CENTER FOR
PERFORMANCE
ASSESSMENT

Data Teams

Seminar Overview

➢ Part One: Introduction

➢ Part Two: Building the foundation

➢ Part Three: The Data Team process

➢ Part Four: Creating and sustaining Data Teams

See page 6

Data Teams

Part One

Introduction

What Are Data Teams?

➢ Small grade-level or department teams that examine individual student work generated from common formative assessments

➢ Collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning

Data Team Actions

"Data Teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action."

(S. White, *Beyond the Numbers*, 2005, p. 18)

Learning Objectives

- Understand and experience the Data Team process
- Create an action plan to implement the Data Team process

The Data Team Process

- Step 1—Collect and chart data
- Step 2—Analyze strengths and obstacles
- Step 3—Establish goals: set, review, revise
- Step 4—Select instructional strategies
- Step 5—Determine results indicators

Flow Cha

Do Data Teams Really Work?

One district's story:

➢80% free and reduced lunch

➢68% minority student enrollment

➢40+ languages

(D. Reeves, *The Learning Leader*, 2006)

Elementary Schools, Then and Now

1998:

➢Schools with more than 50% of students proficient in Grade 3 English: 11%

2005:

➢Schools with more than 50% of students proficient in Grade 3 English: 100%

Middle Schools, Then and Now

1998:

➤ Schools with more than 50% of students passing English: 0%

2005:

➤ Schools with more than 50% of students passing English: 100%

High Schools, Then and Now

1998:

➢ Schools with more than 80% of students passing English Language Arts: 17%

2005:

➢ Schools with more than 80% of students passing English Language Arts: 100%

Data Teams

Part Two

Building the Foundation

Building the Foundation

Common formative assessments

Purpose of data collection
Leadership/Learning matrix

Effect data and cause data

Asking the right questions

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Asking the Right Questions

➢ What does student achievement look like (in reading, math, science, writing, foreign language)?

➢ What variables that affect student achievement are within your control?

➢ How do you currently explain your results in student achievement?

Developi
Data Mir

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Data Worth Collecting Have a Purpose

➢ How do you use data to inform instruction and improve student achievement?

➢ How do you determine which data are the most important to use, analyze, or review?

➢ *In the absence of data, what is used as a basis for instructional decisions?*

See page 15

Data Col

Two Types of Data

➢ **Effect Data:** *Student achievement results* from various measurements

➢ **Cause Data:** Information based on *actions of the adults* in the system
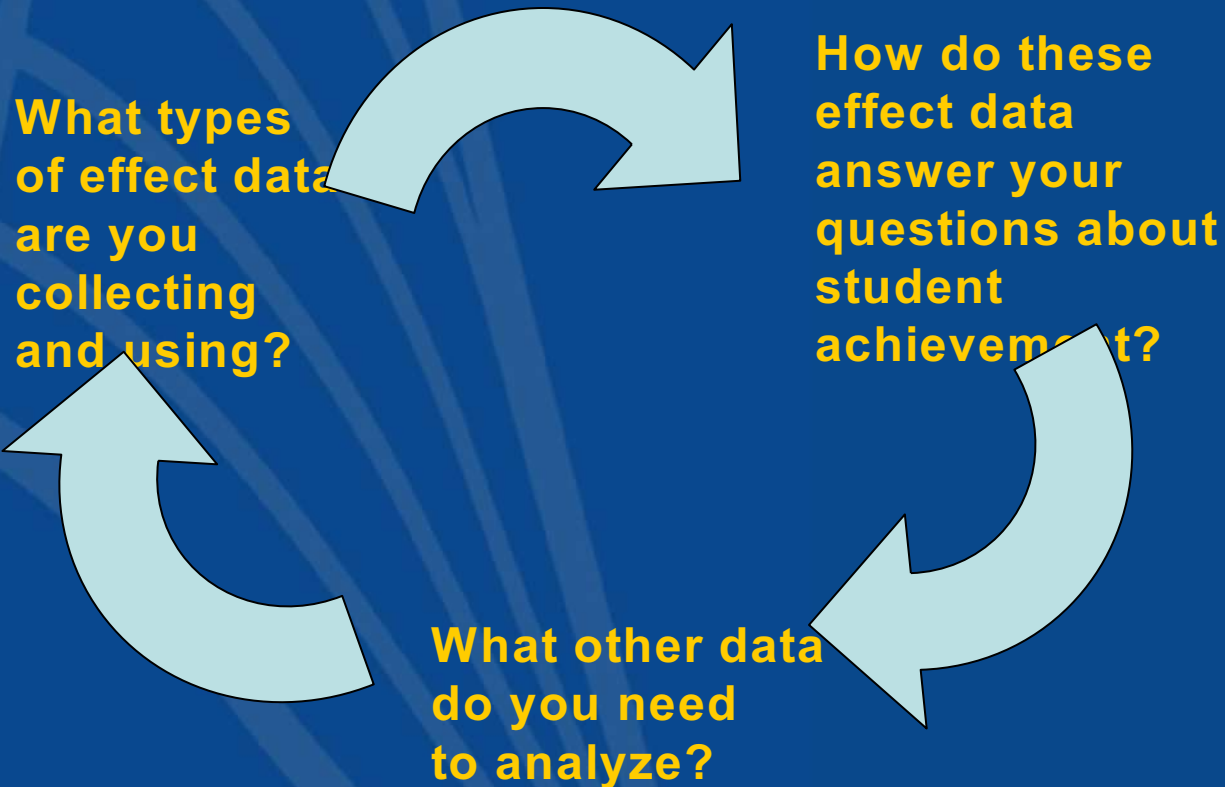
See page 16

