Good morning!
Welcome to the Ed360 Data Summit

Wifi name: Wyndham
Password: WCC2017!

Download documents from:
https://www.isbe.net/Pages/Data-Summit-Documents.aspx

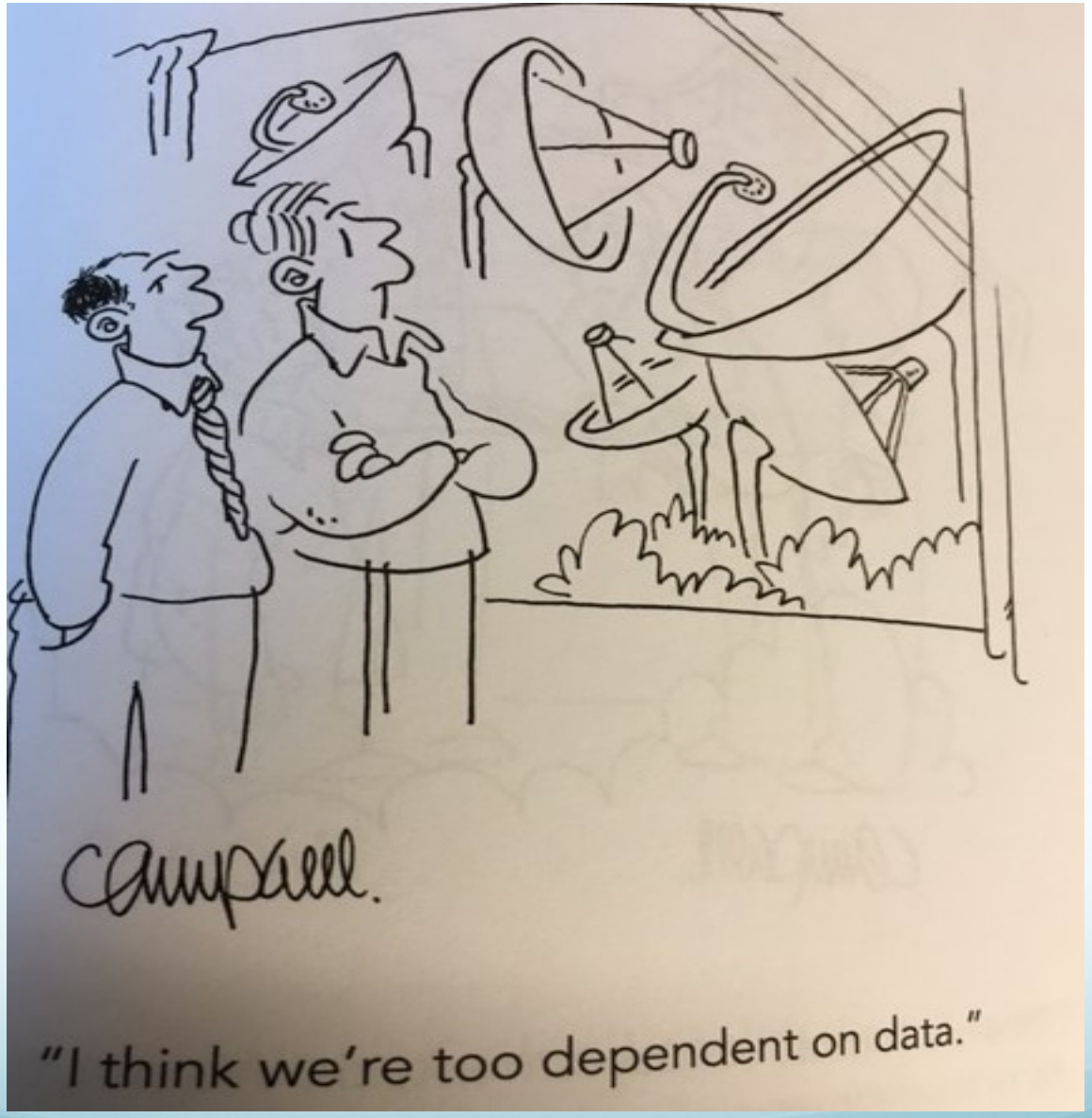
Updating Your Data Playbook: The Nuts and Bolts of Creating Effective Data Teams

Dan Brown, Gina W. Fulton, Jean Korder, and Dr. Debbie Stirling

June 2017

Learning Objectives

- Understand and experience the data team process
- Use Ed360 data to support continuous school improvement through the data team process
- Build a plan to apply or refine data teams in your district
- Understand the difference between data teams vs. PLCs in your schools
- Understand and experience a logic model


Campbell.
"I think we're too dependent on data."

Why Data Teams?

To create a consistent and comprehensive framework for improvement planning that translates from district to school to classroom to individual students.

HOW and WHY are data teams effective?

DATA TEAMS

- Are Research-based
- Empower teachers
  - Focus on what adults can do differently to improve instruction
- Create coherence within the district/school
- Provide a mechanism to set achievement and instructional priorities

HOW and WHY are data teams effective?

Data Teams

- Provide time for collaboration and planning
- Follow the five-step process:
  - Collect and chart Data
  - Analyze strengths and obstacles
  - Establish goals: set, review, revise
  - Select instructional strategies
  - Determine results indicators
- Provide opportunity for training and resources

On Common Ground: The Power of Professional Learning Communities

"If there is anything that the research community agrees on, it is this: The right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting.

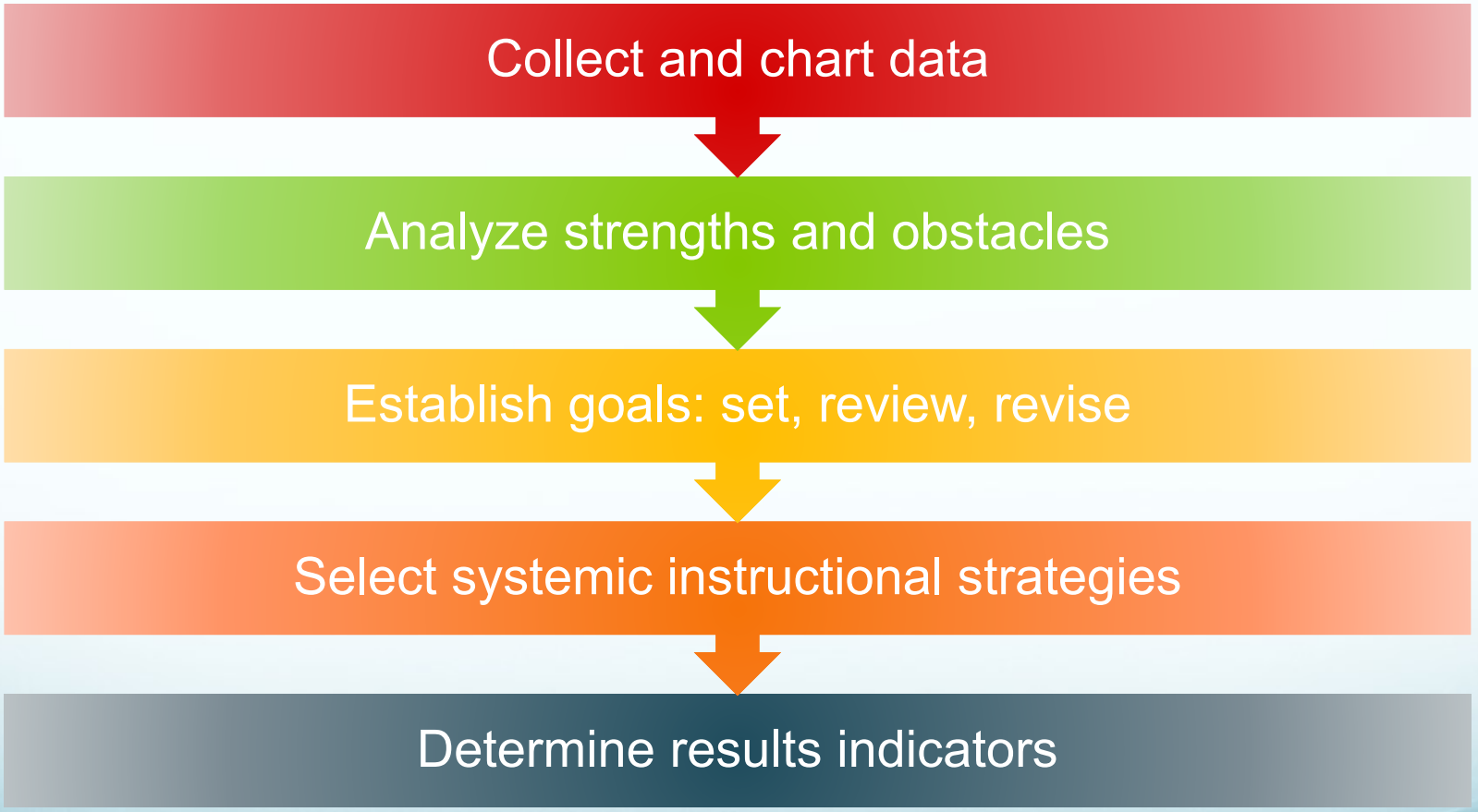
Advocates for focused, structured educator collaboration include: Roland Barth, Emily Calhoun, Linda Darling-Hammond, Richard Elmore, Michael Fullan, Bruce Joyce, Judith Warren Little, Dan Lortie, Milbrey McLoughlin, Fred Newmann, Susan Rosenholtz, Rick Stiggins, James Stigler, Joan Talbert, Gary Welhage, Grant Wiggins, Ronald Wolk, and numerous others."

DuFour, R., Eaker, R., & DuFour, R. (2005). *On common round*. Bloomington, IN: National Educational Service.

Two Sample Models

- DISTRICT: Doug Reeves' Model
- SCHOOL: Richard DuFour's Data Teams structure within a PLC. (We won't cover today in depth—just give you the differences for discussion and planning.)

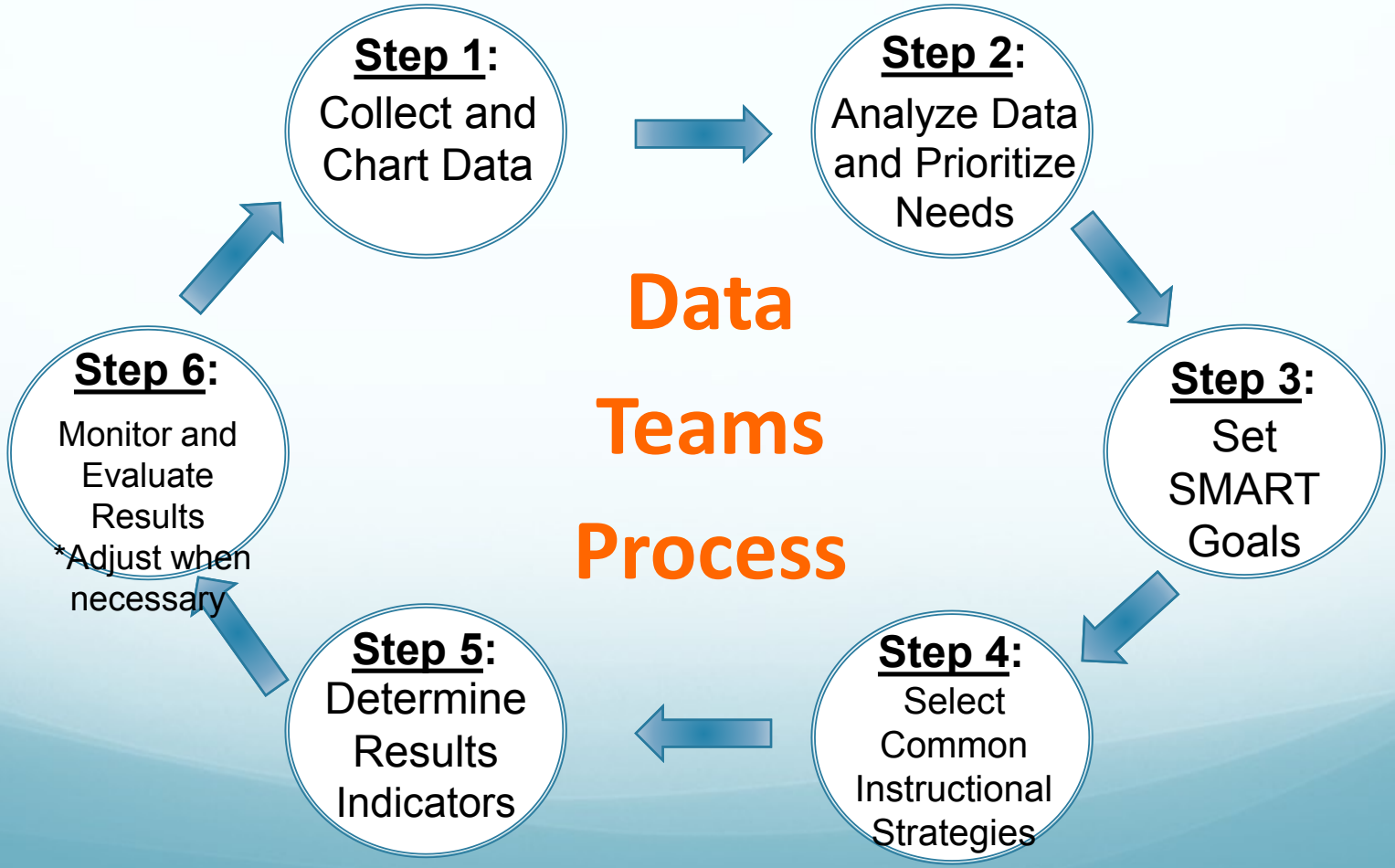
Doug Reeves' 5 Steps for Data Teams
DISTRICT LEVEL



