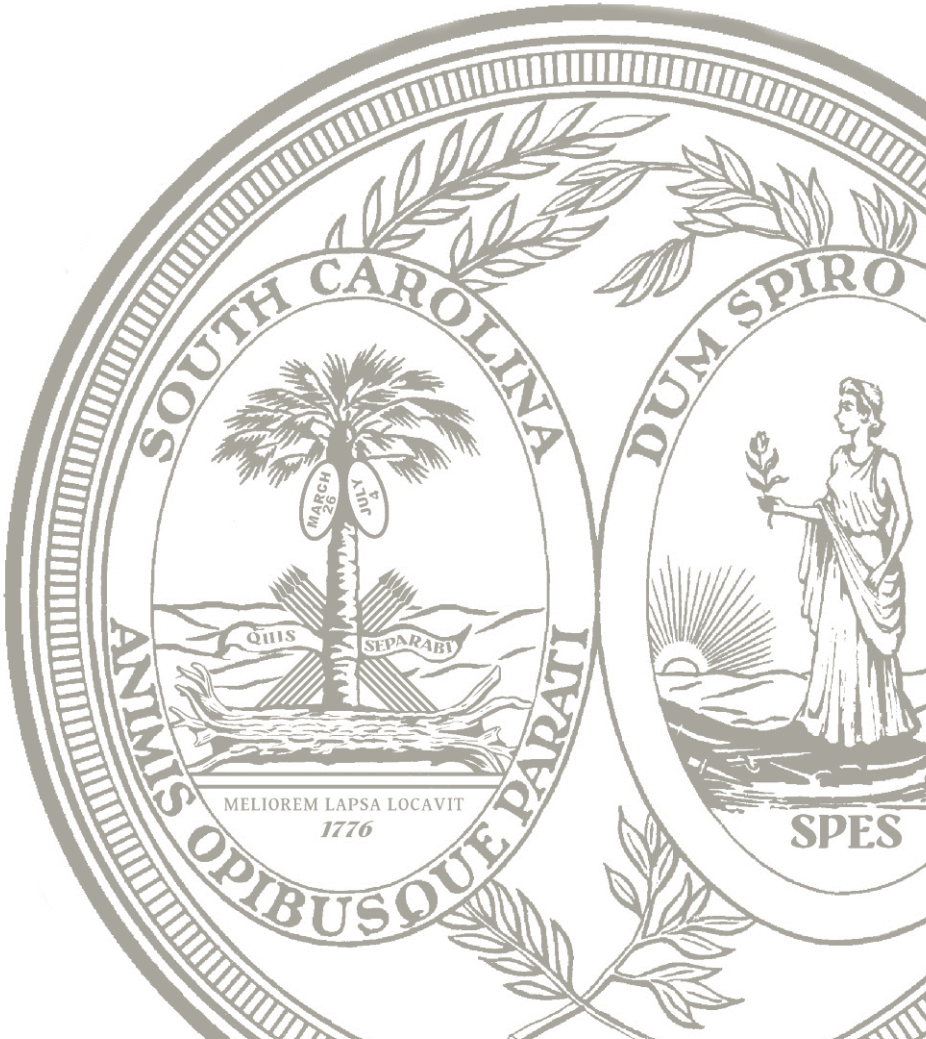
Practice the Data Protocol

Part of Data Literacy for Instructional Leaders Series

SCDE Office of Educator Effectiveness and Leadership Development



Facilitator

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Chief Strategy Officer
SC Department of Education

Author of "Why Teachers Must be Data Experts," (2008/2009), *Educational Leadership, 66*(4)

Session Outcomes

- Be familiar with the Data Analysis and Planning Protocol to explain or share it.
- Plan how the Protocol can be used in your school.

