

# Using Data to Make Decisions

*A Presentation of RMC Research*



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**DATE: June 4th, 2010**



## Goals for the day

- Practice student driven action planning
- Learn to utilize Data Board displays
- Learn to utilize Data Briefing system
- Discuss Implementation Tips for successful leadership with reading system



## Action Planning

- Teachers meet together once Benchmark Screening is complete
- Identify students at risk for each sub-skill
- Complete action plan for one month time period
- After one month of intervention, use progress monitoring probe to determine growth

# Action Planning

- Action Planning is based on critical assumptions
  - All students have the opportunity to receive 90 minutes of reading instruction, 5 days a week
  - All teachers are using research based core program to teach the 5 components of reading, every day
  - Some students need additional repetition and practice while others need very intense intervention.

## Use for Action Planning

ict: School District  
 ol: School  
 : Winter - 2008-2009  
 e: 1

### Grade 1 Early Lit. Scores & Instructional Recommendations

Student	LNF		LSF		PSF		NWF		R-CBM		Instructional Recommendations
	Score	Percentile Rank / Comparison	Score	Percentile Rank / Comparison	Score	Percentile Rank / Comparison	Score	Percentile Rank / Comparison	Score	Percentile Rank / Comparison	
Andrew	83.0	>99/96.7	73.0	>99/96.6	74.0	>99/91.5	65.0	90.9/90.9	37.0	>99/85.3	Well Above Average - Consider Need for Individualized Instruction
Joan	34.0	18.2/35.0	32.0	45.5/54.2	72.0	90.9/89.2	35.0	45.5/46.2	35.0	81.8/81.1	Above Average - Consider Need for Individualized Instruction
Alex	62.0	90.9/80.0	48.0	90.9/66.1	48.0	63.6/55.4	67.0	>99/92.4	35.0	81.8/81.1	Well Above Average - Consider Need for Individualized Instruction
Jordan	60.0	81.8/76.7	36.0	63.6/57.6	70.0	81.8/85.4	43.0	63.6/61.4	32.0	72.7/80.4	Average - Continue Current Program
Mary	58.0	72.7/63.3	44.0	81.8/69.4	69.0	72.7/64.6	52.0	81.8/79.5	28.0	63.6/75.5	Above Average - Consider Need for Individualized Instruction
Mary	36.0	36.4/38.3	29.0	36.4/50.8	35.0	45.5/42.3	27.0	18.2/36.4	12.0	54.5/43.4	Average - Continue Current Program
Steve	35.0	27.3/36.7	23.0	9.1/42.4	11.0	<1/16.9	37.0	54.5/53.0	11.0	36.4/41.3	Below Average - Further Assess and Consider Individualizing Program
Adam	23.0	<1/23.3	24.0	18.2/45.8	30.0	27.3/36.9	32.0	36.4/43.9	11.0	36.4/41.3	Below Average - Further Assess and Consider Individualizing Program
Aben	52.0	54.5/56.7	35.0	54.5/55.9	36.0	54.5/43.8	48.0	72.7/72.7	8.0	27.3/37.1	Average - Continue Current Program
Alina	29.0	9.1/30.0	18.0	<1/37.3	21.0	18.2/23.8	26.0	9.1/34.1	6.0	9.1/32.9	Well Below Average - Begin Immediate Problem Solving
Arina	39.0	45.5/43.3	36.0	63.6/57.6	30.0	27.3/36.9	30.0	27.3/30.4	6.0	9.1/32.0	Average - Continue Current Program
Cristina	52.0	54.5/56.7	27.0	27.3/49.2	13.0	9.1/18.5	25.0	<1/32.6	5.0	<1/29.4	Well Below Average - Begin Immediate Problem Solving
46.8 Grade Mean											
35.4 Grade Mean											
42.4 Grade Mean											
40.6 Grade Mean											
18.8 Grade Mean											
Well Below Average											
Well Below Average											
Well Below Average											
Well Below Average											
Well Below Average											

## Grade Level Action Plan

School:

