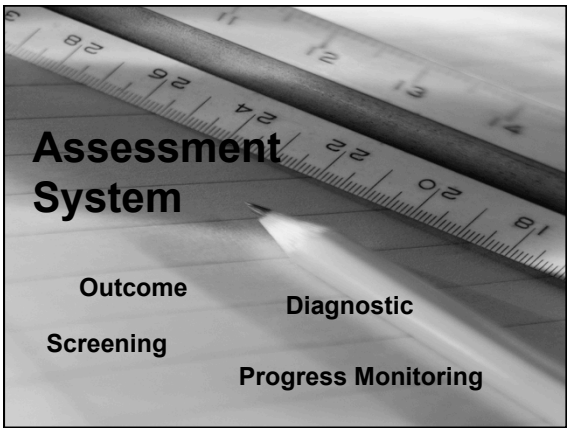
Using Data to Make Decisions

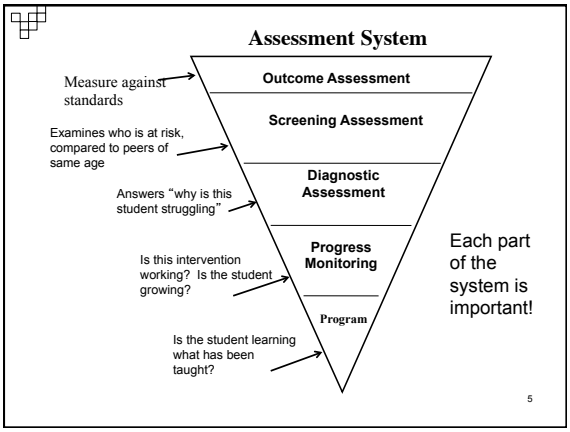
PRESENTER: Lexie Domaradzki

Welcome…

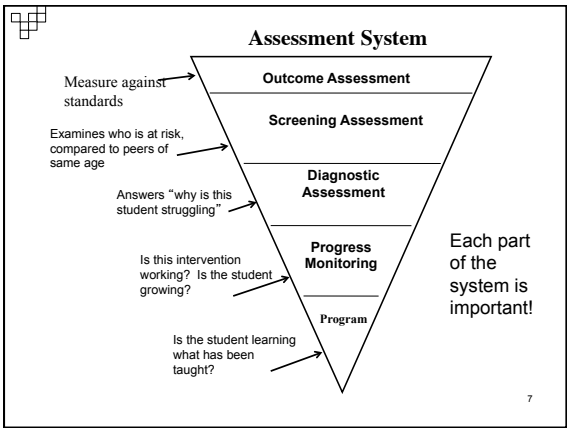
Goals for Session

- Build common understanding of comprehensive assessment system
- Increase knowledge and skill with current assessments being used in your school district
- Increase skill with understanding rate and accuracy issues

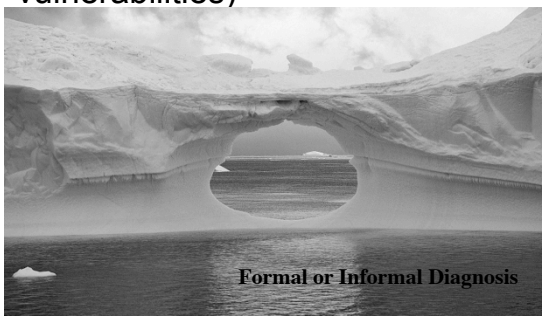




Where to you stand with implementation of a screening measure?



Diagnosing-(looking for vulnerabilities)

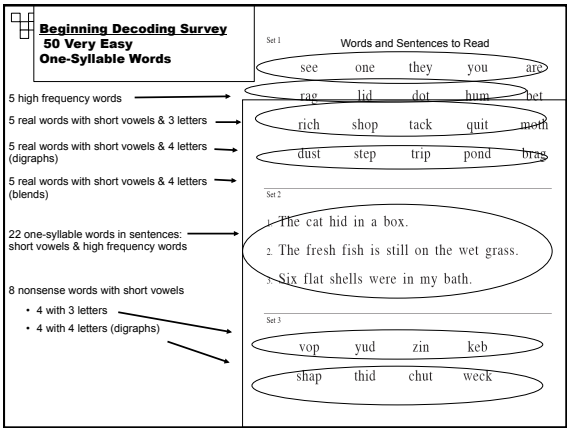


Diagnostic Tools

- Not grade level specific
- Skill specific
- Should be used with struggling students
- Usually takes about 20 minutes per child
- Information used for designing intervention or instructional emphasis in core instruction

