



STRATEGY FOUR

DATA USE

Strategy Four: Data Use

Education has jumped on the bandwagon of organizations that measure themselves by the size of their data. The presence of information, nicely wrapped up in that euphemism called the “database” and the subsequent arrays and displays that may be generated from it abound in district offices and in schools. Regrettably, the collection and display of information in an organization is no assurance of high performance. The reason is the awesome discrepancy between database and data use.

WHAT’S THE PROBLEM?

Five factors that can be roadblocks to strong data use:

1. Complexity. Too much information is as bad as too little.
2. Timing. In many schools year-end performance data is not available until well after the following school year begins.
3. Information Export. In schools as in many organizations, the requests for data – whether in test scores, attendance, or anything else – leads to the feeling that the point of collecting information is to export it up a system.
4. Validation. We search for and pounce on any information that shows progress. Far less frequently do we look for the problems and see the information as a great resource for improvement.
5. Disconnect between quantities and qualities. On the one hand schools have test data – highly quantified scoring profiles that tell a performance story. On the other, they have anecdotes – senses of learning readiness and performance that come from personal observation.

WHAT’S THE FIX

1. Tools
 - Easy school database
 - Benchmark class analysis
 - Target Setting Groups
 - Individual student target sheet
2. A target setting protocol
 - Teachers
 - Students
3. Data informed professional development
4. Reading minutes that count

Grade Six - ELA

Last	First	Teacher	Gen	Spec Ed	Race/Eth.	HS Test	Group	Bench #1	Bench #2	Bench #3	Target	Actual
Camerena	Gabrielle	Harper	F	X	H	1893	I	30%	32%	36%	45%	42%
Duran	Elicia	McCambridge	F	X	H		I	15%	29%	19%	35%	31%
Jordan	Chlevera	Harper	M		B	1924	I	35%	50%	50%	60%	62%
Mathis	David	Martinez	M	X	B	1859	I	50%	42%	33%	55%	59%
Moblin	Anthony	Martinez	M		H	1876	I	30%	25%	17%	40%	44%
Polk	Efrain	Martinez	M		B	1893	I		29%	40%	55%	65%
Acosta	Zakharri	McCambridge	M	X	H		T	40%	58%	60%	60%	64%
Freeman	Vincent	Martinez	M	X	B	2039	T	75%	88%	48%	70%	
Hickman	Alexandra	Harper	F		W	2025	T	60%	67%	50%	70%	77%
Malone	Christopher	Harper	M		W		T	40%	67%		65%	76%
Medina	Abigail	Martinez	M		H		T	45%	58%	65%	65%	74%
Mendoza	Angela	McCambridge	F	X	H	1859	T	25%	67%	21%	55%	52%
Reyes	Ayzha	Martinez	M		H	1968	T	50%	67%	76%	75%	87%
Roberts	Linnea	McCambridge	F		B		T			64%	70%	73%
Smith	Gloria	Martinez	M		H		T	60%	69%	64%	75%	85%
Smith	Anthony	Harper	M		W	1982	T	55%	55%	62%	75%	70%
Urtiz	Lyndel	McCambridge	M		H	2151	T	40%	67%	45%	80%	55%
Albahagwi	Joshua	Harper	M		B	2239	E	85%	88%	90%	85%	93%
Avila	Dexter	Martinez	M		H	2390	E	84%		93%	90%	96%
Bell	James	Martinez	M		H	2267	E	80%	75%	71%	85%	86%
Berry	Anthony	Martinez	M		B	2267	E	95%	75%	95%	85%	86%
Davis	Carlos	McCambridge	M		W	2151	T	55%	69%	83%	80%	75%
Eleston	Michelle	Harper	F		B	2191	T	75%	78%	81%	80%	85%
Flowers	Mary	Harper	F		B	2301	E	80%	75%	81%	90%	95%
Gallardo	Courtney	Harper	F		H	2133	E	50%	88%	69%	85%	86%
Gobert	Kayla	McCambridge	F		B		E		83%	83%	80%	81%
Jones	Carlos	McCambridge	M		B	2301	E	85%	88%	86%	95%	96%
Jones	Vincent	Martinez	M		B		E			83%	85%	
Rios	Nicola	McCambridge	F		H	2084	E	75%	82%	80%	85%	88%

