Using Data to Drive Instruction

Presented by Adam Drummond

Summer Institute Choice Session 1 – Wednesday, July 21, 2010
Presentation Overview

1. Why Data?
2. Nested in District Policy & Procedures
   - Data Monitoring
   - S2S Process
   - Schmoker’s 30 Minute Meeting
3. Literacy Data Walls
4. Building Level Results From S2S Meetings

RTI: Defining Features

- Universal Screening
- Student Performance
- Continuous Progress Monitoring
- Implementation With Fidelity
- Continuum of Evidence-Based Interventions

Data-Based Decision Making

“To truly improve achievement, educators must focus on desired results, set clear and obtainable goals, and discuss progress on these goals throughout the learning process. As educators discuss progress, they must use the data to inform, and possibly change, teaching methods.”

Cara Shores & Kim Chester, 2009
Using RTI for School Improvement

“The measuring of effective instruction is the heart of effective instruction.”
(Lortie, 1975)

“What gets measured gets done.” (Peters, 1987)

“The real problem is not (standardized) tests per se but the failure of classroom teachers...to be results focused and data driven.”
(Wiggins, 1994)

“Successful early-intervention programs include systematic regular assessment in order to monitor and provide a basis for instructional planning.” (Pikulski, 1994)

“The days are long gone when an educator’s best judgment constitutes sufficient proof of learning outcomes.” (Edmonds, 1993)
“A serious problem facing education is the failure of classroom teachers...to be results focused and data driven. Coaches regularly adjust performance in light of ongoing results.” (Wiggins, 1994)

“Data are to goals what signposts are to travelers; data are not end points, but are essential to reaching them – the signposts on the road to school improvement. Thus, data and feedback are interchangeable and should be an essential feature of how schools do business.” (Schmoker, 1999)

“Organizations only improve where the truth is told and the brutal facts confronted.” (Jim Collins)

“Traditional schools often function as a collection of independent contractors united by a common parking lot.” (Robert Eaker)

“SLD Determination - IDEA
(1) Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
(2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessments of student progress during instruction, which was provided to the child’s parents.

Data-Based Decision Making
“The number of weeks of intervention is not as critical as the number of data points on which one’s decisions are based, so the length of time in Tier 2 is related to how frequently the student’s reading progress is monitored.”
Bender & Shores, 2007

We don’t weigh the cows to see how much they weigh.

(We don’t test kids to see what their test scores are)
Source: Robert Weil & Side: Lisa Stewart

Why Data-Based Decision Making?
Brains Are Different

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Nested in District Policy & Procedures

- School Board:
  - Core Values:
    1. Lifelong Guidelines, LIFESKILLS, and a Secure Environment
    2. High Expectations, High Achievement, and Accountability
    3. Focus on the Future
    4. Continuous Improvement for All
    5. Responsive Communication
    6. Evidence-Based Decisions
    7. Shared Leadership
    8. Stakeholder Focus
  - Mission
  - Vision
  - Board Goals
    - Including PD goals for board members

HCCSC School Board Vision & Mission

- Creating World-Class Learners
- Creating World-Class Learning Results by Focusing On:
  - Literacy
  - Academic Standards
  - Safe Learning Environment
  - Stakeholder Satisfaction
  - Career and Life Readiness

Balanced Scorecard

- Key Concept: Systems Thinking/Alignment

District Dashboard

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Building Dashboard

System-to-System (S2S) Meetings

One level of the system meeting with another in order to:
- Discuss strategy implementation
- Discuss interim performance data
- Plan for improvement

S2S Driving Questions
- What does your data tell you?
  - What percentage of your students are reading at or above grade level?
- What are you doing to support your students in the yellow & red (below grade level)?
- Is the strategy working?
- How do you know it’s working?

Schmoker’s 30 Minute Meeting
- Before the meeting:
  - Agenda – distributed in advance
  - Recording tools – flipchart, whiteboard, computer, etc. ready
  - Designated task – timekeeper, recorder, & facilitator set a head of time
- During the Meeting:
  - Team leader – establish & articulate the purpose & desired outcomes (3 min.)
  - Strategies That Work – What worked? Each member offers strategies that were effective in reaching the goal set at last meeting (5 min.)
  - Chief Challenges – What is the urgent concern, problem, or obstacle to progress or better results? Use Quality Tools (5-5 min.)
  - Proposed Solution – What are possible concrete, practical solutions to these problems? Use Quality Tools (8-10 min.)
  - Action Plan – Which solution might be best for the team to focus on between now & next meeting? Responsibilities for next meeting? (10 min.)
- After Meeting:
  - Team leader distributes a memo documenting the team’s focus between now & the next meeting.

