libal, Meghan

# RI Growth Model

## Where can I go for more information?

- Principal
- RIGM website:
  - [www.ride.ri.gov/RIGM](http://www.ride.ri.gov/RIGM)
  - RIGM FAQs
  - Resources
  - The Rhode Island Growth Model for Teachers Webinar Series

# Summary

- A data wall encourages a collaborative look at data.
- The Rhode Island Growth Model is a powerful source of information.



# Lunch



# Triangulation and Intersection Analysis

**Triangulation** is “analyzing other data to illuminate, confirm, or dispute what you learned through your initial analysis — you will be able to identify your problem with more accuracy and specificity.”

Boudett, K. P., City, E. A., Murnane, R. J. (2007). *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*.

**Intersection Analysis** is investigating the different dimensions of data to “look more closely and understand each piece of information we gather about a school.”

Bernhardt, V. L. (2004). *Data Analysis for Continuous School Improvement*. Larchmont, NY: Eye on Education

# Intersection Analysis

## Demographic

Attendance, grade level, ethnicity, gender, etc.

## Student Learning

Standardized test results, GPA, curriculum assessments

## Perception

Surveys, questionnaires, observations

“People act in congruence with what they believe, perceive, or think about different topics.” (Bernhardt)

## School Process

Data that describe instructional practices, strategies, programs, scheduling

Bernhardt, V. L. (2004). *Data Analysis for Continuous School Improvement*

# Two-Way Intersections

Intersections	Can Tell Us
Demographics by Student Learning	If subgroups of students perform differently on student learning measures
Demographics by Perceptions	If subgroups of students are experiencing school differently
Demographics by School Processes	If all students are represented in the different programs offered by the school
Student Learning by School Processes	If different programs are achieving similar student learning results
Student Learning by Perceptions	If student perceptions of the learning environment have an impact on their results
Perceptions by School Processes	If people are perceiving programs and processes differently

# Three-Way Intersections

Intersections	Can Tell Us
Demographics by Student Learning by Perceptions	The correlation between demographic factors and attitudes about student learning
Demographics by Student Learning by School Processes	The relationship between different subgroups of students participating in specific programs, as measured by subgroup learning results
Demographics by Perceptions by School Processes	What programs different students like best, or the relationship among different programs and student attitudes
Student Learning by School Processes by Perceptions	The relationship between the processes students prefer and learning results

# Four-way Intersections

Intersections	Can Tell Us
Demographics by Student Learning by Perceptions by School Processes	What processes or programs have the strongest relationship with different subgroups of students' learning according to student perceptions and as measured by student learning results

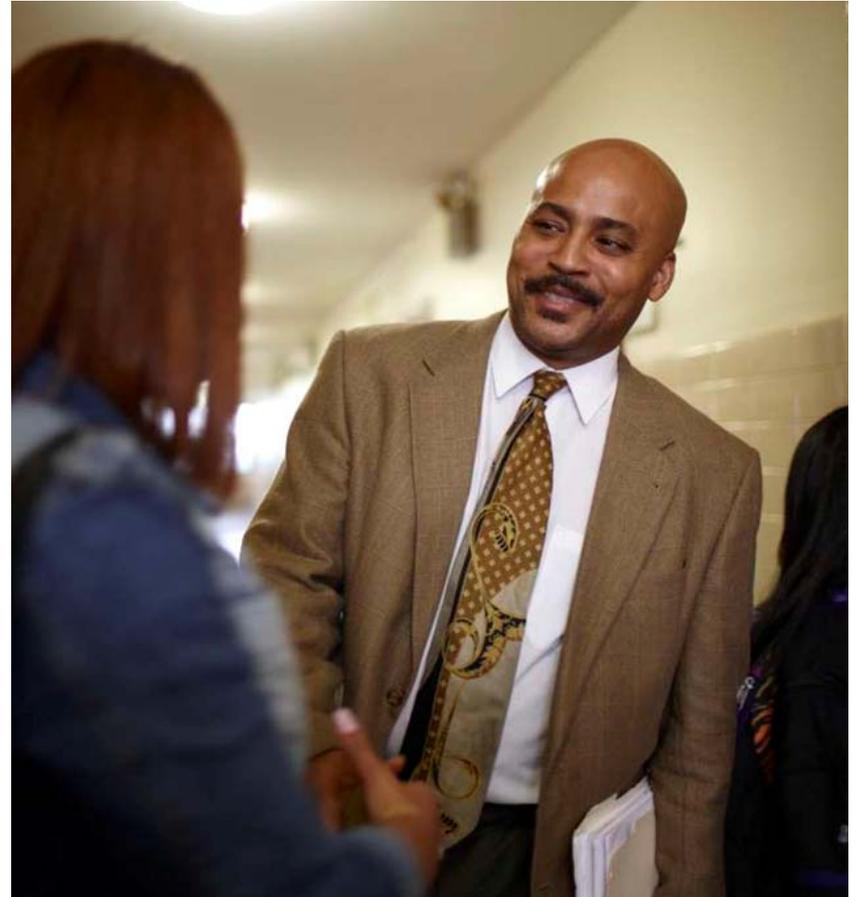
# Using Questions to Drive Intersection Analysis