Benchmark Data Analysis Template

Grade: 6 Subject: ELA Benchmark #2 Teacher: _____

Standard	Items & Mastery	Consistent Mastery – or Lack of Mastery?	Data Analysis	Action Steps YOU Can Take
Inference	2(46%), 21(40%), 22(54%)	Yes	1. Were students guessing (% of choices approximately equal across all four choices)? 2. Did they have a misconception (a majority chose a specific wrong answer)? 3. What else can be determined from data?	1. What instructional strategies would help students master these concepts? 2. What other campus support do you and students need to accomplish success?
Main Idea	3(72%), 6(70%), 15(80%), 19(75%), 20(85%)	Yes	Students struggled with inferring the answer and seemed to be stuck on answers that could be specifically found in the text	I need to back up a step and do a lot more discussion in class around inferences that students can make that extend beyond what they read. They keep looking to find the answer in the text itself and aren't making the leap to gathering meaning to form an answer. I will try more partner answering.
Compare & Contrast	1(38%), 4(49%), 5(70%)	No	Students had trouble comparing between an informational and literary text	Have students talk about current reading selection and prior ones using Venn diagrams. I need help from the Instructional Specialist in connecting SS and science selections to reading ones.
Literary Devices	8(45%), 9(46%), 14(70%), 16 (88%)	No	Students did not do well identifying literary devices – particularly metaphor and simile	Re-teach the more abstract concepts with students. I need help identifying these a little better because I'm not sure how to help my students become more abstract thinkers
Cause & Effect	10(80%), 11(82%), 12(70%), 13 (73%)	Yes		
Text Features	7(73%), 17(46%), 18(38%)	No	Students were given clues about major text features in question #7 but not in #17 or #18	Reinforce the types of text features and their importance to different kinds of reading. I need access to more materials that include graphics, charts, etc.

Reading Milestone Test #2

Teacher: Martinez

Target Students: David, Efrain, Anthony, Vincent, Ayzha, Gloria, Dexter, Abigail

(Q# 22) Drawing Conclusions	(Q# 11,12, 23, 24) Generate and organize ideas	(Q# 2,3,5,9,10) Use context clues	(Q# 1, 4) Main idea
Gloria Abigail	Efrain Dexter Abigail	Efrain Vincent Ayzha Gloria Abigail	David Efrain Anthony Vincent Ayzha Gloria Dexter Abigail
(Q# 14,15,16,17,18) Cause and effect	(Q# 6, 7, 8) Plot sequence	(Q# 13,19,20,21) Author's purpose	(Q# 13,19,20,21) Text Features
David Anthony Gloria Abigail	Ayzha Dexter	Vincent Dexter Abigail	

Target Focus Lessons – Reading

Grade 6

4/12	Generate and organize ideas
4/13	Generate and organize ideas
4/14	Correct spelling & use of homophones
4/19	Use context clues
4/20	Use context clues
4/21	Main idea and details
4/26	Main idea and details
4/27	Main idea and details
4/28	Cause and effect
5/3	Cause and effect
5/4	Plot sequence
5/5	Use context clues
5/10	Author's purpose
5/11	Author's purpose
5/12	Main idea and details

Tips:

- For days when there are more than 4-6 kids in a target focus lesson group, take half for 10-15 minutes while the other half reads independently and then switch the groups. Focus lessons are designed to be most effective with small groups.
- Reinforce target focus lessons through questioning techniques in Listening Comprehension.
- These are skills that the students didn't pick up fully during regular instruction so look for alternate methods and materials for re-teaching.
- Avoid using this time for "practice work" and instead work to make sure students understand concepts and applications. Help correct misunderstandings through re-teaching and questioning rather than having students repeat mistakes in workbooks and dittos.
- Use www.scholastic.com as a resource (look under Teacher Resources and then click Standards Match – under tools).

