

# Data Use Professional Development Series

301

Day 8

[www.ride.ri.gov](http://www.ride.ri.gov)

[www.amplify.com](http://www.amplify.com)

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# Welcome back!

# Agenda

## Today

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Welcome/Overview

Implementation Progress

Implementing and Assessing a High-Impact Strategy

Visual Data Displays

## Break

Data Walls

RI Growth Model

## Lunch

Data Conversations with Parents

Action Research

## Break

Sustainability Plan

Implementation Planning

Wrap-Up/Evaluations

# Objectives

By the end of Day 8, SDLTs will be able to:

- Articulate the importance of implementing and assessing a High Impact Strategy in a Cycle of Inquiry.
- Articulate a process for reading and creating visual data displays.
- Engage in Data Conversations with parents.
- Identify next steps in Action Research plan.
- Create a Sustainability Plan for sustaining this work in Year 2.
- Plan for Day 10 SDLT Share.

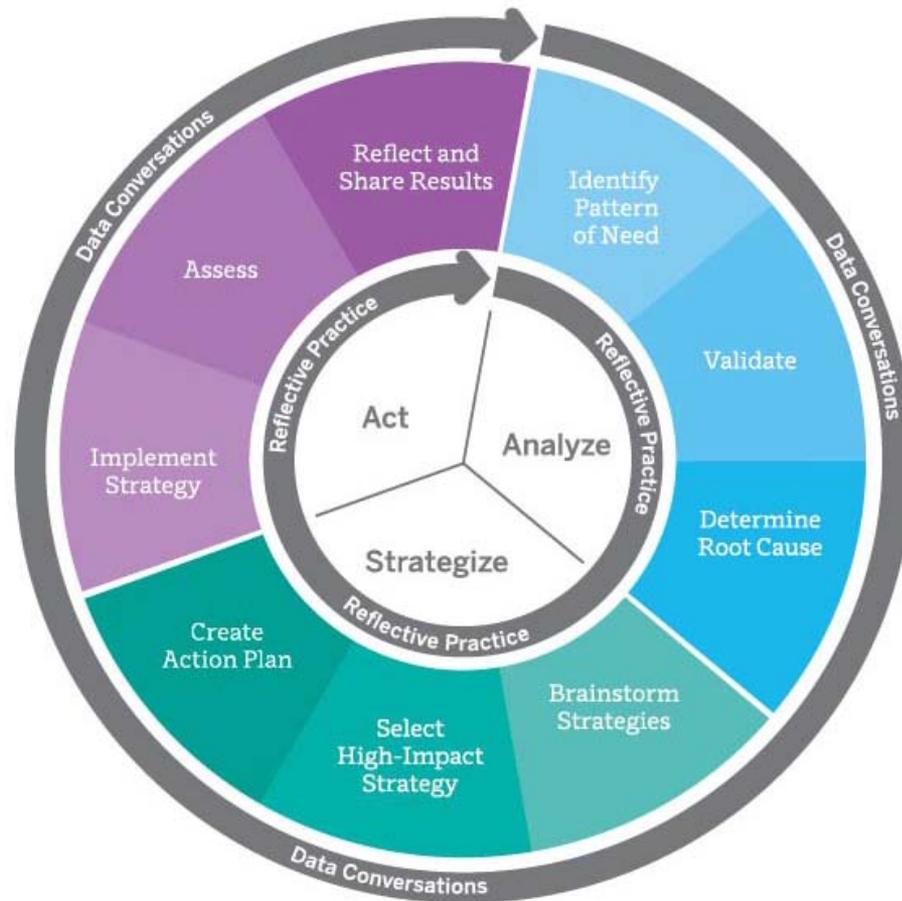
# Implementation Progress

1 2 3 4 5 6 7 8 9 10  
day

Create a timeline illustrating the pathway of your work so far this year:

- Where did you begin?
- What is one “critical incident” or turning point in your work thus far?

# Cycle of Inquiry



# Implementing and Assessing a High-Impact Strategy

## Act Stage

- With whom did you implement the high-impact strategy?
- When and how did you implement? At which checkpoints did you adjust implementation?
- How did you assess effectiveness? What measures/assessments did you use?
- Did your high-impact strategy work? How do you know?
- What are your next steps?

# Reading a Data Display

- How do you “make meaning” of a visual data display?
- What steps can you take to understand a data display?