Grade: First

Date: February – May 2009

Area of Focus	Instructional Plan	Who Delivers?	Resources Needed?	Measure of Effectiveness
<b>LNF</b> Joan April Olivia	Letter Naming Activities: •Fast letters (automaticity builders) -Skill Builder Probes -charts -cards -laminated lists -Bingo, Memory -songs/chants 10 Minutes Daily	Classroom Teacher Paraprofessional	Letter cards Bingo,Memory Game	AIMSweb Progress Monitoring
<b>LSF</b> Steve April Olivia	10 minutes Daily Letter Sound Activities: •sound cards •laminated picture cards •Sound Partners 10 Minutes Daily	Classroom Teacher Paraprofessional	Picture Cards	AIMSweb Progress Monitoring and Benchmark Assessment
<b>NWF</b> May Olivia Cristin	Letter Sound Activities: •sound cards •laminated picture cards •Sound Partners 10 Minutes Daily	Classroom Teacher Paraprofessional	Sound Cards Picture Cards Sound Partners	AIMSweb Progress Monitoring and Benchmark Assessment
<b>PSF</b> Steve Olivia Cristin	Phoneme Segmentation Activities: •finger popping •picture cards •body segmenting •clapping	Classroom Teacher Paraprofessional	Skill Builder probes, charts, cards, Bingo, Memory	AIMSweb Progress Monitoring AIMSweb Benchmark Assessment

School:		Grade: First Grade		Date: October 2009 – January 2010	
Area of Focus	Instructional Plan	Who Delivers?	Resources Needed?	Measure of Effectiveness	
Letter Naming Fluency					
Letter Sound Fluency					
Phoneme Segmentation					
<b>Nonsense Words Fluency</b>					
<b>R-CBM</b>					



## Progress Monitoring

- Progress Monitor once a month for elementary students at Benchmark, 2 x's a month for students at risk
- Progress Monitor 1-2 subskills only
- Can progress monitor at instructional level
- Calculate accuracy on progress monitoring results (97 percent accuracy)

## Progress Monitoring

- Should take 1-2 minutes per child
- Graph results to examine trajectory growth
- Progress monitoring without increased instruction is an exercise in compliance, not in measuring the impact of intervention

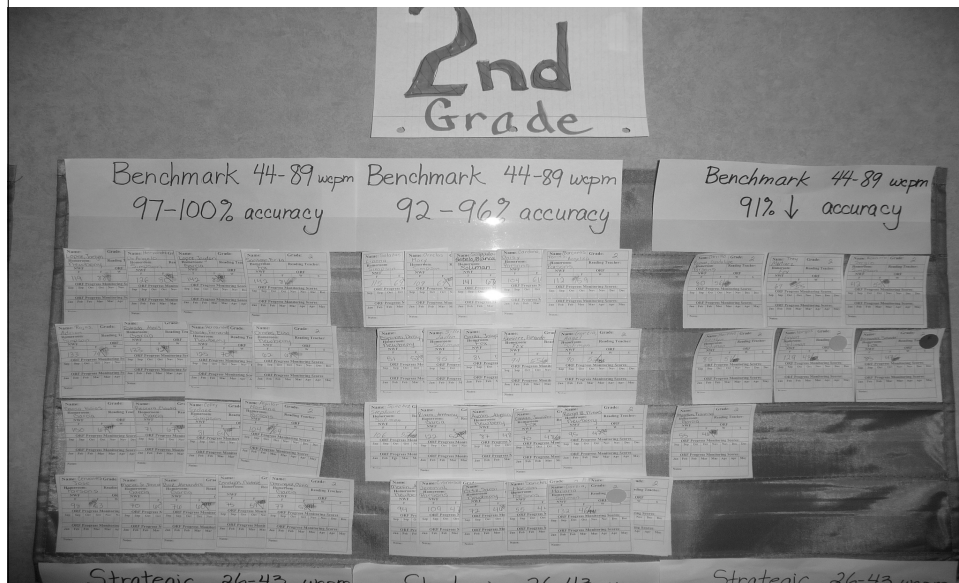
## Trajectory Growth

- Acceleration is key for closing the gap between what students can do and what they should be able to do
- Students at risk need to have a higher rate of expected growth than students at benchmark

# Data Boards

- Purpose
- Critical principles of data boards
- Considerations when using data boards
- Can be as complex or simple as you wish
- When to use data boards in collaborative meetings