TIPS FOR TARGET FOCUS LESSONS

Target focus lessons are NOT for...

- Whole-class instruction
- Introducing a new concept
- Students completing worksheets
- Teacher lecture-style explanation
- Students who are already clearly succeeding (consistently over 80%)
- Students who are clearly in need of intervention (consistently below 45%)
- More than 15 minutes

Target focus lessons ARE for...

- Targeted groups of students
- Specific skill instruction based on data analysis
- Teacher think-alouds
- Student think-alouds
- Students who are in the “bubble” (between 45%-75%)
- Figuring out where students are going astray in solving a problem
- Course correcting students while they are doing a problem – not after they have incorrectly solved it
- Less than 15 minutes

How to Develop & Conduct Focus Skills Lessons

1. Based on the data and timeline, plan several problems for each mini-lesson.
2. Start by modeling for students how to work your way through a problem by thinking aloud through one problem. Be as explicit and descriptive as possible. You are not only showing students how to solve a problem but how to verbally explain their thinking.
3. Ask one student to solve one of the problems – using the think aloud process. Ask the other students to listen in to help the student in case he or she miscues. Listen carefully to the students thinking and prompt him or her to be very detailed. If the student gets off track you should stop him or her and explain what it is that he or she needs to do instead. If a student can explain – all the better!

STUDENT TARGET-SETTING - READING

Student: Sage Jefferson

Teacher: Lockwood

Period: 3

2016: 406

2017: 392

Big Life Goal: To become a doctor

400=70% on benchmark

October – Benchmark #1: 54%

December – Benchmark #2: 62%

February – Benchmark #3:

2018 Target: 410 (75%)

Current standards to work on:

- *Main idea – especially the difference between main idea and theme and how to find each of them in fiction.*
- *Inferences – remember that this is about what can be figured out from the text – not just what is already written.*

What will you change now to hit your target?

- *When I am reading I will ask myself what the main idea is as I go along in the reading.*
- *When I read at home I will try to read fiction books and look for both the main idea and the theme and write them down in my reader's journal.*
- *I will pay more attention during reading class when Mrs. Lockwood is reading aloud.*
- *I will try to think about what I read more instead of just going back and looking for the sentence that has the right answer.*

What support would you like from school?

- *I want to move my seat away from Jeremiah during reading class because we always talk about other stuff.*
- *I need a new reading journal because my old one got lost.*
- *I want to be in the after school reading club.*

How can you involve your family and friends in meeting your target?

- *After I read at night I am going to ask my auntie to look at my reading journal.*
- *I am going to see if my friends want to go to the library sometimes on the weekends.*

Student Signature_____
Staff Signature_____
Parent/Guardian Signature

GETTING TARGET STUDENTS MOTIVATED

- Meet with each target student individually. Explain how close the student is to meeting the standard. Share some of the things that he or she will need to work on in order to get there. Let the student know what you will be doing to help. Write down what is discussed and make a copy for everyone.
- Create a booklist for students and parents that covers a variety of genres and topics. Share the list with the public library so that when students and parents come in they can ask about availability of certain books.
- Host a three-part workshop series for parents where each section of the test is explained and materials are provided for work at home.

ONGOING STRATEGIES FOR TARGET STUDENTS

- Don't forget to greet target students with a smile of encouragement each morning – sometimes an esteem boost can make all the difference.
- When reviewing/checking homework or other assignments – do these students first while your mind is fresh and they're not being compared to high-performing or struggling students.
- Call on these students frequently. This keeps them on task and provides additional opportunities for them to explain their thinking.
- Make weekly contact with parents via notes or calls offering tips and feedback. This reinforces your interest for both the child and parent.
- While other students are working independently, take a few minutes with a target student to review an area that has been troublesome to him or her.
- Check on the books that target students are using for independent reading. If they're not appropriate – make suggestions based on the students' interests.
- Seat target students with partners who will help them stay focused and assist them appropriately when they get stuck.
- Keep extra skills and strategies sheets on hand for these students that you can give them when it's apparent that they need some extra practice.
- Meet with each target student for a few moments each week (1-2 students a day is all!) to discuss how much progress he/she is making toward the goal.