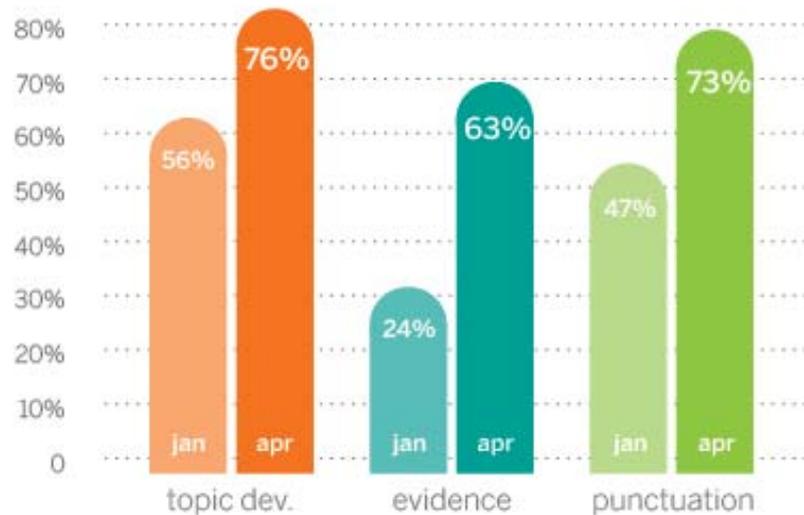


# Turnkey Exercise

## Reading a Visual Data Display

# Turnkey Exercise

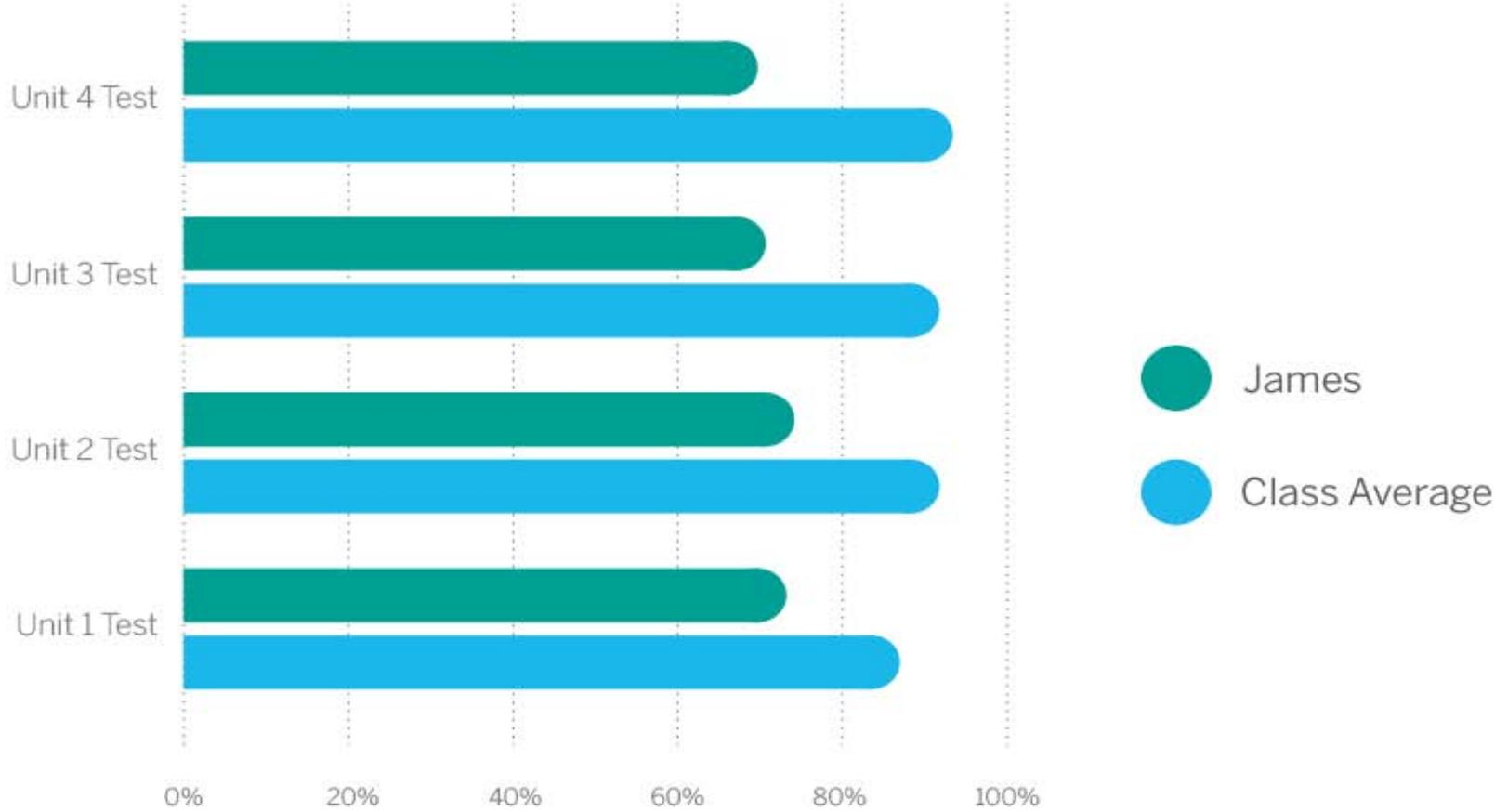
## Choosing a Data Display



- What kind of data is displayed?
- What is the data display's purpose?
- Why do you think the author chose this type of data display to represent this information?

## CBM Passage Reading Fluency

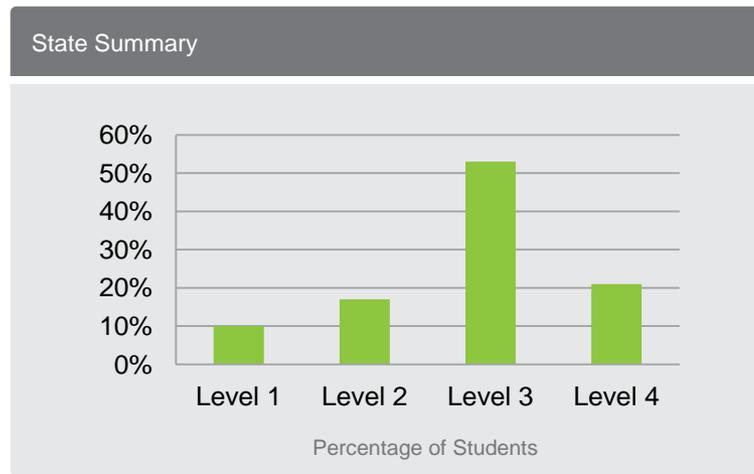
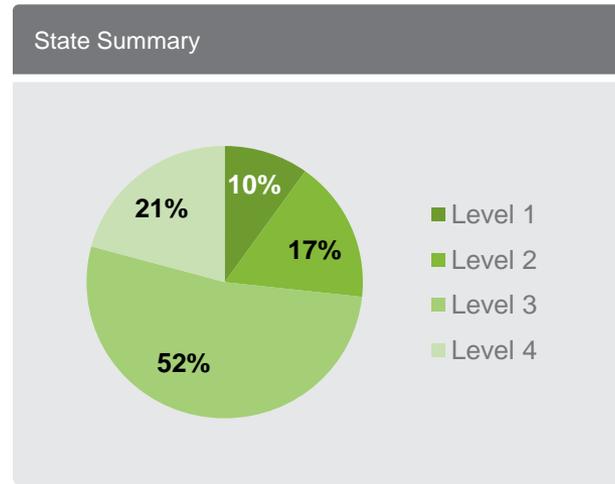
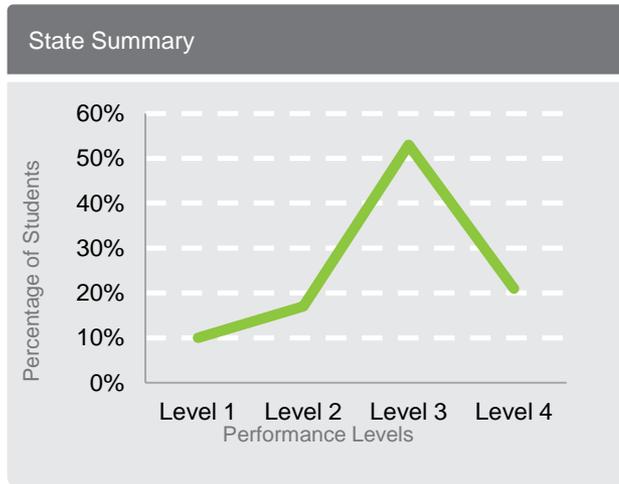