## Examples of Data Boards



Strategic 26-43 wcpm  
92-96% accuracy

Strategic 26-43  
91% ↓ accuracy

2nd Grade

EDT Benchmark  
90 wcpm / 97-100% accuracy

Benchmark 44-89 wcpm  
97-100% accuracy

Benchmark 44-89 wcpm  
92-96% accuracy

Benchmark 44-89 wcpm  
91% ↓ accuracy

Strategic 26-43 wcpm  
97-100% accuracy

Strategic 26-43 wcpm  
92-96% accuracy

Strategic 26-43 wcpm  
91% ↓ accuracy

Intensive 25 wcpm  
97-100% accuracy

Intensive 25 wcpm  
92-96% accuracy

Intensive 25 wcpm  
91% ↓ accuracy



## Analyzing the data

- Color of post-it remains constant all year, based on fall results
- All screening and outcome data can be placed in post-it for each child
- Student names can be placed on back of post-it if needed for confidentiality

## Watching the continuous improvement

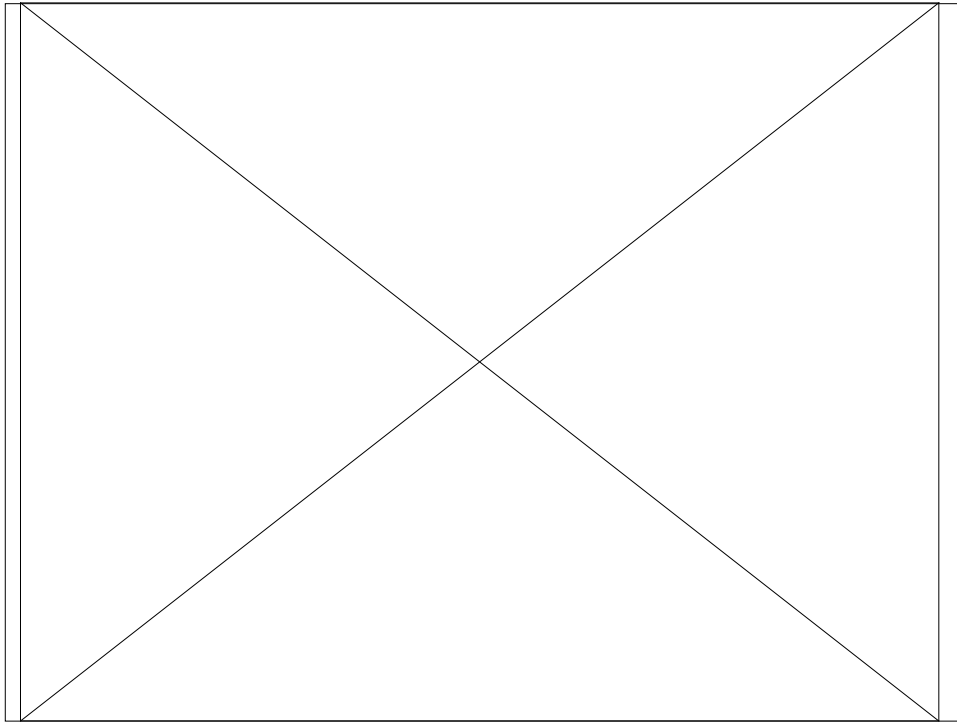
- Questions to ask with data boards
  - Are we moving most of our students forward?
  - Are we losing students throughout the year?
  - Did those students who took a step back receive intervention?
  - How many students have already met the next upcoming target? (Or year end target, Promised Land)

## Learning Elementary Data

- Green = Students scoring at Established in the fall
- Yellow = Students scoring at Emerging in the fall
- Pink = Students scoring at Deficit in the fall

## Data that can be added

- Alaska State Standards Based Assessment scores
- Intervention Identification
- Progress Monitoring Scores



## Data Briefing Presentation

- Purpose of collegial briefing
- Brief from Broad to Narrow
- Have a designated focus area of the system to be briefed: (Examples)
  - Screening data (fall, winter, spring)
  - Progress monitoring
  - Diagnostic
  - All Grade levels
  - One grade level, (classroom and individual students)

