## DATA GROUP

ECSE SUMMIT FEBRUARY 7 & 8, 2019
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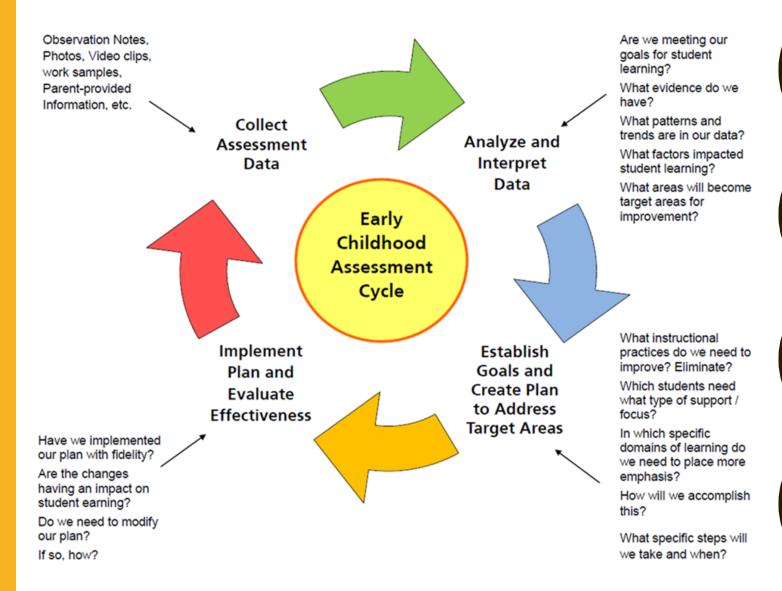
#### CHANGING THE WAY WE DO THINGS

- "All organizations are perfectly designed to get the results they are now getting. If we want different results, we must change the way we do things."
  - Tom Northup, Five Hidden Mistakes

#### **OUR GROUP'S WORK**

• Our goal is to develop a support system for programs that collect progress monitoring data to utilize a framework or systematic review process to analyze, evaluate and respond to their own child outcomes data.

• To do this, we will engage practitioners to experience the steps of data analysis and reflect on the experience after each session to create a set of training materials, resources, questions to be used with future groups.



**SESSIONS ALL TOGETHER** ....and we aren't done yet.

## SESSION ONE

- BASELINE
  DATA-WHAT
  DO WE
  CURRENTLY
  DO?
- 3 QUESTIONS
- REFLECTION

#### Coordinated and Comprehensive System of Multiple Assessments

Universal Screener For all students within the first quarter

Diagnostic

Only students identified on the screener

Ongoing Progress Monitoring Interim check for progress for all children with check ins every few weeks

Formative Assessment Process Data used for teachers and students during instruction to plan scaffolding for all children birth-Grade 3



Summative

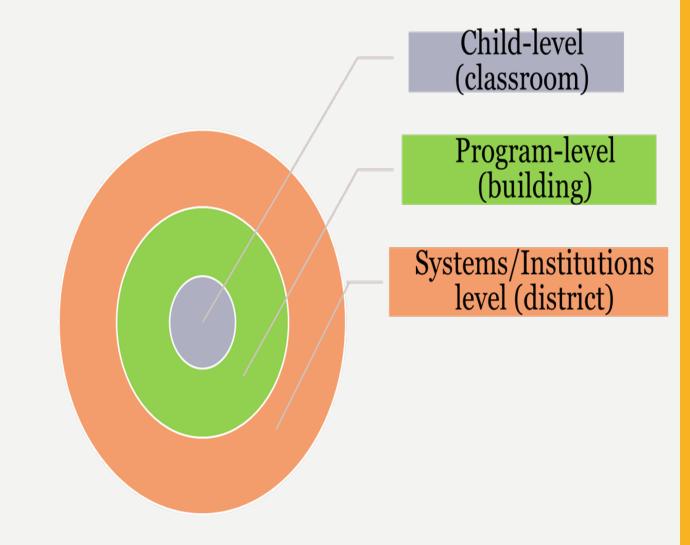
Checkpoints, statewide assessments, federal reporting





#### **SESSION TWO**

- Introduction to data
  - Sources of data
  - Public and Private-Make sure we protect FERPA
  - Accessible data that is sharable and not sharable
  - Examples of available data sets
    - MapLit
    - AZDash
    - TSG





#### **SESSION THREE**

#### Connecting data

- Looking at your "Choosing which data to collect" worksheet, you'll see you've generated 3 possible causes. Choose one cause to explore.
- Now its time to start digging in.