Two Types of Data

"In the context of schools, the essence of holistic accountability is that we must consider not only the effect variable—test scores—but also the cause variables—the indicators in teaching, curriculum, parental involvement, leadership decisions, and a host of other factors that influence student achievement."

(D. Reeves, *Accountability for Learning*, 2004)

Effect Data

What types of effect data are you collecting and using?

How do these effect data answer your questions about student achievement?

What other data do you need to analyze?

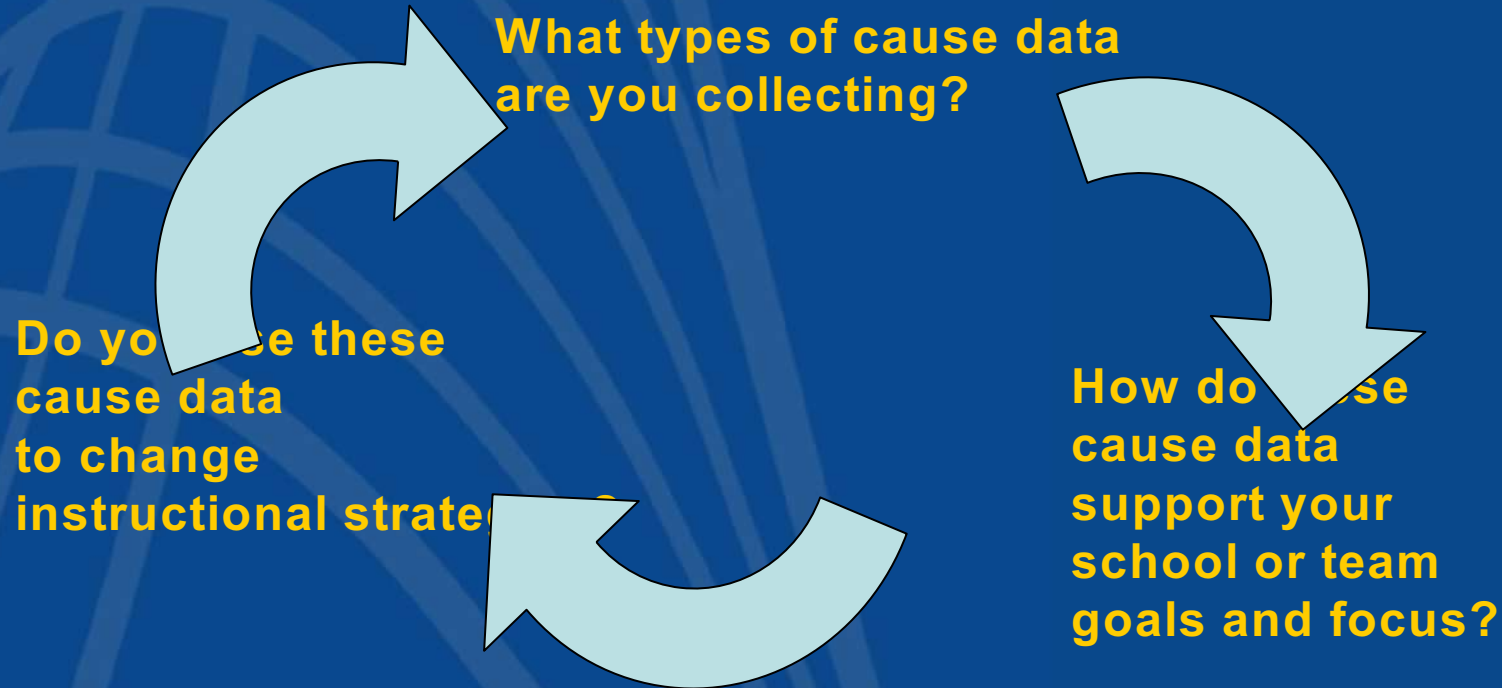**Center for Performance Assessment © 2006**

Effect Da

Data Should Invite Action

"Data that is collected should be analyzed and used to make improvements (or analyzed to affirm current practices and stay the course)."

(S. White, *Beyond the Numbers*, 2005, p. 13)

See page 18

Cause Data

What types of cause data are you collecting?

How do se cause data support your school or team goals and focus?

