Effective Data Conversation
Objectives

• Identify the different types of data and its purpose

• Provide strategies/examples to analyze data

• Model the use(s) of data sets to help make informed decisions

“It isn’t the data themselves that helps change schools, it’s how the data are used that impact instruction and ultimately student achievement.”

~Downey et al., 2004
Pulse Check
1) We analyze multiple types of data (achievement, process, demographic, and perception) to determined school, educator, and student learning goals

2) We analyze school and team (grade-level, department, course, etc.) data to set annual and short goals for student growth and teacher learning

3) We analyze school, team and classroom data continuously throughout the school year to identify student learning needs

4) We analyze school and team data to measure progress toward annual and short-term goals for student and teacher learning

5) We analyze school, team, and classroom data to make ongoing adjustments in both goals and strategies for attaining the goals
Types of Data

School Process Data- defines the normal routine or the way things work around here.

Perceptual Data- data about the school climate learning environment and concern about student learning. These data are usually collected through surveys.

Demographic Data- provides descriptive information about the students, teachers, and community. This might include attendance, graduation rate, gender, ethnicity, and disaggregated special education population.

Student Learning- data include disaggregated information about student achievement on standardized tests, interim assessment, grade point averages, and gap analysis among various student groups, genders.
Characteristics of Data Conversations

- Analysis of the current state of student achievement and create goals for student learning.

- Practitioners who can take action and monitor student learning should be the core participants in team conversations.

- The data should be a good measurement of student learning. Data can be from state, common or national assessment.

- Conversation should be centered on teaching and learning and when working with a group the hard questions should be asked to ensure that the group moves to actions.

- Teams need a recorder who assists in making sure all participants of the group leave with the same understanding of the discussions and next steps.
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Types of Data Conversation
Whole school conversations

**Purpose**  To create and monitor a school wide implementation plan for continuous by analyzing student/school data trends

**Data Used**  State assessment, district benchmarks, NWEA, AIMSweb

**Who is Involved**  School Improvement Team, School Based Planning Team, Entire Staff

**Conversation Topics**  Patterns of student achievement, Needs for school wide programs (instructional, curricular, professional learning), Needs for additional knowledge and skills for staff

**Frequency**  Two times per year
One on one conversations with multi-year growth of students

Purpose To identify trends in the achievement of students over time in an individual teacher’s classroom.

Data Used State assessment, end of course assessments, NWEA, AIMSweb, classroom assessments, common assessments

Who is Involved individual teacher and building-level administrator or coach

Conversation Topics growth of students, overall proficiency of students, instructional strategies to meet students learning needs

Frequency At least twice a year for administrator -teacher and as often as weekly with teacher -coach
Dave and Dawn
School #7: ONE-ON-ONE

https://docs.google.com/file/d/0Bz6ut-FD8KdPd18zeGhKVXVJOTg/edit?usp=sharing
Dave and Dawn
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**Department and/ or grade level Teams with focus on instructional strategies**

**Purpose** To engage in deep conversations around teaching and student learning, identifying student successes and challenges and then moving to teaching strategies and approaches that are successful and those that need to be changed.

**Data Used** classroom assessments, student work, common assessments

**Who is Involved** Grade level or content – area groups

**Conversation Topics** Growth of students, patterns in proficiency, instructional strategies and assessment strategies

**Frequency** once a week to once every 6-8 weeks
Department and or/ grade level meeting with focus on individual student interventions

**Purpose** To identify next steps, interventions, and necessary focus areas for additional students learning

**Data Used** classroom and common assessments, discipline records and student work

**Who is Involved** Grade level or content – area groups

**Conversation Topics** Diagnosis of individual knowledge and skills, next steps for students, grouping of students for instruction and intervention, and progress of student groups and their responsiveness to strategies

**Frequency** once a week to once every 6 weeks
Process

Work In Action

"As decision makers, we need a deliberate process to guide us through the examination and analysis of data"
Douglass B. Reeves, 2002

- Cynthia Martin (School #57) Presentation
Student Goal Setting Conversations

Purpose To provide students with an understanding of their current level of achievement in order to set goals with action strategies so that students are actively engaged in learning.

Data Used student work, grades, common assessments.

Who is Involved Teacher and individual student.

Conversation Topics Goal setting, strategies for success, celebrations of learning, data walls to motivate students to reach higher levels of performance, teaching students to look at their own performance.

Frequency once a week to once a month or after each unit.
From the Classroom to Home

A look at School 43

http://www.rcsdk12.org/43
Theodore Roosevelt School #43

...using our school website to help your child grow...

1. Go to the Internet and type in the address bar www.rcsdk12.org/43 this will bring you our home page.

2. In the blue bar that runs across the top of the website you will find “Academics,” this is where you will find links to games our child can play that support their areas of need in Reading and Math.