The Data Teams Process for Results

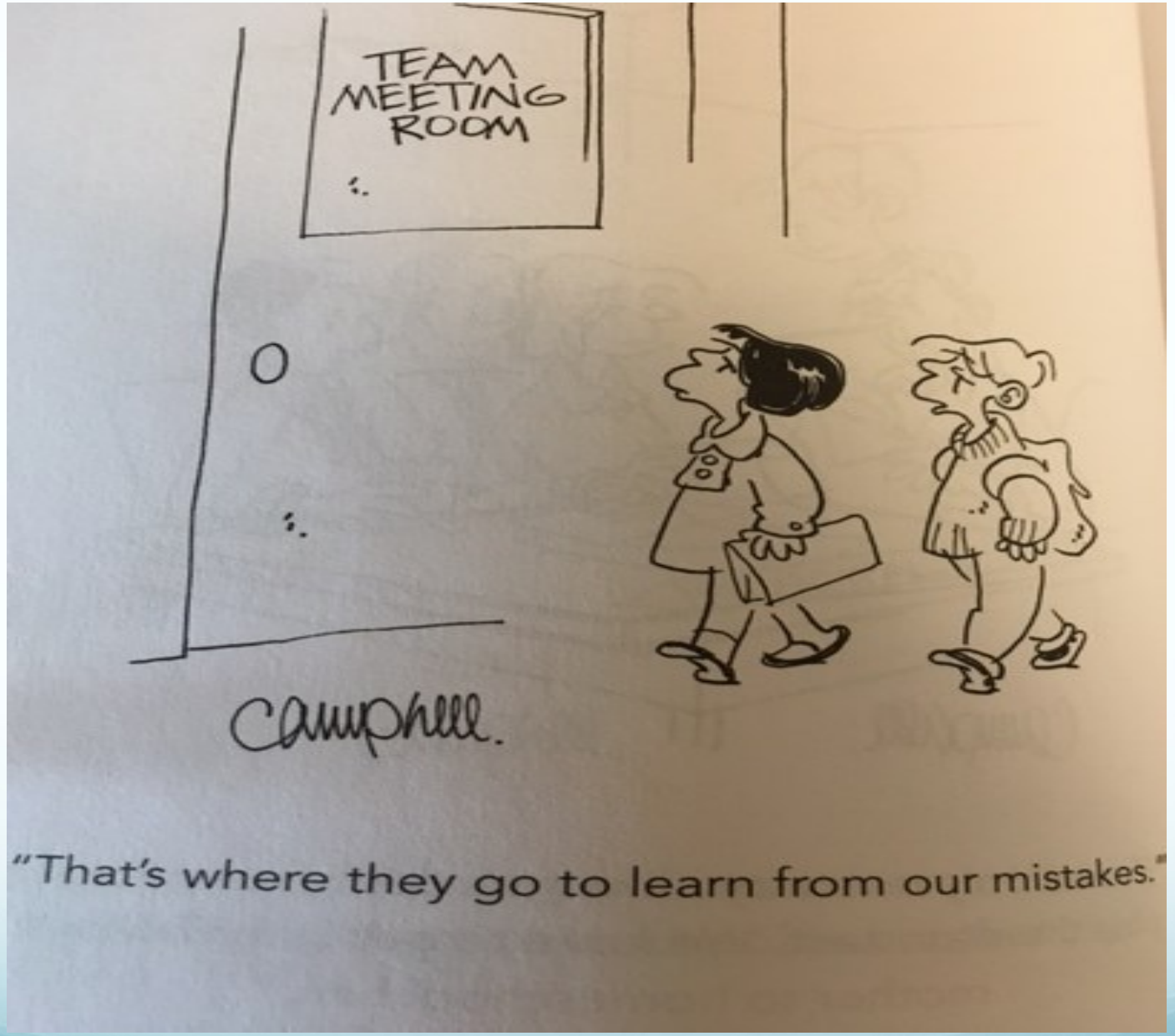
SCHOOL LEVEL: AN EXAMPLE

Richard DuFour, PLCs That Work & Atlanta Public Schools Model



The Difference between PLCs vs. Data Teams is…

- Data Teams adhere to:
- Continuous improvement cycles
- Examine patterns and trends
- Establish specific timelines, roles, and responsibilities to "**facilitate analysis that results in action**."



"That's where they go to learn from our mistakes."

Four Types of Data Teams

District: District Data Team

School: School Data Teams

Classroom: Instructional Data Teams

Student: Student Assistance Teams

What is a Data Team?

Data teams are groups of professional educators, working collaboratively to analyze the effect of their actions on identified student outcomes.

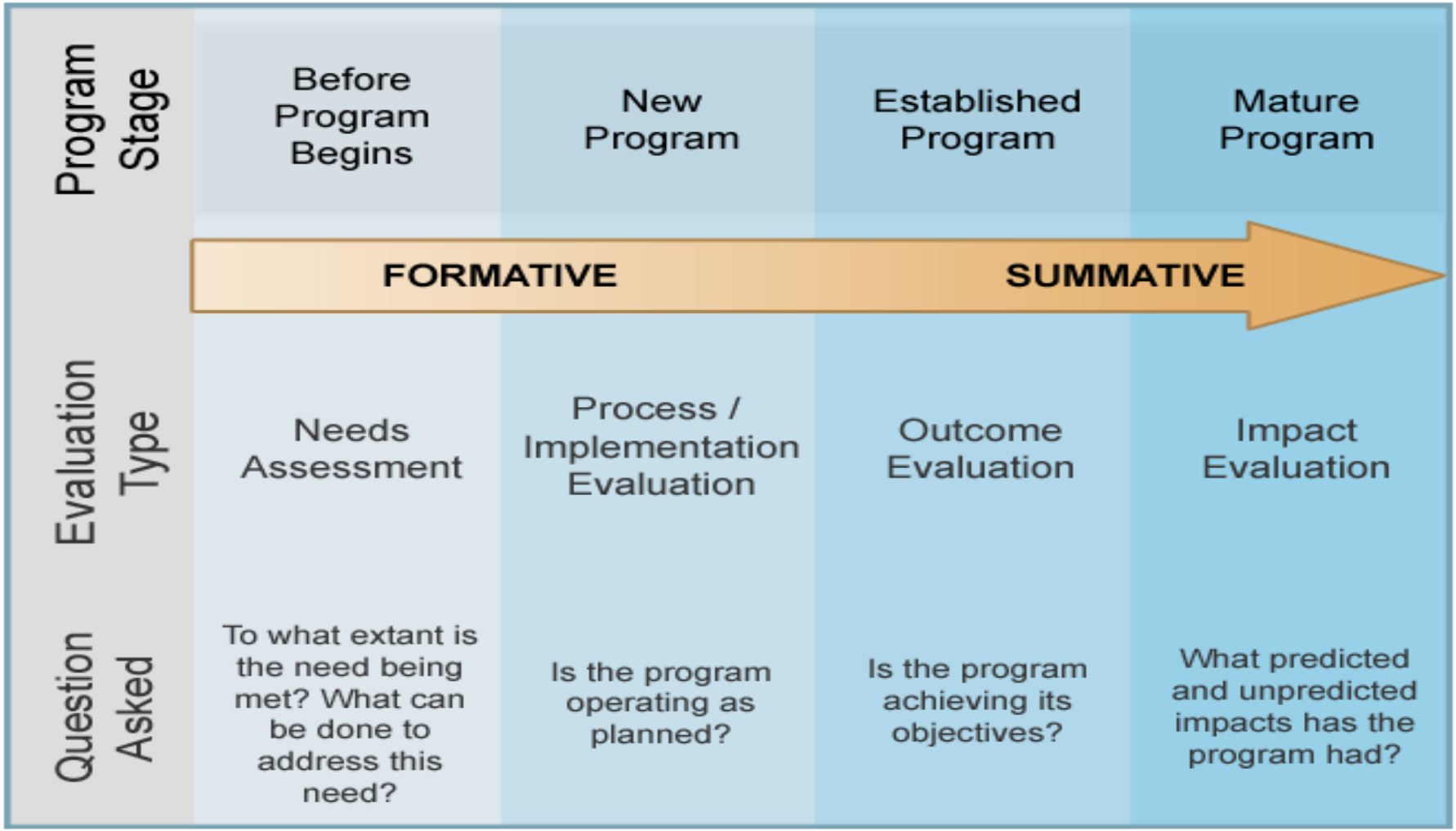
"Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action."

White, S. H. (2005). *Beyond the numbers: Making data work for teachers & school leaders*. Lead+ Learn Press.

What is the work of the Data Teams?

District Data Team

- Meets monthly
- Identifies District:
- Goals
  - Student outcome indicators
  - District targets
  - Adult action indicators
- Develops district strategic improvement plan
- Evaluates programs



These summative evaluations build on data collected in the earlier stages.

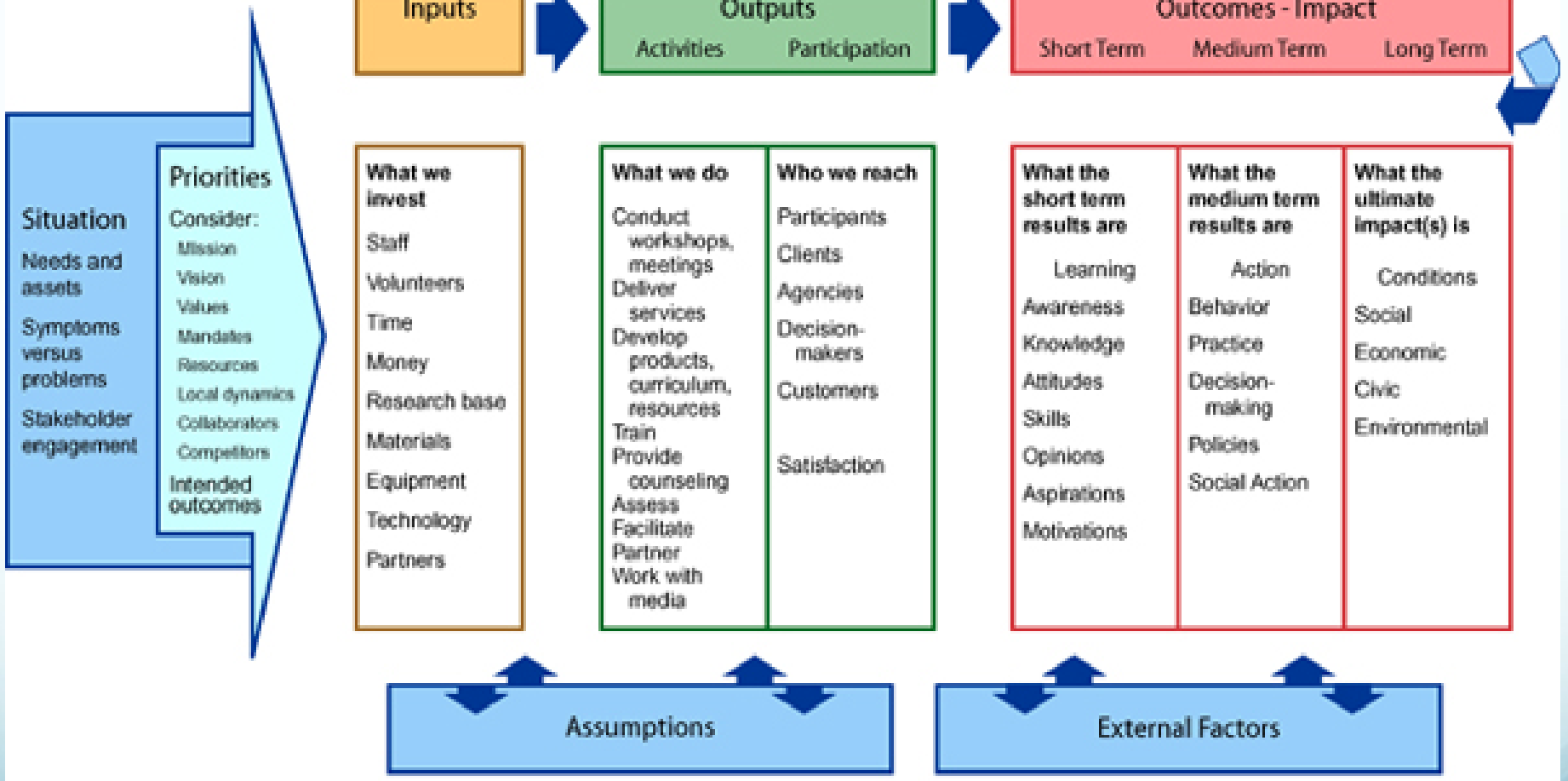
Adapted from:

Norland, E. (2004, Sept.). From education theory…to conservation practice. Presented at the Annual Meeting of the International Association for Fish & Wildlife Agencies, Atlantic City, New Jersey.

Pancer, S. M., and Westhues, A. (1989). "A developmental stage approach to program planning and evaluaiton." *Evaluation Review* (13): 56-77.

Rossi P. H., Lipsey, M. W., & Freeman, H. E. (2004). Evaluation: a systematic approach. Thousand Oaks, Calf.: Sage Publications.

Program Action - Logic Model



What is the work of the Data Teams?

School Data Team

- Meets monthly
- Identifies School:
  - Goals
  - Student outcome indicators
  - School targets
  - Adult action indicators
- Drafts school strategic improvement plan

What is the work of the Data Teams?

Instructional Data Teams

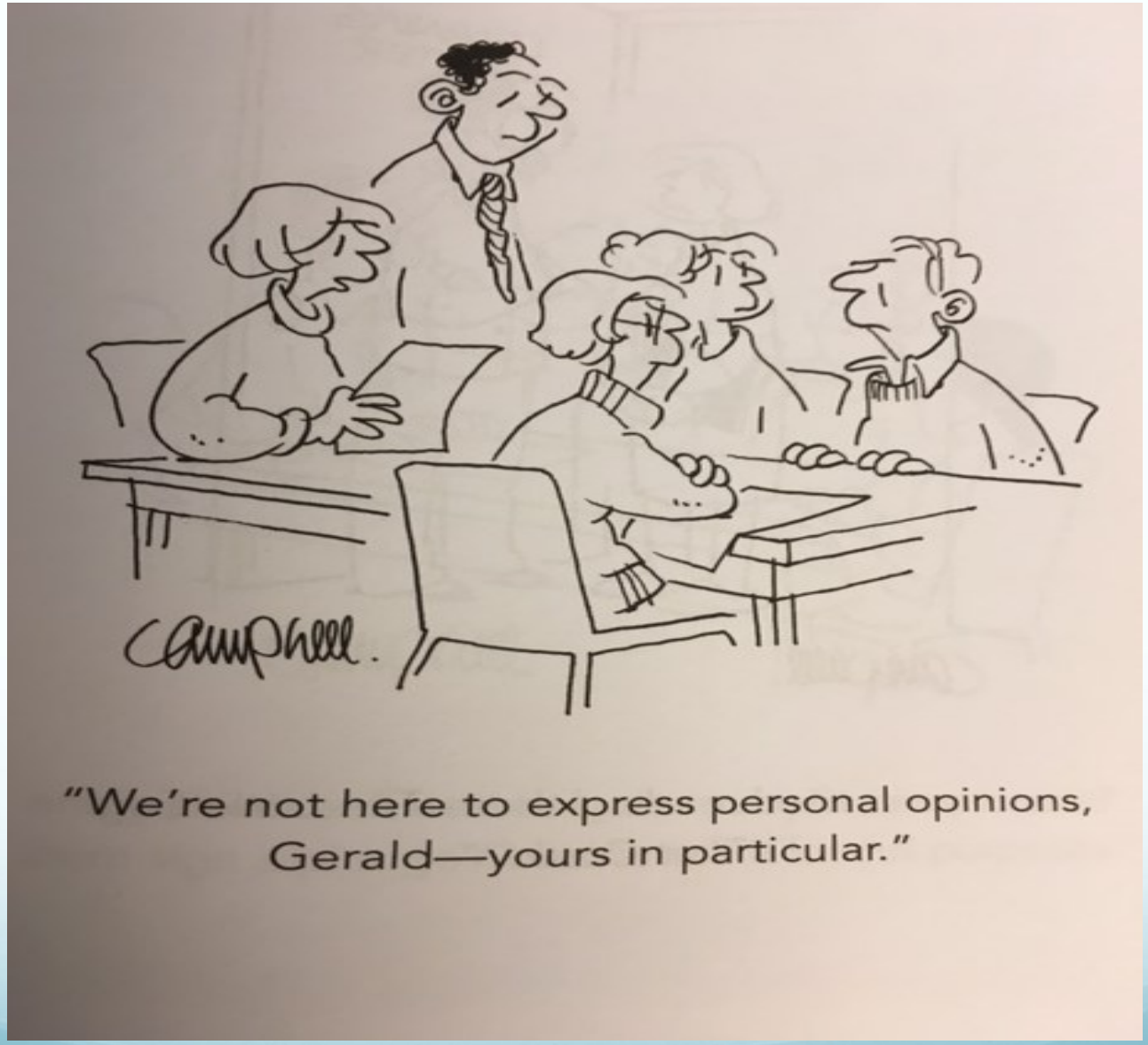
- Meets frequently
- Focused on groups of students
- Engaged in collaborative, cyclical process
- Identifies specific strategies for targeted timeline
- Assesses short term results

Pause & Ponder

Share your reflections e.g.

