Data Use
Professional Development Series

301
Day 8
The contents of this slideshow were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Rhode Island educators have permission to reproduce and share the material herein, in whole or in part, with other Rhode Island educators for educational and non-commercial purposes.

© 2013 the Rhode Island Department of Education and Amplify Education, Inc.
Welcome back!
Agenda

Today

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.
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

![Graph showing the improvement in reading fluency over weeks of instruction.](image-url)
## Types of Data Displays

<table>
<thead>
<tr>
<th>Type</th>
<th>Purpose</th>
<th>Sample Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar Graph</td>
<td>• Compares quantities in particular categories or groups&lt;br&gt;• Displays relationships</td>
<td>• What percentage of students in each grade level achieved proficiency? &lt;br&gt;• How do female students compare to male students?</td>
</tr>
<tr>
<td>Line Graph</td>
<td>• Shows changes in data over time at equal intervals&lt;br&gt;• Displays trends over time such as performance or growth</td>
<td>• How did the fourth graders from Wilson Elementary perform on the NECAP over the last 5 years? &lt;br&gt;• How has an intervention over the last 8 weeks increased the number of words a student can read per minute?</td>
</tr>
<tr>
<td>Pie Chart or Circle Graph</td>
<td>• Compares parts of a whole&lt;br&gt;• Shows percentages or proportions of data as it relates to the whole</td>
<td>• What is the relative distribution of student scores across performance levels in Ms. Park’s class?</td>
</tr>
<tr>
<td>Scatter Plot</td>
<td>• Shows relationship between two different measures</td>
<td>• What is the correlation between a student’s grade on a unit assessment and her NECAP score?</td>
</tr>
</tbody>
</table>
Fall 2012 NECAP Reading Tests

State Summary

Percentage of Students Performance Levels

Level 1 | Level 2 | Level 3 | Level 4
--- | --- | --- | ---
60% | 50% | 40% | 30% | 20% | 10% | 0%

State Summary

Pie Chart:
- Level 1: 21%
- Level 2: 17%
- Level 3: 52%
- Level 4: 10%

State Summary

Percentage of Students

Level 1 | Level 2 | Level 3 | Level 4
--- | --- | --- | ---
10% | 20% | 50% | 60%
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
Rhode Island Growth Model

Where can I go for more information?

• Principal
• RIGM website:
  – 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?

<table>
<thead>
<tr>
<th>What?</th>
<th>So What?</th>
<th>Now What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
<td>Why was it critical?</td>
<td>How does this tie into your plan for next year?</td>
</tr>
</tbody>
</table>
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

School 1

School 2

School 3

School 4
Sustainability Plan

1. Action Research Project Plan
2. Implementation Plan
3. Resources and Supports
4. District-Wide Sustainability Plan
## Days 6, 8, 9 & 10

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Today</th>
<th>Day 9</th>
<th>Day 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome/Overview</td>
<td>Welcome/Overview</td>
<td>On-Site Visit</td>
<td>Asking Powerful Questions</td>
</tr>
<tr>
<td>Implementation Progress</td>
<td>Implementation Progress</td>
<td>Agenda to be determined with your coach</td>
<td>Coaching and Facilitation</td>
</tr>
<tr>
<td>Data Questioning</td>
<td>Implementing and Assessing a High-Impact Strategy</td>
<td></td>
<td>SDLT Share</td>
</tr>
<tr>
<td>Assessment Literacy</td>
<td>Visual Data Displays</td>
<td></td>
<td>Sustainability planning</td>
</tr>
<tr>
<td>Data Conversations with Students</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating Checks for Understanding</td>
<td>Data Walls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Data to Create Flexible Small Groups for Differentiation</td>
<td>RI Growth Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate Data and Subpopulations</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intersection Analysis</td>
<td>Data Conversations with Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Planning</td>
<td>Action Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrap-Up/Evaluations</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sustainability Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implementation Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wrap-Up/Evaluations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wrap-Up