For each intersection:

- Generate a question that targets the heart of each intersection.
- Determine what data we would need to answer these questions.
- Be ready to share your table's best data question.

# Techniques for Data Conversations

- Positive Presumptions
- Paraphrasing



# Data Conversations with Parents



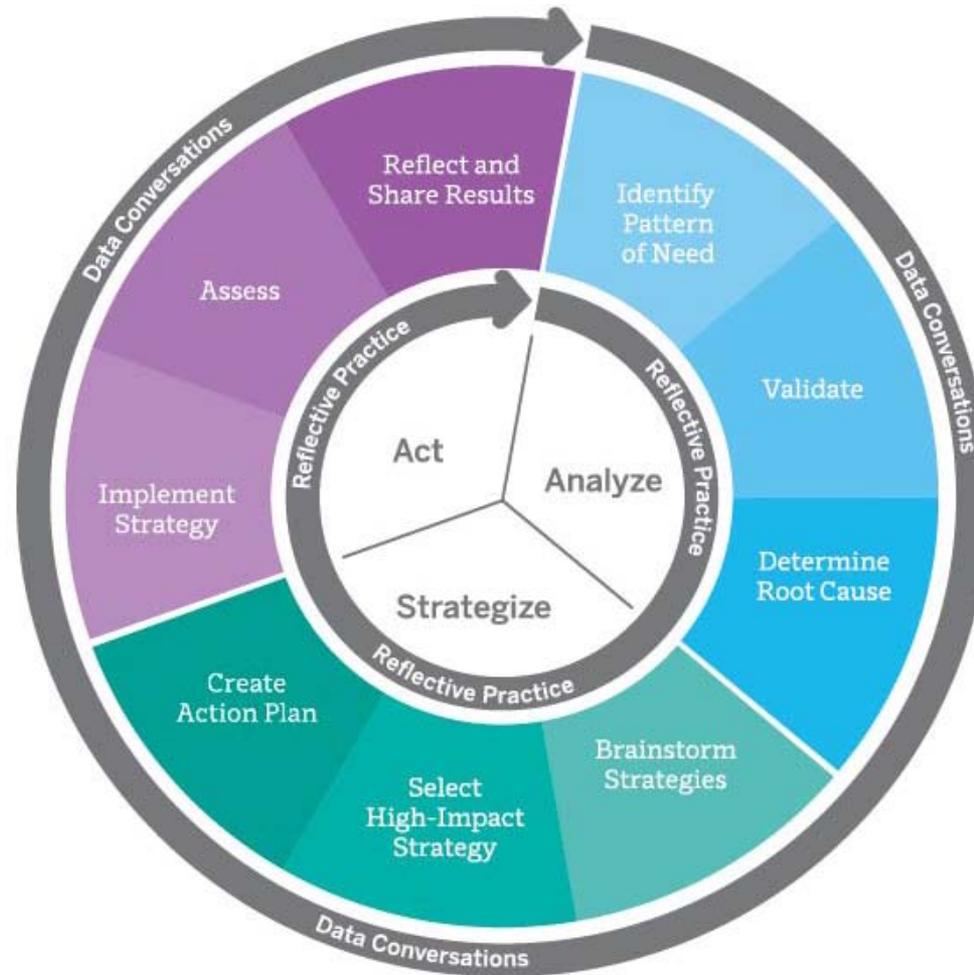
# Summary

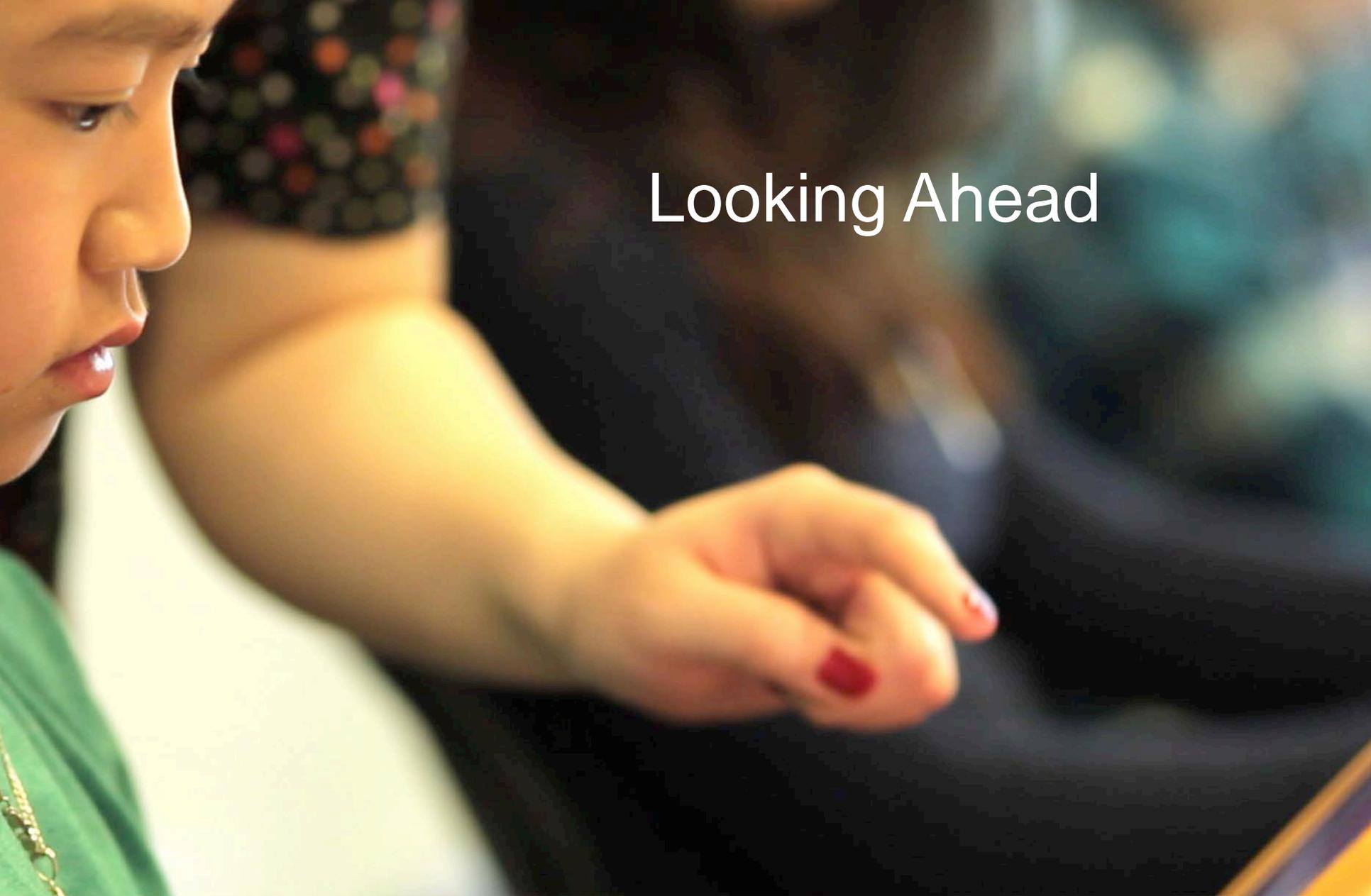
- Intersection Analysis is useful when examining large aggregate data sets.
- Data Conversations can be used in various contexts and with multiple stakeholders, including parents, to foster transparency.