# Types of Data Displays

Type	Purpose	Sample Questions
Bar Graph	<ul style="list-style-type: none"> <li>Compares quantities in particular categories or groups</li> <li>Displays relationships</li> </ul>	<ul style="list-style-type: none"> <li>What percentage of students in each grade level achieved proficiency?</li> <li>How do female students compare to male students?</li> </ul>
Line Graph	<ul style="list-style-type: none"> <li>Shows changes in data over time at equal intervals</li> <li>Displays trends over time such as performance or growth</li> </ul>	<ul style="list-style-type: none"> <li>How did the fourth graders from Wilson Elementary perform on the NECAP over the last 5 years?</li> <li>How has an intervention over the last 8 weeks increased the number of words a student can read per minute?</li> </ul>
Pie Chart or Circle Graph	<ul style="list-style-type: none"> <li>Compares parts of a whole</li> <li>Shows percentages or proportions of data as it relates to the whole</li> </ul>	<ul style="list-style-type: none"> <li>What is the relative distribution of student scores across performance levels in Ms. Park's class?</li> </ul>
Scatter Plot	<ul style="list-style-type: none"> <li>Shows relationship between two different measures</li> </ul>	<ul style="list-style-type: none"> <li>What is the correlation between a student's grade on a unit assessment and her NECAP score?</li> </ul>

# Fall 2012 NECAP Reading Tests



# Choosing a Data Display

How do you choose a data display to represent your own data?

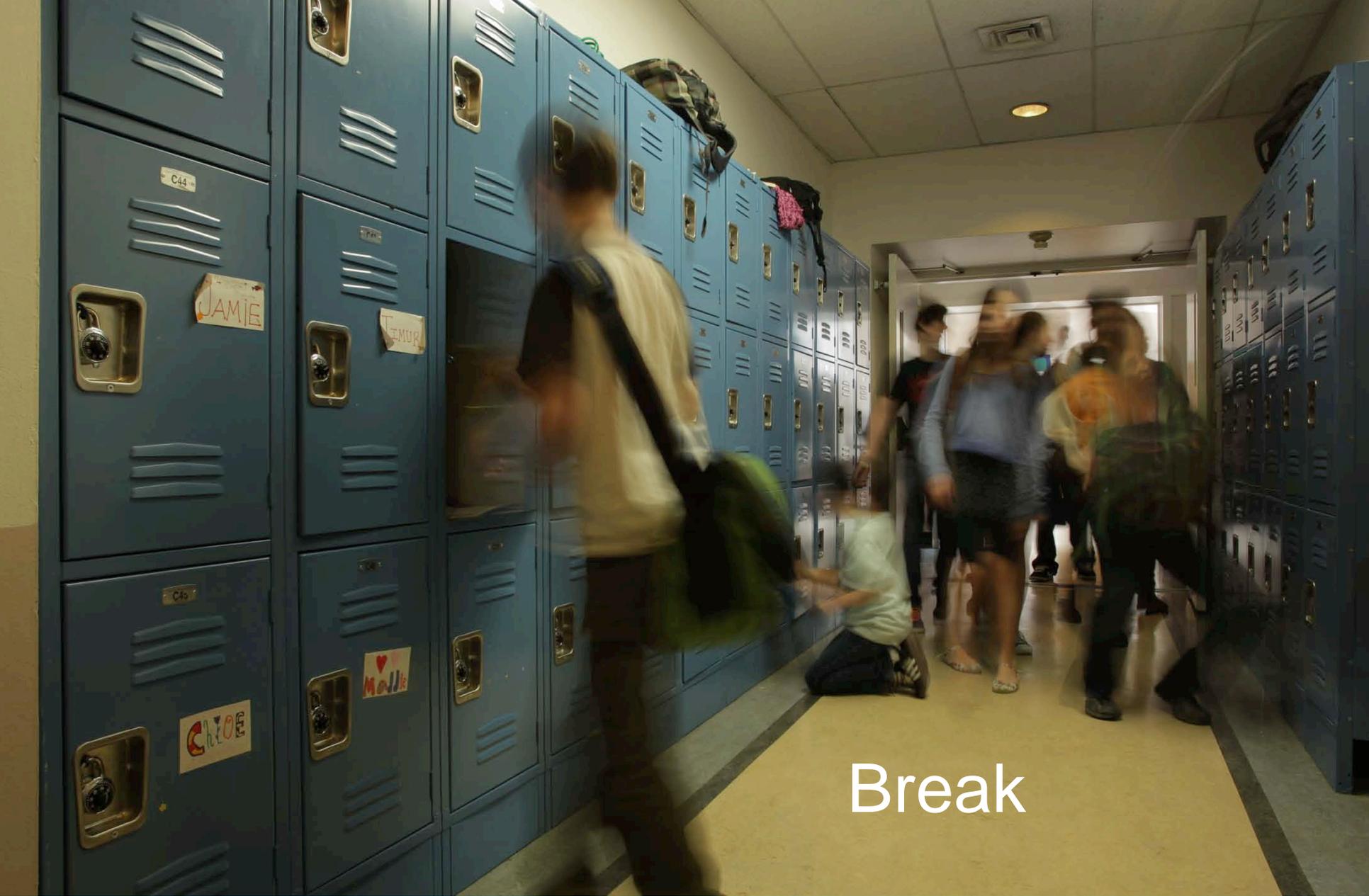
- What type of data do you want to display?
- What is the purpose? What is the “story” of the data?
- What type of data display is the best way to represent this story?



# Creating a Visual Data Display

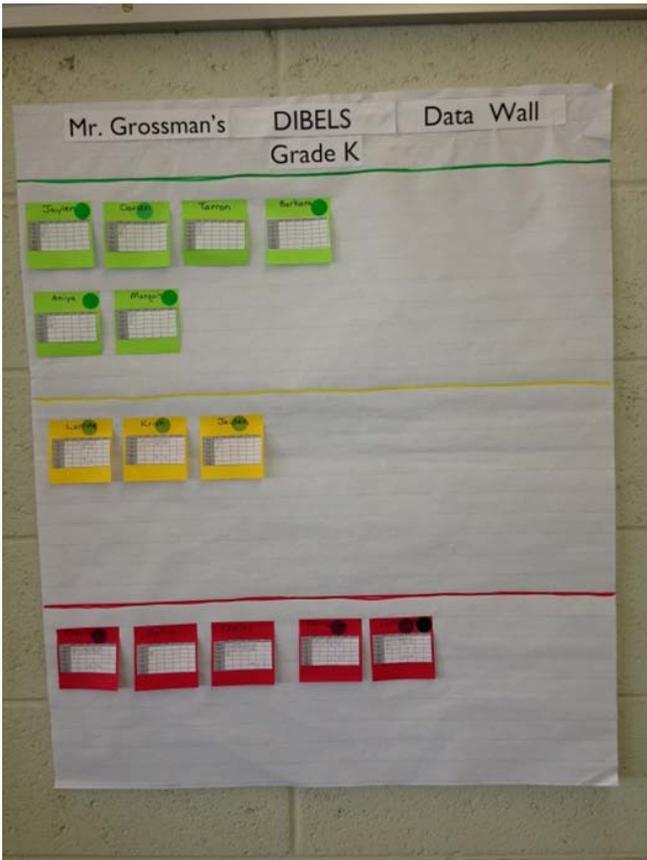
# Summary

- The Act stage of the Cycle of Inquiry raises important questions for educators to consider.
- It is important for educators to choose the appropriate type of data display to tell the story of their data.



