



DATA GROUP

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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.

Observation Notes,
Photos, Video clips,
work samples,
Parent-provided
Information, etc.

**Collect
Assessment
Data**

**Early
Childhood
Assessment
Cycle**

**Analyze and
Interpret
Data**

**Establish
Goals and
Create Plan
to Address
Target Areas**

**Implement
Plan and
Evaluate
Effectiveness**

Have we implemented
our plan with fidelity?
Are the changes
having an impact on
student learning?
Do we need to modify
our plan?
If so, how?

Are we meeting our
goals for student
learning?
What evidence do we
have?
What patterns and
trends are in our data?
What factors impacted
student learning?
What areas will become
target areas for
improvement?

What instructional
practices do we need to
improve? Eliminate?
Which students need
what type of support /
focus?
In which specific
domains of learning do
we need to place more
emphasis?
How will we accomplish
this?
What specific steps will
we take and when?

6
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

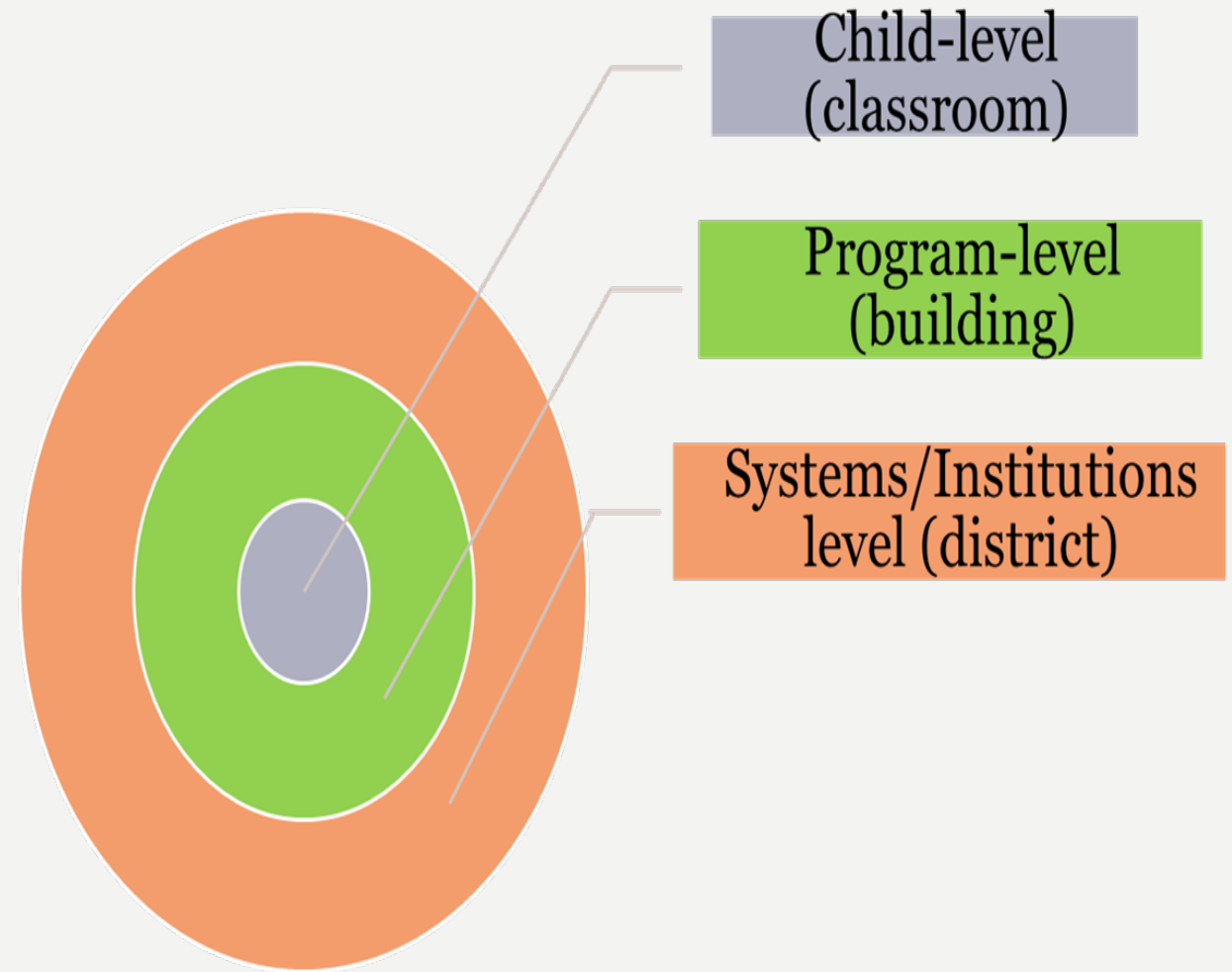
Summative

Checkpoints, state-wide 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

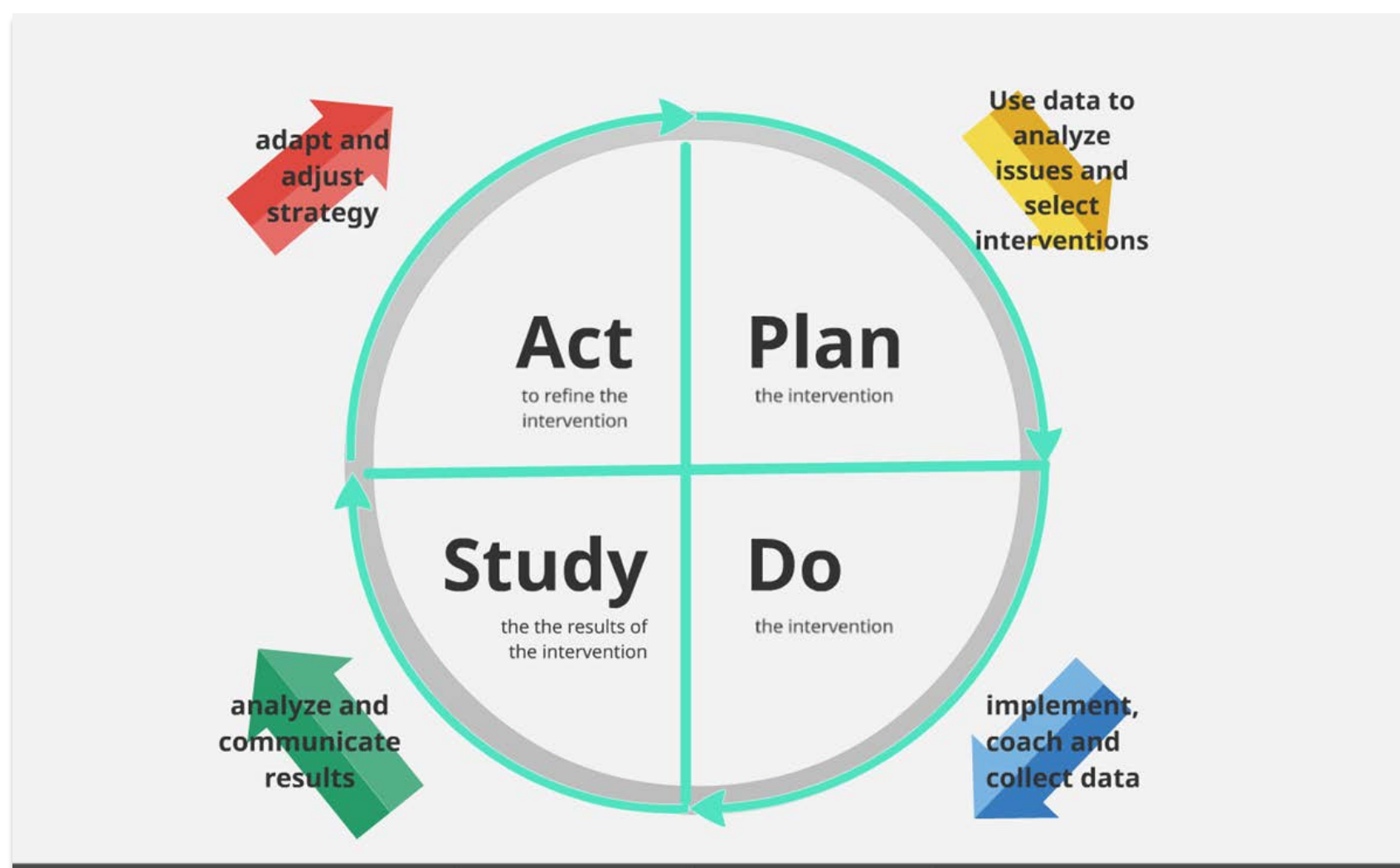
- Looking at your “Choosing which data to collect” worksheet, you’ll see you’ve generated 3 possible causes. Choose one cause to explore.
- Now its time to start digging in.