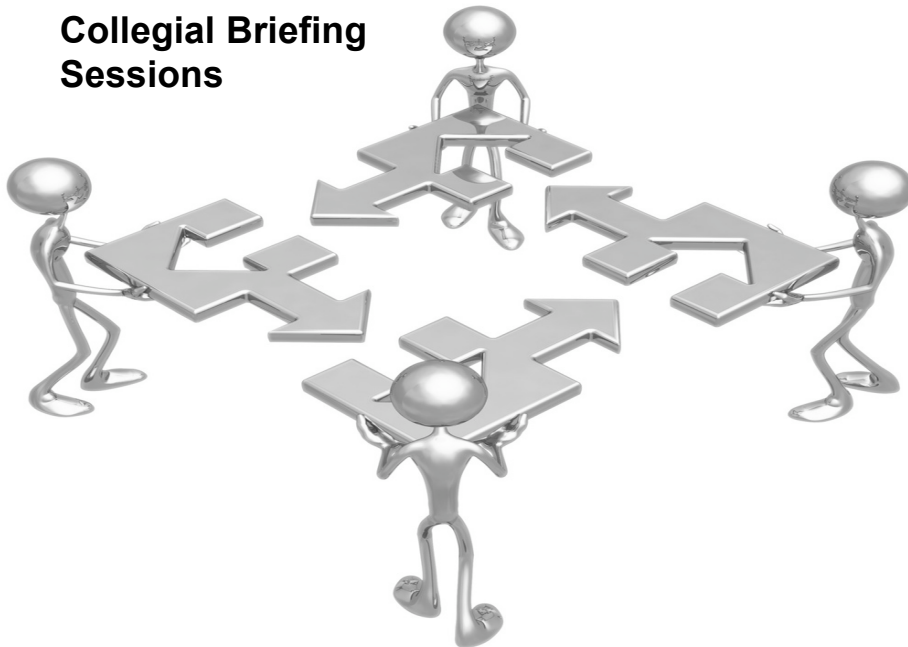
## Core principles of briefing

- Data driven
- No blame (safe and trusting environment)
- Problem solving is key focus
- Fluent articulation of results

## Prior to briefing . . . .

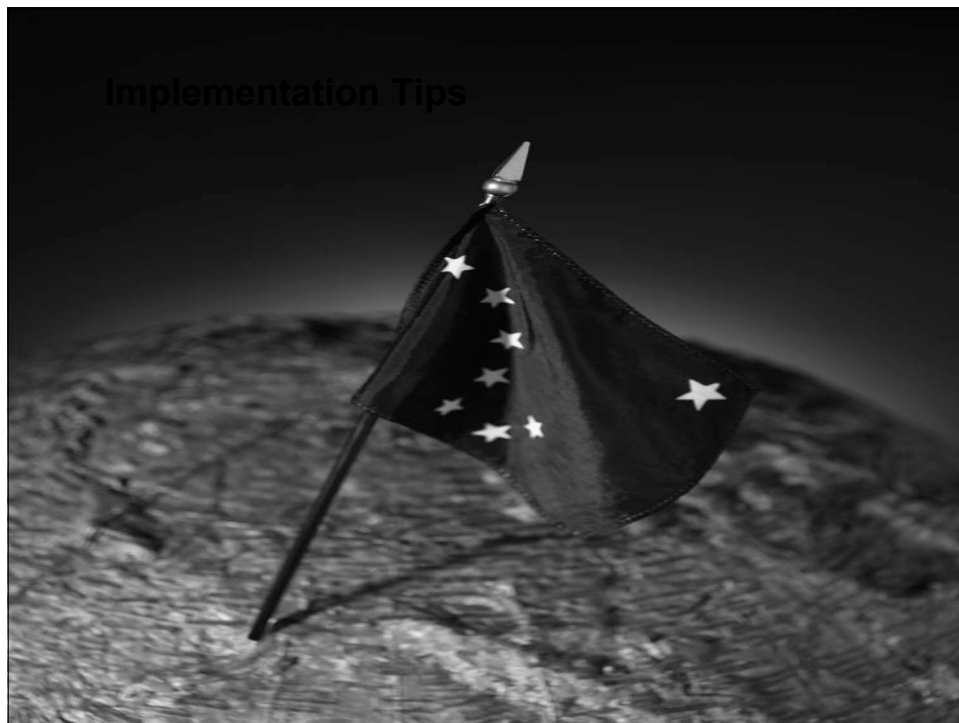
- Place your data and report in sequential order for your briefing
  - Data Boards
  - Accuracy Quadrant Analysis
  - Reports from your folder
  - Reports you will be using
- Prepare thoughts for:
  - What you notice?
  - What questions does this data raise for you?
  - What has contributed to the successes you have achieved?