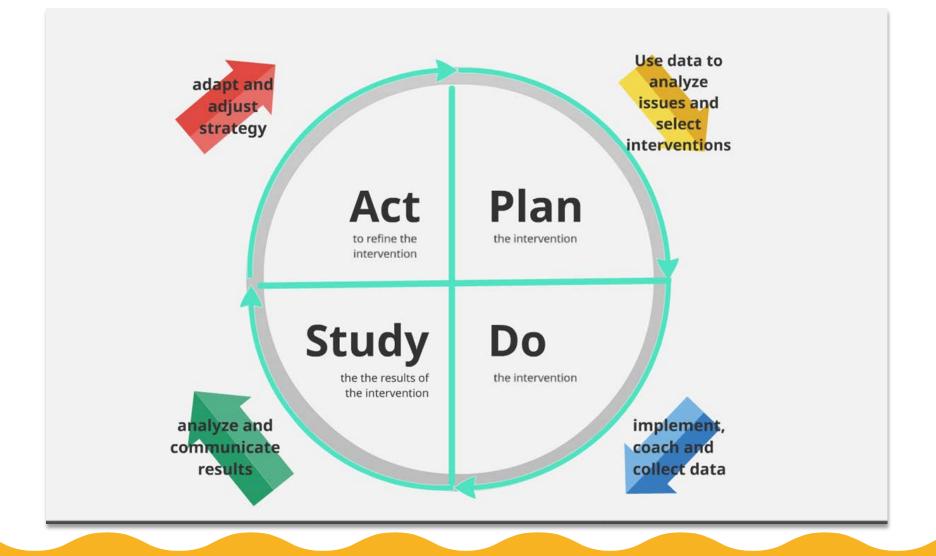


# SESSION 4-IN PROGRESS

- Getting into fake data at "Liz's district"
  - What is the baseline data?
  - What changes were made?
  - What should they study?
  - What should they do?
  - What should they act upon?
- Practice Data Literacy







"Though this be madness, yet there is method in it."
-Hamlet



#### **SESSION 5**



#### Start reviewing district's own data

- Sharing thoughts
- Sharing strategies
- Sharing connections

2

Ask questions

3

Talk about their plan, do, study, act

#### TEMPE'S DATA JOURNEY

- I. What do students know?
  - What do we want them to know? Kinder Readiness? AzELS? TSG?
  - What are expectations? Kinder Screener/Revised AzELS/ADETSG Monitoring Rubric
- 2. Are they making progress towards targeted standards/goals?
  - What does the data tell us when we look at our targeted expectations?
  - How do developmental students compare to inclusion students?
  - How does progress towards IEP goals compare to TSG targets?
  - 3. What are the specific areas they need intervention/enrichment in for differentiation?
    - What are the data sources we can use to determine?
    - What are critical learning objectives and how do we use progress towards them to plan?

#### **ANSWERING OUR QUESTIONS**

I. What do students know?

Targeted skills from Kinder Screener

**IEP Goals** 

TSG

2. Are they making progress towards targeted standards/goals?

Compare areas monitored by the state: LL, MA, AL, PD, SE

Look at targeted objectives: District identified/PLC's Data Discussion

3. What are the specific areas they need intervention/enrichment in for differentiation?

Class profile

Individual Student profile

#### STRATEGIES USED

- Scope and Sequence aligned to AzELS and TSG
- Pacing Calendars aligned to curriculum/AzELS/TSG
- Training for staff-Revised AzELS/TSG Data Collection/IEP Goal Bank
- Tools for data collection-resources/staff/time
- PLC group calibration of data collected-Snapshot Report
- Planning for small group instruction/intervention
- Kinder Advisory Group/visits to classrooms/"check in" comparison of students from Spring PreK 4 to Fall kinder checkpoints