Break

# Action Research and Sustaining Data Use in Your School





# Looking Ahead

# Taking Stock

Where are we?

What?

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What happened?

So What?

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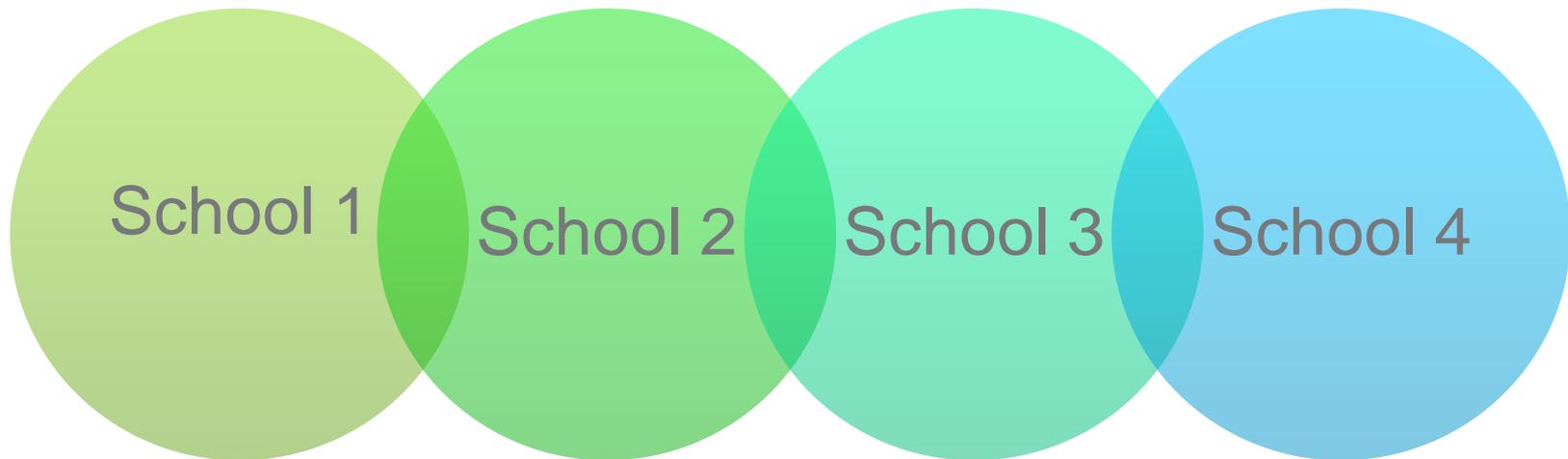
Why was it critical?

Now What?

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How does this tie into your plan for next year?

# Action Research Scenarios



# Sustainability Plan



1. Action Research Project Plan
2. Implementation Plan
3. Resources and Supports
4. District-Wide Sustainability Plan

# Summary

- Engaging in Action Research is one way to address a high-stakes Pattern of Need in our school.
- The Action Research plan can serve as a way to sustain and spread the skills and concepts from Data Use Professional Development.

# Implementation Planning



# Days 6, 8, 9 & 10

## Day 6

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Welcome/Overview  
Implementation Progress  
Correlation/Causation  
Triangulation  
Effort/Impact  
Data Questioning  
Assessment Literacy  
Evaluating Assessments  
Data Conversations with Students  
Using Data to Create Flexible Small Groups for Differentiation  
Aggregate Data  
Implementation Planning  
Wrap-Up/Evaluations

## Today

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Welcome/Overview  
Implementation Progress  
Implementing and Assessing a High-Impact Strategy  
Visual Data Displays  
**Break**  
Data Walls  
RI Growth Model  
**Lunch**  
Intersection Analysis  
Data Conversations with Parents  
**Break**  
Action Research  
Sustainability Planning  
Implementation Planning  
Wrap-Up/Evaluations

## Day 9

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On-Site Visit  
Agenda to be determined with your coach

## Day 10

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Asking Powerful Questions  
Coaching and Facilitation  
SDLT Share  
Sustainability planning



# Wrap-Up