- What ideas stuck with you?
- What aspects do you disagree with?
- What aspects do you want to ponder further?
- What resonates?
- How does this perspective differ from previous knowledge?

Communication



"We're not here to express personal opinions, Gerald—yours in particular."

Multiple Perspectives

Our willingness to acknowledge that we only see half the picture creates the conditions that make us more attractive to others. The more sincerely we acknowledge our need for their different insights and perspectives, the more they will be magnetized to join us.

Margaret J. Wheatley

Creating Your Elevator Speech

What are you advocating for?

What do you believe?

What do you want others to do?

Communicating Expectations
For Example

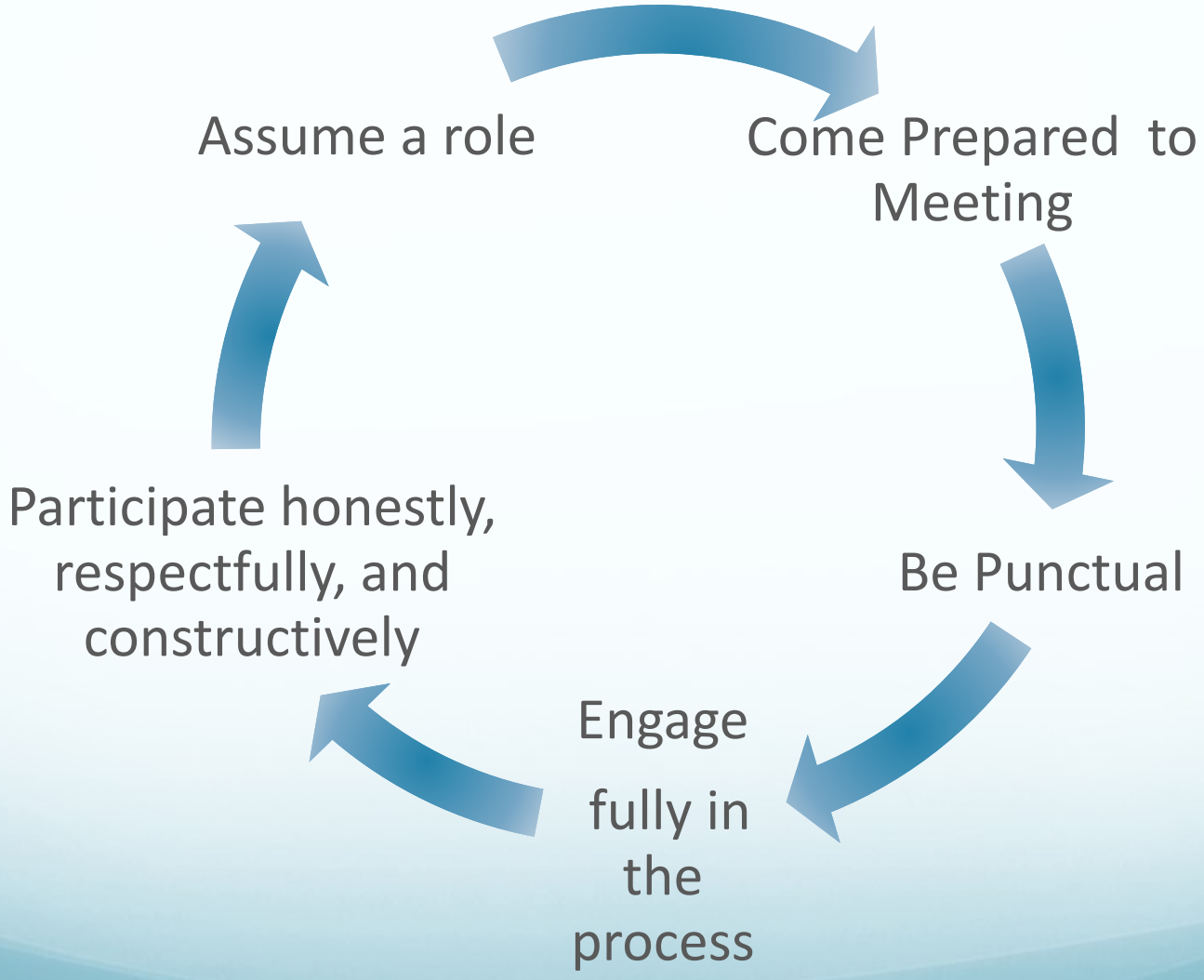
Do we indeed believe that *all* kids can learn?

What does this belief look like in your school?

How do you know that all students are learning?

What changes do you need to make to align practices with beliefs?

Team Member Responsibilities



Roles of Data Team Members

Recorder: • ***Takes minutes*** • ***Distributes to Data Team leader, colleagues, administrators***	Focus Monitor: • ***Reminds members of tasks and purpose*** • ***Refocuses dialogue on processes and agenda items***
Timekeeper: • ***Follows time frames allocated on the agenda*** • ***Informs group of time frames during dialogue***	Engaged Participant: • ***Listens*** • ***Questions*** • ***Contributes*** • ***Commits***

Data Technician

- Data must be submitted to the data collector by the identified date
- Simple form should be created and used; may be electronic
- Data should be placed in clear, simple graphs
- Graphs should be distributed to all members of the team as well as administrators

Choosing Data Team Leaders

Start thinking about who you can select to lead each of your Data Teams (DTs).

Characteristics of Data Team Leaders

- Knows instruction
- Organized
- Is not currently tapped for multiple obligations in the school

- Shows leadership potential
- Not a quasi-administrative position (Suggestion: Better to have a non-administrative person lead team and effort—non evaluative role).

Characteristics of Data Team Leaders

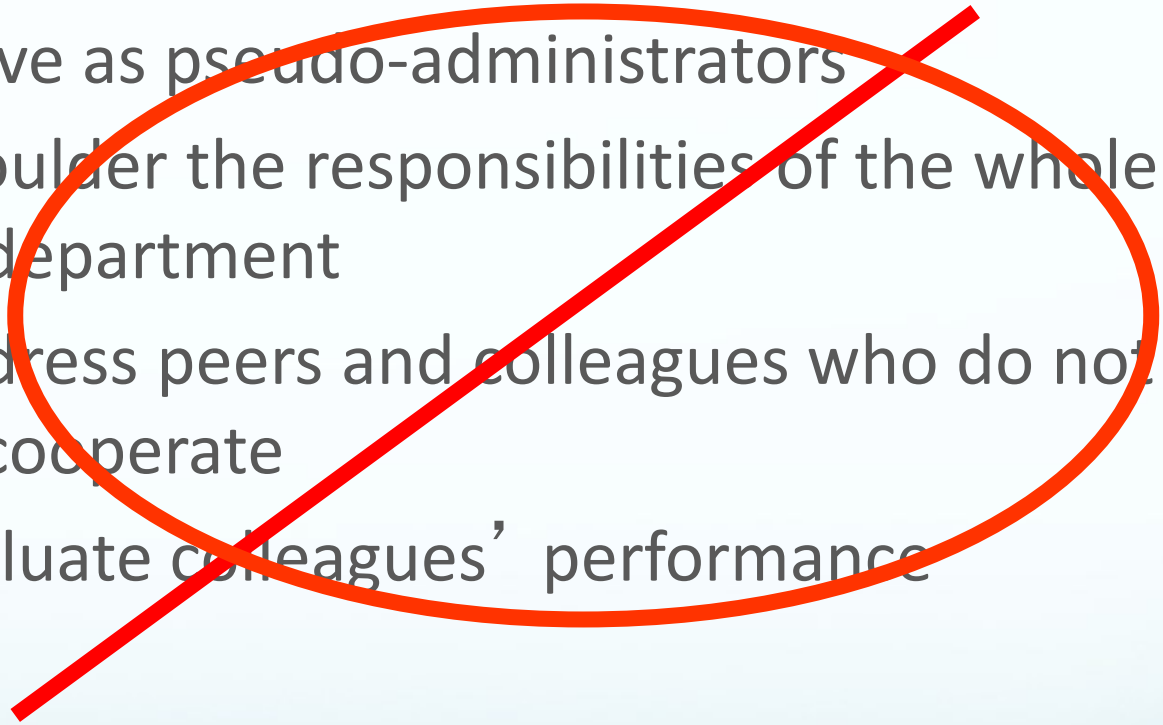
- Good Listener
- Effective facilitator of dialogue
- Must sincerely believe that students can achieve at high levels with support from adults

- Must be willing to challenge the views of peers
- Must be well informed about instructional strategies

Data Team Leaders

Are not expected to:

- Serve as pseudo-administrators
- Shoulder the responsibilities of the whole team or department
- Address peers and colleagues who do not want to cooperate
- Evaluate colleagues' performance



Pause & Ponder

Share your reflections e.g.

- What ideas stuck with you?
- What aspects do you disagree with?
- What aspects do you want to ponder further?
- What resonates?
- How does this perspective differ from previous knowledge?

Frequency and Length of Data Team Meetings

- Varies: Weekly to once a month
- Shortest (45 minutes) to longest (120 minutes)

  Schools that realize the greatest shift to a data culture scheduled meetings once a week!

Scheduling Data Team Meetings

How do you currently use the time that is available?

How can you use this time more effectively?

Data Team Leader and Principal Debriefs

Meet at least monthly to discuss

- Achievement gaps
- Successes and challenges
- Progress monitoring
- Assessment schedules
- Intervention needs
- Resources

Create Communication System

Internal stakeholders

- Minutes
- Agendas
- Email updates

External stakeholders

- Newsletter
- School Web site

Data Team Agendas

Components

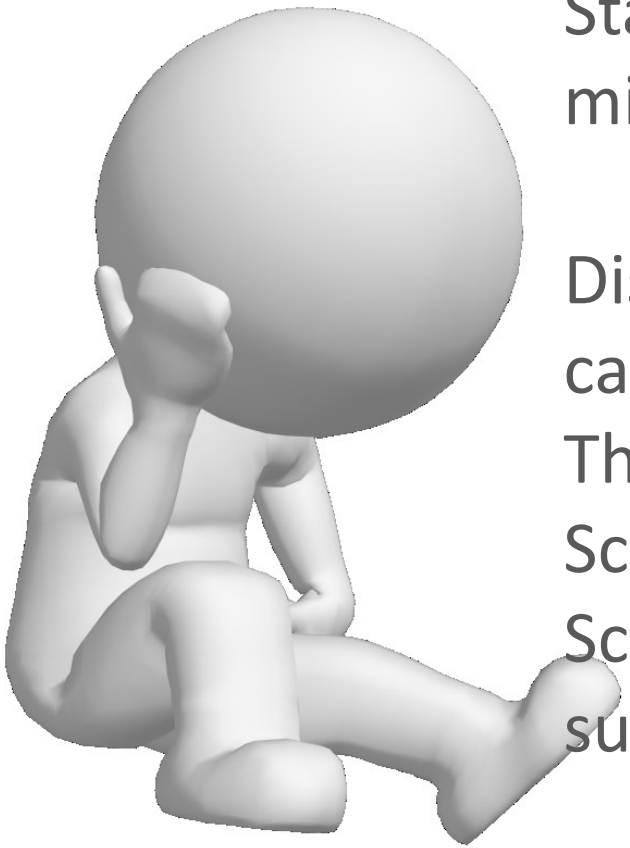
- Results from action
- Strengths and obstacles
- Goals
- Instructional strategies
- Results indicators

Data Team Minutes

Components

- Data collected (chart)
- Strengths and obstacles
- Goals
- Instructional strategies
- Results indicators
- Comments or summary

Formation of the TEAMS



Start thinking about how these teams might be formed in your district.

District: You will need to create a yearly calendar so everyone has saved dates. This is important work. This will impact Schools in the District's Master Scheduling (which must be conducive to support Data Teams meetings)

How will the teams be organized to best improve student learning?

Questions?

Pause & Ponder

Share your reflections e.g.

What ideas stuck with you?

What aspects do you disagree with?

What aspects do you want to ponder further?

What resonates?

How does this perspective differ from previous knowledge?

ACTIVITY #1:
Form Data Teams

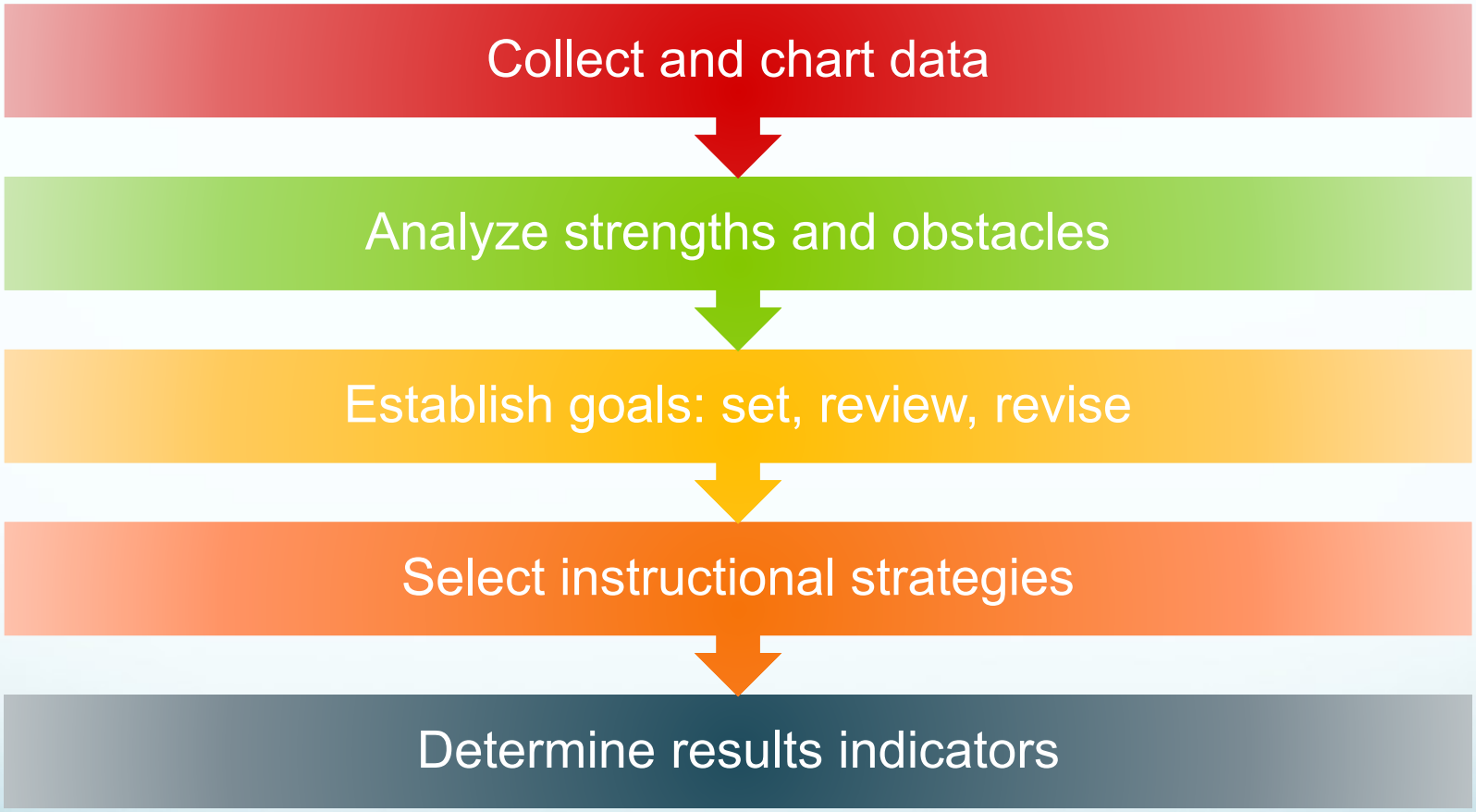
What will Data Teams look like at your district or school?