Two Types of Diagnostic Assessments

- **Formal**
  - Administered by experts
  - Given to students with significant and unexplained reading weaknesses
  - Most often are normed and provide percentiles for each skill measured
  - Often used to place students for special services
  - Examples are: Woodcock-Johnson, GORT
- **Informal**
  - Do not have to be given by experts
  - Provide information about strengths and weaknesses for specific skills
  - Designed to be used to guide instruction
  - Most often do not provide norms



Schools Often Use Only Six Steps

1. Establish an evidence-based core reading or language arts program appropriate to student and teacher population. Use DATA to determine if the core programs are effective.
2. Screen students and use DATA from screening assessment to identify those who may not be reading as well as expected for a grade level.
3. Group students with similar instructional needs based on the screening DATA.
4. Plan instruction based on DATA acquired during screening.
5. Teach students in small, homogenous groups. Use progress monitoring DATA to adjust instruction.
6. Progress monitor students and use DATA to adjust instruction accordingly.

Seven Steps to Achieve the Best Results

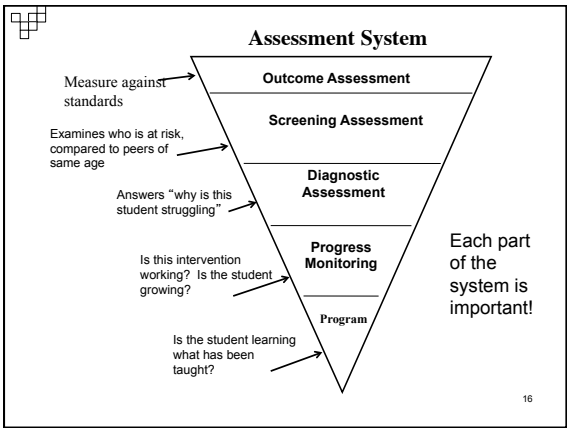
1. Establish an evidence-based core reading or language arts program appropriate to student and teacher population. Use DATA to determine if the core programs are effective.
2. Screen students and use DATA from screening assessment to identify those who may not be reading as well as expected for a grade level.
3. ***Diagnose weaknesses and use diagnostic assessment DATA to pinpoint the specific weaknesses of students identified during screening who are not performing as expected.***
4. Group students with similar instructional needs based on the screening and diagnostic DATA.
5. Plan instruction based on DATA acquired during screening and diagnosis.
6. Teach students in small, homogenous groups. Use progress monitoring DATA to adjust instruction.
7. Progress monitor students and use DATA to adjust instruction accordingly.

Intermediate Reading System

- **Identify students at risk:**
  - State outcome assessment (SBA)
  - Program/district assessments (MAP)
  - Give students a Grade Level Fluency assessment
- **Give students who did not score well on the grade level fluency, a fluency assessment 2-3 grades below grade level**
- **Give students who didn't meet the target a diagnostic assessment**

	Screening for Secondary Students	Target Fall 127 wcpm
Student Names	6th Grade score	
Janie	78	
Marcus	135	
Sunshine	93	
Roy	110	
Johnathon	104	
Daisy	57	
Lola	111	
James	99	
Roger	43	
Brandon	102	
Jamila	152	
Susan	147	
Franklin	94	
Walter	101	
Betsy	121	
Kerry	134	

	Screening for Secondary Students	Target-Fall 95 wcpm
Student Names	6th Grade score	3rd Grade Score
Jamila	152	
Susan	147	
Marcus	135	
Kerry	134	
Betsy	121	
Lola	111	126
Roy	110	137
Johnathon	104	118
Brandon	102	126
Walter	101	104
James	99	100
Franklin	94	102
Sunshine	93	96
Janie	78	82
Daisy	57	73
Roger	43	61
	Students in light green need a Diagnostic	


