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STOP, LOOK, LISTEN TO WHAT YOUR DATA IS TELL YOU!

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Georgia Systems of Continuous Improvement

- GaDOE Unified approach to improvement
  - Framework
  - Problem solving model
- Provides a structure to align GaDOE tools and resources
  - Creating aligned "Toolbox"
- Provides framework to support flexibility of funding streams
  - Structure to match district "Needs" to improvement actions

Objectives & Purpose

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Participants will learn the importance of data analysis in afterschool.

Participants will learn how to work with regular day school professionals in determining what data sources to use.

Participants will be able to analyze sample data and develop an action plan.

Participants will develop a process of continuous improvement which utilizes student data.

WHAT DO WE DO ABOUT DATA IN OUT OF SCHOOL PROGRAMMING ?

WHAT DOES THE RESEARCH SAY?

Research

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According to a MetLife Foundation Afterschool Alert in August of 2014 which discussed the use of data in afterschool programs, they stated,

It is an indicator, or indicators, that programs can use to improve their understanding of how well their offerings are being implemented and what their impact is. It allows programs to identify what their strengths are and where changes need to be made. (p. 1 – 2)

Afterschool program that collects data then has the opportunity to review and analyze their data, which in turn can help a program determine if it is carrying out activities and services in the way that was intended…Additionally, data collection and analysis can help demonstrate to their community, potential funders, and policymakers that they are making a difference in their students' lives. (p. 2)

Therefore, it is critical that programs have a clear and focused set of goals, gather and synthesize data that are connected to those goals, and implement a continuous improvement cycle that uses the data in order to build on lessons learned and ensure that they are providing their students with the supports they need. (p. 7).

How to Work with Regular Day School Professionals in Determining What Data Sources to Use

DATA COLLABORATION

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One of the biggest challenges for any district implementing data-driven decision-making is knowing where to begin.

Often, there are so much data to choose from that the process can be overwhelming for Out of school-time staff, district staff, teachers and principals. The best advice is to start with the basics.

A district should begin data collection by defining what it wants to know. "If you don't have a purpose in mind, it's easy to get off track."

Ongoing shared communication between Out of school-time staff, teachers, and administrators should be a priority to support student learning.

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In *Data Analysis for Comprehensive Schoolwide Student Improvement*, there are seven questions to help focus the early stages of data-driven decision-making and shared student improvement support:

1. What is the purpose of the school or district?
2. What do you expect students to know and be able to do by the time they leave school? (Standards)
3. What do you expect students to know and be able to do by the end of each year? (Benchmarks)
4. How well will students be able to do what they want to do with the knowledge and skills they acquire by the time they leave school? (Performance)
5. Do you know why you are getting the results you get?
6. What would your school and educational processes look like if your school were achieving its purpose, goals and expectations for student learning?
7. How do you want to use the data you will gather?

LET'S TAKE A RIDE ON THE DATA TRAIN

Two Types of Data

Standardized Assessments and Grades

A **standardized test** is a test that is administered and scored in a consistent, or "standard", manner. Standardized tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined manner.

Criterion-referenced tests and assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards – i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. In elementary and secondary education, criterion-referenced tests are used to evaluate whether students have learned a specific body of knowledge or acquired a specific skill set. For example, the curriculum taught in a course, academic program, or content area.

Traditional Grading and Standards-Based Grading

Traditional grading typically involves the following:

- Simple letter grades
- Assessments based on teacher-defined criteria
- A single overall grade per student based on a combination of related and unrelated assessment of skills, knowledge, performance and conduct over a period of time

The essential qualities of **standards-based grading** involve:

- Rubrics with meaningful labels
- Assessments based on specific state, district or school-wide standards.
- Multiple grades per student: One for each standard that reflects the student's ability related to the standard at a certain moment in time.