Do yo se these cause data to change instructional strate

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Cause D

The Leadership/Learning Matrix (L2 Matrix)

Lucky	*Leading*
➢**High results, low understanding of antecedents** ➢**Replication of success unlikely**	➢**High results, high understanding of antecedents** ➢**Replication of success likely**
Losing Ground	*Learning*
➢**Low results, low understanding of antecedents** ➢**Replication of failure likely**	➢**Low results, high understanding of antecedents** ➢**Replication of mistakes unlikely**

Effects/Results Data

Antecedents/Cause Data

See page 20

L2 Matrix

Power of Common Assessments

"Schools with the greatest improvements in student achievement consistently used common assessments."

(D. Reeves, *Accountability in Action,* 2004)

Common Assessments

- ➢ Provide a degree of consistency
- ➢ Represent common, agreed-upon expectations
- ➢ Align with Power Standards
- ➢ Help identify effective practices for replication
- ➢ *Make data collection possible!*

See pages 21-23

Commor
Assessm

Data-Driven Decision Making

"Effective analysis of data is a treasure hunt in which leaders and teachers find those professional practices—frequently unrecognized and buried amidst the test data—that can hold the keys to improved performance in the future."

(D. Reeves, *The Leader's Guide to Standards,* 2002)

Building the Foundation

Common formative assessments

Purpose of data collection
Leadership/Learning matrix

Effect data and cause data

Asking the right questions

Data Teams

Part Three

The Data Process

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Data Team Meeting Cycle

➤ Meeting 1: First Ever

➤ Meeting 2: Before Instruction

➤ Meeting 3: Before-Instruction Collaboration

➤ Meeting 4: After-Instruction Collaboration

➤ Alternate meetings

See pages 26-35

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Meeting

The Data Team Process

1. Collect and chart data
2. Analyze strengths and obstacles
3. Establish goals: set, review, revise
4. Select instructional strategies
5. Determine results indicators

See pages 36-48

Data Team Meeting

Activity:

Participate in Data
Team meeting

See pages 36-48

Data Team Meeting Feedback

➢ Observations

➢ What did you learn about the Data Team process?

➢ After-Instruction Collaboration –

(see pages 49-55)

Data Teams

Part Four

Creating and Sustaining Data Teams

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Steps to Create and Sustain Data Teams

1. Collaborate
2. Communicate expectations
3. Form Data Teams
4. Identify Data Team leaders

5. Schedule meetings
   - Data Team meetings
   - Principal and Data Team leaders
6. Post data and graphs
7. Create communication system

See pages 58-59

Effective Collaboration

Collaborative teams

Plan, Do, Study, Act cycle

Shared beliefs about student achievement

Effective Collaboration

Shared inquiry

Continuous improvement

Commitment to results

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What Is Needed for Effective Data Teams?

➢ Effect data and cause data

➢ Authority to use the data for instructional and curricular decisions

➢ Supportive, involved building administrators

➢ Positive attitude

See page 62

Collaboration:
The Heart of Data-Driven Decision Making

➢ What is collaboration?

➢ What does collaboration look like?

➢ How do you start collaborating?

➢ How do you create a self-sustaining capacity for a collaborative culture?

Communicating Expectations

Do we indeed believe that *all* kids can learn?

➢ What does this belief look like in your school?

➢ How do you know that all students are learning?

➢ What changes do you need to make to align practices with beliefs?

