

Data Team Training Overview (Decision Making for Results)

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Symptom or Disease?

Missouri AYP - 2010

Overall Status	2004	2005	2006	2007	2008	2009	2010
Communication Arts	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Mathematics	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met

Communication Arts - 1 out of 10 subgroups met
Mathematics - 2 out of 10 subgroups met

Data-Rich, Information Poor

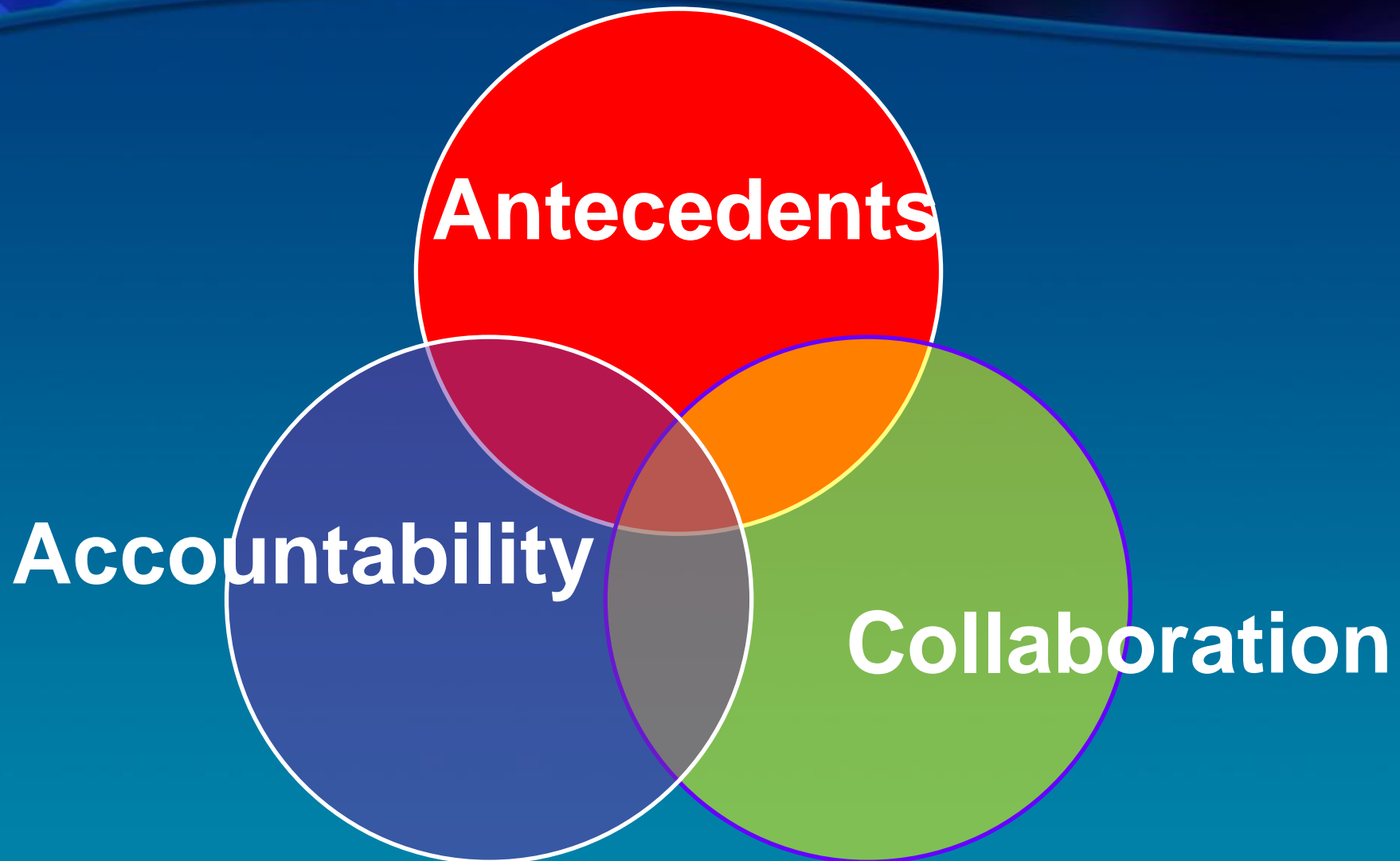
If I'd known they wanted me to use all this info – I never would have asked for it!