How will they be formed?

How will you identify your Data Team Leaders?

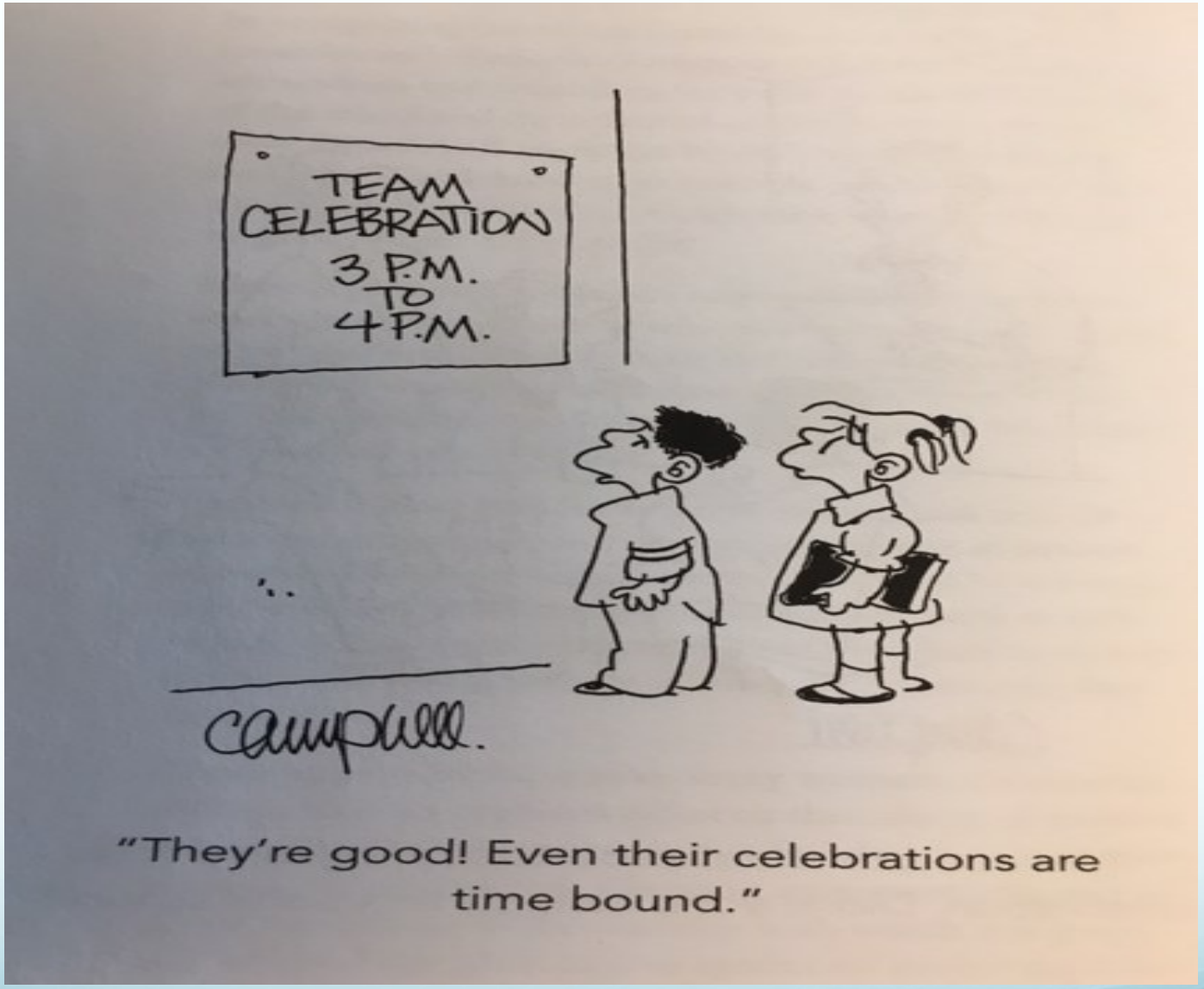
Find your action planning document and begin to discuss at your table and write down specifics related to your team's planning.

Doug Reeves' 5 Steps for Data Teams



Four Recommendations for Getting Started with Data Teams©

Start Small	• Provide a basic framework for data teams • Get people started
Focus on the core	• Spend time actually talking about instruction and its effect on student performance based on your Ed360 data
Zoom in	• Be as specific as possible • Select a district goal that can be focused on and assessed in a few weeks—grab some low hanging fruit for quick success.
Iterate and refine	• Complete multiple cycles • Adjust process in response to feedback



"They're good! Even their celebrations are time bound."

Reeves' Steps in Action

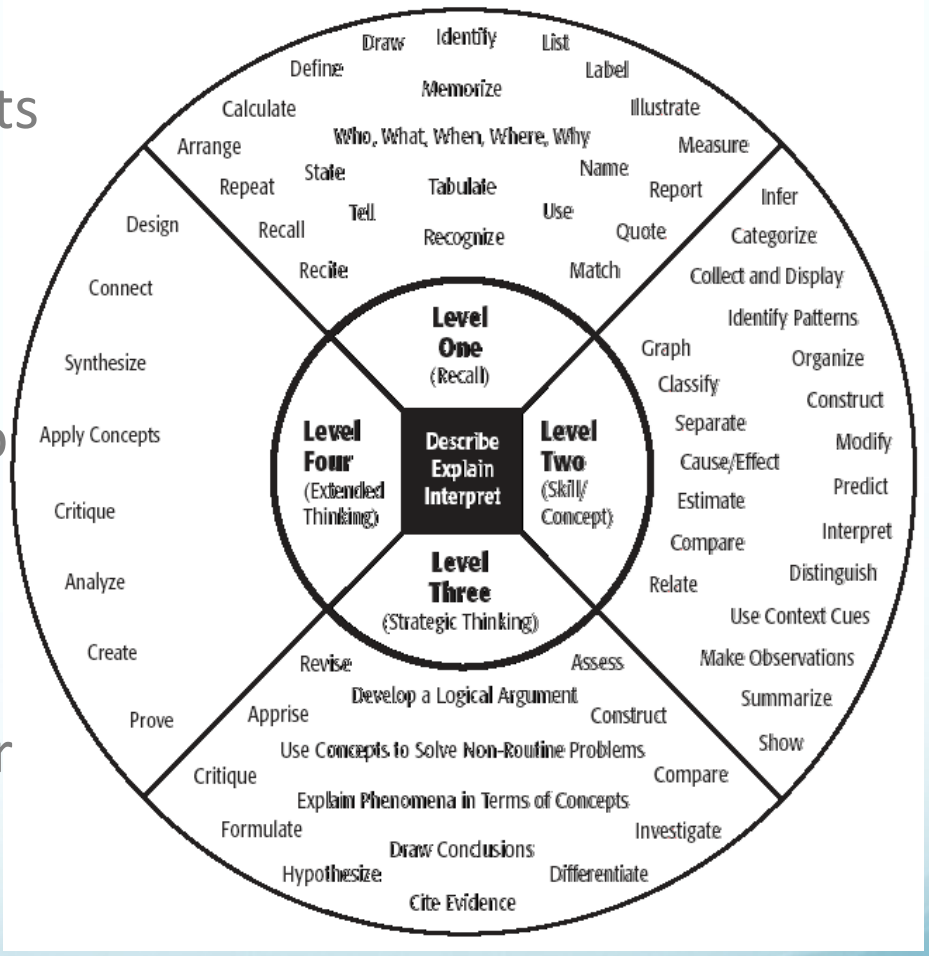
Collect and chart data	• Ed360 Data • Other assessments used to cover same skill within district/school not housed in Ed360
Analyze strengths and obstacles	• Focus on factors you can influence • Focus on strategies/interventions district/school level and concept/skill acquisition at student level
Establish goals: set, review, revise	• SMART goals • Start small and stay focused
Select instructional strategies	• Not status-quo practice • Agree on what strategies to implement
Determine results indicators	•Are we actually implementing the strategy? •Is it working?

A Word About Assessments

Schools should think about administering pre and post Common Formative Assessments (CFAs) for each unit of instruction.

Assessments must be aligned to Illinois Learning Standards.

Additionally, be sure to consider complexity of assessments. The chart to the side helps determine such complexity by verbiage.



Your Data Teams Calendar
ACTIVITY #2

Start thinking about the district's data calendar.

Activity #1: Brainstorm at your table the types of data that are provided internally and externally. (Local vs. State) and chart out a rough sketch of when these items occur.

Arrange your calendar of meetings around when data is submitted or received. That way the team has most current data to review. And, data teams share most recent data to make the strongest impact internally for instructional improvements.

Questions?

Implementation

Quick tips to remember

- Apply Change Research (commit to long term change by setting clear goals, high expectations for implementation fidelity, align resources, use tools/metrics to gather evidence and monitor and assess implementation, identify challenges, find solutions, communicate incremental successes, and focus on student outcomes always.)
- Sustain Implementation—ongoing support, coaching, refining goals and practices/procedures, find solutions to challenges
- Provide Constructive Feedback—accelerates implementation by providing formative assessment through the learning and implementation process.

Fullan, M., Hord, S. M., & Von Frank, V. (Eds). (2015). *Reach the highest standard in professional learning: Implementation*. Chicago: Corwin Press.

The Continuum of Change

Change takes place in predictable phases on a flexible continuum.

No Implementation Full Implementation

Hall, G. E., & Hord, S. M. (2001). *Implementing change: Patterns, principles, and potholes*. Boston: Allyn and Bacon

The 5 Phases of Long-Term Change

Initiation

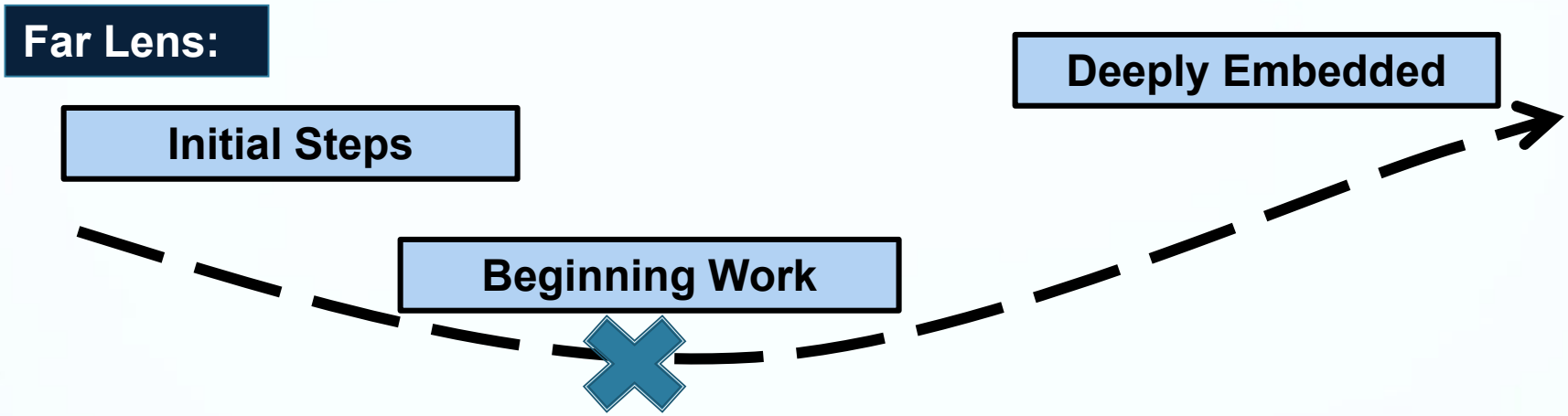
Readiness

Implementation

Implementation dip

Institutionalization

Based on the work of Matthew Miles & Michael Fullan


Far Lens:
Initial Steps
Beginning Work
Deeply Embedded

Pause & Ponder

Share your reflections e.g.

- What ideas stuck with you?
- What aspects do you disagree with?
- What aspects do you want to ponder further?
- What resonates?
- How does this perspective differ from previous knowledge?

For Inquiring Minds...

Do Data Teams Really Work?

One district's story:

- 80% free and reduced lunch
- 68% minority student enrollment
- 40+ languages

Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results*. ASCD.