Data Team Configurations

➢ Vertical alignment

➢ Horizontal alignment

➢ Specialist arrangement

➢ Combination

See page 63

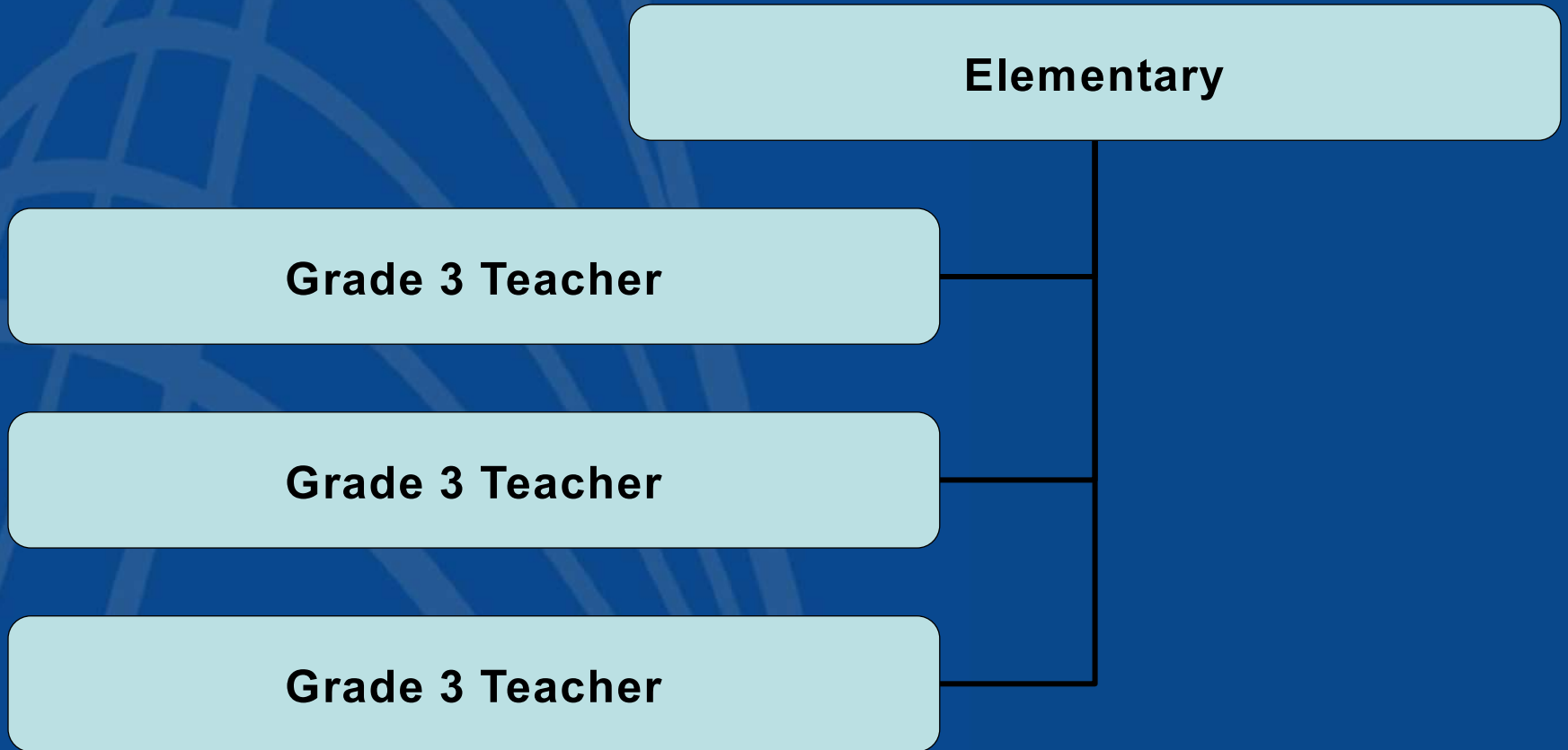# Vertical Data Team

Middle School Math Team

Grade 6 Math Teachers

Grade 7 Math Teachers
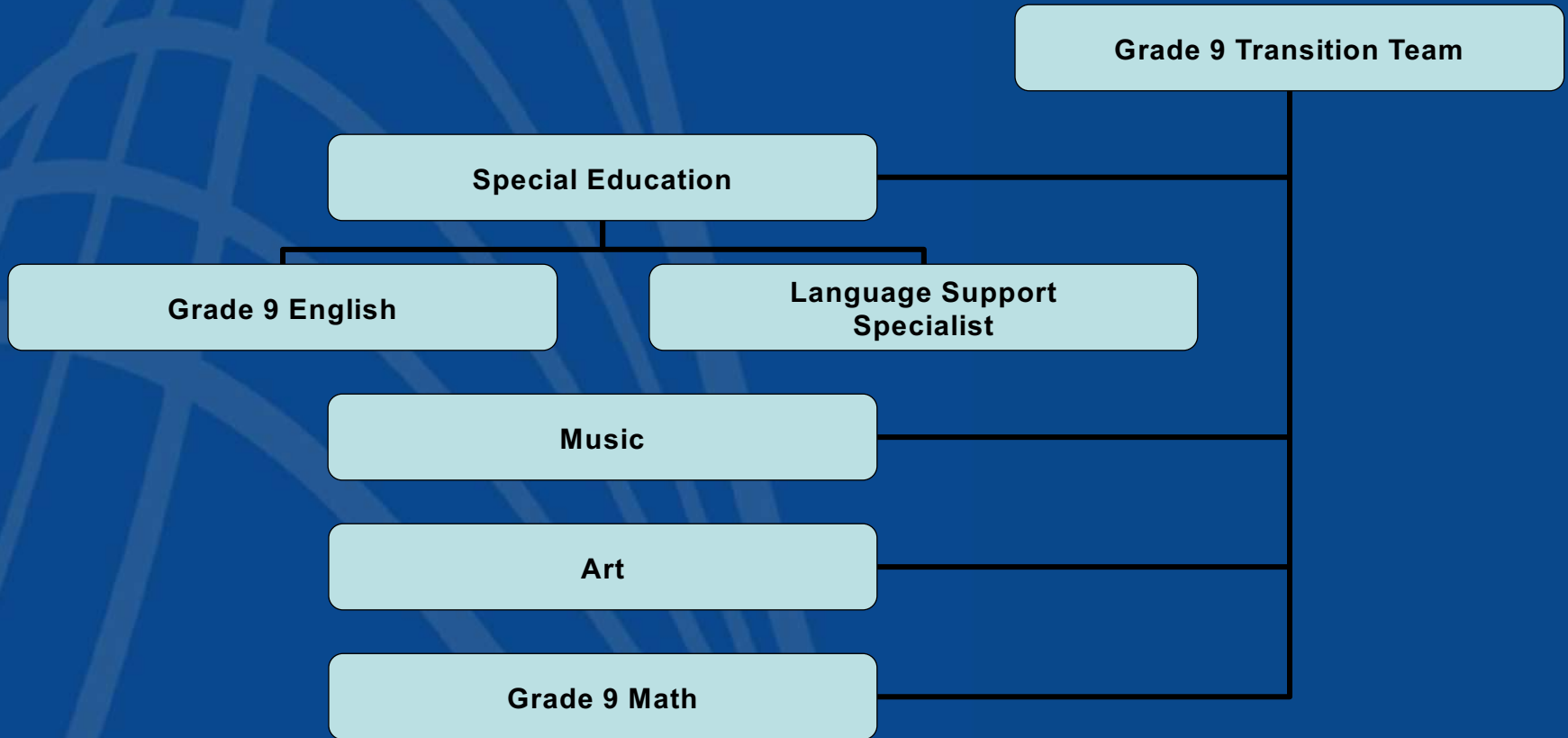
Grade 8 Math Teachers