Break

# Data Walls



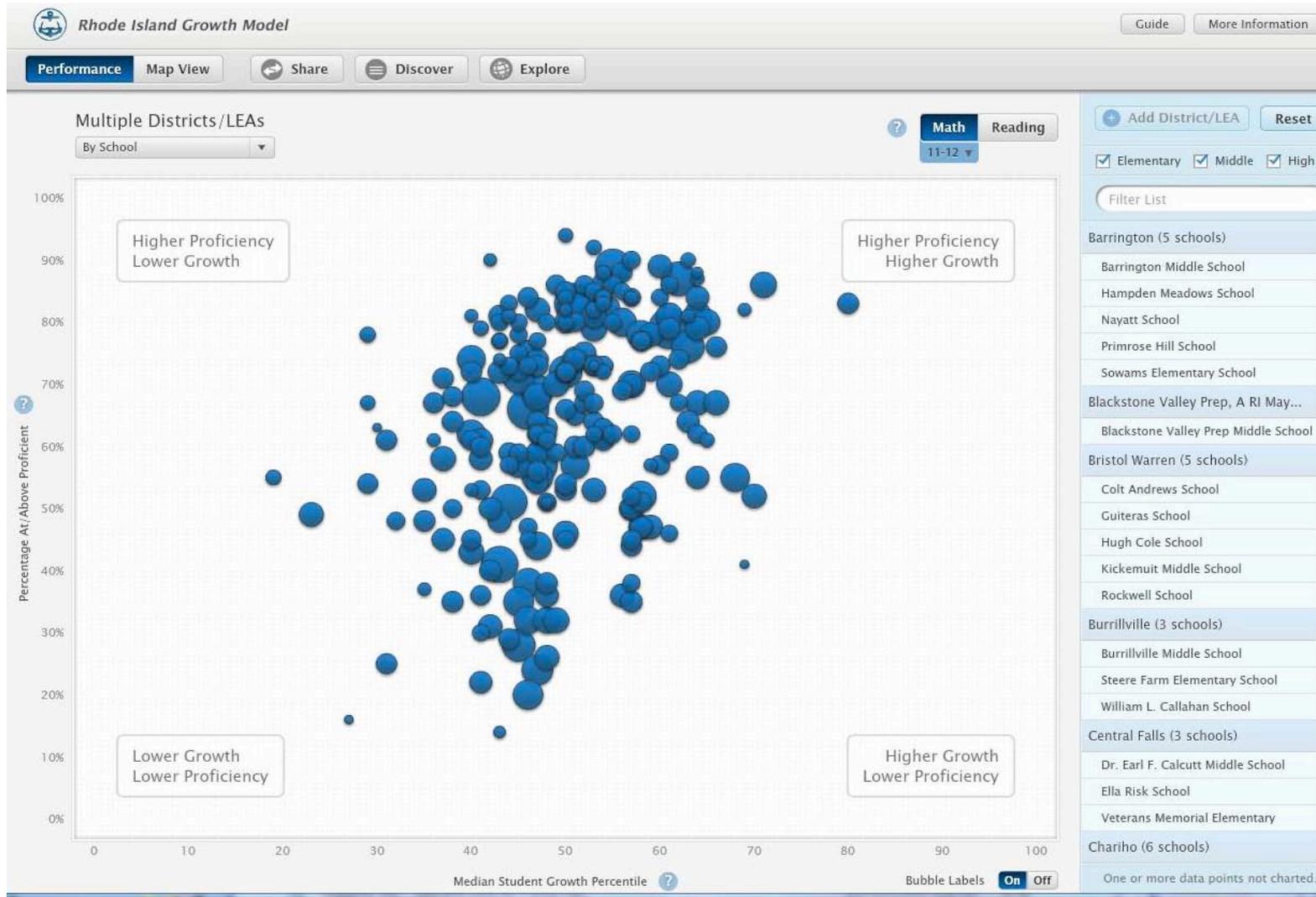
# Classroom Data Walls

## Classroom Data Walls should:

- Be regularly updated
- Encourage action
- Celebrate student accomplishments
- Focus on growth