#### ADE TSG MONITORING RUBRIC

#### Arizona Department of Education

#### Child Observations and Portfolio Rubric

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Criteria	1	2	3	<mark>4</mark>
Documentation from Multiple Adults (teachers, paraprofessionals, therapists, family)	Documentation limited to single adult (e.g. teacher)	Majority of documentation from a single adult but at least one other adult has provided minimal input	Documentation is from at least two adults and includes family input	Documentation is from multiple adults and includes family input
Documentation of  Various Types (screening/intake, anecdotal notes, work samples, checklists, photos, videos)	Documentation limited to a single type of documentation	Majority of documentation limited to a single type but at least one other type is included	Documentation reflects a combination of at least 3 different types	Documentation reflects a combination of 4 or more different types
Documentation Collected Over Time (observed on multiple days throughout GOLD season)	Documentation collected at a single point in time (all same dates)	Majority of documentation is collected at <i>a few</i> points in time	At least 50% of documentation is collected over time	At least 90% of documentation is collected over time
Documentation Appropriately Linked to Objectives (Clear relationship between documentation and the objective(s) to which it is linked)	Majority of documentation is insufficient to assess objective(s) to which they are linked	Majority of documentation has a weak relationship to the linked objectives with no context statement	Majority of documentation has an adequate relationship to linked objective(s) and include context statements	Majority or all documentation has a clear, supportive relationship to the objectives selected and include context statements
Documentation is objective and specific regarding children, materials, time span, etc. (See ADE Assessment Manual for more information on quality assessment practices.)	Majority of documentation contains the whole group lesson plans for the day and no specific details on what each child can do, or all the documentation is "whole class"	Majority of documentation contains some whole group lesson plans and some specific details of each child. Also no judgements or opinions are included in the child specific documentation	Majority of documentation contains specific details about what each child can do and minimal "whole class" documentation as well as minimal lesson plan reporting. No judgements or bias is found in the documentation	Majority documentation contains extensive details of the specific event that creates a clear, unbiased picture of the event and the child. All documentation is specific to each child and no judgements or bias is observed.
Adequate training has been completed by users for Gold	Lead teacher and assistants in the classroom have completed all four online modules	All of the previous are met and one teacher in the classroom has attended 2- day in person training	All of the previous are met and Interrater reliability certificate valid for all teachers in the classroom	All of the previous <u>and</u> administrator has attended Administrator's training

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#### **SCOPE AND SEQUENCE**

	Week	ELA	Songs/Finger Plays	Vocab/Theme	Targeted Vocab	Concept	Letter	Targeted Letter/Sound	à .	Social Emotional BD = Big Day SS = Second Step	Math	Shape	Color	Number
heme 1	8/6	Big Book:	Alphabet Song	My School	school	on/aff		M, N	Aim & Scribble	Cooperation (BD)	Recognize Patterns	Circle	Yellow	1, 3
Ready for School		The Kissing Hand		class	teacher				Coloring Pages		Create Patterns			
			Ready for School	name	friends				Mat Man			Intro	1	Intro
				school	play									
				teacher	help									
				rule	share								1	
					turns									
	8/13	Big Book:	The More We Get	Making Friends	letters	on/off		M, N	1, #1	Cooperation (BD)	Positional Words	Circle	Yellow	1, 2
		Owen	Together	friends	flag						Count Items			
				help	read									
			Let's Wave Hello	play	on									
				share	off									
				kind										
	8/20	Big Book:	We'll Share a Treat	Learning Together		on/aff	Aa	M, N	Comma	Cooperation (BD)	compare lengths	Circle	Yellow	1, 2
		My Friends		learn					Plus Sign		use measurement			
	-			partners							words			
			Oh, Little Playmate	together										
	8/27	Big Book:	Be a Friend	Getting Along		on/off	Bb	M, N	L, Square	Cooperation (BD)	Counts to 5	Circle	Yellow	1, 2
		Little Red Hen		cooperate							Compares Quantities			
				share										
				taking turns									1	
						- ALL STREET							1	

#### PACING CALENDAR

AzELS Content Areas	TSG Objectives	Standards	Notes:
Theme 5			
Language and Literacy	10b	LL.S1.C2e	All standards and TSG objectives
	<mark>13</mark>	LL.S1.C3d	listed are the targeted standards
	16b	LL.S2.C3d	from 1/7-2/1.
	16a, 19b	LL.S2.4d	
	18c	LL.S2.C5i	Data analysis discussion during
	19a	LL.S3.C1b	the week of 1/28/ -2/1 PLC be wil
			focused on those that are
Math	20c	MA.S1.C2d	highlighted.
	20b, 20c	MA.S1.C4d	
	20e	MA.S2.C1b	Reminder: Deadline for TSG
	22a	MA.S3.3d(c)	Winter Checkpoint data entry in
	<mark>21b</mark>	MA.S4.C1c	1/25/19
Approaches to Learning	29	AL.S3.C1b	
	11d, 11e	AL.S3.C2c	
	3b, 11c	AL.S5.C2a	
Physical, Health, Safety	   <mark>6</mark>	PD.S1.C1c	<del></del>
, , , , ,	4	PD.S2.C1c	
Social/Emotional Development	2a	SE.S1.c2.b	
social, emotional bevelopment	3a, 9a	SE.S2.c1.b	
	1a	SE.S1.c3.c	
	2b	SE.S1.c2.d	
	1a	SE.S2.c3.a	