See page 63

Horizontal Data Team

Elementary

Grade 3 Teacher

Grade 3 Teacher

Grade 3 Teacher

See page 63

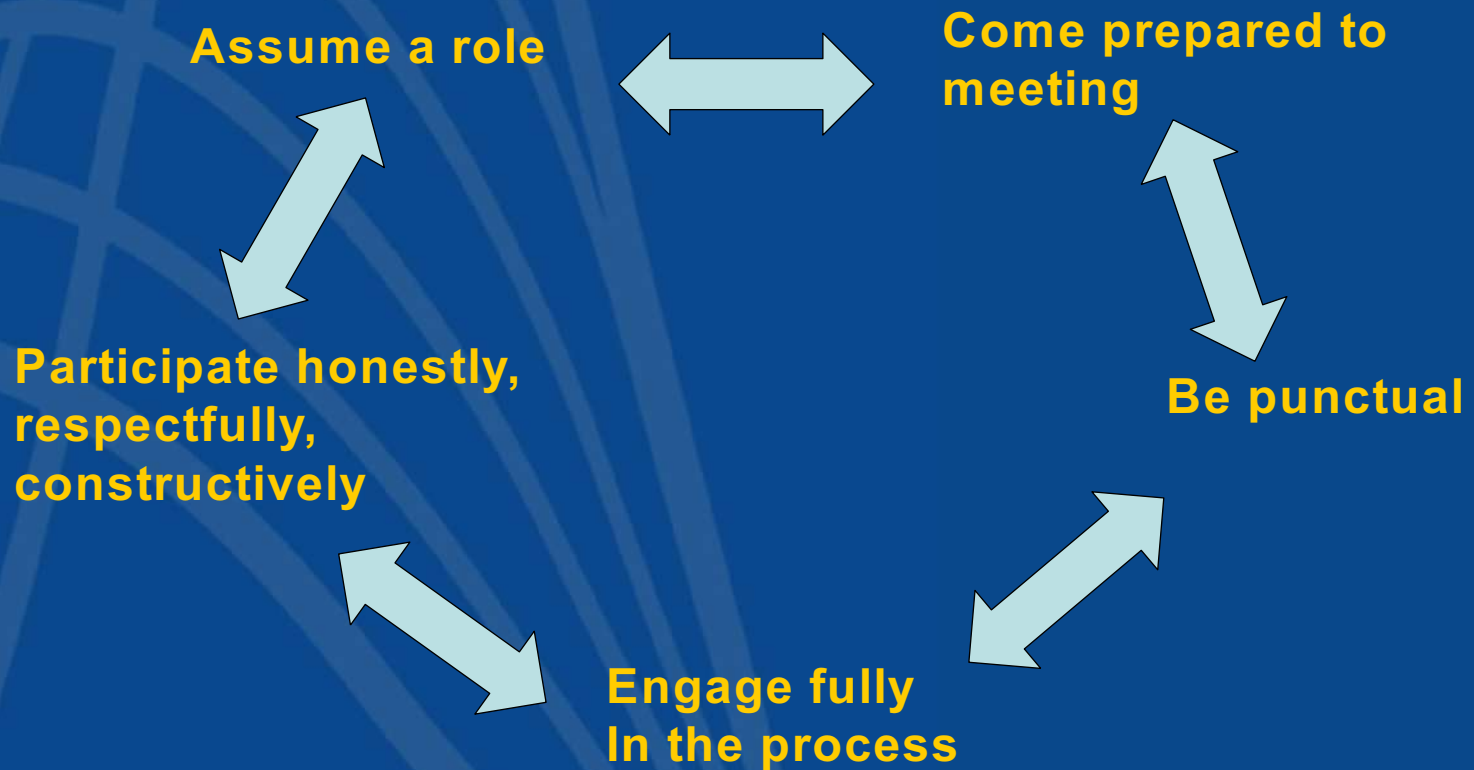# Specialist Data Team

See page 63

Form Data Teams

➢ What will Data Teams look like at your school?

➢ How will they be formed?

➢ How will you identify your Data Team Leaders?