# Rhode Island Growth Model





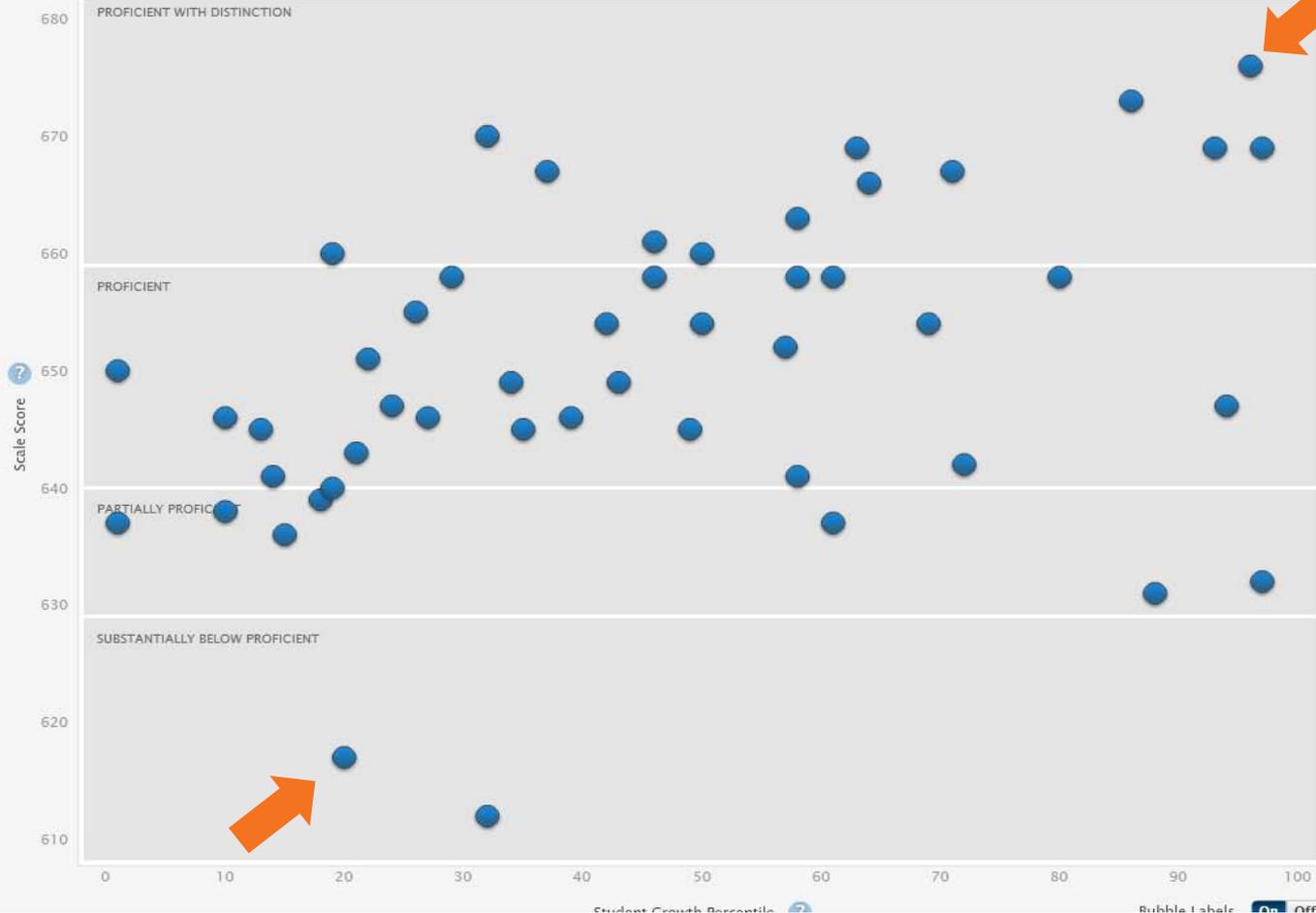
My Current Roster

Grade 7

Math Reading 10-11

Add District/LEA Reset

Filter List



- Arellano, Benjamin
- Balkema, Naomi
- Barrera, Adam
- Brady, Kaylee
- Cervantez, Morgan
- Chavez, John
- Cisneros, Zachary
- Collett, Emma
- Curtis, Shelby
- Delgado, Timothy
- Delgado Calzada, Colin
- Dodd, Vanessa
- Douglas, Davonte
- Eisenach, Jacob
- Enrique, William
- Estes, Selayna
- Fazekas, Joshua
- Gonzales, Andrew
- Hanson, Luke
- Hardy, Austin
- Haubenschild, Megan
- Haynes, Melissa
- Hollis, Samantha
- Horn, Kenzie
- Jones, Hanna
- Laird, Jaclyn
- Libal, Meghan
- Logan, Mikaela

One or more data points not charted



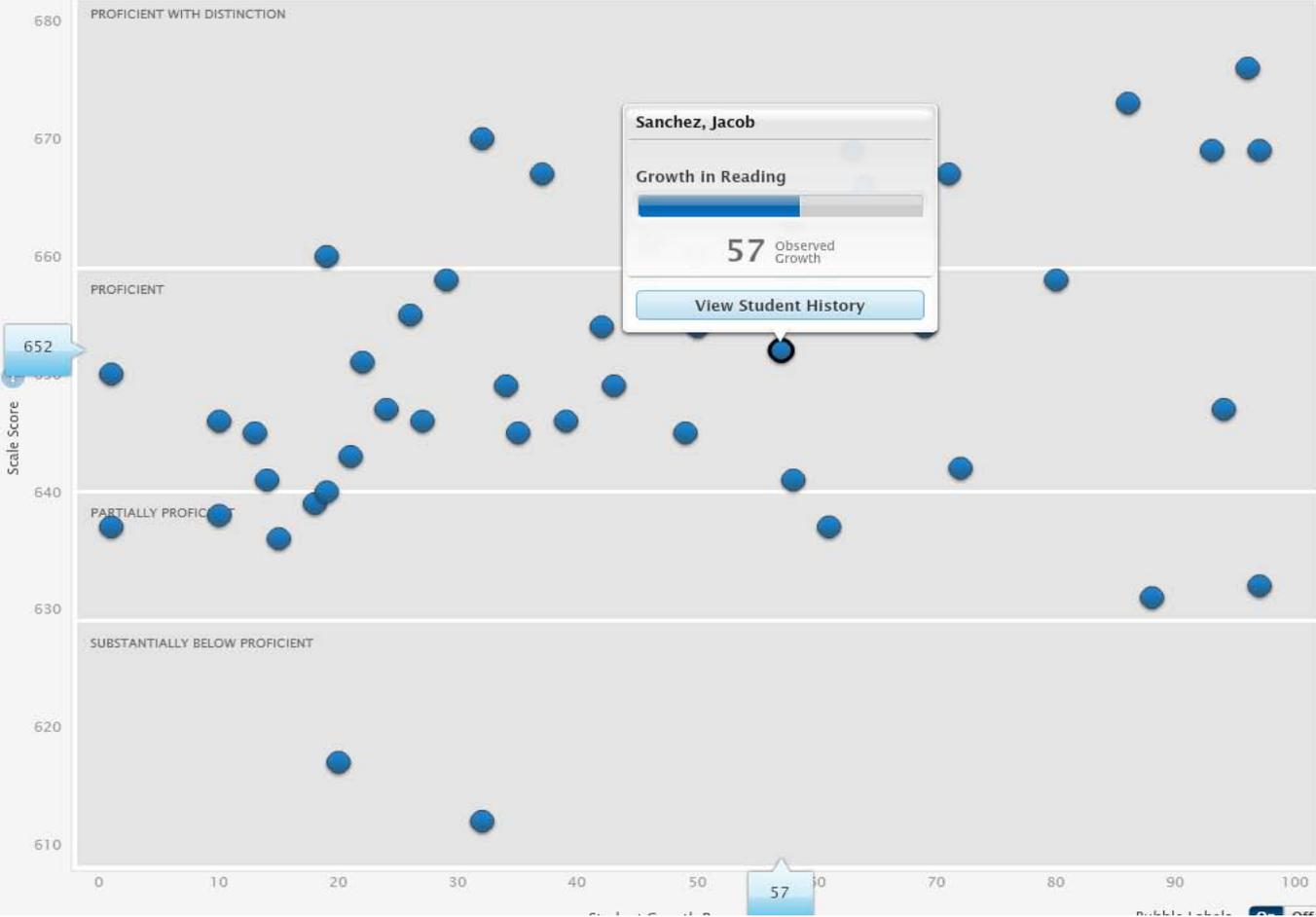
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Grade 7