Purpose

- **Support the roll out of the data-driven decision process endorsed by DESE.**
- **Facilitate an understanding:**
 - (1) What is Data-Driven Decision Making**
 - (2) How this process fits into district and school improvement planning.**
 - (3) What is required of administrators in order to make the data process effective in your district or school.**

Principles of Decision Making For Results



Becoming Data Driven

How are you currently embracing a data-driven decision-making process that leads to results?



The Leadership & Learning Center Matrix

Effects/Results	Lucky High results, low understanding of antecedents Replication of success unlikely	Leading High results, high understanding of antecedents Replication of success likely
	Losing Ground Low results, low understanding of antecedents Replication of failure likely	Learning Low results, high understanding of antecedents Replication of mistakes unlikely
Antecedents/Cause Data (Adult Actions)		

Triangulation

Antecedent Data

1. 63% of teachers require expository writing in all assignments
2. 3.2 performance assessments by grade/course per semester

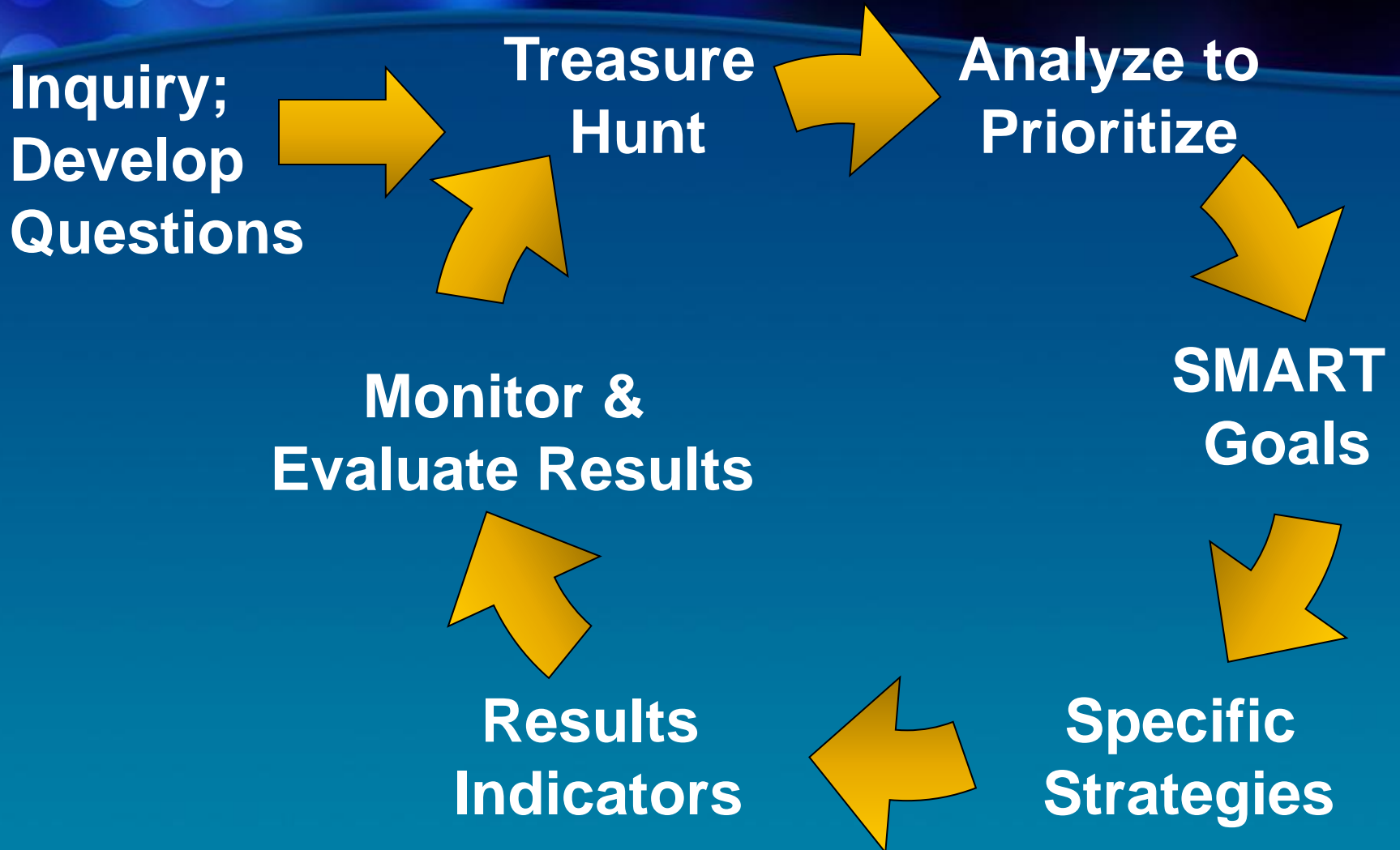
Collaboration

1. 2.25 data team meetings per teacher per semester
2. 25% of EOC assessments designed, implemented, evaluated by teams

Accountability

1. 25% of teachers have authority to act (commit resources) and permission to subtract or stop ineffective practices.
2. Assessment calendars include 20% of assessments with prescribed timelines and responsibilities

The Process for Results



Which Came First?



What's the Answer?



Data Team Conceptual Components

1. Structure
2. Process
3. Implementation
4. Sustainability



Data Teams are small, grade-level, department, course-alike, or organizational teams that examine student work.



**Data Teams
have a
common focus
or common
standard, a
common
formative
assessment,
and a common
scoring guide.**



Data Teams meetings are collaborative, structured, scheduled meetings that focus on the effectiveness of **teaching and learning.**