See page 64

Form Da
Teams

Team Member Responsibilities

Assume a role ⟷ **Come prepared to meeting**

Participate honestly, respectfully, constructively

Be punctual

Engage fully In the process

Effective
Members

Roles of Data Team Members

Recorder:	Focus Monitor:
➤ *Takes minutes* ➤ *Distributes to Data Team leader, colleagues, administrators*	➤ *Reminds members of tasks and purpose* ➤ *Refocuses dialogue on processes and agenda items*
Timekeeper:	Engaged Participant:
➤ *Follows time frames allocated on the agenda* ➤ *Informs group of time frames during dialogue*	➤ *Listens* ➤ *Questions* ➤ *Contributes* ➤ *Commits*

See page 66

Data Technician

➢ Data must be submitted to the data collector by the identified date

➢ Simple form should be created and used; may be electronic

➢ Data should be placed in clear, simple graphs

➢ Graphs should be distributed to all members of the team as well as administrators

Data Team Leaders

➢ Who they are?

➢ What makes them effective?

➢ What are they responsible for?

Data Te
Leaders

Data Team Leaders

➢ Are not expected to:

– Serve as pseudo-administrators

– Shoulder the responsibilities of the whole team or department

– Address peers and colleagues who do not want to cooperate

– Evaluate colleagues' performance

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Data Team Leaders

➢ Reflect on your needs as a staff or team

➢ What qualities will a successful Data Team leader possess?

➢ Overcoming obstacles

See pages 70-71

Identify
Leaders

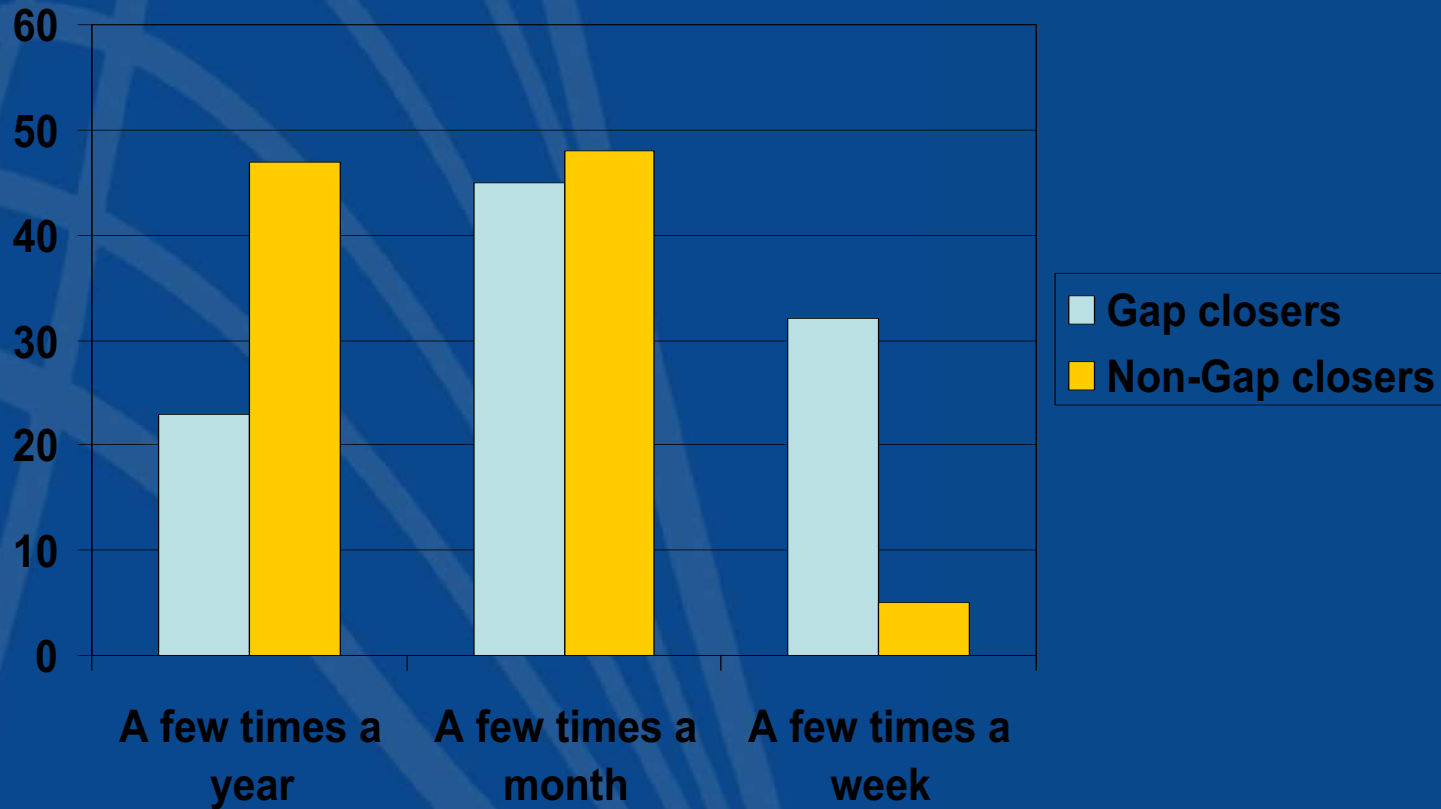**Center for Performance Assessment © 2006**

Frequency and Length of Data Team Meetings

➤ Varies: Weekly to once a month

➤ Shortest (45 minutes) to longest (120 minutes)

Schools that realize the greatest shift to a data culture scheduled meetings once a week!