PADEPP Standards

Standard 2: Instructional Leadership

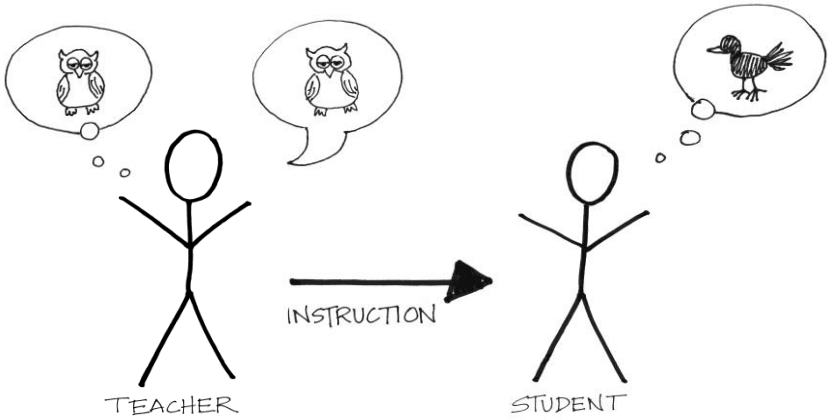
- Ensures the use of data from appropriate assessments and educational research to continuously monitor progress and strategically improve instruction in response to ongoing progress monitoring.

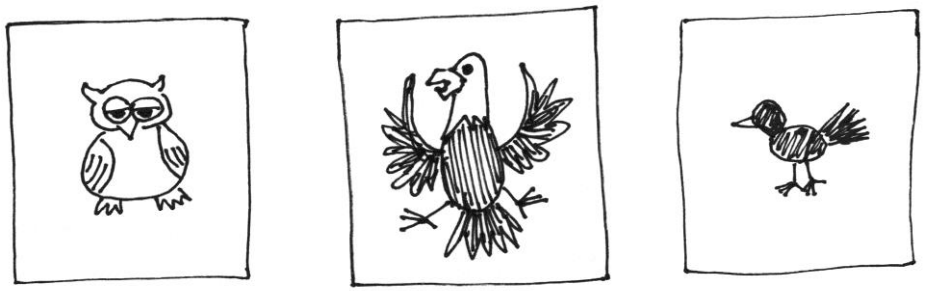
Standard 4: Climate

- Initiates and maintains strategies to promote collegiality and collaboration among the staff to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.

- You cannot do this session alone. You need a thought partner.
- Please make certain you and your thought partner have two copies each of the Data Analysis and Planning Protocol.

Building a data literate environment is all about changing mindsets and creating habits...yours and others'.





Start by changing actions.

Data Analysis and Planning Protocol

This fifteen-minute protocol is designed to help an educator or team of educators at any level – classroom, school, or district – describe, analyze, plan action, and evaluate results of that action in relation to a specific set of data.

What's Going to Happen?

I am going to ask you and your thought partner to practice with two data sets:

1. School-Level | Perceptions
2. Classroom-Level | Student Learning

The data sets may or may not be familiar to you or at your grade level. Please be flexible. The objective is to practice so you can later apply the protocol to data set you determine are important.

Review the Seven Ground Rules

Data Analysis (Step 2)

"Count something."

–Atul Gawande, Rule #3
for how to make a worthy difference,
2005 Harvard Medical School
commencement address

Data Analysis (Step 2)

- Item analysis
- Subgroup comparison
- Define and compare groups
- Compare with goal/target – how close versus how far away
- Compare growth from assessment to assessment
- Coding of themes
- Grouping
- Identification of patterns/trends

What do you notice about the Protocol? Are you familiar enough with it to begin practice?

Directions – Data Set #1

- Make sure you have correct Data Set #1, focus and supporting sets.
- For 10 minutes, complete steps 1-4 individually.
- For 5 minutes, discuss steps 2 (understanding of the data) and 4 (resulting plan) with thought partner.

Data Set #1

School-Level | Perceptions

Focus Set

xxx - 2016-2017 SCDE Teacher Climate Survey.pdf

Langford Elementary
2016-2017 SCDE Teacher School Climate Survey Summary - 3 Year Trend

