

Using Data To Inform DTSD E Reviews

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Albany, New York

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Learning Facilitators

Welcome and Introductions

- Introductions
- Learning Group Norms
- Parking Lot
- Session Objectives for DTSDE (Diagnostic Tool for School District Effectiveness)
- Get up, move around quickly and find 2-3 people from a different district. Sit together as a group.

Session Objectives

- *Participants will be able to:*
 - Become familiar with the data prepared for the Integrated Intervention Team (IIT) reviews.
 - Identify inquiry trails that emerge from data and develop specific questions connected to data to inform reviews preparation and ongoing school improvement strategies.
 - Identify places in the DTSDE rubric where these inquiry trails may be especially relevant.

Introductory Activity

Share: A school improvement strategy that you have used to influence positive impact.

Discuss: One way that data is used to develop and improve your strategy.

Exploring Data Sets That Inform Reviews

- Demographic Data
- School Performance Data
- Survey Data
- School Self-Assessment Ratings and District-Led Review Ratings
- Internet Search Data (Historical and Current)

Data Reference Sheet: Basic School Information

BASIC INFORMATION									
School Name					Principal				
ID Status		Identified						Number of Years	
Focus/Priority)		Subgroups						Principal at School	
# students		Grades		% SWD		% LEP		%Free/R	
Teacher Turnover Rate All		Teacher Turnover Rate		<5yr		Attendance Rate			

Sources: <http://data.nysed.gov/>,
<http://www.p12.nysed.gov/accountability/ESEADesignations.html>,
 and the completed Self-Assessment

Data Reference Sheet: School Performance – Elementary/Middle School

SCHOOL DATA					
Group	Year	% Level 1	% Level 2	% Level 3	% Level 4
All Students	12-13				
All Students	13-14				
<i>StateAvg-All Stu</i>	<i>13-14</i>	<i>32</i>	<i>37</i>	<i>22</i>	<i>9</i>
General Ed.	12-13				
General Ed.	13-14				
<i>StateAvg-Gen Ed</i>	<i>13-14</i>	<i>25</i>	<i>40</i>	<i>25</i>	<i>10</i>
SWD	12-13				
SWD	13-14				
<i>StateAvg-Sp Ed</i>	<i>13-14</i>	<i>72</i>	<i>23</i>	<i>4</i>	<i>1</i>
LEP	12-13				
LEP	13-14				
<i>StateAvg LEP</i>	<i>13-14</i>	<i>76</i>	<i>21</i>	<i>3</i>	<i>0</i>

Sources: <http://data.nysed.gov/> and the completed Self-Assessment

Data Reference Sheet: School Performance – High School

(12-13)	ALL	SWD	(12-13)	ALL	SWD	(12-13)	ALL	SWD	ELL	
% Advanced Diplomas			% Dropped Out			Four-year Grad Rate				
Cohort Results (12-13)	% 3&4 ELA		% 3&4 Math		% 3&4 Science		% 3&4 Global		% 3&4 US History	
Regents Exam Results (12-13)	Comp English	Integrtd Algebra	Geometry	Algebra 2/Trig	Global History	Us History	Living Environmt	Earth Science	Chemistry	Physics
% > 55										
% > 65										
% > 85										

Source: <http://data.nysed.gov/> and the completed Self-Assessment

Data Reference Sheet: Survey Results

SURVEY REVIEW	
5 Survey ? school scored well	
5 Survey ?school struggled with	
Key RSE- TASC w'through findings	

Sources: District Administered Survey Results and Regional Special Education Technical Assistance Support Center (RSE-TASC) Walkthrough Results

Data Reference Sheet: Self-Assessment and District-Led Ratings

School Self-Assessment Ratings							2.2		2.3		2.4		2.5		
3.2		3.3		3.4		3.5		4.2		4.3		4.4		4.5	
5.2		5.3		5.4		5.5		6.2		6.3		6.4		6.5	
13-14 District-led DTSDE ratings:							2.2		2.3		2.4		2.5		
3.2		3.3		3.4		3.5		4.2		4.3		4.4		4.5	
5.2		5.3		5.4		5.5		6.2		6.3		6.4		6.5	

Sources: Completed school Self-Assessment and district submitted reports.