### **Collegial Briefing Sessions**



## Roles and Responsibilities

- Briefing Leader (about 15 minutes of sharing)
  - Be prepared with your sequence
  - Know your results
  - Solution focused, not excuse focused
  - Be open
  - What you notice ... Questions you have ...
- Audience (about 10 minutes for questions, etc)
  - Listen long, speak short for awhile
  - Write your questions down as they present
  - Be empathetic to the leaders risk
  - Provide authentic compliments, ask genuine questions



*Motion Leadership*  
Michael Fullan

“The skinny is getting at the smallest number of powerful things you should know about getting motion”

## Implementation Success

- Regardless of subject, reading, math, etc., the principles of successful implementation are the same
- Inspect what we expect:
  - be sure what we expect is clear
  - be sure staff have the training and support to carry out expectations

### 3) Behaviors before beliefs



### Results change beliefs

- To get anywhere you have to **do** something
- In doing something, you need to focus on developing **skills**
- Acquisition of skills increases **clarity**
- Doing this together with others generates **shared ownership**



## 5) Excitement prior to implementation is fragile

- Everything we know about motivation tells us that deep excitement comes from doing something worthwhile, doing it well, and getting results
- Briefing system
  - District level
  - School level
  - Grade level

## 7) It's okay to be assertive

- Leaders can afford to be assertive under three conditions:
  - 1) when they have built trusted relationships
  - 2) when it turns out they have a good idea
  - 3) when they empower people from day one to help assess and shape the idea

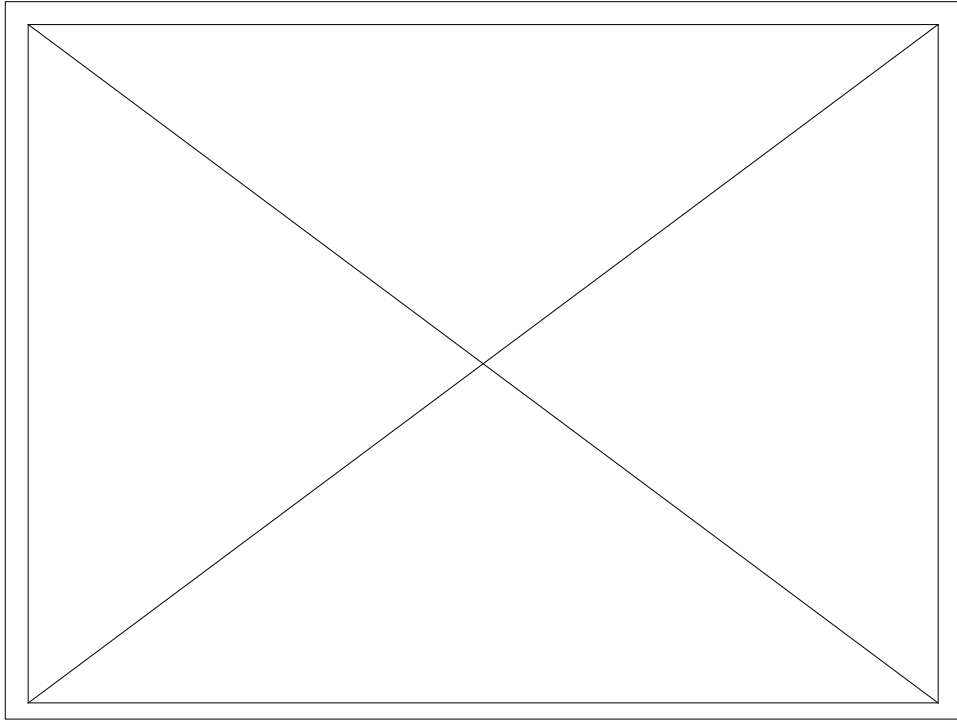
## Transparency rules

“Technically, leaders must become more and more what we call *assessment literate*. They must be able to decipher and use data effectively.” M. Fullan

The more the leader becomes assessment literate and the more he or she practices transparency, the better they get at it.

## Analyzing Data Effectively

- Action Strategies from this week's sessions:
  - Using informal Diagnostic tools
  - Quadrant Analysis (Rate/Accuracy)
  - Secondary Reading approach
  - Action Planning
  - Progress monitoring
  - Data Boards
  - Collegial Briefing



## Resources

- Concerns Based Adoption Model  
<http://www.nationalacademies.org/rise/backg4a.htm>
- *Motion Leadership*, M. Fullan
- *The Data Coach's Guide*, N. Love, K. Stiles, S. Mundry, K. DiRanna

For those we serve ...



Thank you ....

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