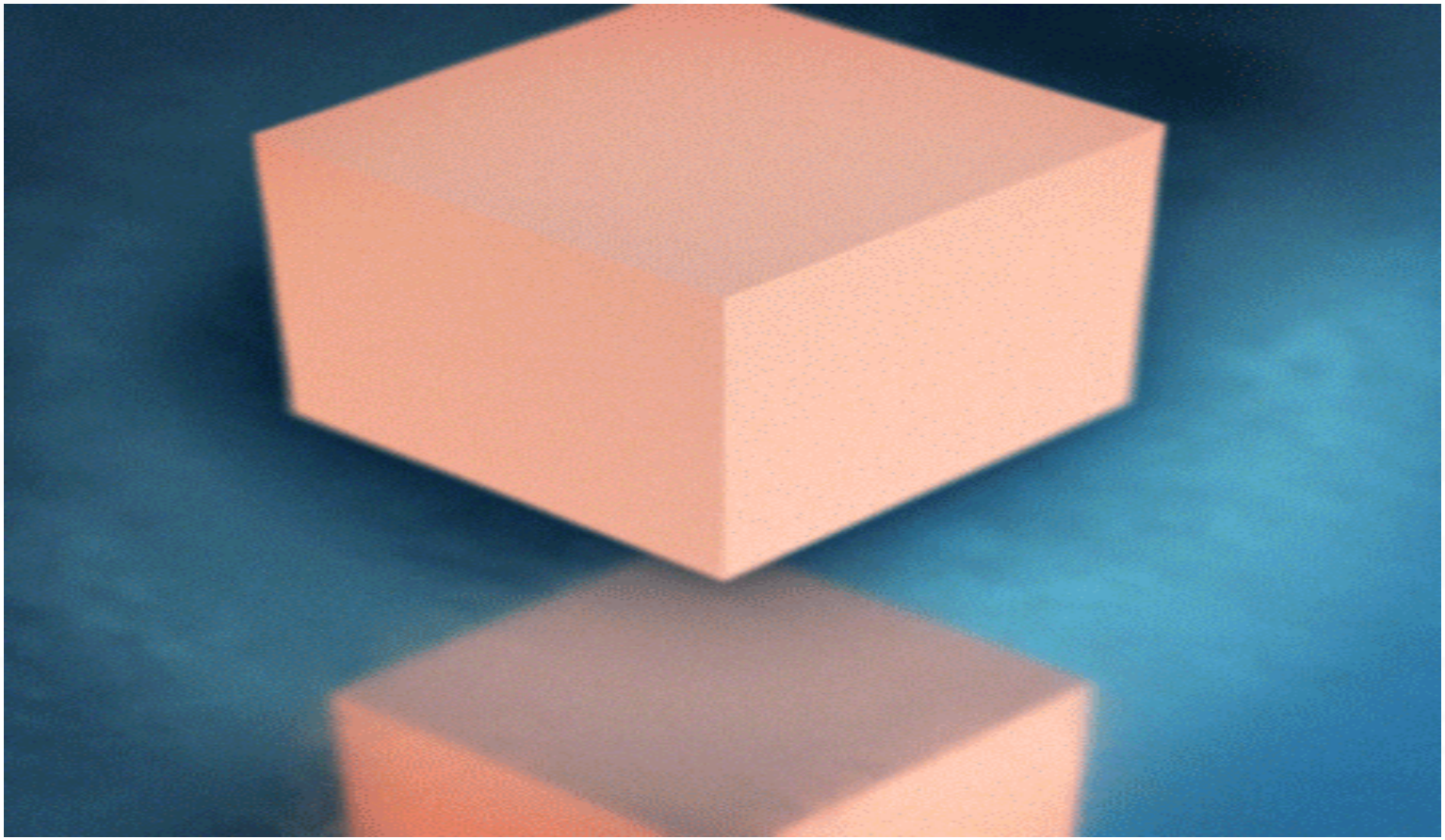
https://help.blackboard.com/Edline/Gradebooks/Easy_Grade_Pro/Using_the_Standard_Chart/Traditional_Grading_vs_Standards-based_Grading