Elementary Schools, Then and Now

1998:

Schools with more than 50% of students proficient in Grade 3 English: 11%

2005:

Schools with more than 50% of students proficient in Grade 3 English: 100%

Middle Schools, Then and Now

1998:

Schools with more than 50% of students passing English: 0%

2005:

Schools with more than 50% of students passing English: 100%

High Schools, Then and Now

1998:

Schools with more than 80% of students passing English Language Arts: 17%

2005:

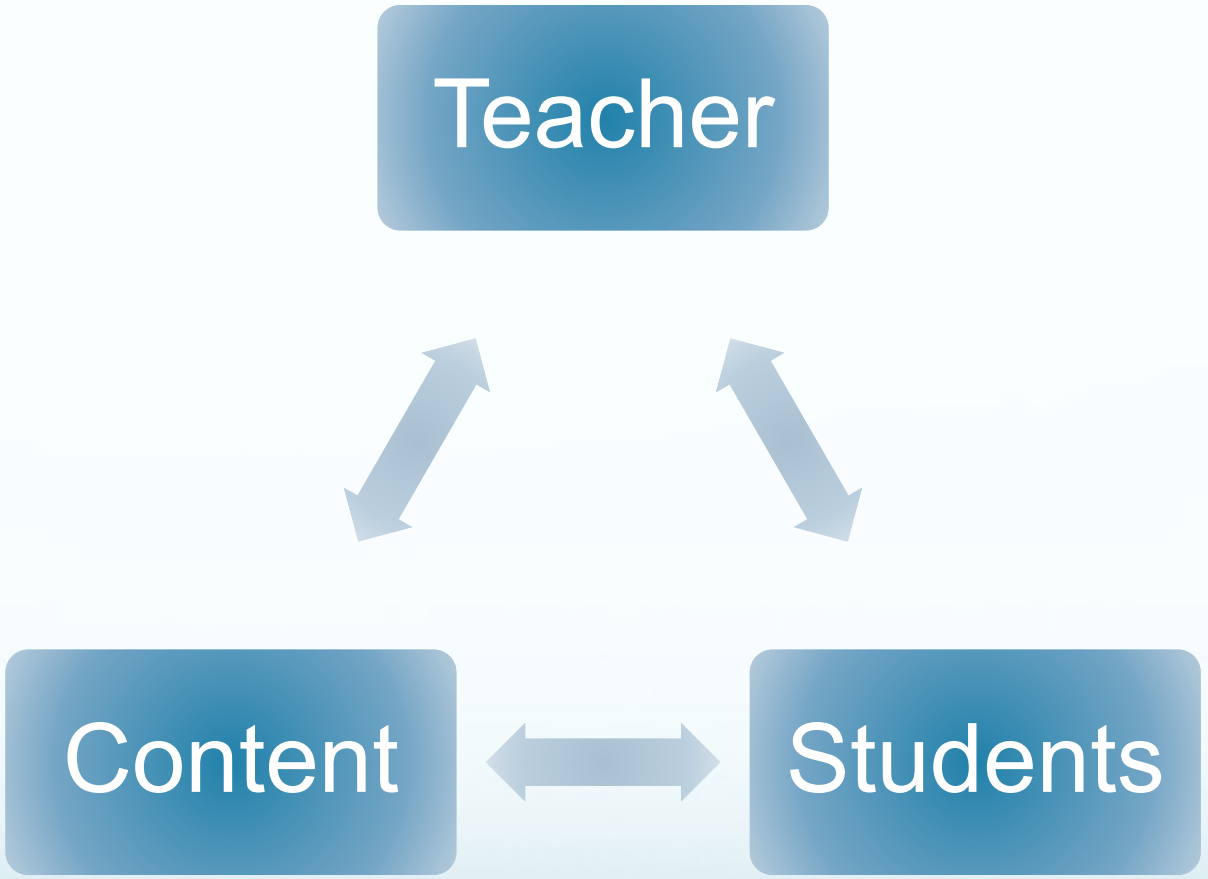
Schools with more than 80% of students passing English Language Arts: 100%

“Best practices don't pay off until they have been implemented and fine-tuned in short-term, closely studied cycles. Such empirical efforts need to become the norm, the stuff of a new, more professional culture of experimentation in teaching.”

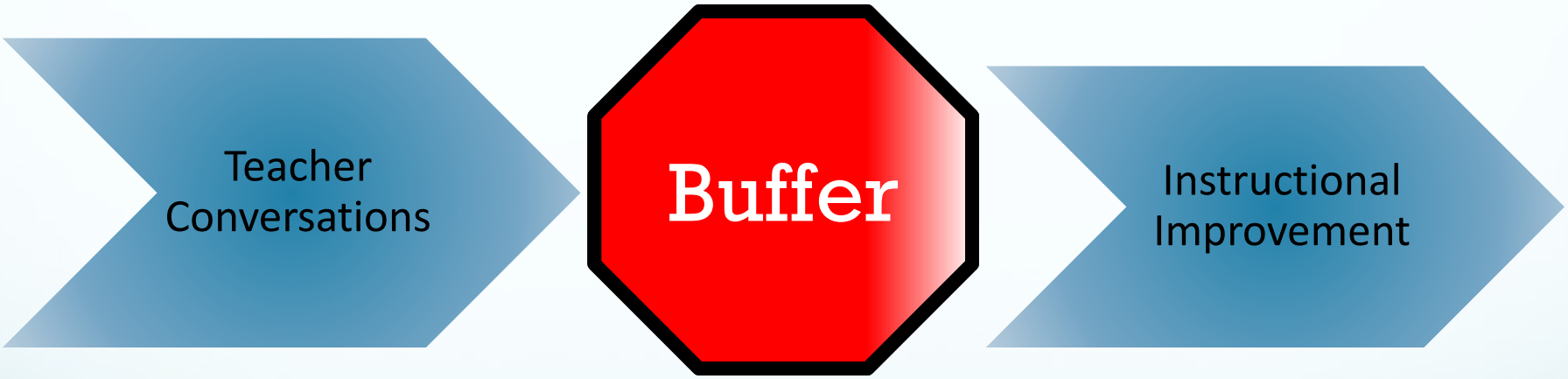
Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. ASCD.

Something to keep in mind when planning at district and school levels…

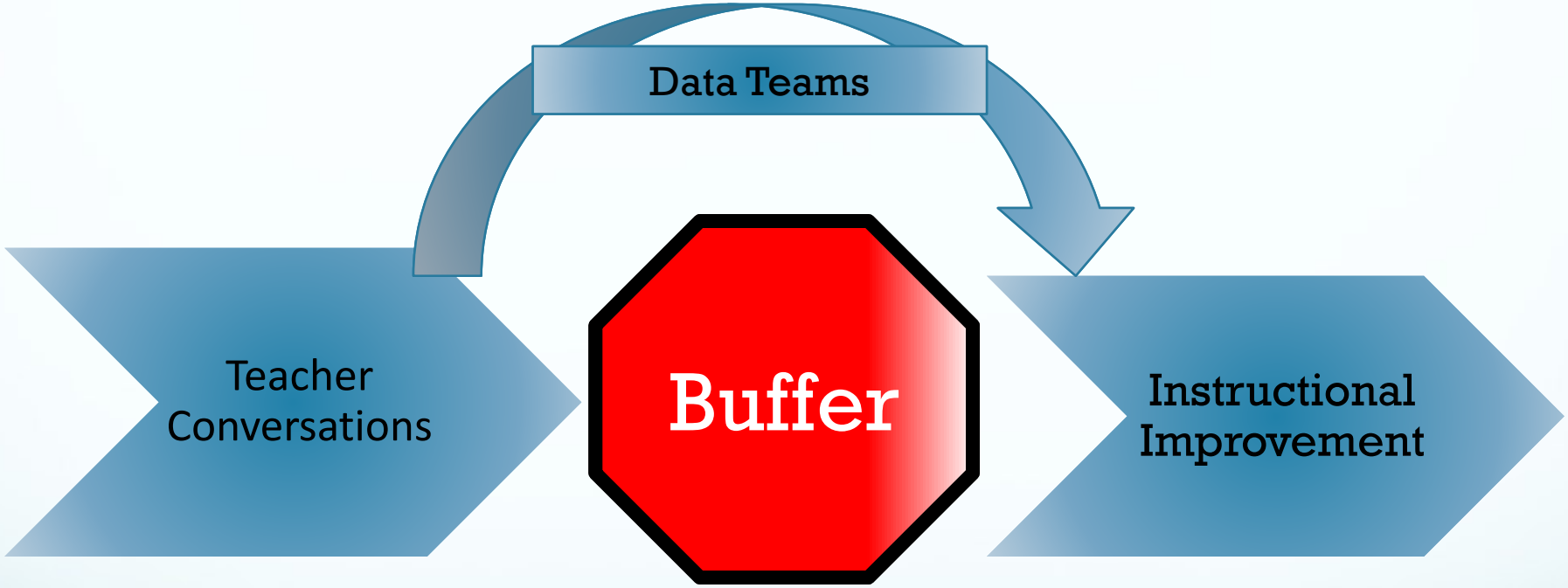
The Instructional Core



The Buffer


Teacher Conversations
Buffer
Instructional Improvement

Data Teams & The Buffer



Pause & Ponder

Share your reflections e.g.

- What ideas stuck with you?
- What aspects do you disagree with?
- What aspects do you want to ponder further?
- How does this perspective differ from previous knowledge?
- What is your Data Team's elevator speech? Why this? Why now?

Break for Lunch

Outcomes of the Data Team Process

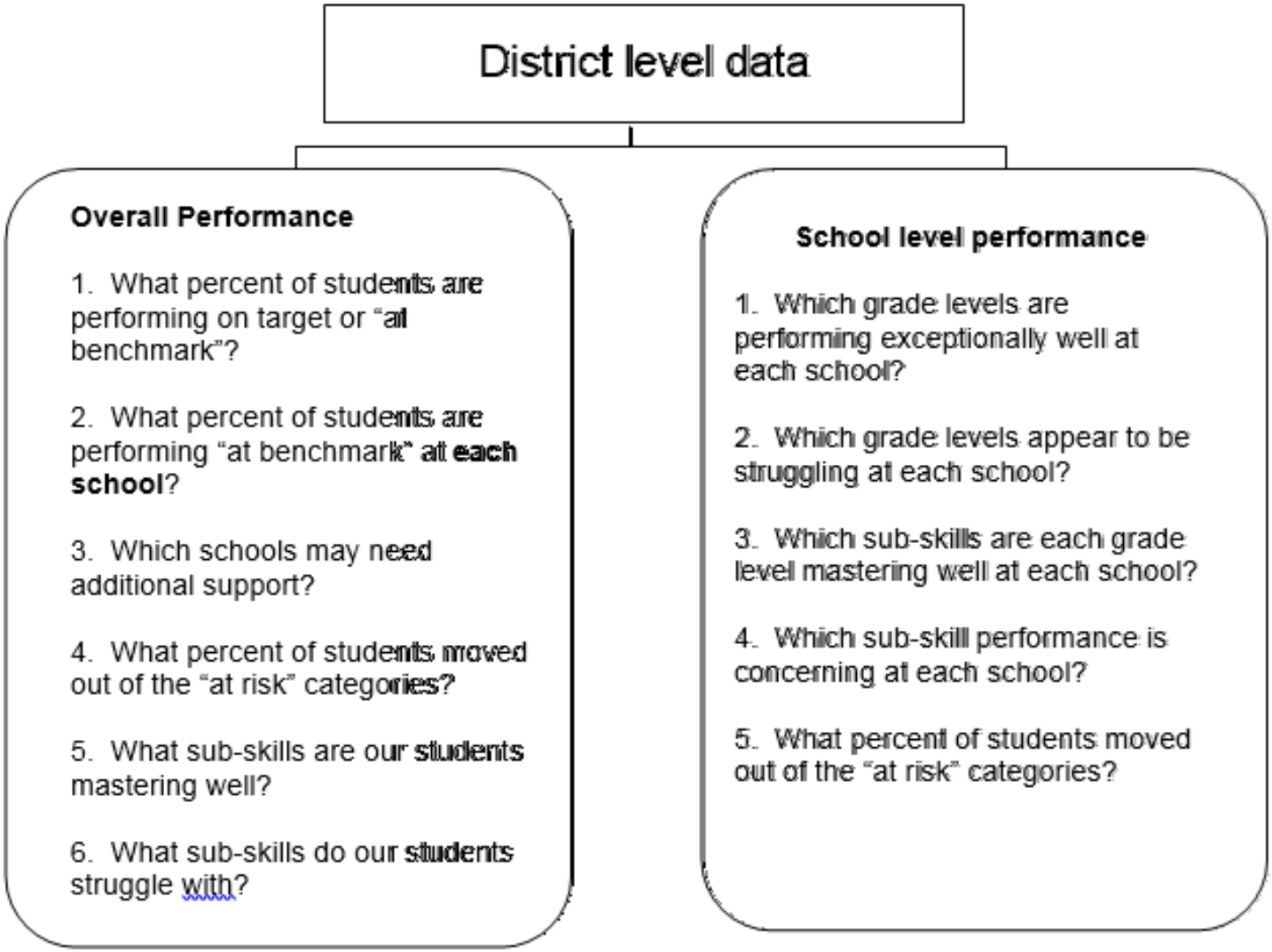
- Improved student performance in specific, targeted areas
- Reduction of “the buffer”
- Collaboration focused on specific instructional strategies with proven impact on student learning (not just “penguins or puffins?” discussions)

NEXT UP:
Data Analysis Protocol and Ed360 Data

Data Sessions

- Set the purpose. Know where you want to go and develop guiding questions to get there.
- Data analysis should always go from broad to narrow (i.e., from district to student level)
- Pay attention to culture. Establishing a culture of trust is essential. Focus on the results, not the person.
- Make sure participants know how to read data.
- Develop a common understanding of what quality performance is. Provide context by showing state data first.

Data Analysis Protocol



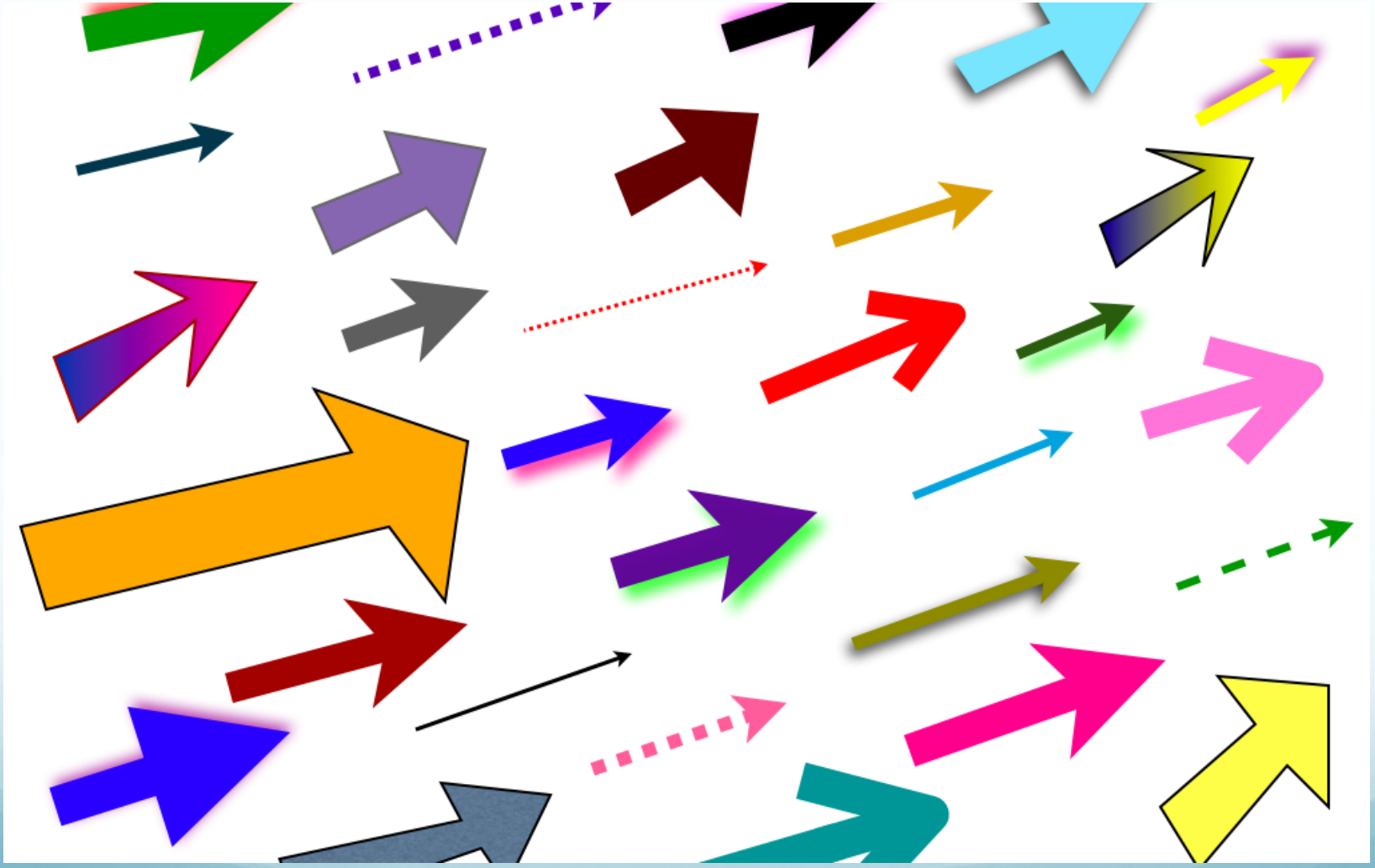
Sample slides from a beginning of school year Data Team meeting

Team Builder

Using your chart paper, create a nonlinguistic representation of your district's greatest accomplishment
from the 16-17 school year

15 minutes to work
2 minute per group to share out

Why Are We Here?