Teacher Survey Data (% Agreed)	School Year 2015 *n=35*	2016 *n=42*	2017 *n=41*	2017 R2 Elementary *n=916*
Working Conditions/Leadership				
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	88.6	78.6	90.2	91.8
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	94.3	73.8	95.1	92.5
I feel comfortable raising issues and concerns that are important to me.	68.6	54.8	78.0	86.4
I feel supported by administrators at my school.	74.3	61.0	82.9	90.7
My decisions in areas such as instruction and student progress are supported.	88.6	71.4	87.8	93.9
Rules and consequences for behavior are clear to students.	82.9	76.2	87.8	78.1
School administrators visit classrooms to observe instruction.	82.4	73.8	92.7	94.2
Teacher evaluation at my school focuses on instructional improvement.	85.7	81.0	87.8	94.0
Teachers at my school are encouraged to develop innovative solutions to problems.	88.6	76.2	90.2	95.1
Teachers at my school are recognized and appreciated for good work.	76.5	73.8	80.5	89.2
Teachers respect each other at my school.	91.2	83.3	87.8	95.1
The faculty and staff at my school have a shared vision.	77.1	59.5	85.4	90.5
The level of teacher and staff morale is high at my school.	76.5	42.9	61.0	79.6
The rules for behavior are enforced at my school.	94.3	90.5	92.7	90.6
The school administration arranges for collaberative planning and decision making.	82.4	85.7	87.8	93.0
The school administration communicates clear instructional goals for the school.	80.0	59.5	90.2	92.8
The school administration provides effective instructional leadership.	77.1	59.5	80.5	88.0
The school administration sets high standards for students.	91.4	76.2	92.7	93.9
The school leadership makes a sustained effort to address teacher concerns.	77.1	54.8	82.9	88.2

Data Set #1

School-Level | Perceptions

Supporting Set(s)

xxx Staff Survey Results.pdf (AdvancED)

Elementary School
Staff Survey Results

Item	Average	SD + D	Neutral	A + SA
All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	3.79	10.26%	23.08%	66.67%
All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	4.14	2.70%	10.81%	86.49%
All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	4.13	7.69%	5.13%	87.18%
All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	4.03	0.00%	18.92%	81.08%
All teachers in our school provide students with specific and timely feedback about their learning.	4.03	2.63%	15.79%	81.58%
All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	3.97	2.63%	18.42%	78.95%

Data Set #1 Debrief

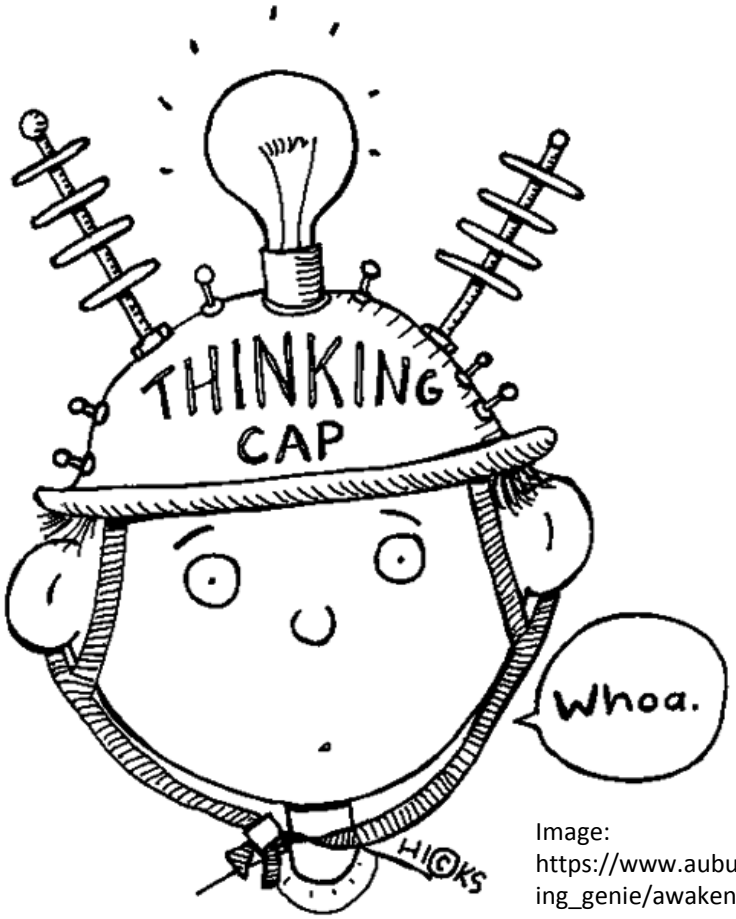


Image: https://www.auburn.edu/academic/education/reading_genie/awakenings/thinkingcap.gif

1. How did the protocol work with these data?
2. What are your questions?

Directions – Data Set #2

- Make sure you have correct Data Set #2, focus and supporting sets.
- For 10 minutes, complete steps 1-4 individually.
- For 5 minutes, discuss steps 2 (understanding of the data) and 4 (resulting plan) with thought partner.