Explain difference

Traditional Grading System	Standards-Based Grading System
1. Based on assessment methods (quizzes, tests, homework, projects, etc.). One grade level is given per assessment.	1. Based on learning goals and performance standards. One grade/entry is given per learning goal.
2. Assessments are based on a percentage system. Criteria for success may be unclear.	2. Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.
3. Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra grade.	3. Measures achievement only OR separates achievement from effort/behavior. No penalties or extra credit.
4. Everything goes in the grade book – regardless of purpose.	4. Selected assessments (tests, quizzes, projects, etc.) are used for grading purposes.
5. Include every score, regardless of when it was collected. Assessments record the average – not the best – work.	5. Emphasize the most recent evidence of learning when grading.

Adapted from O'Connor K (2002). *How to Grade for Learning: Linking grades to standards (2nd ed.). Thousand Oaks, CA: Corwin Press.*

DISSAGRATE THE DATA



Disaggregated data refers to numerical or non-numerical information that has been (1) collected from multiple sources and/or on multiple measures, variables, or individuals; (2) compiled into **aggregate data**—i.e., summaries of data—typically for the purposes of public reporting or statistical analysis; and then (3) broken down in component parts or smaller units of data. For example, information about whether individual students graduated from high school can be compiled and summarized into a single graduation rate for a school or a graduating class, and annual graduation rates for individual schools can then be aggregated into graduation rates for districts, states, and countries. Graduation rates can then be *disaggregated* to show, for example, the percentage of male and female students, or white and non-white students, who graduated. Generally speaking, data is disaggregated for the purpose of revealing underlying trends, patterns, or insights that would not be observable in aggregated data sets, such as disparities in **standardized-test scores** or enrollment patterns across different categories of students, for example.

So, What Does An Effective & Continuous Evaluation/Improvement Process

Step 1	Collect and chart data (Identify Needs)
Step 2	Analyze strengths and obstacles (Select Interventions)
Step 3	Establish goals: set, review, revise (Plan Implementation)
Step 4	Apply instructional strategies (Implement Plan)
Step 5	Determine results indicators (Examine Progress)

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WHAT DATA TO COLLECT	ANALYSIS OF THE DATA	GOAL/BENCHMARK	STRATEGIES	RESULTS INDICATORS

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Questions to Keep in Mind during Data discussions:

- What does student achievement look like (in ELA/Reading, Math, Science, Writing, etc.)?
- What variables that affect student achievement are within your control?
- What variables that affect student achievement are outside your control?
- How do you currently explain your results in student achievement?
- In the absence of data, what is used as a basis for instructional decisions?

DATA DISCUSSION

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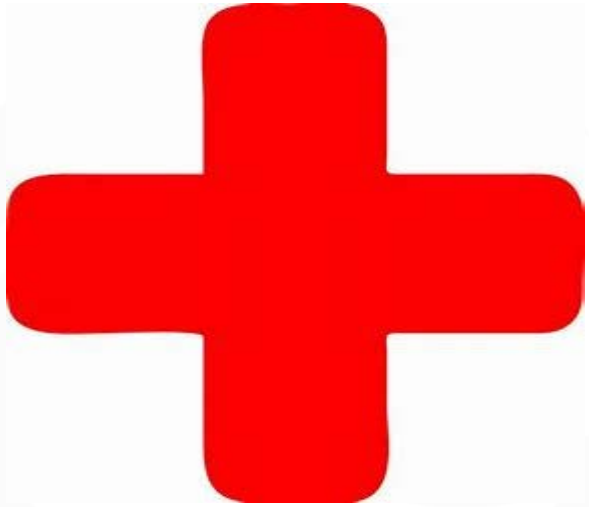
SUMMARIZING

WHAT HAVE WE LEARNED?



What new knowledge have you added today?

What will you change in your future practice?

QUESTIONS?

THANK YOU!!