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

1

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

1. What do students know?
What do we want them to know? Kinder Readiness? AzELS? TSG?
What are expectations? Kinder Screener/Revised AzELS/ADE TSG 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

1. 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

Criteria	1	2	3	4
Documentation from Multiple Adults (teachers, paraprofessionals, therapists, family)	Documentation limited to <i>single</i> adult (e.g. teacher)	Majority of documentation from a single adult but <i>at least one</i> 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 <i>single</i> type of documentation	Majority of documentation limited to a single type but <i>at least one</i> other type is included	Documentation reflects a combination of <i>at least 3</i> different types	Documentation reflects a combination of <i>4 or more</i> different types
Documentation Collected Over Time (observed on multiple days throughout GOLD season)	Documentation collected at a <i>single</i> point in time (all same dates)	Majority of documentation is collected at <i>a few</i> points in time	<i>At least 50%</i> of documentation is collected over time	<i>At least 90%</i> 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 <i>insufficient</i> to assess objective(s) to which they are linked	Majority of documentation has a <i>weak</i> relationship to the linked objectives with no context statement	Majority of documentation has an <i>adequate</i> relationship to linked objective(s) and include context statements	Majority or all documentation has a <i>clear, supportive</i> 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 <u>documentation</u> 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 <u>documentation</u> 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 <i>extensive</i> 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 <u>observed</u> .
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 <u>and</u> one teacher in the classroom has attended 2-day in person training	All of the previous are met <u>and</u> Interrater reliability certificate valid for all teachers in the classroom	All of the previous <u>and</u> administrator has attended Administrator's training

KINDERGARTEN SCREENER

TD#3 Preschool to Kinder Assessment Data Sheet

Name : _____ School: _____
Teacher: _____ Dates Assessed _____
Category of Eligibility: _____ / Peer Student is: Right handed _____ Left Handed _____

Student Knows (states or points):

Student knows (states or writes):		Winter	Spring
First name states or points recognizes writes			
Last name states or points recognizes writes			
Age			
Birthday			
Address (name or town)			
Phone number			
Days of the Week	MTWTHFSS	MTWTHFSS	MTWTHFSS

Match and Sort

	Colors	Shapes	Sizes	Other
Match	/ /	/ /	/ /	/ /
Sort	/ /	/ /	/ /	/ /

Color Identification:

[illegible]

TSG 20. Counting:

TSG 20: Counting				Patterns			
	Fall	Winter	Spring		Fall	Winter	Spring
Counted objects to:				Copy pattern			
Rate counted to:				Extend pattern			
Wrote numbers to:				Create pattern			
Give 1							
Give 2							
TSG 11C. Solves problems				TSG 20c. Connects numerals w/ concepts			

Patterns:

[illegible]

TSG 16a. Uppercase Letter Identification:

[illegible]

TSG 16a. Lowercase Letter Identification:

[illegible]

TSG 16b. Letter Sounds:

[illegible]

Shape (states or points):

[illegible]

School Skills Checklist

School Skills Checklists		Fall	Winter	Spring		Fall	Winter	Spring
Separates from adults						TSG 7b. <i>Fine Motor Writing:</i>		
TSG 2c. Interacts with peers						standard grip		
TDG 8b						fill in spaces - coloring		
Lines up when verbally directed						stays in lines		
Follows 1 step routine directions						holds paper		
Follows 2 step routine directions						traces lines		
Follows 1 step non-routine directions						copies		
Follows 2 step non-routine directions						traces		
						writes		
TSG 3. <i>Large group settings :</i>					-	-	-	draws a person
sits appropriately								
takes turns						TSG 7a. <i>Fine Motor Cutting:</i>		
shares						grip		
participates						snip		
stays on task						straight line		
cleans up						curved		
works independently						triangle		
displays self-control						circle		
1b. obeys rules								
<i>Language:</i>								
speaks in full sentences						TSG 1,2,3 <i>Social/Emotional</i>		
2 word sentences						imitates others		
3 word sentences						remains in area		
4 word sentences						attends to activity		
5 word sentences						make choice of 2 or 3		
6 words or more						responds to emotions		
TSG 10a. Engages in conversation						parallel play		
TSG 8a. Comprehends language						cooperative play / work		
Independent bathroom skills:						initiates interactions		
uses toilet								
asks to go to the bathroom								
manages clothing						TSG 17. <i>Literacy</i>		
washes hands						enjoys books		
						parts of books		
Manages belongings:						use of books		
manipulates backpack/						rhyming		
belongings independently								
handles materials appropriately								
cleans up independently						word identification		