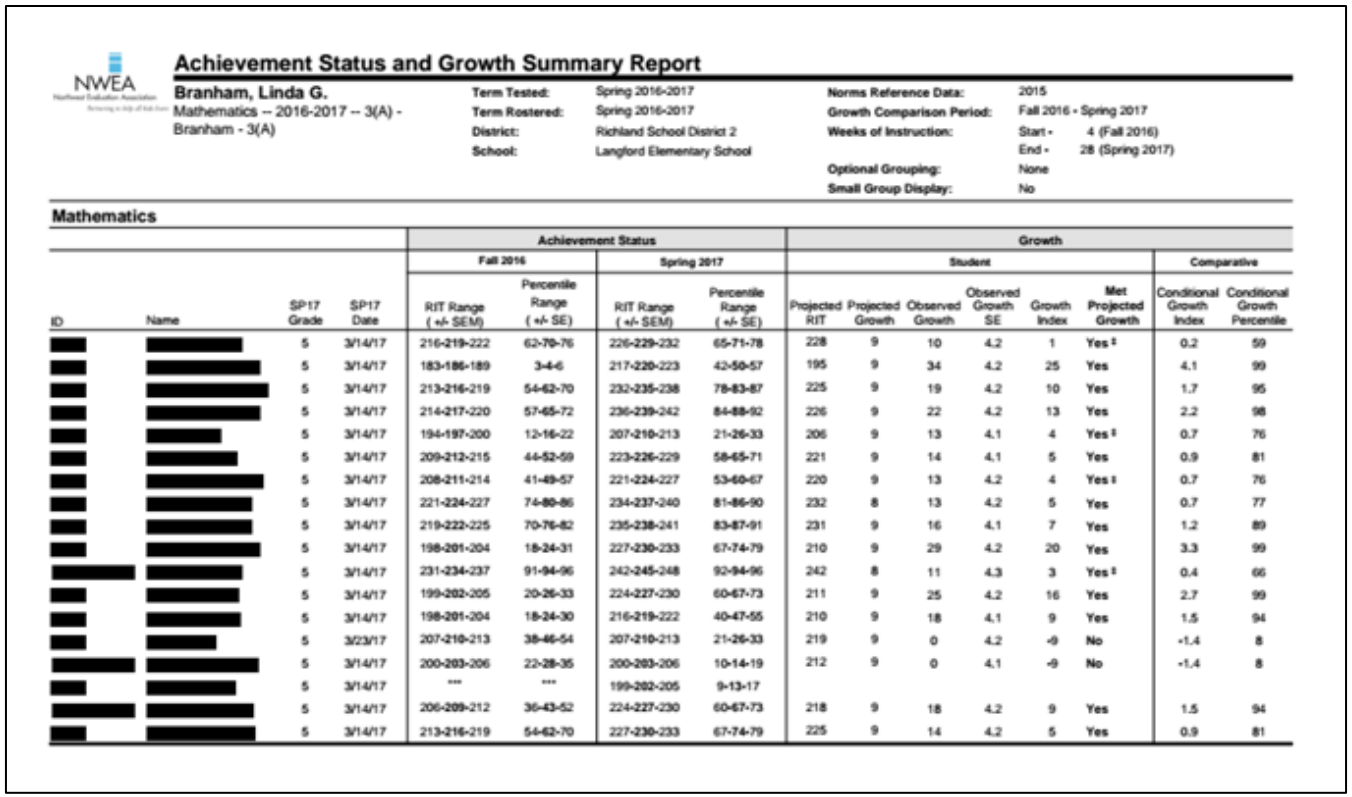
Data Set #2

Classroom-Level | Student Learning

Focus Set

Elementary and Middle:

xxx_ASG_Redacted.pdf



NWEA

Achievement Status and Growth Summary Report

Branham, Linda G.
Mathematics -- 2016-2017 -- 3(A) - Branham - 3(A)