Frequency of Meetings and Closing the Gap

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Scheduling Data Team Meetings

- How do you currently use the time that is available?

- How can you use this time more effectively?

Scheduli
Meetings

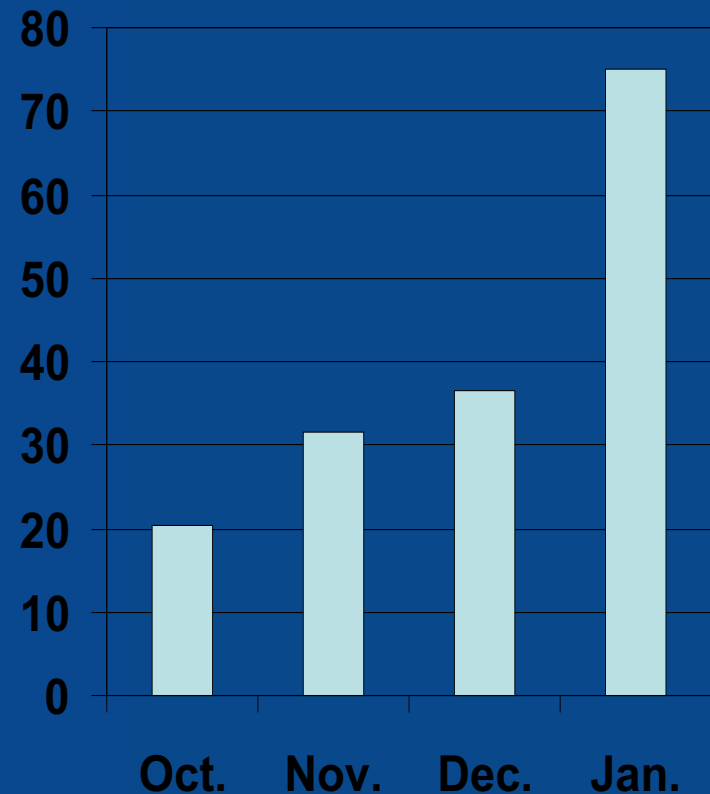**Center for Performance Assessment © 2006**

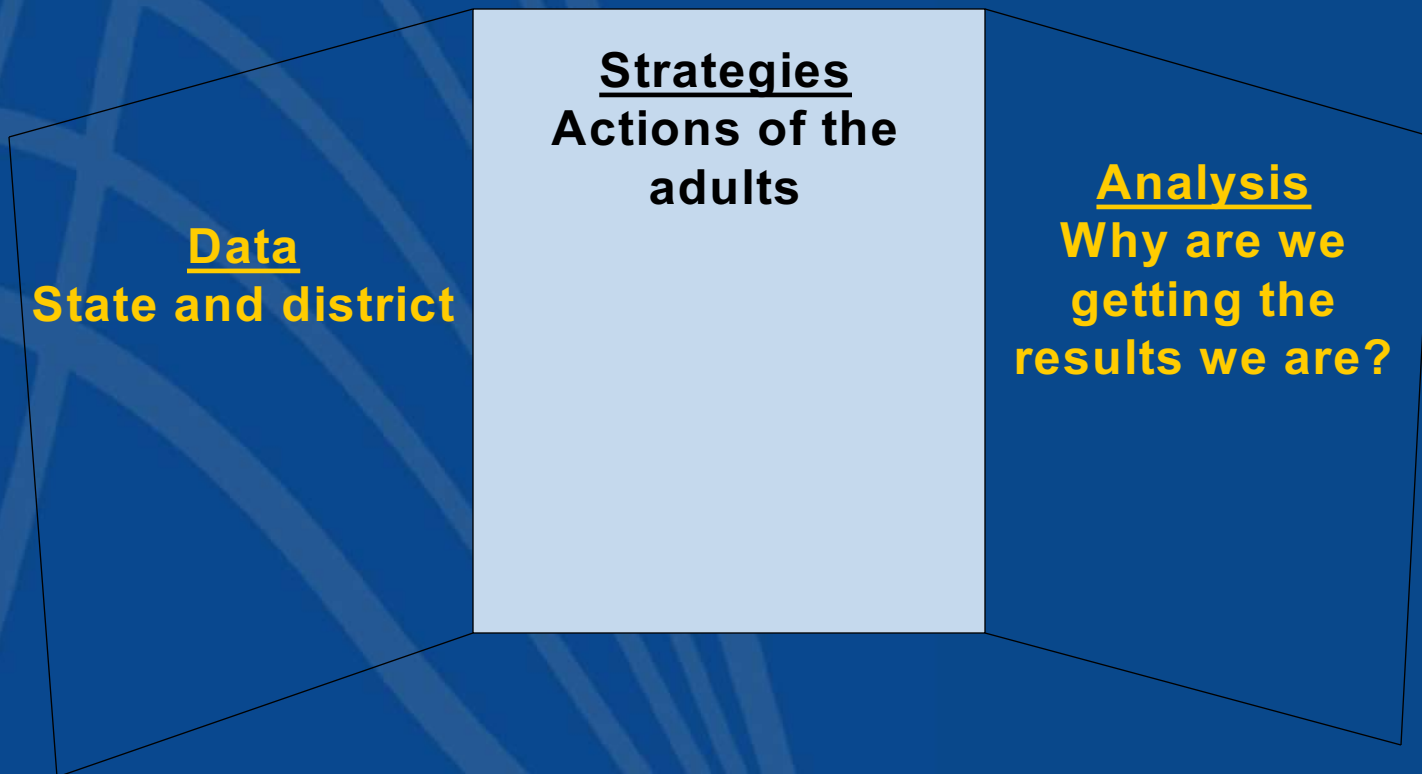# Data Team Leader and Principal Debriefs