Objectives

- Analyze district level data used in state accountability formulas
- Determine areas of strength and areas for additional focus
- Review changes to the accountability formula and the state test

Essential Questions

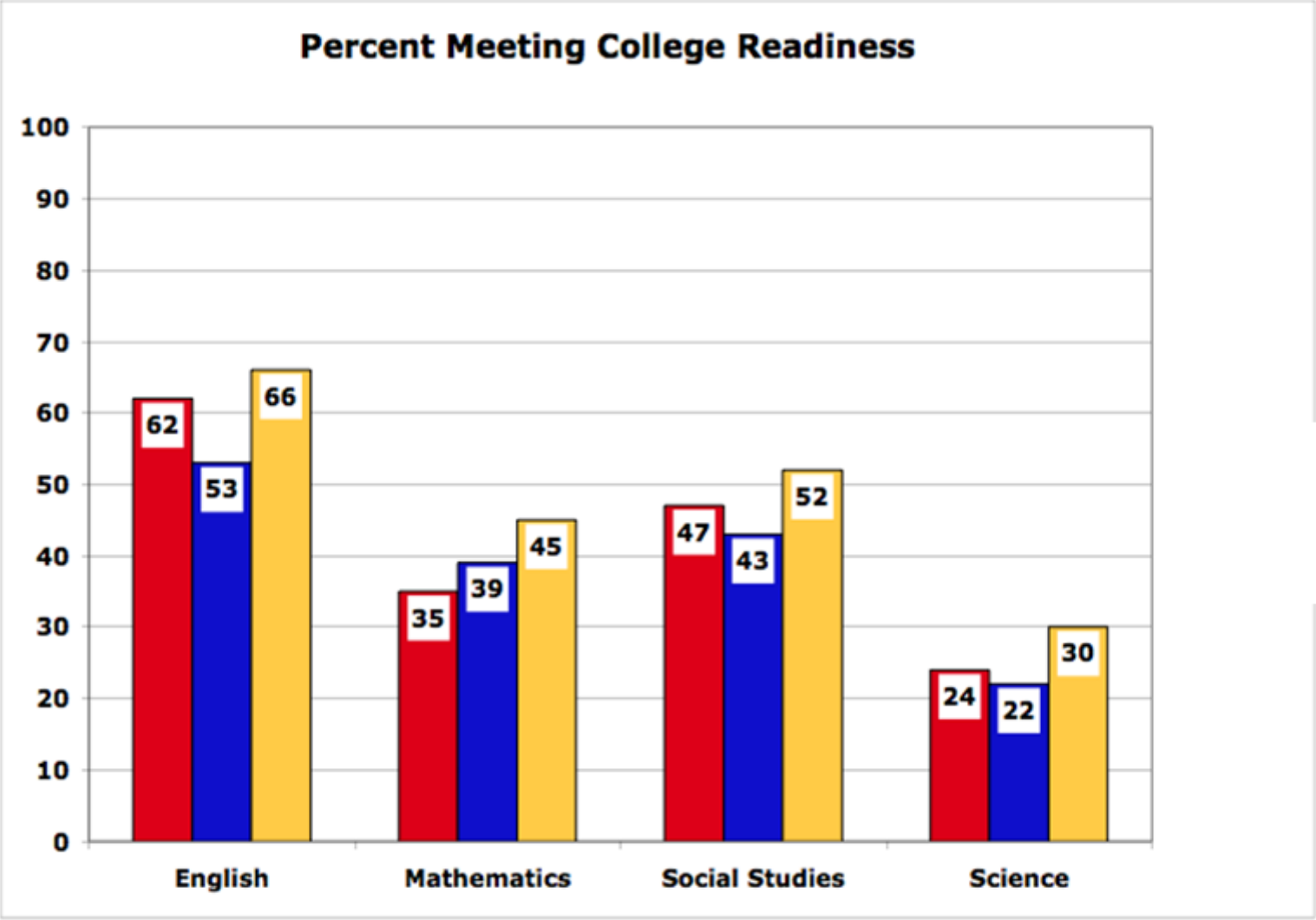
What are the pressure points for 2018?

How do they impact school report card determinations?

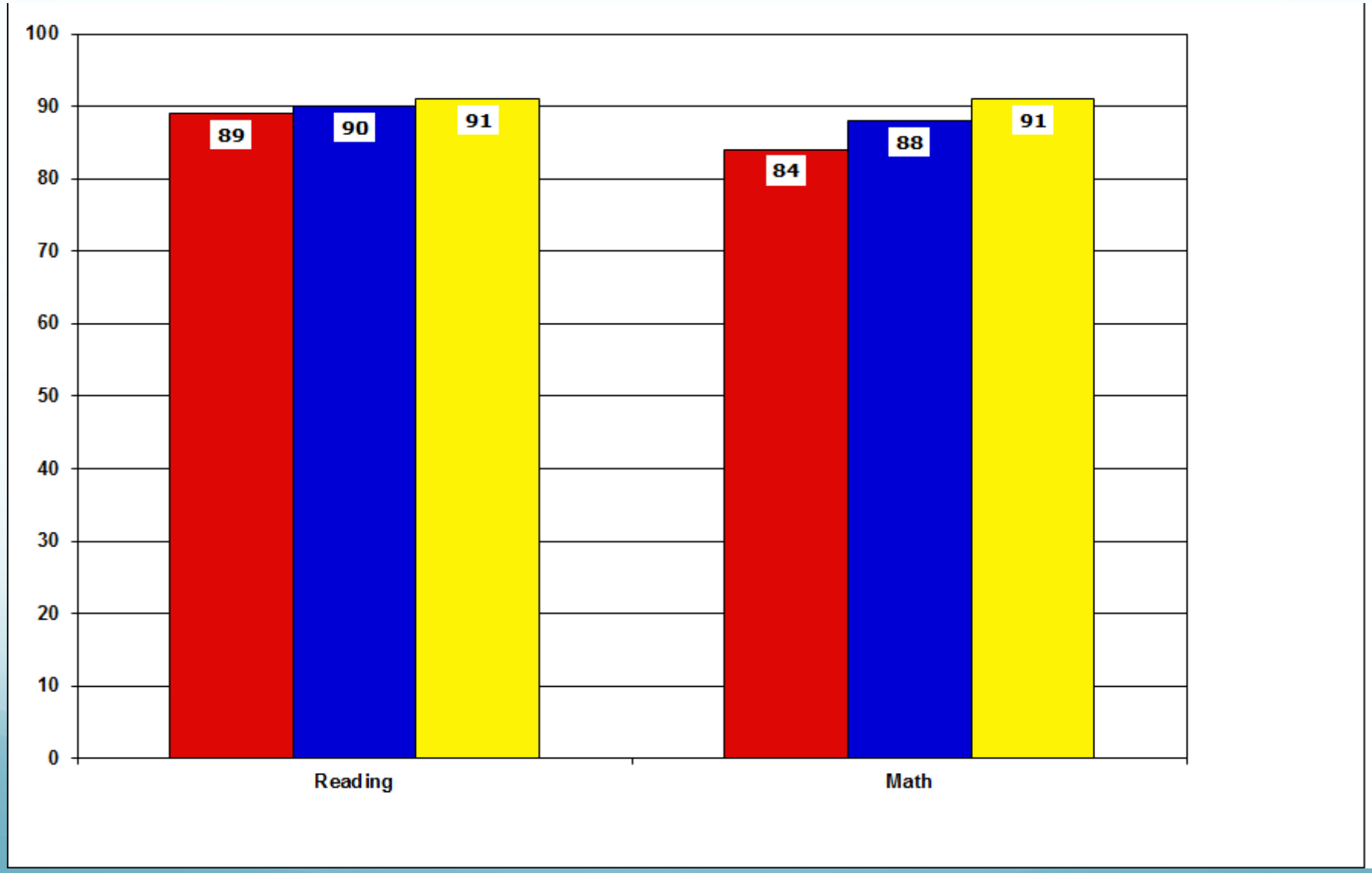
What will you do to ensure growth for all students?

Look at your data

District Level Three-year ACT Trend



District Level Three-year State Assessment Trend by Subject



Ed360 District Level Data

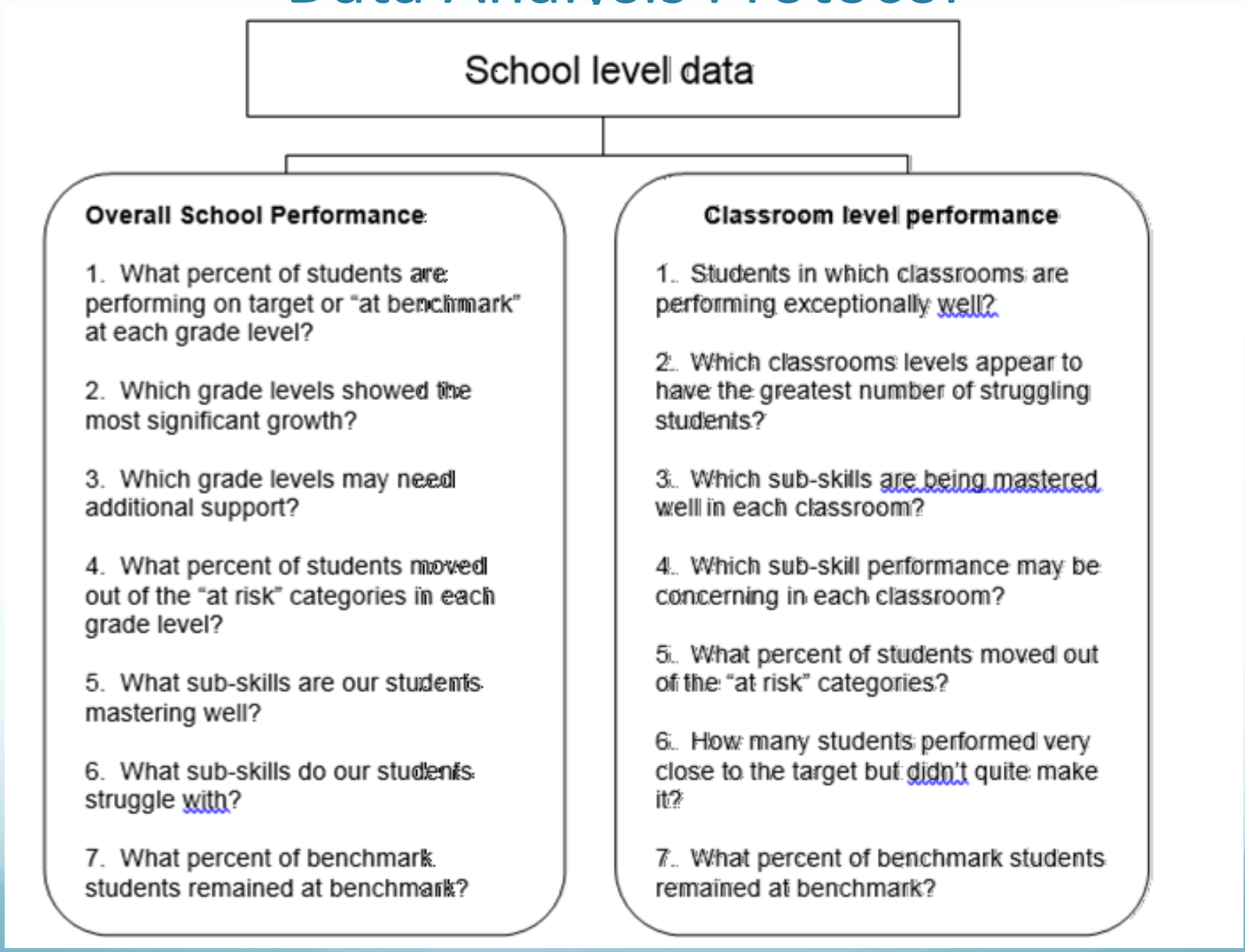
Dashboard

- District Overview – PARCC Results by Performance Levels
- Academic Overview – State Assessment Comparison
- PARCC Levels 4 & 5

Guiding Questions

What percent of students are performing on target? How are we doing as a district compared to all districts? How are we doing compared to districts comparable to ours?