Term Tested:	Spring 2016-2017	**Norms Reference Data:**	2015
Term Rostered:	Spring 2016-2017	**Growth Comparison Period:**	Fall 2016 - Spring 2017
District:	Richland School District 2	**Weeks of Instruction:**	Start - 4 (Fall 2016)
School:	Langford Elementary School		End - 28 (Spring 2017)
		Optional Grouping:	None
		Small Group Display:	No

Mathematics

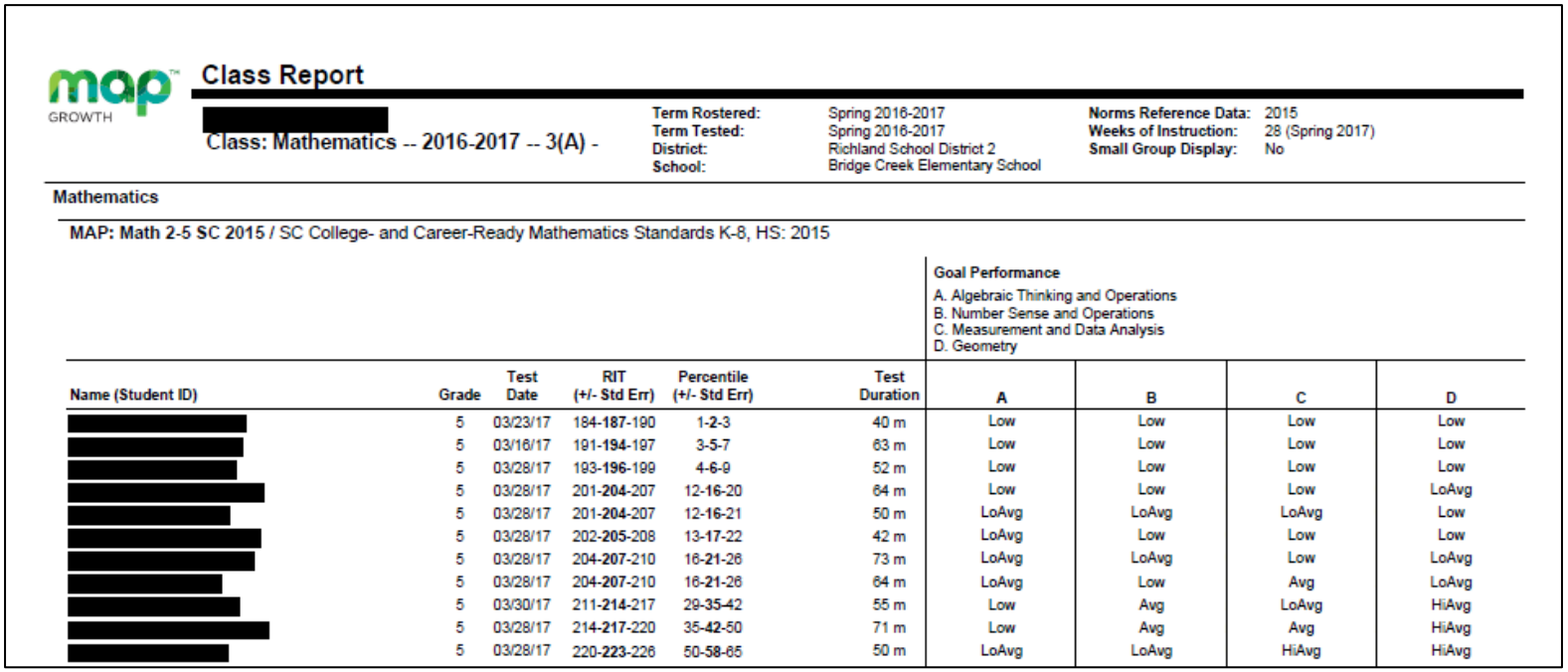
				Achievement Status				Growth							
				Fall 2016		Spring 2017		Student						Comparative	
ID	Name	SP17 Grade	SP17 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
[redacted]	[redacted]	5	3/14/17	216-219-222	62-70-76	226-229-232	65-71-78	228	9	10	4.2	1	Yes ‡	0.2	59
[redacted]	[redacted]	5	3/14/17	183-186-189	3-4-6	217-220-223	42-50-57	195	9	34	4.2	25	Yes	4.1	99
[redacted]	[redacted]	5	3/14/17	213-216-219	54-62-70	232-235-238	78-83-87	225	9	19	4.2	10	Yes	1.7	95
[redacted]	[redacted]	5	3/14/17	214-217-220	57-65-72	236-239-242	84-88-92	226	9	22	4.2	13	Yes	2.2	98
[redacted]	[redacted]	5	3/14/17	194-197-200	12-16-22	207-210-213	21-26-33	206	9	13	4.1	4	Yes ‡	0.7	76
[redacted]	[redacted]	5	3/14/17	209-212-215	44-52-59	223-226-229	58-65-71	221	9	14	4.1	5	Yes	0.9	81