STUDENT ACADEMIC GOAL-SETTING – ELA

Student:

Teacher:

Period:

Big Life Goal: Click or tap here to enter text.

GMAS 2016:

2016-17 Starting Lexile:

GMAS 2017 Goal: Click or tap here to enter text.

Benchmark #1:

Benchmark #2:

STAR Read Aug:

STAR Read Jan:

STAR Read May:

2015-16 Attendance:

Current Attendance:

Attendance, AR Points, Bi-Weekly Common Assessment Status: Click or tap here to enter text.

Current standards to work on: Click or tap here to enter text.

What will you change now to hit your goal? Click or tap here to enter text.

What support would you like from school? Click or tap here to enter text.

How can you involve your family and friends in meeting your goal? Click or tap here to enter text.

Student Signature

Staff Signature

Family Signature

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March 9, 2017

Dear Kyla's Family,

Kyla recently took a test that shows she is on a 4.8 reading level. The expected level for this time of year is 5.6. If she works hard over the next few weeks she can really improve her reading before the Georgia Milestones test when it is given in April. Doing well on the Georgia Milestones Test is important for getting the best opportunities in middle school – and because students need it to graduate from high school. More importantly reading is a lifelong skill that can be used for everything from getting a driver's license, to graduating college, to filling out a job application.

In order to increase Kyla's reading we are going to give her additional help at school. We have arranged for some small groups of students where we are going to give math help and read books that help build reading ability and thinking skills. Last week Kyla chose a book to read at home. By having a choice in the book I am hoping that she spends time reading it and really participating in her small reading group at school.

You can help Kyla do better on the next test by asking her about the book she is reading and encouraging her to read at home. As I said, she clearly has the ability to show real improvement on the test and you should be proud of her for this. Also, Kyla has missed 4 days of school so far. Please make sure she gets extra help every day by not missing any days going forward because being in school is the best way for us to give her extra help! If you have any questions or want to talk about how Kyla is doing in school, please feel free to call me. Thank you for your support!

Sincerely,

Dr. Kristen Vaughn
Principal

Together We Will Increase Life Chances.

Team Meeting Overview

Examining Evidence of Student Learning – And Planning for More

MEETING NORMS:

- Be Prompt
- Be Prepared
- Be Present & Engaged

PRIOR TO THE MEETING:

- Data: Administer and score weekly assessment (constructed response or multiple choice)
- Tools: Complete Teacher Data Worksheet and Bring 3 samples of student work to data team meeting

DATA TEAM PROTOCOL:

A Week - Thursday/Friday: Assess

- Bi-Weekly constructed response assessment administered with a focus on skill/strategy of the week.
- Teachers will grade their own class assessments prior to the Tuesday meeting.
- Teachers will also look for patterns. What kinds of things do we notice students are commonly struggling with. Look particularly at target students because they reveal a lot. Come up with 2-3 most important concerns.

B Week - Tuesday: Team meeting to look at Assessment results

- Teachers will bring their completed Teacher Data Worksheet along with 2-3 graded student work samples that show the 2-3 issues identified by the teacher as most concerning
- Meeting discussion is guided by the Teacher/ Data Team Meeting Agenda tool
 - Look at the evidence: Review 2-3 piece of student work and discuss what is seen. Make sure there is some agreement on this. Calibrate what everyone is seeing.
 - Analyze the data: Are there common patterns across all teachers? What does that tell us about what we need for professional development?
 - What should we try next? Teachers determine what we each want to try differently for the next week and a half. We get insight and ideas from peers.
 - We commit to trying new things with students in response to what we've figured out by examining the evidence, analyzing the data, and collaborating on next steps.