Data Analysis Protocol



Ed360 School Level Data

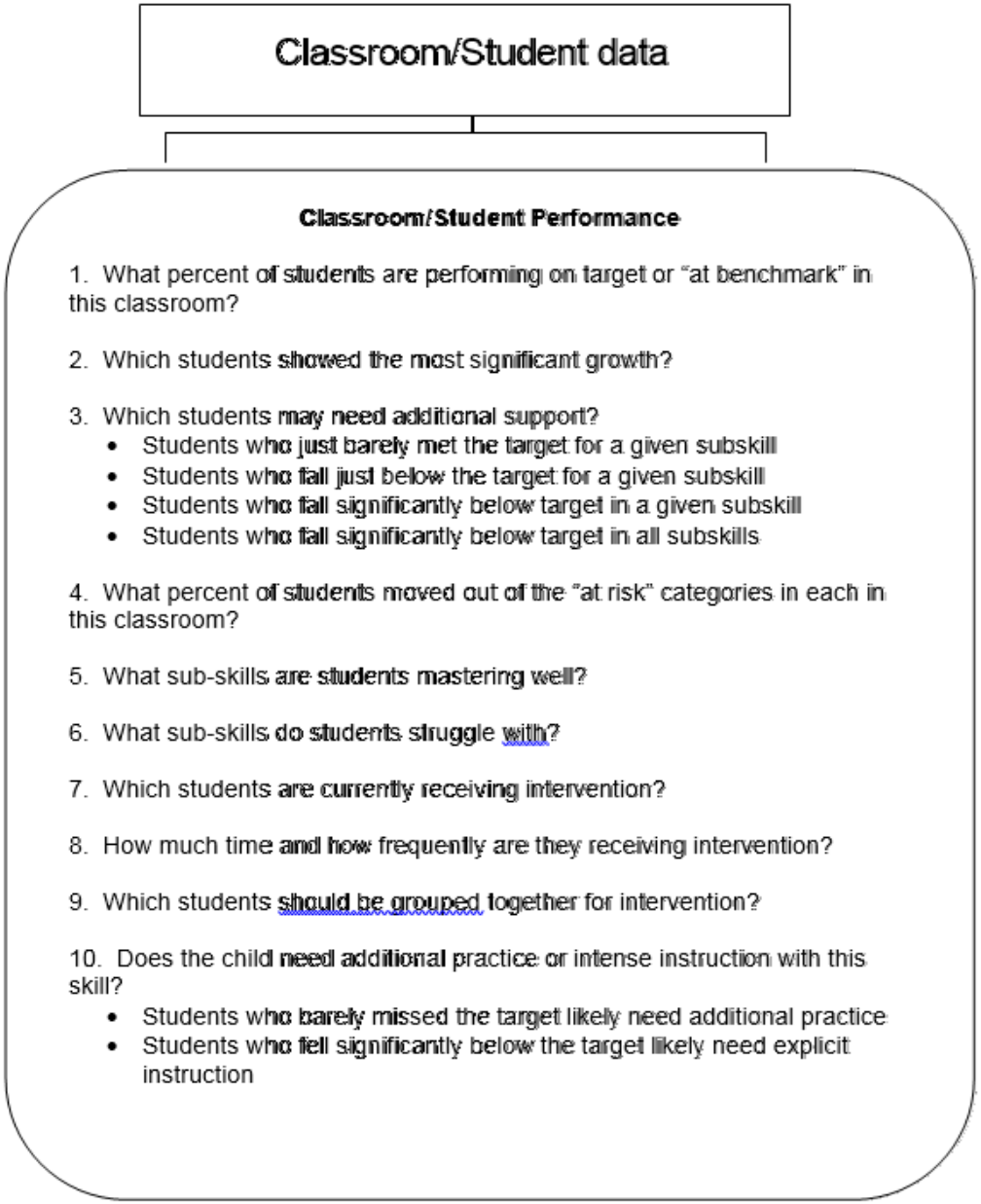
Dashboards

- District Overview – PARCC Results by Performance Levels
- Academic Overview – State Assessment Comparison
- PARCC Levels 4 & 5

Guiding Questions

What percent of students are performing on target? How are we doing as a school compared to all schools? How are we doing compared to schools comparable to ours?

Data Analysis Protocol



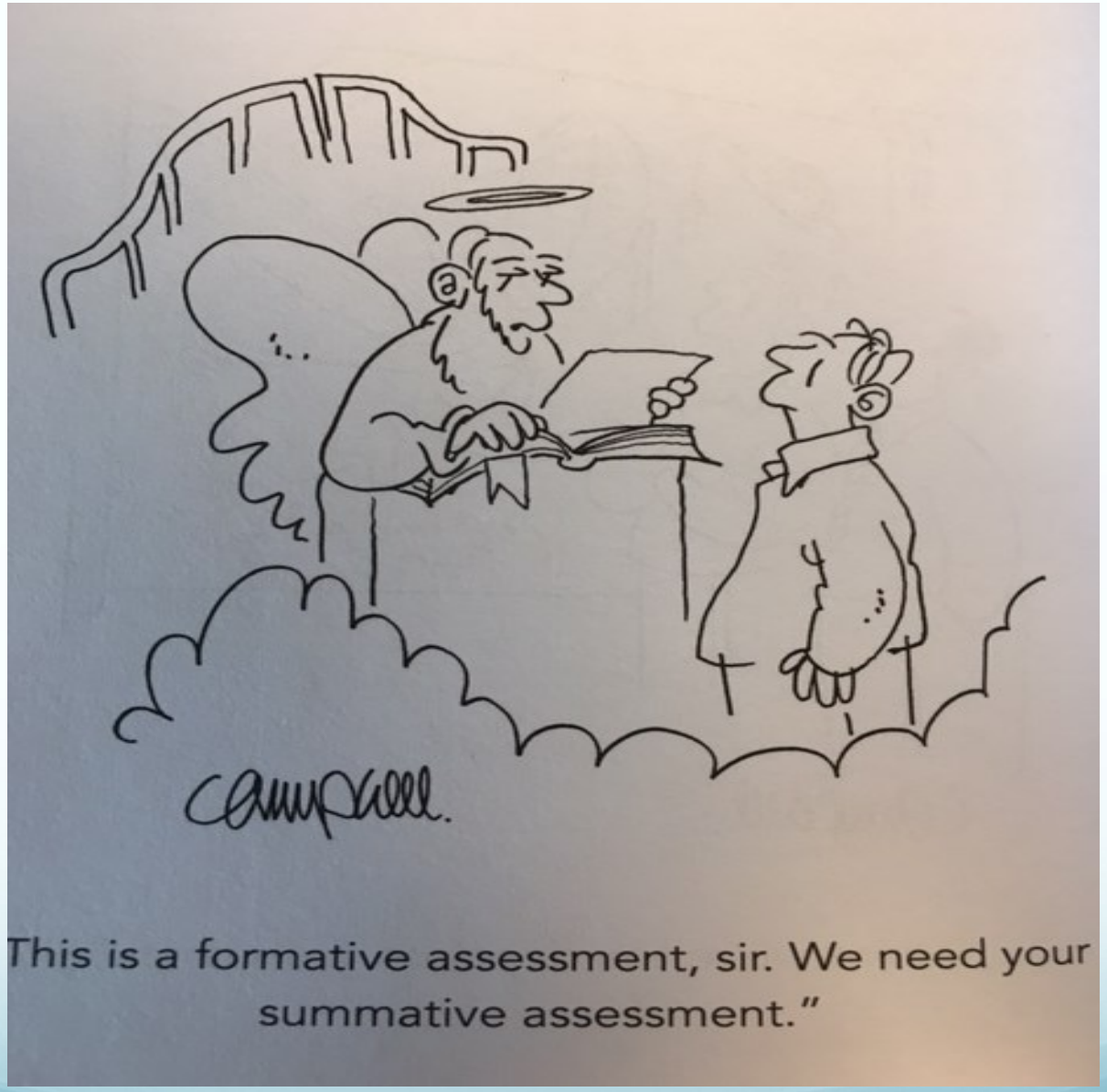
Ed360 Classroom/Student Level Data

Dashboards

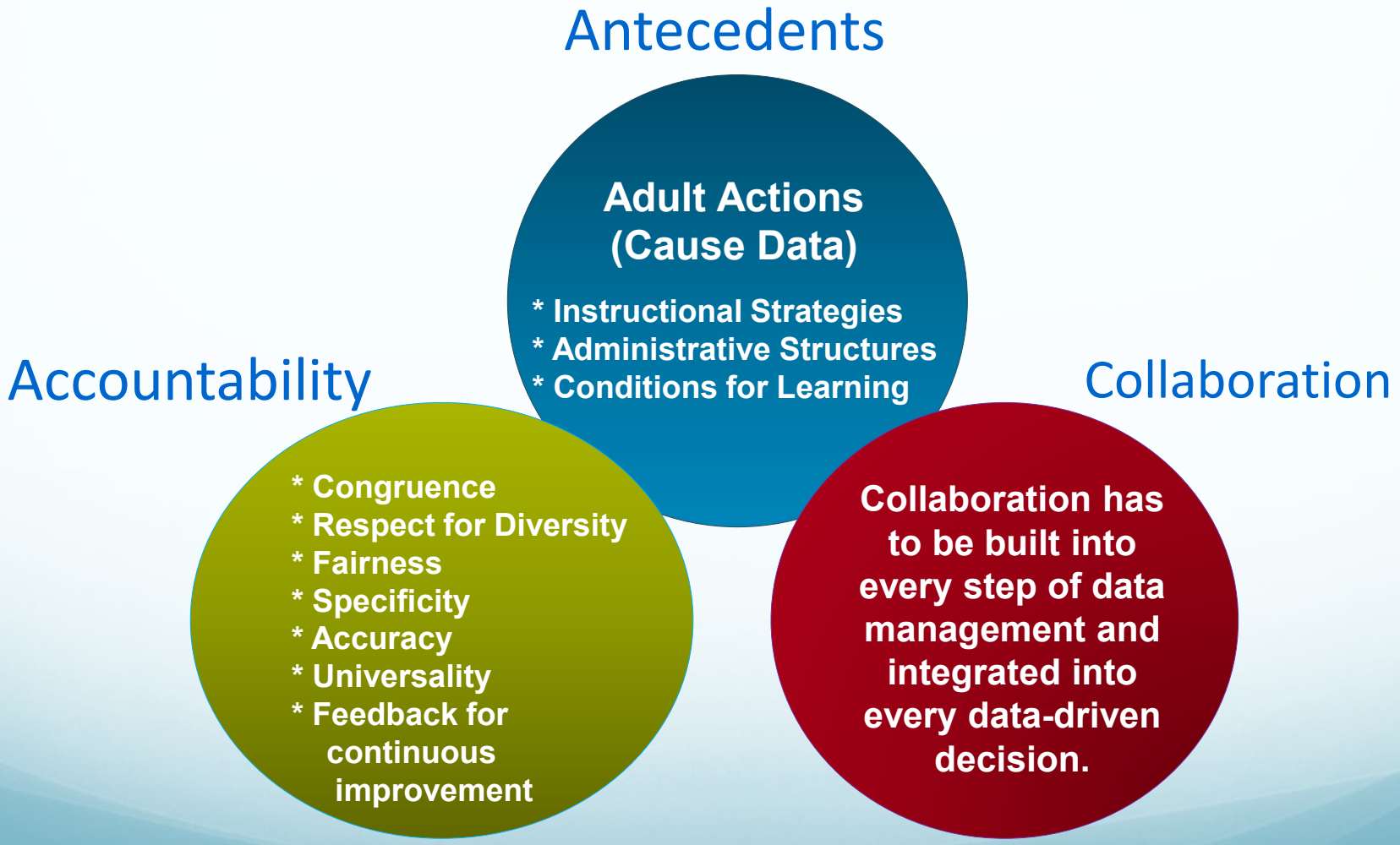
- Class Roster
- Classroom Assessments

Guiding Questions

What percent of students are performing on target? Which students may need additional support? Which students should be grouped together for re-teach/intervention


This is a formative assessment, sir. We need your summative assessment."

Principles of Decision Making for Results (DMR)



Let’s Practice the Data Teams Process ACTIVITY #3

Practicing the 5-Step Process

With your DT, work through the process at your table and discuss how each step might look at your district.

Reeves' 5 Steps:

- Collect & chart data
- Analyze strengths and obstacles
- Establish goals: set, review, revise
- Select instructional strategies
- Determine results indicators

Discuss the Process in DT:

- Consider a problem you face as a leaders
- Record data you can reconstruct from memory or have with you
- Set a SMART goal
- Brainstorm strategies for moving toward goal
- List indicators of fidelity and success

Questions?

End in Mind at the Start

Daniel Brown

Learning Forward's Data Standard

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning

https://learningforward.org/standards-for-professional-learning

Learning Forward's Data Standard

Data from multiple sources enrich decisions about professional learning that leads to increased results for every student. Multiple sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios, and self-reports. **The use of multiple sources of data offers a balanced and more comprehensive analysis of student, educator, and system performance** than any single type or source of data can. However, data alone do little to inform decision making and increase effectiveness.

Thorough analysis and ongoing use are essential for data to inform decisions about professional learning, as is support in the effective analysis and use of data.
https://learningforward.org/standards/data

How Will You Know if XYZ Worked?

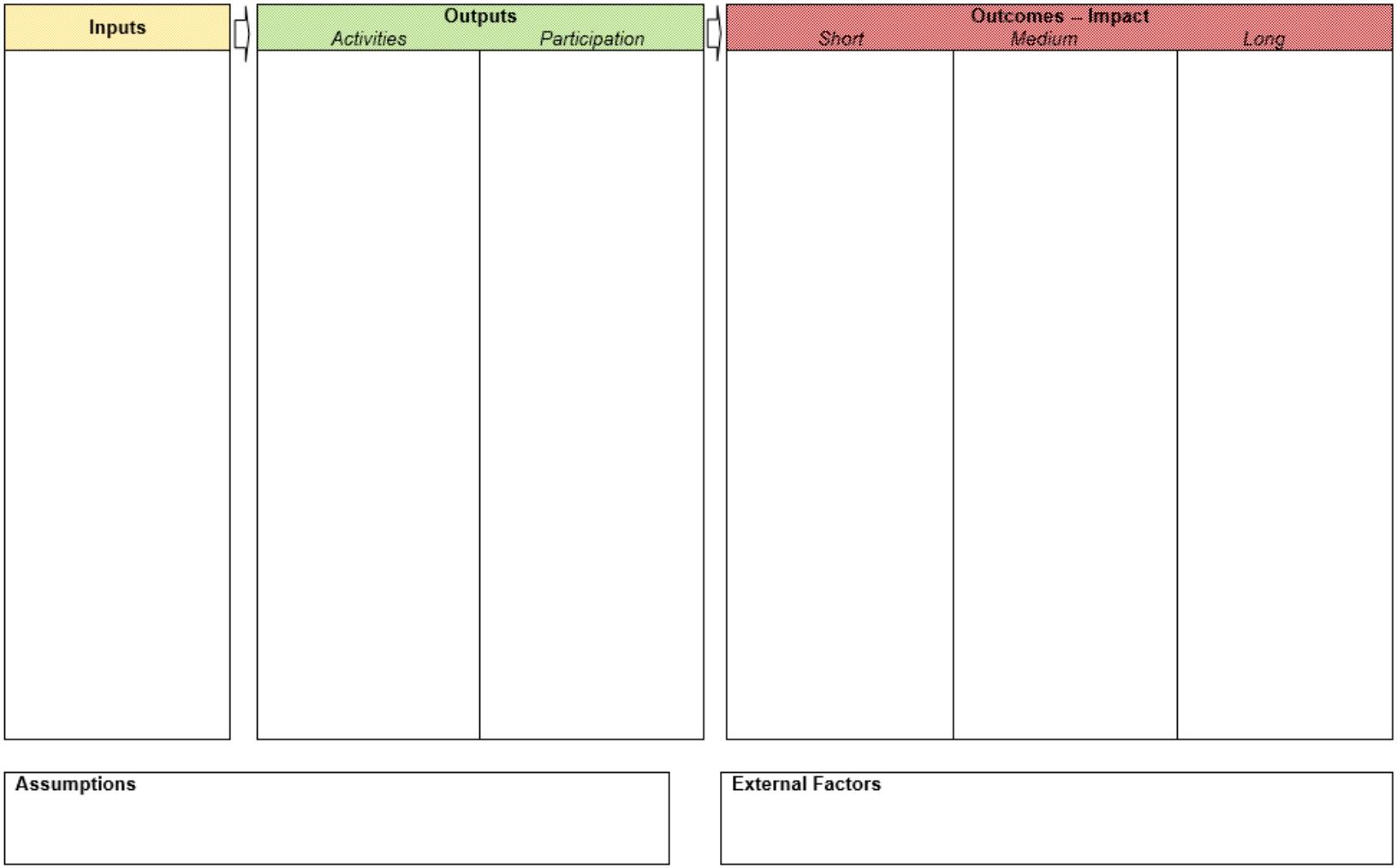
- Early Identification of
  - Data Needed to answer your question(s)
  - Collection Process Needed
    - Things we already collect and report
    - Things we collect and don't' report
    - Things we don't collect
  - Methodology
    - Evidence or Proof
    - Statistical or other
- Get Organized – don't leave it up to luck
  - Logic Models
  - Gantt Charts