Data Reference Sheet: Internet Findings

Search Findings?	

Sources: These include but are not limited to Google and/or Bing.

Small Group Data Study

- *Review Data Sheet 1 (green page).*
- *Please choose a Recorder, a Reporter, and a Time-keeper (6 minutes).*
- *Have the Recorder write your responses on the paper provided as you explore the following questions:*
 - What do you notice?
 - Which Data Reference Sheet sections are the most useful to guide your work as school and district leaders?
 - What do you think the data indicates?

Interpreting Data Set 1: Whole Group

1. What does the data tell us?
2. What questions can we pose to form an inquiry trail?
3. What areas of the DTSDE rubric connect to the data reviewed?

Small Group Data Study

Analyze Data Set 2

- *Review Data Sheet 2 (blue page).*
- *Please choose another Recorder, Reporter, and Time-keeper (6 minutes).*
- *Have the Recorder write your responses on the paper provided as you explore the following questions:*
 - What do you notice about the data? What does the data indicate?
 - What questions can we pose to check if we (or a school) understands the data?

Interpreting Data Set 2: Whole Group

1. What does the data tell us?
2. What questions can we anticipate being asked by the IIT review team?
3. What areas of the DTSDE rubric connect to the data reviewed?
4. Where might this inquiry trail lead in terms of questions about or recommendations related to strategy?

Small Group Data Study

Analyze Data Set 3

- *Review Data Sheet 3 (pink page).*
- *Please choose another Recorder, Reporter, and Time-keeper (6 minutes).*
- *Have the Recorder write your responses on the paper provided as you explore the following questions:*
 - What does the data tell us?
 - What questions would you ask as an IIT review team and/or what questions would you ask your staff to consider as they develop and/or modify their teaching and learning strategies?
 - Is there additional data that would be useful to review based on your analysis and inquiry trail?

Interpreting Data Set 3: Whole Group

1. What stands out as critical to this data analysis process?
2. How does this process inform the way that we prepare for and/or conduct DTSDE reviews?
3. How does the DTSDE rubric support this process?

Where is the Data Used in the DTSDE Rubric?

Let's look at the DTSDE Rubric.

- Statement of Practice (SOP) logic has the **.5s** explicitly reflecting on the use of data.
- Mental Model of Statement Interdependence has SOPs 1.5, **2.4**, 2.5, 3.5, 4.5, 5.5, and 6.5 focusing on the Use of Data Conceptual Framework.
- The IIT discusses how data informed the schools outcomes around:
 - setting goals;
 - allocating resources;
 - professional development; and
 - meeting students academic and social emotional needs.

Actionable Strategies

Please sit with district colleagues, and if space permits, one other district at each table.

- Use Data Set 2 **or**
 - *If you can access the internet, look at your district's data at <http://data.nysed.gov/>.*
- Develop inquiry questions based on the data set.
- Develop 1 or 2 specific, measurable, and actionable improvement recommendations aligned to the rubric and connected to your own data trail that can be implemented before June 2015.
- Time permitting, share your strategies with other districts in the room.

LINKS TO RESOURCES

- NYSED Public Data Access Site

<http://data.nysed.gov/>

- DTSDE Review Materials

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/2013-14ReviewMaterials.html>

- DTSDE Resource Guide

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDEResourceGuide-060314.pdf>

- DTSDE School Rubric

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDESchoolRubricwith1s.pdf>

- Video: Growth Scores Explained

<https://www.engageny.org/resource/animated-video-student-growth-on-state-tests-2012-13>

Reflection: 3-2-1

- Three Things You Learned
- Two Things You Will Use
- One Question You Have
(Please share it on the Parking Lot!)