3. In this area, find and click on the “English Language Arts” link, this will take you to our resources and interventions that support Reading and Writing.
   a. On the left, in the blue column, you will find links for interventions
   b. Find and click on the “Early Literacy Connections” to find links that correlate to your child’s Diagnostic Report from STAR Early Literacy
   c. Find and click on “STAR Reading Resources” for links that correlate to your child’s Diagnostic Report from STAR Reading
   d. Find and click on the Writing link for great writing resources

4. In this area, find and click on the Math link, this will take you to Math Resources
Instructional Planning Report
for: [Name]
Printed Wednesday, March 13, 2013 9:43:36 AM

School: 43 - Theodore Roosevelt School
Class: Reading004
Teacher: D
Grade: 5

Report Options
Use Trend Score: Use trend score for student's suggested skills

STAR Reading Test Results
Current SS (Scaled Score): 425  Test Date: 02/12/2013
IRL: 3.6  ZPD: 2.9-4.2
Projected SS for 08/25/13: 492  Based on research, 50% of students at this student's level will achieve this much growth.

Current Performance

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<tr>
<th>School Benchmark</th>
<th>Current</th>
<th>Projected</th>
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</thead>
<tbody>
<tr>
<td>Scaled Score</td>
<td>300</td>
<td>600</td>
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Skills to Learn
Skills listed below are suggested skills should work on based on last STAR Reading Enterprise Test. These skills should be challenging, but not too difficult for Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress™ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Word Knowledge and Skills
This score suggests should practice the following strategies and skills to improve comprehension of words in texts at reading level.

Skills to Learn
1. Recognize and explain the meanings of common idioms (e.g., once in a blue moon) in grade-appropriate text (reading level 4.0-5.6)
2. Identify grade-appropriate affixes (e.g., dis-, in-, mis-, -ion, -less, -ment), base words (e.g., arm, fear), and root words (e.g., act, graph) in order to predict the meanings of unfamiliar or complex words (e.g., fearless, biography)
3. Distinguish between homonyms (e.g., weave/weave) and use context to identify the meanings of multi-meaning words (e.g., sentence, crowd) in grade-appropriate text (reading level 4.0-5.6)
4. Understand that words with similar denotative meanings (grade-level vocabulary 2.4: plain/natural) carry different connotations depending on context
5. Use knowledge of word relationships (e.g., antonyms/synonyms) to clarify the meanings of words in text

Comprehension Strategies and Constructing Meaning
This score suggests should practice the following strategies and skills to improve reading comprehension in texts at reading level.

Skills to Learn
1. Make and check predictions by using prior knowledge, ideas from the text, text features, and obvious foreshadowing clues
2. Identify the author's purpose (e.g., to inform, describe, entertain, explain, share feelings) and explain how the reader can determine the purpose
3. Use main and supporting ideas and details to understand text
4. Identify and explain the main idea and explain how details support it

* Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.
**Instructional Planning Report**

for

Printed Wednesday, March 13, 2013 9:43:38 AM

School: 43 - Theodore Roosevelt School
Class: Reading 0043

Comprehension Strategies and Constructing Meaning

### Skills to Learn

| 5. Understand basic multiple-step processes described in informational or functional text (e.g., how to play a computer game) |

Analyzing Literary Text

This score suggests that Justin should practice the following strategies and skills to improve analysis of literary texts at his reading level:

### Skills to Learn

1. Identify how a story's plot is influenced by characters' actions
2. Identify the phenomena explained by origin myths, and continue to broaden knowledge of mythology and traditional literature
3. Identify and distinguish between realistic fiction and genres that involve fantastical elements
4. Use details from a story to determine its theme
5. Understand both first- and third-person narration (e.g., recognize whether or not the narrator is a character in the story)

Understanding Author's Craft

This score suggests that Justin should practice the following strategies and skills to improve understanding of author's craft in texts at his reading level:

### Skills to Learn

1. Understand how word choice affects the feeling or mood of a text
2. Understand the meaning of words and phrases used figuratively
3. Identify sound devices (e.g., alliteration, rhyme, onomatopoeia) and rhythm and how these devices connect to the author's intent (e.g., humor, description)
4. Understand figurative language (e.g., metaphor, simile, exaggeration) used in text
5. Identify and analyze how sensory detail contributes to literary description

Analyzing Argument and Evaluating Text

This score suggests that Justin should practice the following strategies and skills to improve analysis and evaluation of persuasive texts at his reading level:

### Skills to Learn

1. Explain how an author uses reasons and evidence to support a claim
2. Identify misleading statements and explain why they are misleading
3. Explain how an author supports an argument, and evaluate reasons and evidence given to support particular points and the main claim
4. Evaluate the degree of relevance and importance of information to a specific topic

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.
http://www.rcsdk12.org/43
A Framework for Teaching: Professional Practice Rubric
Focused conversations put evidence to work in the classroom...

Domain 1: Planning and Preparation
- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Setting instructional objectives
- Demonstrating knowledge of assessments
- Designing coherent instruction
- Designing aligned assessments

Domain 2: The Classroom Environment
- Creating an environment of respect and support
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Domain 4: Professional Responsibilities
- Reflecting on teaching
- Maintaining national service
- Communicating with families
- Participating in a professional community
- Developing and demonstrating professionalism

Domain 5: Instruction
- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness

Danaelann 2007
A Framework for Teaching: Professional Practice Rubric
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Danielson 2007

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Recent Access to SPA Data Warehouse

- **Access/ LogIn to SPA**
- **Explore Data**
- **Which type of meeting can these data be incorporated?**
Questions...