[redacted]	[redacted]	5	3/14/17	208-211-214	41-49-57	221-224-227	53-60-67	220	9	13	4.2	4	Yes ‡	0.7	76
[redacted]	[redacted]	5	3/14/17	221-224-227	74-80-86	234-237-240	81-86-90	232	8	13	4.2	5	Yes	0.7	77
[redacted]	[redacted]	5	3/14/17	219-222-225	70-76-82	235-238-241	83-87-91	231	9	16	4.1	7	Yes	1.2	89
[redacted]	[redacted]	5	3/14/17	198-201-204	18-24-31	227-230-233	67-74-79	210	9	29	4.2	20	Yes	3.3	99
[redacted]	[redacted]	5	3/14/17	231-234-237	91-94-96	242-245-248	92-94-96	242	8	11	4.3	3	Yes ‡	0.4	66
[redacted]	[redacted]	5	3/14/17	199-202-205	20-26-33	224-227-230	60-67-73	211	9	25	4.2	16	Yes	2.7	99
[redacted]	[redacted]	5	3/14/17	198-201-204	18-24-30	216-219-222	40-47-55	210	9	18	4.1	9	Yes	1.5	94
[redacted]	[redacted]	5	3/23/17	207-210-213	38-46-54	207-210-213	21-26-33	219	9	0	4.2	-9	No	-1.4	8
[redacted]	[redacted]	5	3/14/17	200-203-206	22-28-35	200-203-206	10-14-19	212	9	0	4.1	-9	No	-1.4	8
[redacted]	[redacted]	5	3/14/17	***	***	199-202-205	9-13-17								
[redacted]	[redacted]	5	3/14/17	206-209-212	36-43-52	224-227-230	60-67-73	218	9	18	4.2	9	Yes	1.5	94
[redacted]	[redacted]	5	3/14/17	213-216-219	54-62-70	227-230-233	67-74-79	225	9	14	4.2	5	Yes	0.9	81