Tools

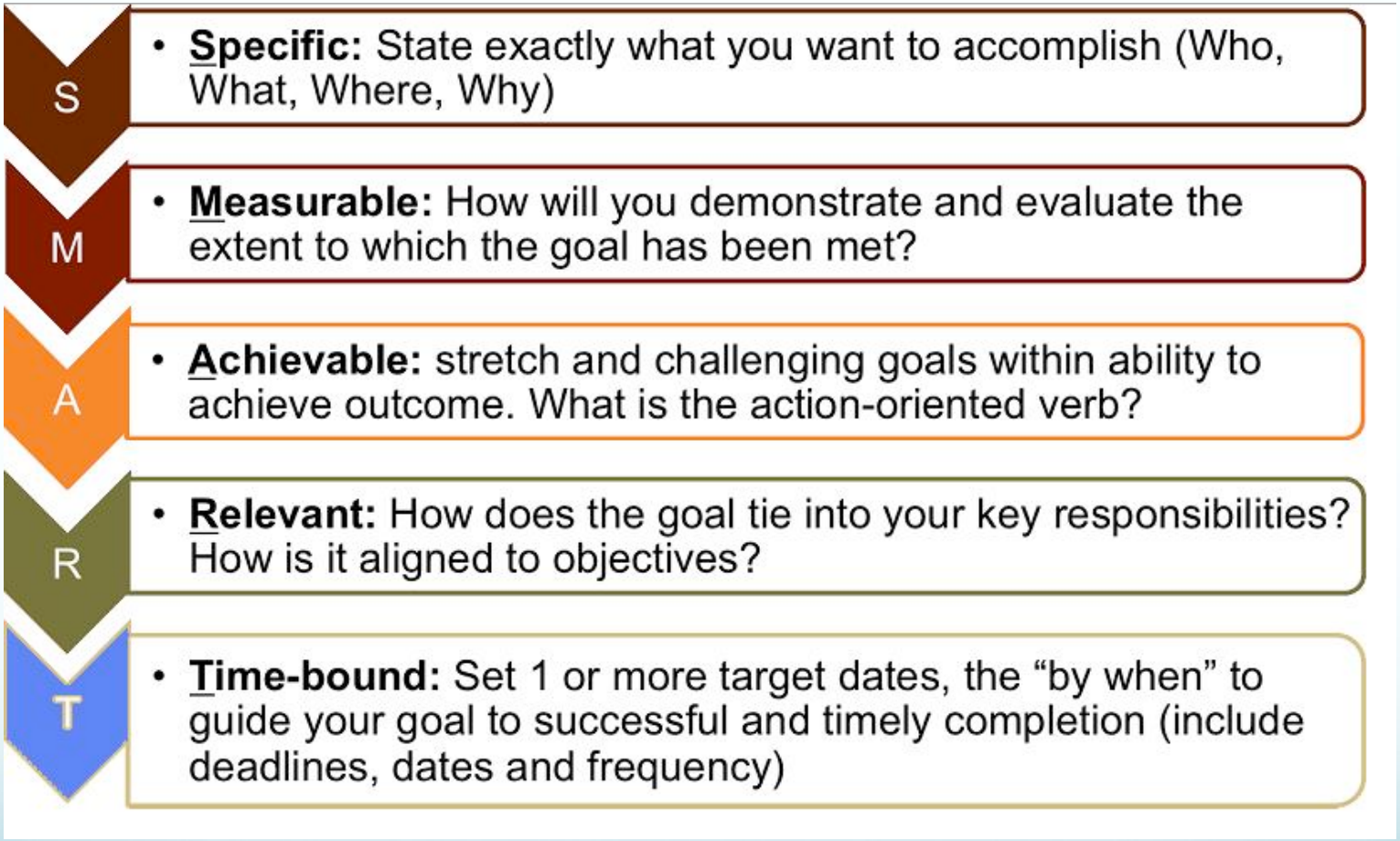
- Logic Models
  - Google Search – find a model template you like
  - http://fyi.uwex.edu/programdevelopment/logic-models/bibliography/
- Collection Process
  - Local
  - ED360
  - Build new
    - Combine using Excel (vlookup function)
    - ED360 enhancement
- SMART Goals (http://inmyownterms.com/wp-content/uploads/2015/01/terminology-smart.jpg)
- Gantt Charts (Excel 2016 template)

Logic Model

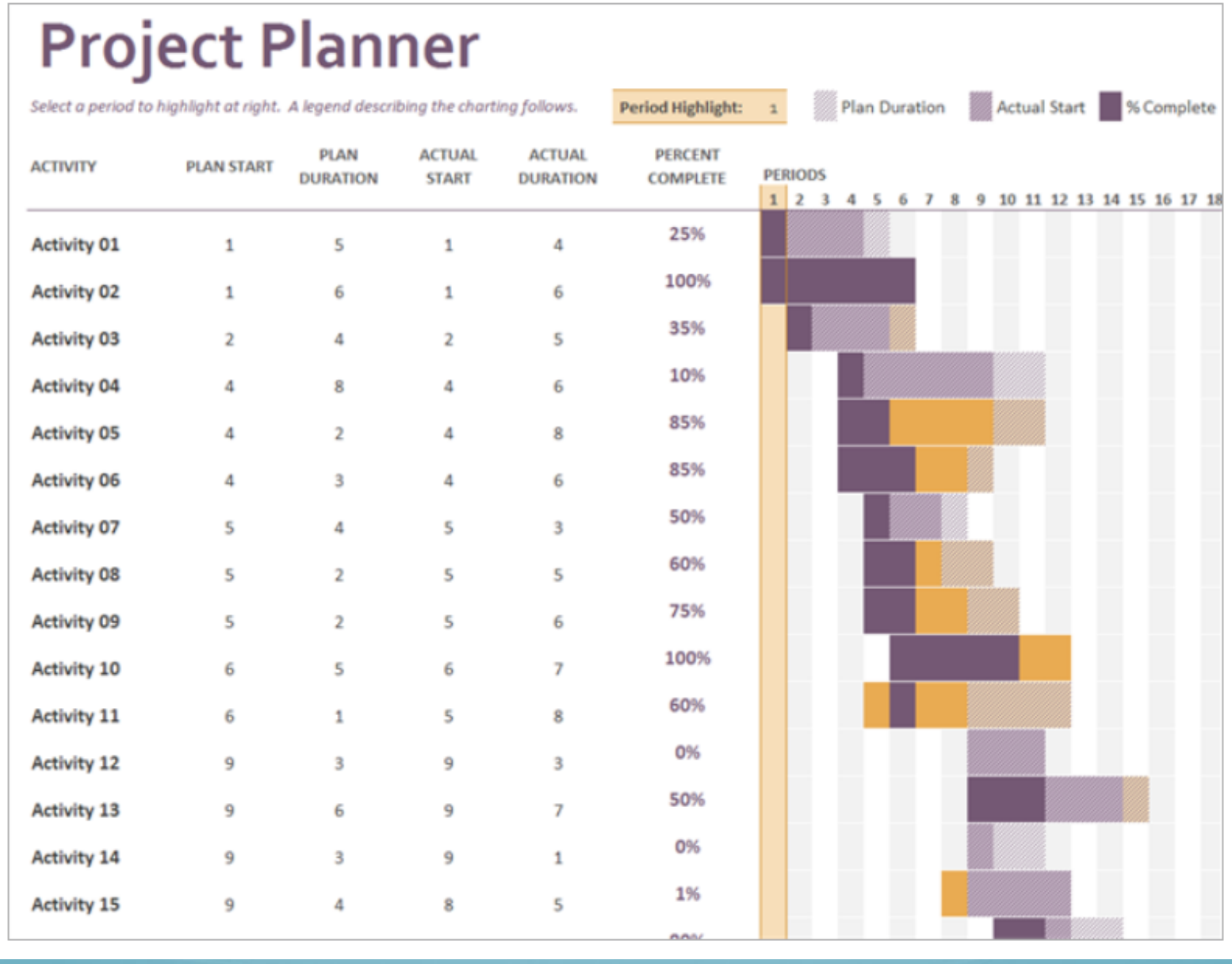
Program: _____(name)_____ **Logic Model**
Situation:



Smart Goals

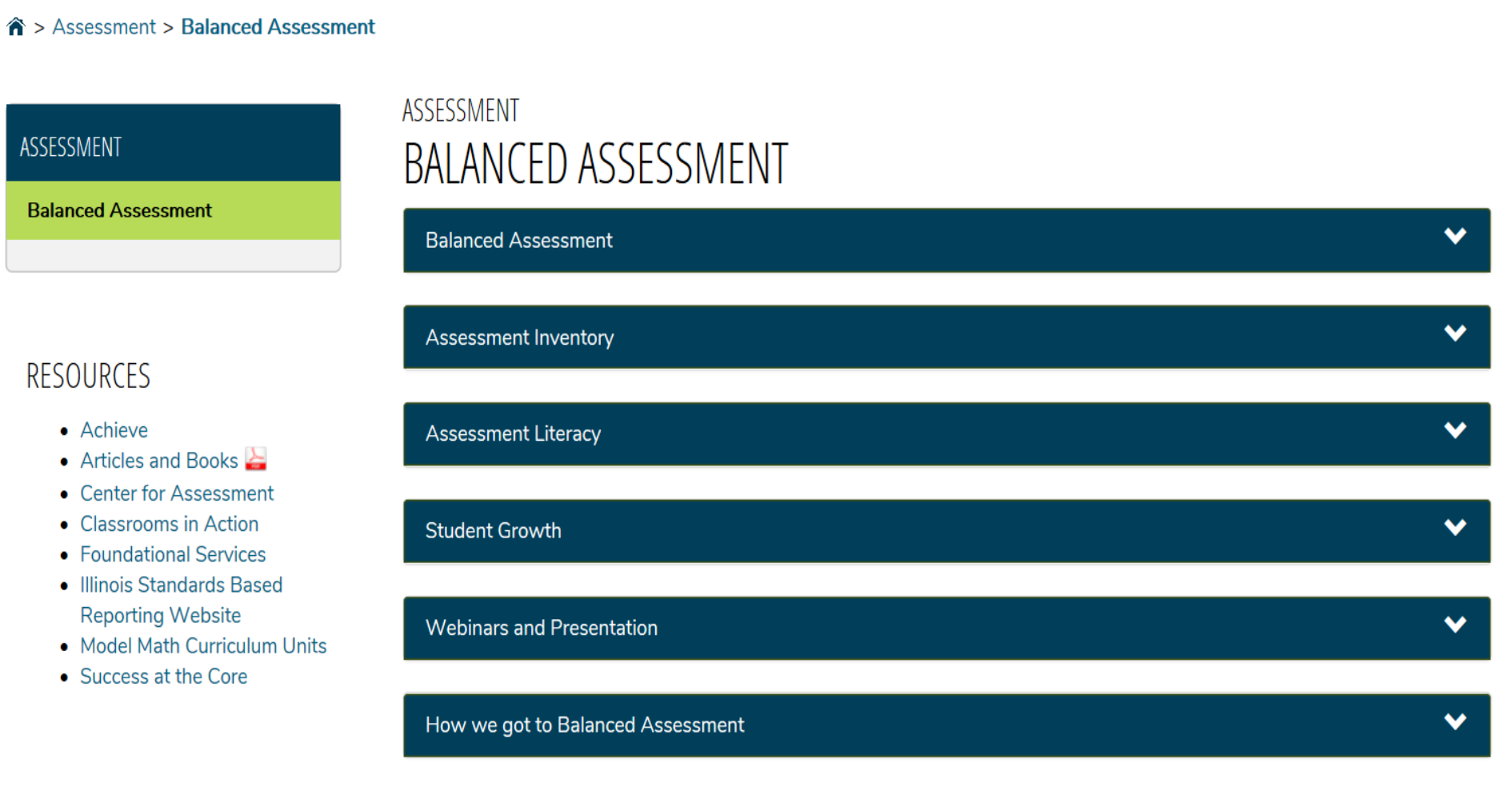

S
• Specific: State exactly what you want to accomplish (Who, What, Where, Why)
M
• Measurable: How will you demonstrate and evaluate the extent to which the goal has been met?
A
• Achievable: stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?
R
• Relevant: How does the goal tie into your key responsibilities? How is it aligned to objectives?
T
• Time-bound: Set 1 or more target dates, the "by when" to guide your goal to successful and timely completion (include deadlines, dates and frequency)

Gantt Chart


Project Planner
Select a period to highlight at right. A legend describing the charting follows.
Period Highlight: 1
Plan Duration
Actual Start
% Complete
ACTIVITY
PLAN START
PLAN DURATION
ACTUAL START
ACTUAL DURATION
PERCENT COMPLETE
PERIODS
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
Activity 01 1 5 1 4 25%
Activity 02 1 6 1 6 100%
Activity 03 2 4 2 5 35%
Activity 04 4 8 4 6 10%
Activity 05 4 2 4 8 85%
Activity 06 4 3 4 6 85%
Activity 07 5 4 5 3 50%
Activity 08 5 2 5 5 60%
Activity 09 5 2 5 6 75%
Activity 10 6 5 6 7 100%
Activity 11 6 1 5 8 60%
Activity 12 9 3 9 3 0%
Activity 13 9 6 9 7 50%
Activity 14 9 3 9 1 0%
Activity 15 9 4 8 5 1%

Balanced Assessment

https://www.isbe.net/Pages/Balanced-Assessment.aspx



Team Time

Write your elevator speech

Determine major goals, who's responsible, what's the time frame, look at calendar

Complete as much as you can

Ask questions about info provided today

You have an hour