### **SNAPSHOT REPORT-CLASS/STUDENT**

	Arizona Department of	Education Feacher	
	39.43-1.44	1	
	Relow	Meeting	Exceeding
13 Manages feelings	0 / 0%	8 / 53.33%	7 / 46.67%
3a Balances needs and rights of self and others	3 / 20%	2 / 13.33%	66.67%
3b Solves social problems	6 / 40%	4 / 26.67%	5 / 33.33%
	Physic	cet	
	Below	Meeting	Exceeding
6 Demonstrates gross motor manipulative skills	2 / 13.33%	7 / 46,67%	6 / 40%
	EARCH STATE OF THE	PROFESSION AND ADMINISTRATION OF THE PROPERTY	
4.00	Below	Meeting	Exceeding
Sa Uses an expanding expressive vocabulary	4 / 26.67%	9 / 60%	2 / 13.23%
	Cognit	TVP	
	Below	Meeting	Exceeding
11e Salves problems	4 / 26.67%	4 / 26.67%	7 / 46.67%
	Liters		
	Below	Meeting	Exceeding
166 identifies latter-sound correspondences	2 / 13.33%	5 / 33.33%	8 / 53.33%
18d Retelfa stories and recounts details from informational texts	8 / 53.33%	3 / 20%	26.67%
	Mathema	etics	
	Betaw	Meeting	Exceeding
20to Quantifies	6 / 40%	5 / 33.33%	4 / 26.67%
20c Connects numerals with their quantities	5 / 33.33%	6.67%	9 / 60%
21b Understands shapes	5 / 33.33%	7 / 46.67%	3 / 20%

# CHALLENGES FACED/OVERCOMING THE CHALLENGES

- Quality of data collection-Review ADE monitoring rubric/mock monitoring
- Staff knowledge/understanding of data analysis-Solid understanding of standards
- Clearly defined kinder readiness skills-Feedback from kinder teachers, visits to classrooms, use of kindergarten screener
- Measurement of "soft" skills-additional training in social/emotional
- Streamline data collection for teachers-aligning eval data/IEP goals/TSG objectives/AzELS to minimize
- Time/Resources-I certified, I classified (6 hours/day), recording forms
- Aligning-evaluation tools, goals, TSG, standards (connecting the dots)-plans to revise goal bank

#### **QUESTIONS FOR TEMPE**



#### FOWLER'S DATA JOURNEY

- Three initial questions:
- I. How do our SPED outcomes compare to other districts?
- 2. How do our SPED inclusion students compare to our gen ed students?
- 3. How do our self-contained students compare to our inclusion students?
- 4. How do our role model students compare to our gen ed students? (new question developed toward the end of the journey)



#### **ANSWERING OUR QUESTIONS**

- I. How do our SPED outcomes compare to other districts?
- I was unable to dive into this questions due to the errors in OSEP reporting this year.
   However, what limited data that I was able to find showed that we were behind in most areas. I tried using AZDash and MapLIT for the information. Maybe in the future, the results will be more accurate.
- 2. How do our SPED inclusion students compare to our gen ed students?
- I used the class profile reports for our Head Start and reports that they submit to the City of Phoenix. They have a Child Outcomes report that includes all IEP students in their program. I compared.

#### **DATA**

15% Meeting 10% Meeting 7%Meeting 19% Meeting 14% Meeting 10% Meeting 13% Meeting Social-85% Exceeding 90% Exceeding 93%Exceeding 81%Exceeding 86%Exceeding 90%Exceeding 88%Exceeding Emotional 41% Meeting 40% Meeting 11%Meeting 75% Meeting 42 % Meeting 39% Meeting 41% Meeting Physical 59% Exceeding 89%Exceeding 60% Exceeding 25%Exceeding 58%Exceeding 61%Exceeding 59%Exceeding Motor 35% Meeting 30% Meeting 29%Meeting 7% Meeting 63% Meeting 3496Meeting 33%Meeting Language 65% Exceeding 70% Exceeding 93%Exceeding 37%Exceeding 66%Exceeding 67%Exceeding 71%Exceeding 32% Meeting 28% Meeting 31% Meeting 7%Meeting 57% Meeting 27% Meeting 30% Meeting Cognitive 68% Exceeding 72% Exceeding 93%Exceeding 43%Exceeding 69%Exceeding 73%Exceeding 70%Exceeding 48% Meeting 50% Meeting 35%Meeting 65% Meeting 46%Meeting 51%Meeting 49%Meeting Literacy 52% Exceeding 50% Exceeding 65%Exceeding 35%Exceeding 54%Exceeding 49%Exceeding 51%Exceeding 27% Meeting 26% Meeting 996Meeting 47% Meeting 27% Meeting 23% Meeting 27% Meeting Mathematics 73% Exceeding 73% Exceeding 91%Exceeding 52%Exceeding 72%Exceeding 77%Exceeding 73%Exceeding Exceeding Exceeding Exceeding Exceeding Exceeding Exceeding Exceeding Totals: 402 415 524 287 405 421 408