Data Set #2

Classroom-Level | Student Learning Supporting Set(s)

Elementary and Middle:

xxx_MAP_Class.pdf



map GROWTH

Class Report

[redacted]

Class: Mathematics -- 2016-2017 -- 3(A) -

Term Rostered:	Spring 2016-2017	**Norms Reference Data:**	2015
Term Tested:	Spring 2016-2017	**Weeks of Instruction:**	28 (Spring 2017)
District:	Richland School District 2	**Small Group Display:**	No
School:	Bridge Creek Elementary School		

Mathematics

MAP: Math 2-5 SC 2015 / SC College- and Career-Ready Mathematics Standards K-8, HS: 2015

Goal Performance

A. Algebraic Thinking and Operations
B. Number Sense and Operations
C. Measurement and Data Analysis
D. Geometry

Name (Student ID)	Grade	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	A	B	C	D
[redacted]	5	03/23/17	184-**187**-190	1-2-3	40 m	Low	Low	Low	Low
	5	03/16/17	191-**194**-197	3-5-7	63 m	Low	Low	Low	Low
	5	03/28/17	193-**196**-199	4-6-9	52 m	Low	Low	Low	Low
	5	03/28/17	201-**204**-207	12-16-20	64 m	Low	Low	Low	LoAvg
	5	03/28/17	201-**204**-207	12-16-21	50 m	LoAvg	LoAvg	LoAvg	Low
	5	03/28/17	202-**205**-208	13-17-22	42 m	LoAvg	Low	Low	Low
	5	03/28/17	204-**207**-210	16-21-26	73 m	LoAvg	LoAvg	Low	LoAvg
	5	03/28/17	204-**207**-210	16-21-26	64 m	LoAvg	Low	Avg	LoAvg
	5	03/30/17	211-**214**-217	29-35-42	55 m	Low	Avg	LoAvg	HiAvg
	5	03/28/17	214-**217**-220	35-42-50	71 m	Low	Avg	Avg	HiAvg
	5	03/28/17	220-**223**-226	50-58-65	50 m	LoAvg	LoAvg	HiAvg	HiAvg

Data Set #2 Debrief

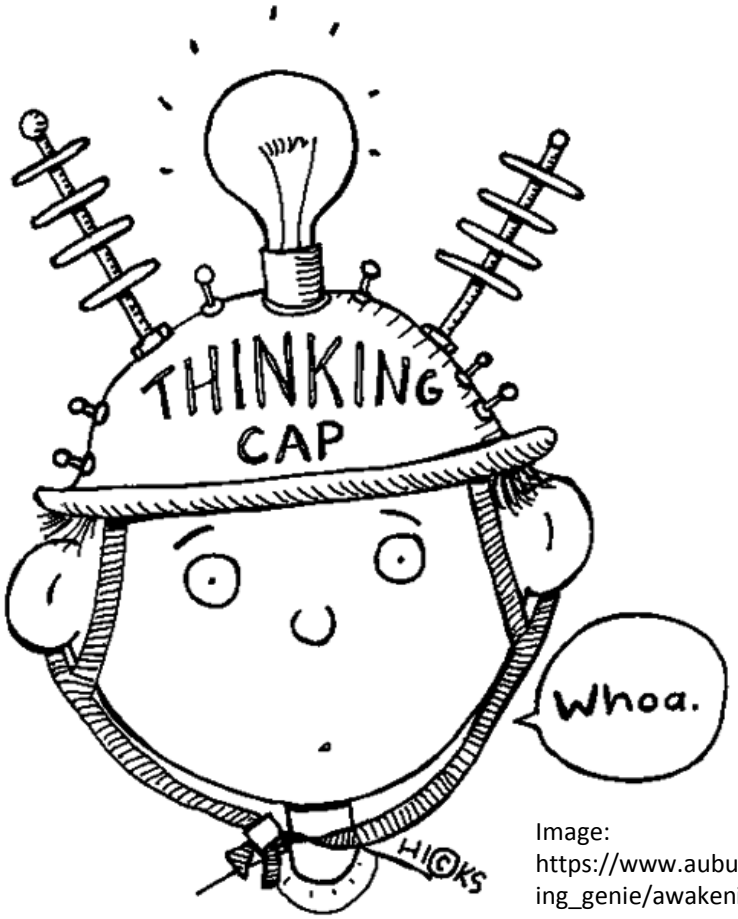


Image: https://www.auburn.edu/academic/education/reading_genie/awakenings/thinkingcap.gif

1. How did the protocol work with these data?
2. What are your questions?
3. How do you see the protocol working in your school?

How would the Protocol work with…?

- A set of student essays?
- A stack of ticket-out-the door post-it notes?
- Quarter grades for an entire class?
- Quarter grades for a single student?
- A set of classroom tests?
- A single student's standardized test scores over time?

I can…

- Explain/share the Data Analysis and Planning Protocol.
- Plan how the Protocol can be used in my school.

Application

Use the Data Protocol

Please complete the professional learning activity associated with this session to help you apply your learning.

Image: http://blog.atomiclearning.com/highed/sites/blogs.atomiclearning.com/files/images/bigstock-lightbulb-vector.png

References

Gawande, A. (2005, June 9). *Five rules: Harvard Medical School commencement address.* Retrieved from https://docwhisperer.files.wordpress.com/2008/06/harvard.pdf