Data Teams Actions

“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, 2005

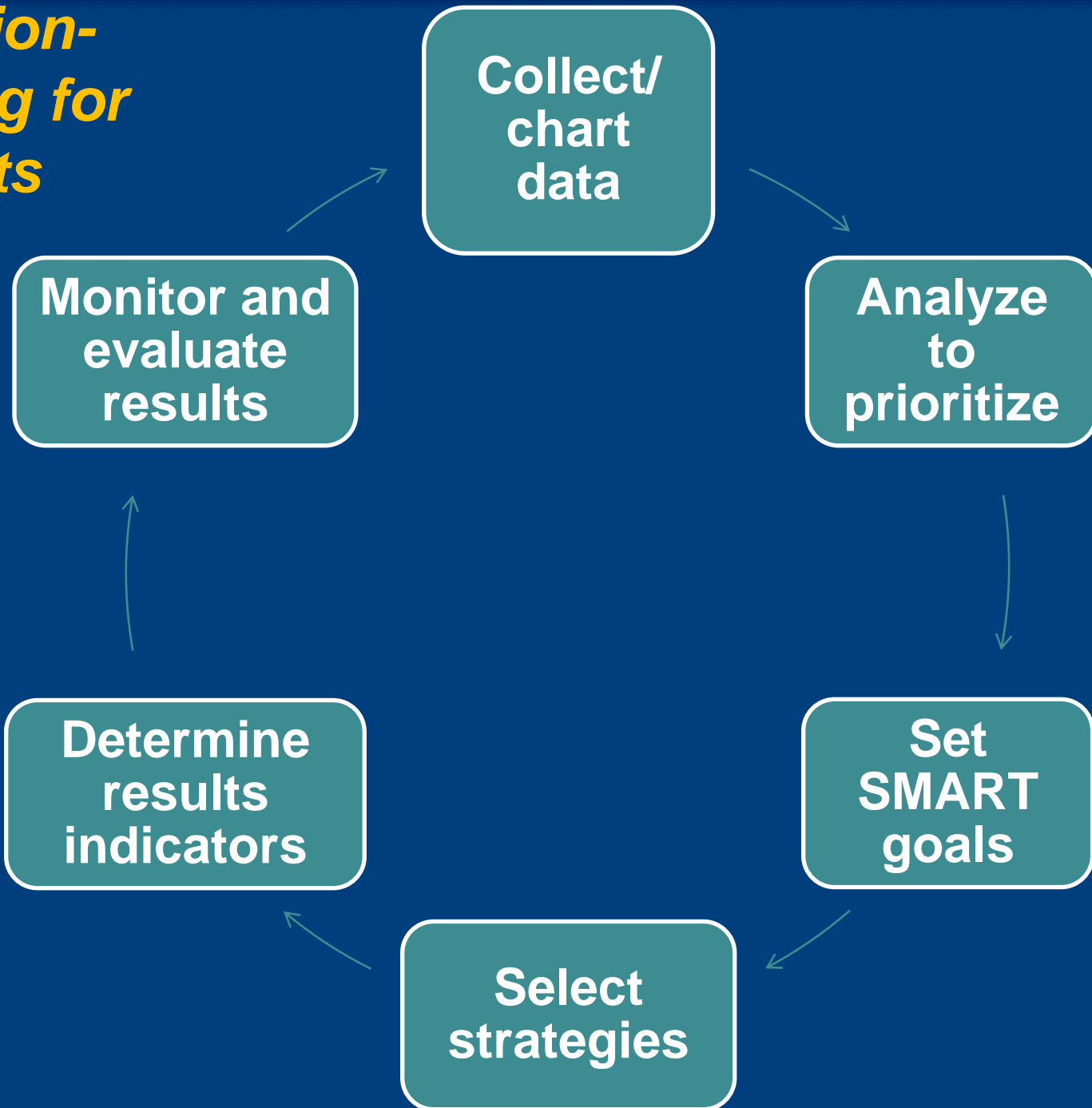
Data Team Cycle

1. Examine the expectations
2. Develop a curriculum map
3. Develop a common post-assessment
4. Administer the short-cycle common formative assessment (pre-instruction)
5. Follow the data teams process for results

Data Team Cycle

6. Teach students using common instructional strategies
7. Administer the common formative assessment
8. Score the assessment and submit the data to the Data Team Leader
9. Meet as a team to determine if the goal was met
10. Return to Step 1


Decision- Making for Results



Two Types of Data


- **Effect Data:** *Student achievement results from various measurements*
- **Cause Data:** *Information based on actions of the adults in the system*

Activity: Drilling Down with Effect Data




What content area is our highest priority?

District/school response:



Which sub-group of students are most in need of improvement?

District/school response:



In what sub-content/skill area(s) do most students need to improve?

District/school response:

What skill set needs additional support or intervention?

District/school response:

Activity: Drilling Down with Cause Data

What content area is our highest priority?

Adult action:

Which sub-group of students are most in need of improvement?

Adult action:

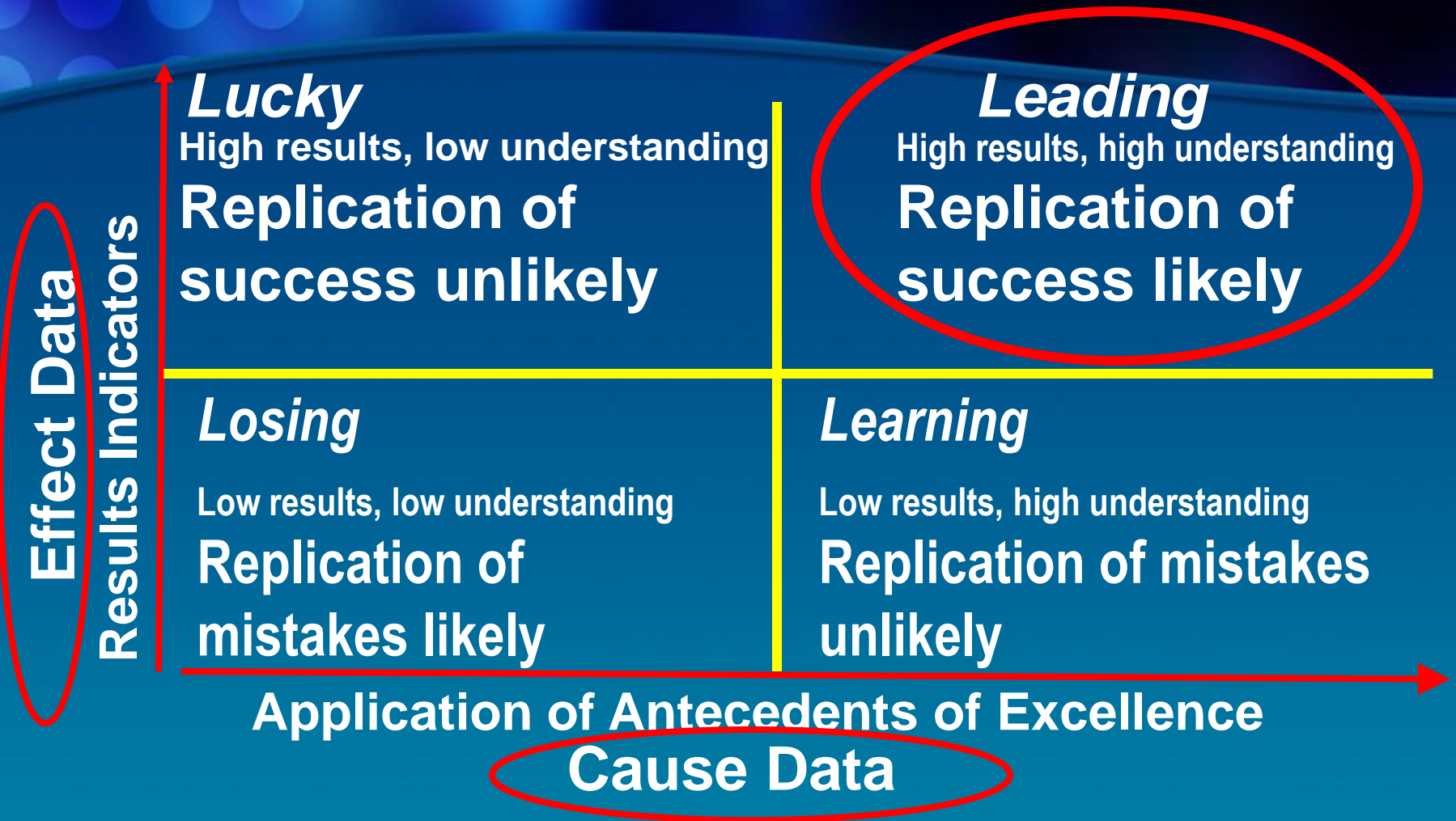
In what sub-content/skill area(s) do most students need to improve?

Adult action:

What skill set needs additional support or intervention?

Adult action:

Leadership and Learning Matrix



Framework for Implementation

Leadership

Structure

Organization

Communication

Communicate Results



Data Walls

Data Driving Our Instruction!



16%

End of the Line (Goal)

80%



2%

End of the Line (Goal)

90%



5%

End of the Line (Goal)

90%



30%

End of the Line (Goal)

80%



2%

End of the Line (Goal)

75%



40%

End of the Line (Goal)

80%

Data Fairs

“The Science Fair for Grownups”

Data

State and
District

Strategies

Actions of the
Adults

Analysis

Why are we
getting the
results we
are?

Planning for implementation

- *30-60-Day Action Plan*
- *Data Fair*
- *Action Research*
 - *Teacher Leadership*
 - *Data Team*