## **DATA**

2018-19	Boys	Girls	3's	4's	English as Primary Language	DLL Students	IEP
Social	75% B	75% B	75%B	78% B	83% B	-69% B	77% B
	21% M	25% M	25%M	23% M	17%-M	31% M	23% M
	0% E	0% E	0% E				
	75% Total	25% Total	25% Total	23% Total	17% Total	31% Total	23% Total
Physical	57% B	50% B	29% B	68% B	52% B	57% B	54% B
	43% M	50% M	71% M	33% M	48% M	43% M	46% M
	0% E	0% E	0% E				
	43% Total	50% Total	71% Total	33% Total	48% Total	43% Total	46% Total
Language	71% B	68% B	74% B	.67% B	74% B	64% B	85% B
	29% M	32% M	26% M	33% M	26% M	36% M	15% M
	0% E	0% E	0% E				
	29% Total	32% Total	26% Total	33% Total	26% Total	36% Total	15% Total
Cognitive	76% B	78% B	81% B	74% B	79% B	73% B	92% B
	24% M	22% M	19% M	26% M	21% M	27% M	8% M
	0% E	0% E	0% E				
	24% Total	22% Total	19% Total	26% Total	21%-Total	27% Total	8% Total
Literacy	71% B	68% B	62% B	73% B	69% B	70% B	77% B
	29% M	32% M-	38% M	27% M	31% M	30% M	23% M
	0% E	0% E	0% E				
	29% Total	32% Total	38% Total	27% Total	31% Total	30% Total	23% Total
Mathematics	71% B	76% B	48% B	88% B	85% B	59% B	85% B
	29% M	24% M	52% M	12% M	15% M	41% M	15% M
	0% E	0% E	0% E				
	29% Total	24% Total	52% Total	12% Total	15% Total	41% Total	15% Total
Total	229	185	231	154	158	208	130

-

#### **ANSWERING OUR QUESTIONS**

- 3. How do our self-contained students compare to our inclusion students?
- I used the class profiles from our sped classrooms to compare the data to the Head Start class profiles. I also used IEP goal info and looked at the different eligibility categories to see if there was a difference in growth based on eligibility.
- 4. How do our role model students compare to our gen ed students?
- I used class profiles, the individual child reports, and development and learning report

#### STRATEGIES USED

- Collaboration with Head Start and PDG programs
- Individual and group trainings with the teachers
- Quality First coach and Smart Support focus on specific domains
- Including specific learning objectives in lesson plans to address weak areas
- Professional development with general ed preschool to ensure proper exiting of students into OSEP

# CHALLENGES FACED / OVERCOMING THE CHALLENGES

- Teachers have the data and report the data but they do not necessarily understand the data (not currently using it to drive instruction) (incorporating it into lesson plans)
- Unsure if the data is accurate (Head Start data was at 100% meet or exceeds {no students were below expectations})
- Seems like just another thing to some of the teachers (imbedding it and making data comfortable, relevant, and meaningful)
- Unsure of how to report the data to parents (parent conference reports, IEP meetings, parent teacher conferences)

# SESSION 6-WRAPPING UP THE WORK

#### Reflection?

- What was helpful
- What should be included in a toolbox?
- What would go in a framework?
- Starting point
- Ending point
- What are we missing?



# WHAT'S NEXT FOR YOU?

- Do you want to make three questions?
- Do you know what data is available to you?
- Do you already have a data group working and could share what is working well for you?
- What is your next step?





#### TAKING VOLUNTEERS

- Interested in joining the next cohort?
  - Fill out application on the tables
  - Email to <a href="mailton@azed.gov">Elizabeth.Hamilton@azed.gov</a> or hand in after the session
- What's required of you?
  - Two hours a month
  - Love for data, interest in researching
  - Three questions
  - One trip to Phoenix for the presentation

#### **ANY QUESTIONS?**



#### **CONTACT US**

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