➤ Meet at least monthly to discuss
- – Achievement gaps
- – Successes and challenges
- – Progress monitoring
- – Assessment schedules
- – Intervention needs
- – Resources

See page 75

Post Data Graphs

➢ Make simple graphs to share results:
- Display in halls
- Display in classrooms
- Include in newsletters
- Data Walls
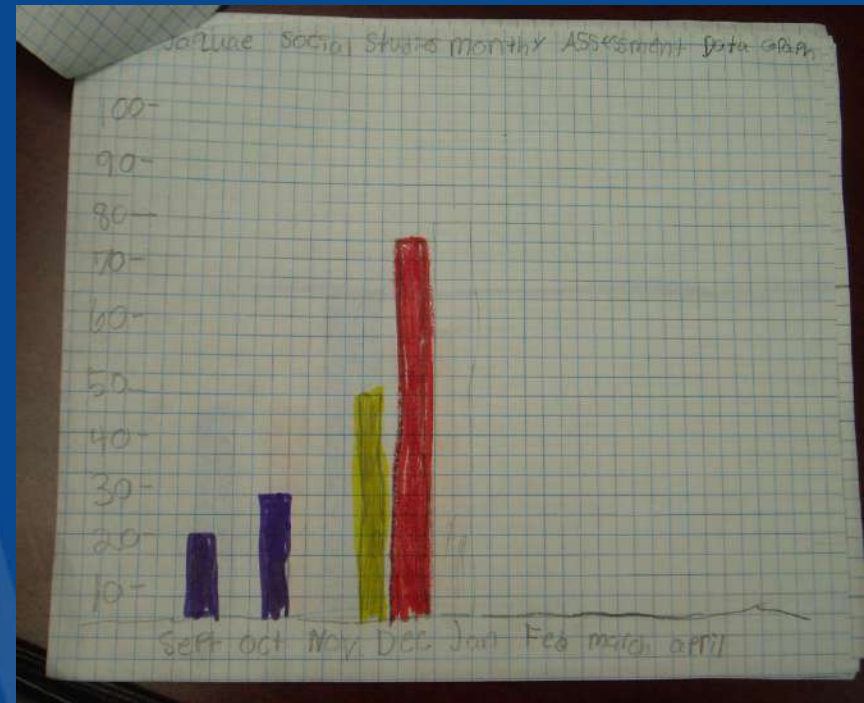- Tell your story

Data Walls: "The Science Fair for Grownups"

Strategies
Actions of the adults

Data
State and district

Analysis
Why are we getting the results we are?

Sample Data Walls

➢ Topic for professional conversations

➢ Located in prominent places

Decreasing Tardies

Sophisticated Data Analysis At Its Finest

➢ Simple bar graphs
➢ Can be student generated

Month-to-Month Focus

➤ Updated frequently
➤ Data from various sources

Month-to-Month Comparisons

➢ These data walls are meaningful to the students as they track their achievement

Create Communication System

- ➤ Internal stakeholders
  - – Minutes
  - – Agendas
- ➤ External stakeholders
  - – Newsletter
  - – School Web site

Data Team Agendas

Components:

➤ Results from post-assessment

➤ Strengths and obstacles

➤ Goals

➤ Instructional strategies

➤ Results indicators

Data Team Minutes

Components:

➢ Data from assessments (chart)

➢ Strengths and obstacles

➢ Goals

➢ Instructional strategies

➢ Results indicators

➢ Comments or summary

See pages 80-83

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Sample I

Implementation Plan

Steps to create and sustain Data Teams

➢How will you implement each step?

➢When will it happen?

➢Who is responsible?

➢What resources will you need?

See pages 84-85

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Action Pl

Feedback

Please take a few minutes to complete the Feedback Form. Your comments are very important to us and to your district office, as it provides specific information and thoughts to consider for future professional development.

Thank You

Thank You

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