Assessment System
Measure against standards
Outcome Assessment
Screening Assessment
Examines who is at risk, compared to peers of same age
Diagnostic Assessment
Answers "why is this student struggling"
Progress Monitoring
Is this intervention working? Is the student growing?
Program
Is the student learning what has been taught?
Each part of the system is important!
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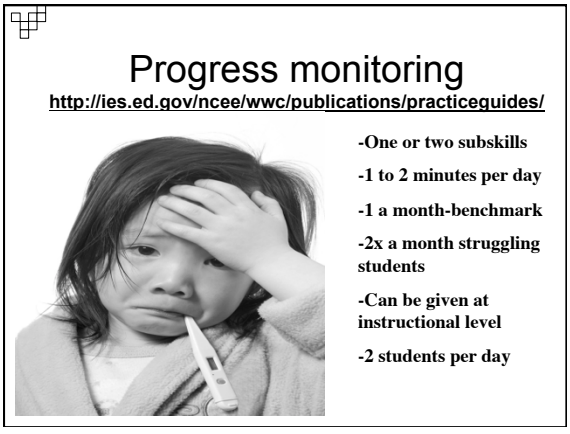
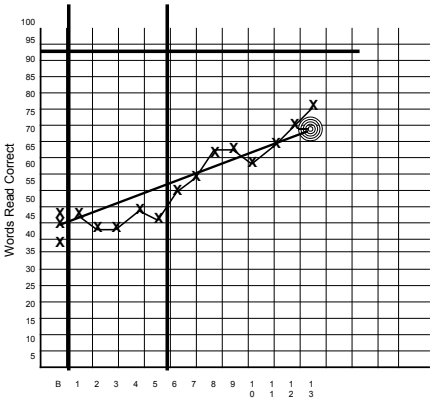
Progress monitoring
http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Is the intervention having a positive impact?


Progress monitoring
http://ies.ed.gov/ncee/wwc/publications/practiceguides/
-One or two subskills
-1 to 2 minutes per day
-1 a month-benchmark
-2x a month struggling students
-Can be given at instructional level
-2 students per day

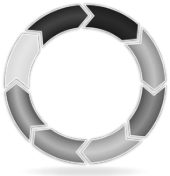


What should become habitual practice with analyzing data?

- 1. Be sure all educators are using the same data displays
- 2. Use the right data display for the right purpose
- 3. Provide instruction on the following when examining common data displays:
  - Label all pieces of information on the data display
  - Discuss what skills are being displayed
  - Discuss what the report is able to show us in terms of target or growth performance
  - Discuss any limitations of the data display

Cycle of Data Analysis

- Let's examine the Habitual Practice Protocol



Leading the Implementation Process: Technical and Adaptive Issues

- Video

http://www.youtube.com/watch?v=DTZEnSvZPqc

Response to Change is expressed in these concerns

- Information concerns
  - Why we need to make this choice- what do you know that they could know to help them understand?
- Personal Concerns
  - What's in it for me? Can I succeed?
- Implementation Concerns
  - How is this change really going to work? Where do I get help?
- Impact concerns
- Collaboration
- Refinement

Technical and Adaptive Challenges

- *"Technical problems* (even though they may be complex) can be solved with knowledge and procedures already in hand. In contrast, *adaptive challenges* require new learning, innovation, and new patterns of behavior. In this view, leadership is the activity of mobilizing people to address adaptive challenges-those challenges that cannot be resolved by expert knowledge and routine management alone" (p. 10).

Daloz Parks, Sharon, *Leadership Can be Taught* (2005)

What is Rehearsal?

re·hears·al/riˈhərsəl/Noun

- 1. A practice or trial performance of a play or other work for later public performance.
- 2. The action or process of rehearsing

Why do we need Rehearsal?

Rehearing is about predicting what might happen in a school setting and practicing a message to get the tone and the content correct. *A school leader might not recover from a poorly delivered message when the stakes are high and feelings and perceptions will be formed about a topic of high value to a community.*

Think about a recent conversation

- Consider a recent implementation conversation that didn't go as well as you wish
- Think about the reasons it may not have been as successful as you wished
- On an index card, list the possible reasons that could have been behind the lack of success

What issues might warrant a rehearsal conversation?

Types of challenges that likely need rehearsal:

1. Changes in assessments being used, system-wide
2. Adoption and expectation of use of common curricula, materials
3. Expectation that all struggling students will receive additional intervention support
4. Expectation for frequent collaboration with colleagues
5. Expectation of public sharing of data and student performance results
6. Expectation of delivering instruction differently than previously implemented

- Brainstorm others with your partner…

Deliberate Practice

We can't get good at something solely by reading about it. And we'll never make giant leaps in any endeavor by treating it like a snack food that we munch on whenever we're getting bored. You get good at something by doing it repeatedly. And by listening to specific criticism from people who are already good at what you do. And by a dedication to getting better, even when it's inconvenient and may not involve a handy bulleted list.

Merlin Mann

Wrap Up- thank you