Haubenschild, Megan

View Student Report

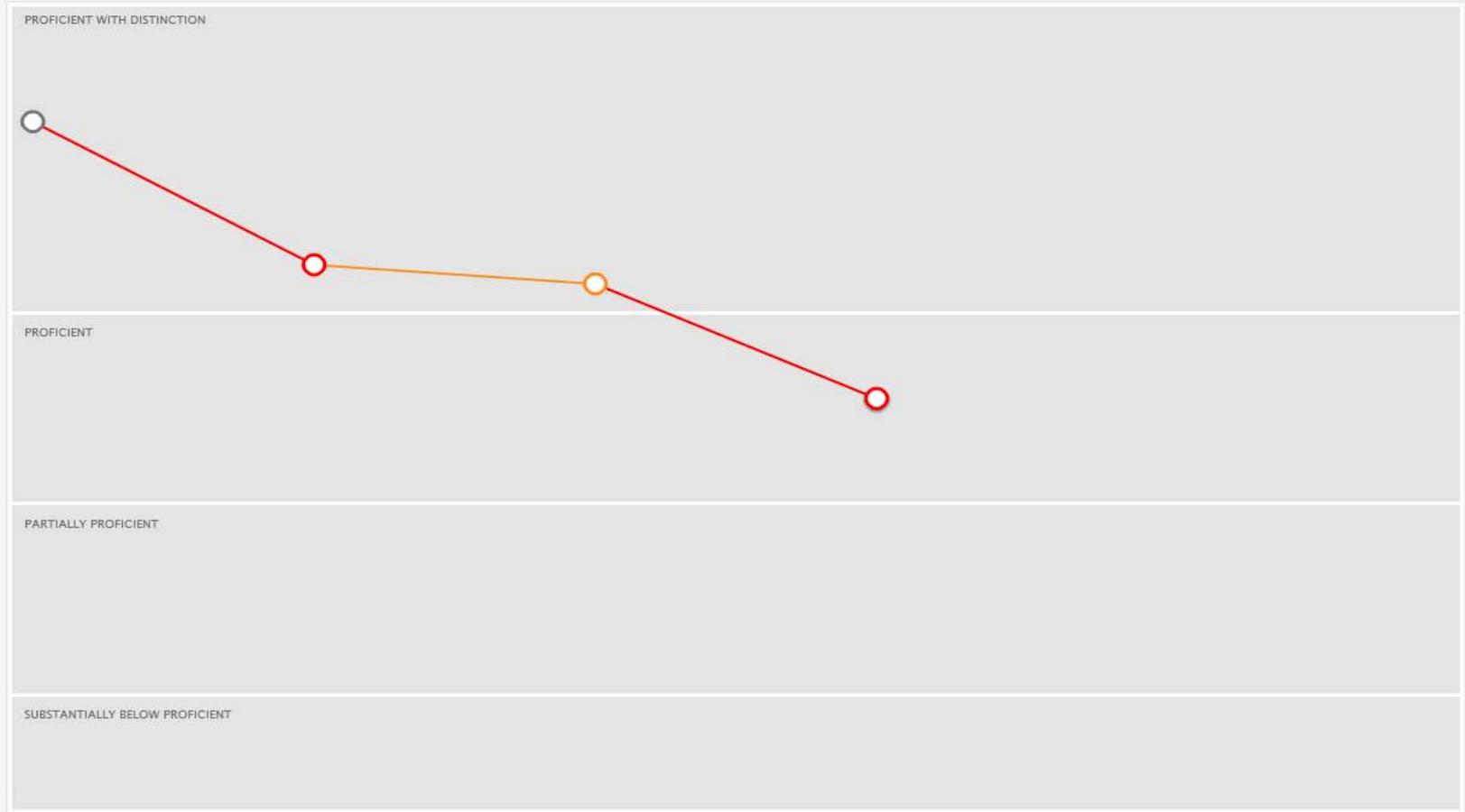


Math

Reading

10-11

Scale Score



Grade 3  
2007-2008

Grade 4  
2008-2009

Grade 5  
2009-2010

Grade 6  
2010-2011

Grade 7  
2011-2012

Grade 8  
2012-2013

Student Grades





Performance

Current Roster

Share

Discover

Explore

IEP Status

Individualized Education Plan

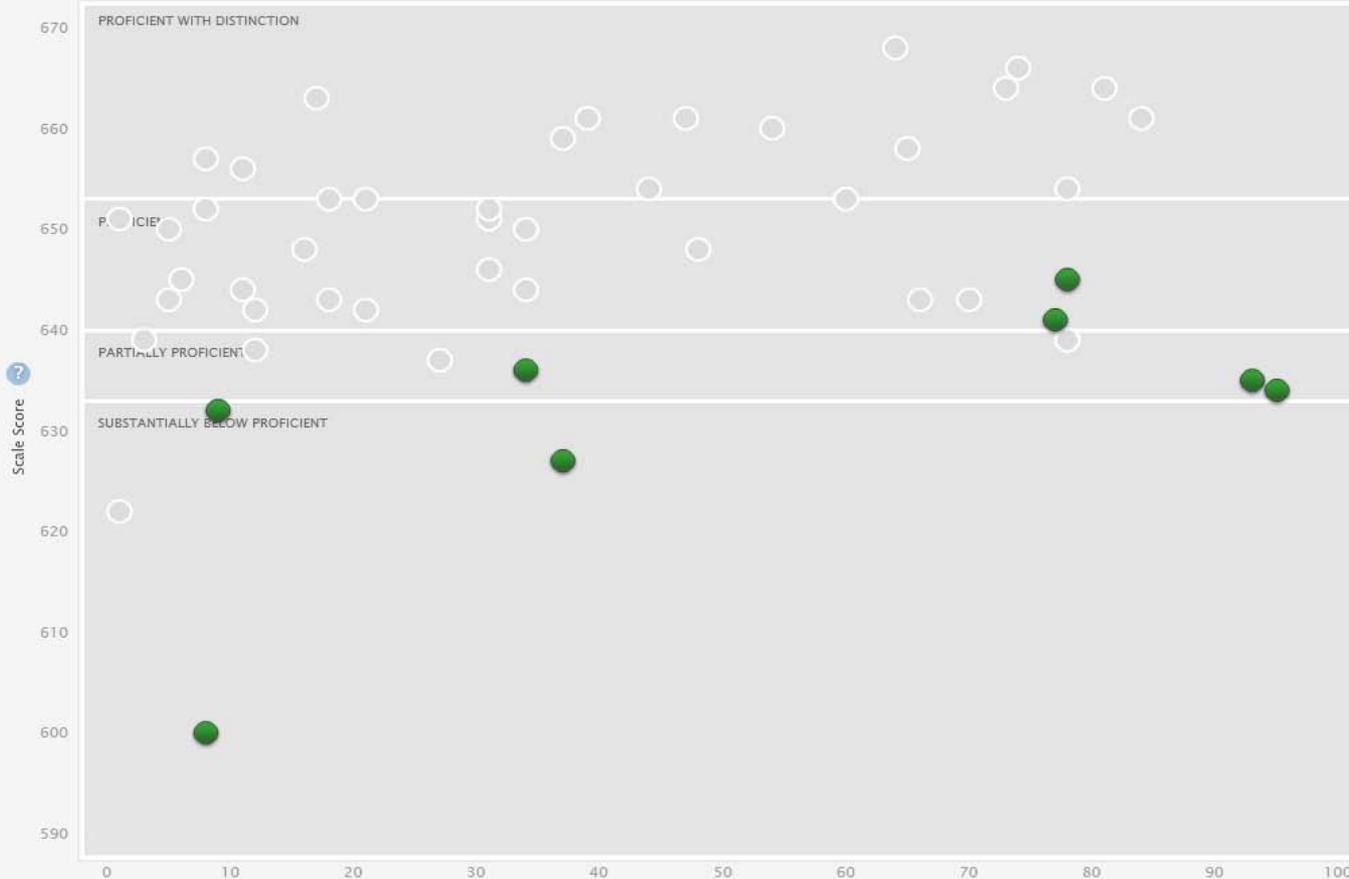
### My Current Roster

Grade 7

Math 10-11 Reading

Add District/LEA Reset

Filter List



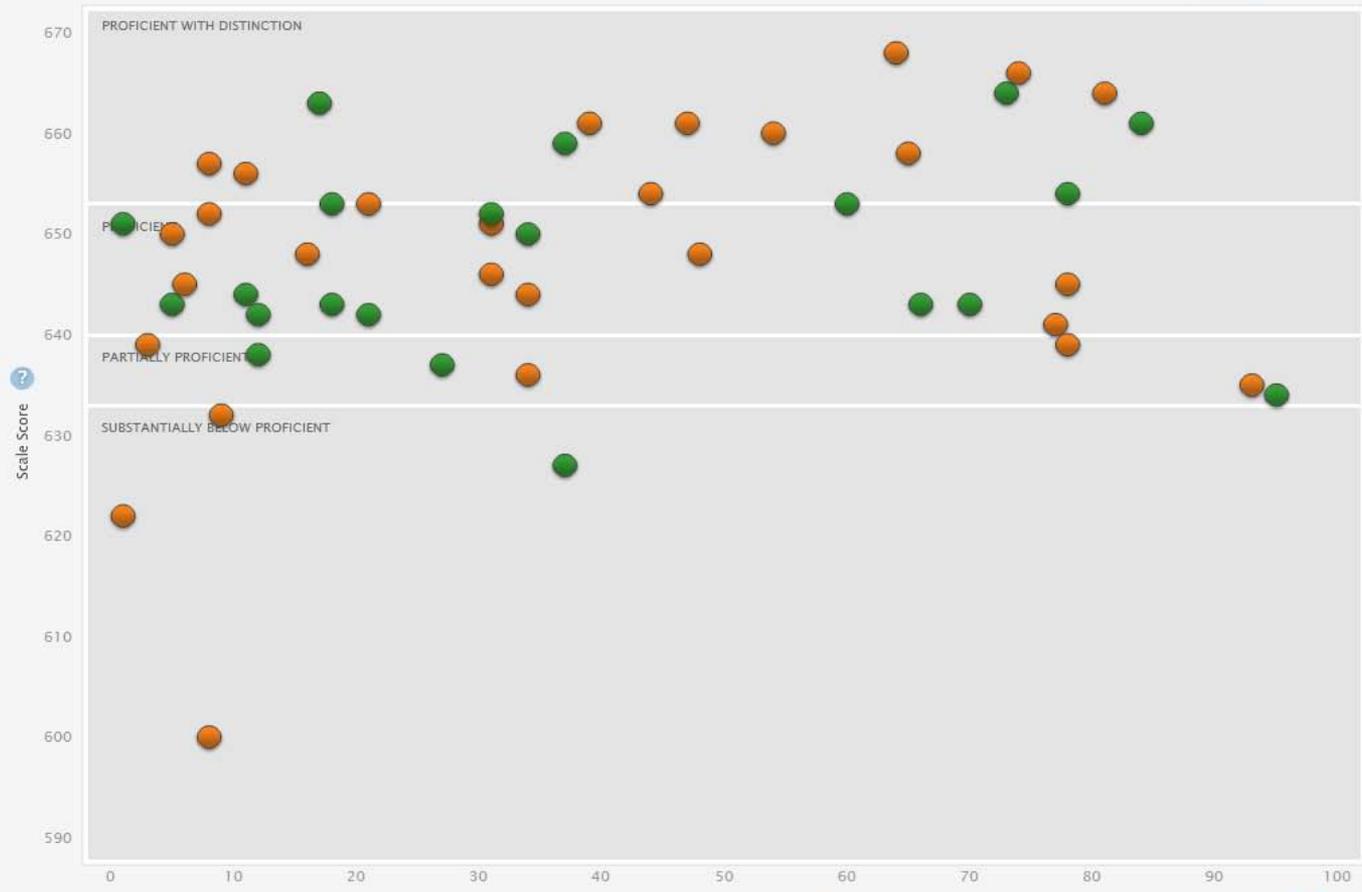
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My Current Roster

Grade 7

Math Reading 10-11



+ Add District/LEA Reset

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# Rhode Island Growth Model

## Where can I go for more information?

- Principal
- RIGM website:
  - [www.ride.ri.gov/RIGM](http://www.ride.ri.gov/RIGM)
  - RIGM FAQs
  - Resources
  - The Rhode Island Growth Model for Teachers Webinar Series

# Summary

- A data wall encourages a collaborative look at data.
- The Rhode Island Growth Model is a powerful source of information.