Successful S2S Meetings Take Planning

Don’t “Miss the Boat!”
System-to-System (S2S) Meeting With Literacy Data Wall

Root Causes of Poor Achievement

<table>
<thead>
<tr>
<th>Lack of Frequent Formative Assessment</th>
<th>Universal Screening &amp; Progress Monitoring, Inform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Additional Time for Non-Mastery Students</td>
<td>Tier 2 &amp; Tier 3</td>
</tr>
<tr>
<td>Poor Instruction Practices</td>
<td>HET, Lit. Model, PD Model</td>
</tr>
<tr>
<td>Gap Between Intended/Delivered Curriculum</td>
<td>HET &amp; Curriculum Mapping</td>
</tr>
<tr>
<td>Poor Reading Skills</td>
<td>Lit. Model</td>
</tr>
</tbody>
</table>

Dr. Steve Benjamin

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Literacy Data Walls

<table>
<thead>
<tr>
<th>Student: #E12</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Reading</td>
<td>Fall</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>5</td>
</tr>
<tr>
<td>Independent</td>
<td>5</td>
</tr>
<tr>
<td>NVDA Reading</td>
<td>10</td>
</tr>
<tr>
<td>FREQS</td>
<td>30</td>
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<tr>
<td>NVDA Match</td>
<td>50</td>
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<tr>
<td>ESL</td>
<td></td>
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<tr>
<td>Guided Reading</td>
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System-to-System (S2S) Meeting With Literacy Data Wall

Root Causes of Poor Achievement

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Literacy Data Walls

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Lit. Model

Source: Bob Marzano
### Building Capacity with Stakeholders

**Giving Teachers Tools for Success:**

- Weekly Structured Collaboration Time - 45 Minutes
  - 30 min. delayed start every Wednesday
- Ongoing professional development
- Effective Interventions (i.e.: READ 180 & L.I.L.I.)
- Modified schedules – time to implement interventions
- Technology supports
  - Pearson Inform
    - Data Warehouse & Mining Tool
    - Academic Intervention Plan Documentation

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**District Calendar Reflecting Delayed Starts for Teacher Collaboration**

The NWEA cut scores entered into Inform & used for the color coding system with the Literacy Data Walls is based on an NWEA Norm Study from 2008. It uses fall, winter, & spring RTI scores to percentiles equivalents.

- Green = at grade level (Tier 1)
- Blue = above grade level; High Ability would be the 94th percentile & above (Possibly Tier 2 or 3)
- Yellow = below grade level (Possibly Tier 2)
- Red = significantly below grade level (Possibly Tier 2 or 3)

With this chart you can see how these cut scores compare with the normal curve equivalency & standard deviations.

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**Other Resources:**

- New data released December 2008
- Inform 2009-10 1st Edition
- New intervention data released December 2008

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**Literacy Data Walls**

**Literacy Data Walls**

**Summer Institute - July 18 - 21, 2010 • Granlibakken, Tahoe City, CA**

Using Data to Drive Instruction - presented by Adam Drummond
Deming’s “Plan, Do, Study, Act” Cycle

Continuous Improvement at the Building Level:

The Actual Results of PDSA’s During S2S Meetings

Student Success Time

• 30 minute daily time (K-5) for all students to receive math instruction at their level (Based on NWEA)
• Alternate Multiple Intelligences Used
• Data-Driven
  • NWEA Fall to Spring Test Scores
    • Fall: 46%
    • Spring: 72%
  • ISTEP+ (state assessment)
    • 8-10% gain in general education students
    • 30-35% gain in special education students

References

Results, 2nd Edition, by Mike Schmoker

Professional Learning Communities at Work, by Richard DuFour & Robert Eaker

Results Now, by Mike Schmoker

All 3 books are published by ASCD