A Week - Monday: Implement new strategy and/ or skill

A Week – Tuesday: Team meeting to look at efforts to increase learning using data

- Teachers look at what they committed to trying the prior week and share what worked and what didn't work.
- Teachers share evidence (student work) with a "buddy teacher" that supports thinking around what worked and what didn't. Critical feedback and new thinking gets shared between buddies.
- Teachers plan course correction

CYCLE REPEATED BI-WEEKLY

Data Meeting Agenda

Date:	Grade:
Attendees:	
Strategy/ Skill of the week:	
1. Partner Conversation using the Teacher Data Worksheet.	
2. What are we seeing in student work in relation to skills/ strategy collectively?	
3. What are some strategies that are worth repeating?	
4. Determine the CR/ MC questions for the upcoming Friday assessment?	

TARGET STUDENT FORM

Teacher _____ Class _____ Grade _____

Target Students	Meeting Date _____		Meeting Date _____		Meeting Date _____	
	School Interventions	Teacher Interventions	School Interventions	Teacher Interventions	School Interventions	Teacher Interventions
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

READING: MINUTES THAT COUNT

In order for elementary and middle school students (and high school students who are behind grade level) to make one year's growth in one year's time, they need a minimum of 80 minutes a day – or 400 minutes a week – of reading. For those students who are behind grade level, they need additional time to close the gap. A student who is one full year behind would need 160 minutes a day – or 800 minutes a week – in order to close the gap by making two year's of progress in one year's time. And yet generally we think that students who struggle most should close the gap with the same amount of time.

In addition to more time, the other important factor is what gets done with that time. Too much of what we provide to struggling readers is activity and skill-based. This simply doesn't count as 'reading' so it doesn't count in adding the value that students need. Basal reading series compound this by not having enough reading material for each week for schools that follow their pacing calendars. Students need a lot more minutes reading material that is at their appropriate level. By tracking minutes and making them count, schools can have a much better sense of whether students are making the progress they need to make.

Successful comprehension programs incorporate four major components:

1. Large amounts of time for actual on level text reading
2. Teacher-directed instruction in comprehension strategies
3. Opportunities for peer and collaborative learning
4. Occasions for students to talk to a teacher and to one another about their responses to reading

First	Homeroom Teacher	Grp	Read Level Aug	Read Level Oct	Needed Reading Min/Wk	Reading Block Min/Wk	Intervention	Reading Min/Wk	Intervention	Reading Min/Wk	Total Min/Wk	Min Still Needed
Gabriela	Garcia	E	2.7	3.7	400	760					760	-360
Jesus	Garcia	I	0.9	2.0	880	760	Petrossino	80	Mentor	60	900	-20
Uriel	Garcia	I	1.7	2.1	840	760	Petrossino	80			840	0
Alejandro	Garcia	I	1.5	1.7	1000	760	Anguiano	90	Tutor	90	940	60
Clarissa	Garcia	I	1.2	1.7	1000	760	Anguiano	90	Tutor	90	940	60
Sergio	Garcia	I	1.6	1.8	960	760	Anguiano	90	Tutor	90	940	20
Daniel	Garcia	I	1.6	1.7	1000	760	Anguiano	90	Tutor	90	940	60
Miguel	Garcia	I	1.2	1.1	1000	760	Anguiano	90	Tutor	90	940	60
Kayla	Garcia	T	1.5	2.2	800	760			Mentor	60	820	-20
Elijah	Garcia	T	1.6	2.1	840	760	Petrossino	80			840	0
Mariah	Garcia	T	1.3	2.3	760	760					760	0
Valerian	Garcia	T	1.6	2.2	800	760	Petrossino	80			840	-40
Jennifer	Garcia	T	2.7	2.8	560	760		80			840	-280
Lexus	Garcia	T	2.8	2.9	520	760		80			840	-320
Ismael	Garcia	T	1.7	2.3	760	760					760	0
Juan	Garcia	T	2	2	800	760			Mentor	60	820	-20
Marc	Garcia	T	2.3	2.3	760	760					760	0