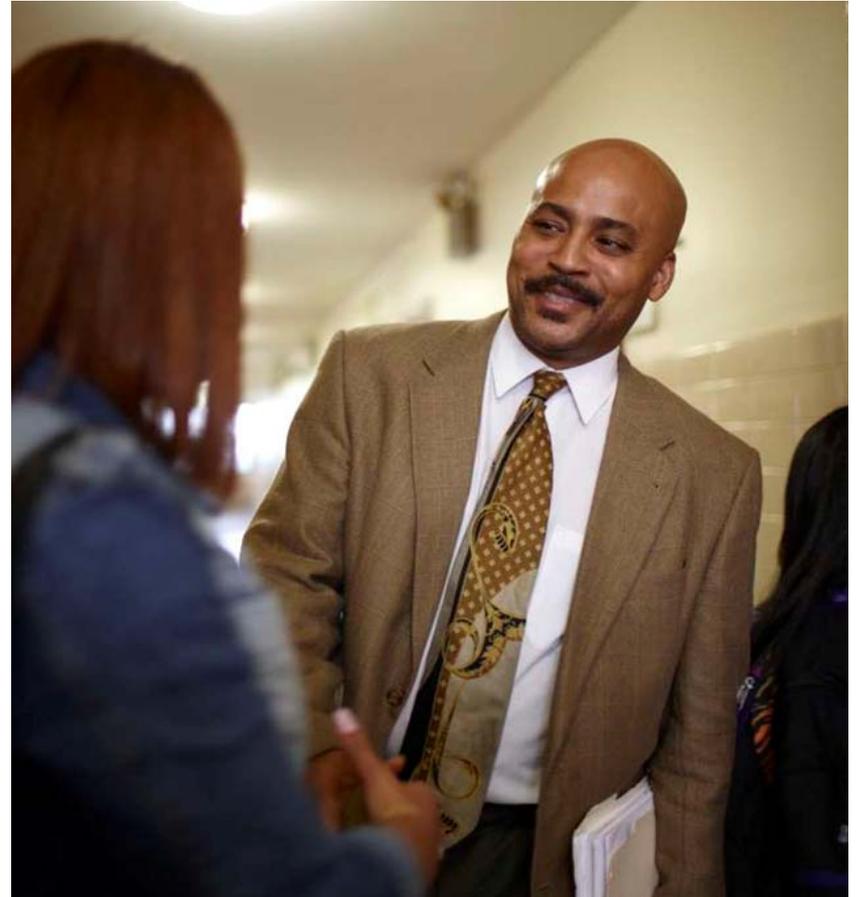


# Lunch



# Techniques for Data Conversations

- Positive Presumptions
- Paraphrasing



# Data Conversations with Parents



# Action Research and Sustaining Data Use in Your School





# Looking Ahead

# Taking Stock

Where are we?

What?

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What happened?

So What?

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Why was it critical?

Now What?

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How does this tie into your plan for next year?

# Summary

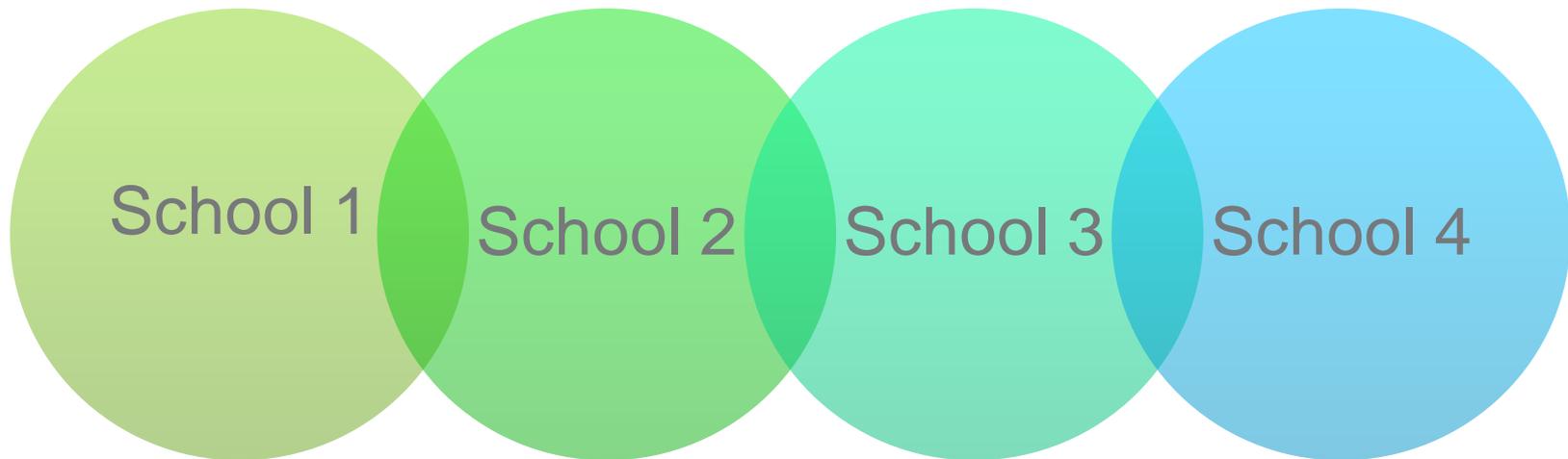
- Data Conversations can be used in various contexts and with multiple stakeholders, including parents, to foster transparency.
- Engaging in Action Research is one way to address a high-stakes Pattern of Need in our school.



Break



# Action Research Scenarios



# Sustainability Plan



1. Action Research Project Plan
2. Implementation Plan
3. Resources and Supports
4. District-Wide Sustainability Plan

# Implementation Planning



# Days 6, 8, 9 & 10

## Day 6

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Welcome/Overview  
Implementation Progress  
Data Questioning  
Assessment Literacy  
Data Conversations with Students  
Creating Checks for Understanding  
Using Data to Create Flexible Small Groups for Differentiation  
Aggregate Data and Sub-populations  
Intersection Analysis  
Implementation Planning  
Wrap-Up/Evaluations

## Today

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Welcome/Overview  
Implementation Progress  
Implementing and Assessing a High-Impact Strategy  
Visual Data Displays  
**Break**  
Data Walls  
RI Growth Model  
**Lunch**  
Data Conversations with Parents  
Action Research  
**Break**  
Sustainability Plan  
Implementation Planning  
Wrap-Up/Evaluations

## Day 9

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On-Site Visit  
Agenda to be determined with your coach

## Day 10

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Asking Powerful Questions  
Coaching and Facilitation  
SDLT Share  
Sustainability planning



# Wrap-Up