Gross Motor (TSG 4-7):	Fall	Winter	Spring	Concepts:	Fall	Winter	Spring
walk/run				big/little			
jump 1				empty/full			
jump 2				tall/short			
skip				same/different			
hop				hot/cold			
balance				float/sink			
throw							
catch							

Positions (states or points):

[illegible]

SCOPE AND SEQUENCE

[illegible]

PACING CALENDAR

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

SNAPSHOT REPORT-CLASS/STUDENT

Arizona Department of Education <i>Teacher</i>						
Winter 2018/2019						
Social-Emotional						
	Below		Meeting		Exceeding	
1a Manages feelings	0	/ 0%	8	/ 53.33%	7	/ 46.67%
3a Balances needs and rights of self and others	3	/ 20%	2	/ 13.33%	10	/ 66.67%
3b Solves social problems	6	/ 40%	4	/ 26.67%	5	/ 33.33%
Physical						
	Below		Meeting		Exceeding	
6 Demonstrates gross motor manipulative skills	2	/ 13.33%	7	/ 46.67%	6	/ 40%
Language						
	Below		Meeting		Exceeding	
9a Uses an expanding expressive vocabulary	4	/ 26.67%	9	/ 60%	2	/ 13.33%
Cognitive						
	Below		Meeting		Exceeding	
11a Solves problems	4	/ 26.67%	4	/ 26.67%	7	/ 46.67%
Literacy						
	Below		Meeting		Exceeding	
16b Identifies letter-sound correspondences	2	/ 13.33%	5	/ 33.33%	8	/ 53.33%
18c Retells stories and recounts details from informational texts	8	/ 53.33%	3	/ 20%	4	/ 26.67%
Mathematics						
	Below		Meeting		Exceeding	
20a Quantifies	6	/ 40%	5	/ 33.33%	4	/ 26.67%
20c Connects numerals with their quantities	5	/ 33.33%	1	/ 6.67%	9	/ 60%
21a 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:
 1. 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

- 1. 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

B3 2017-18 Boy's Girls 3's 4's English DUL IEP 4

<u>Social-Emotional</u>	15% Meeting 85% Exceeding	10% Meeting 90% Exceeding	7% Meeting 93% Exceeding	19% Meeting 81% Exceeding	14% Meeting 86% Exceeding	10% Meeting 90% Exceeding	13% Meeting 88% Exceeding
<u>Physical Motor</u>	41% Meeting 59% Exceeding	40% Meeting 60% Exceeding	11% Meeting 89% Exceeding	75% Meeting 25% Exceeding	42 % Meeting 58% Exceeding	39% Meeting 61% Exceeding	41% Meeting 59% Exceeding
<u>Language</u>	35% Meeting 65% Exceeding	30% Meeting 70% Exceeding	7% Meeting 93% Exceeding	63% Meeting 37% Exceeding	34% Meeting 66% Exceeding	29% Meeting 71% Exceeding	33% Meeting 67% Exceeding
<u>Cognitive</u>	32% Meeting 68% Exceeding	28% Meeting 72% Exceeding	7% Meeting 93% Exceeding	57% Meeting 43% Exceeding	31% Meeting 69% Exceeding	27% Meeting 73% Exceeding	30% Meeting 70% Exceeding
<u>Literacy</u>	48% Meeting 52% Exceeding	50% Meeting 50% Exceeding	35% Meeting 65% Exceeding	65% Meeting 35% Exceeding	46% Meeting 54% Exceeding	51% Meeting 49% Exceeding	49% Meeting 51% Exceeding
<u>Mathematics</u>	27% Meeting 73% Exceeding	26% Meeting 73% Exceeding	9% Meeting 91% Exceeding	47% Meeting 52% Exceeding	27% Meeting 72% Exceeding	23% Meeting 77% Exceeding	27% Meeting 73% Exceeding
<u>Totals:</u>	Exceeding 402	Exceeding 415	Exceeding 524	Exceeding 287	Exceeding 405	Exceeding 421	Exceeding 408

DATA

BT 2018-19

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