



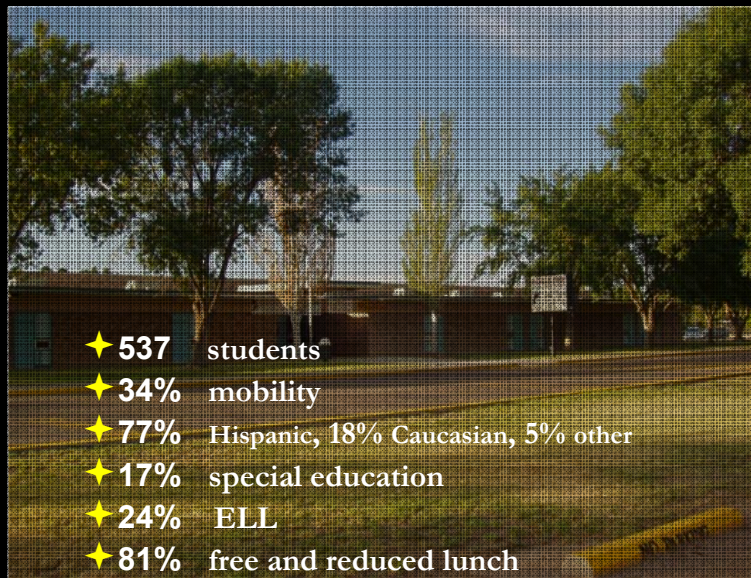
Plan--Do--
How Do you
Study Data?
--Act

Marlane Parra - Everardo Leon - Viola Sanchez

Mesilla Park Elementary

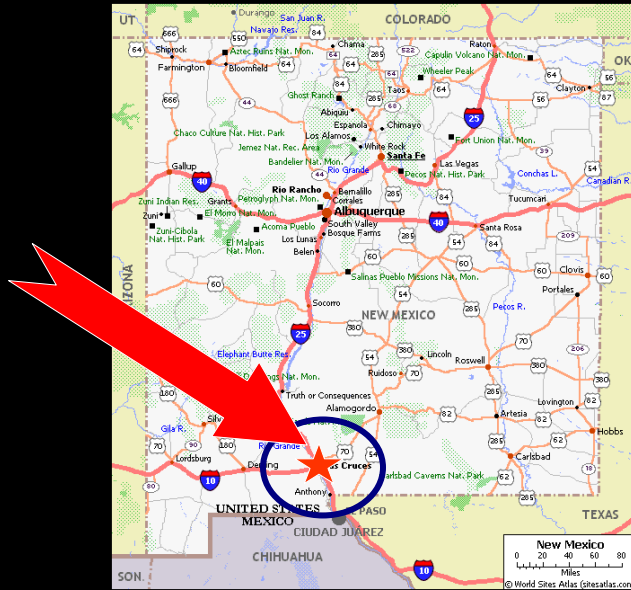
Las Cruces, New Mexico

Mesilla Park Elementary



- ★ **537** students
- ★ **34%** mobility
- ★ **77%** Hispanic, 18% Caucasian, 5% other
- ★ **17%** special education
- ★ **24%** ELL
- ★ **81%** free and reduced lunch

Our Location



Acknowledgements:

- ✦ Strengthening Quality in Schools (SQS)
- ✦ Denise Woody (Jim Shipley & Associates)
- ✦ Las Cruces Public Schools
- ✦ Mesilla Park Elementary Staff
- ✦ Peter Shaffer



Objectives:

Participants will:

- (1) understand the school-wide data management processes at MPES,
- (2) understand how our school analyzes and reviews performance data to set priorities, &
- (3) identify processes & materials to adapt for your schools.



GOAL:
School improvement
(high student
achievement)

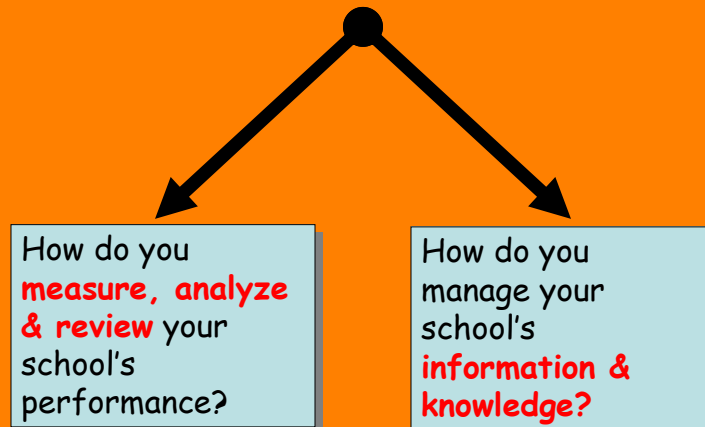
Requires:

- the ability of educators to collect & analyze data; and
- set goals & targets based on their analysis.



Our Guide: Baldrige Category 4.0

Measurement, Analysis and Knowledge Management



Building a System for Data Management

AIM: To GUIDE our work toward achievement of school goals

(high student achievement) Requirements:

1. Database (quality of data & availability)
2. Process for data analysis and response

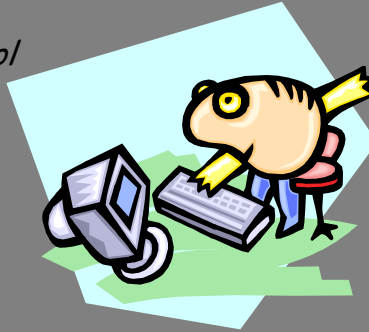


Purposes of Assessment	Level	Frequency of Assessment	Type & PURPOSE
	Classroom	Daily/weekly	assignments (addressing standards) & assessments measuring proficiency progress; Address needs of students along the way- differentiated instruction
	Grade level	Before/after unit of study/scheduled time	Pre-post unit assessments (follows grade level pacing guide); Identify students at risk & provide re-teaching/interventions
	School	Pre-mid-post or quarterly	Formative) assessments pre-mid-post year; Leadership can monitor accountability of grade level progress; used by grade levels to assess progress in comparison to others; provide customized staff development
	District	Pre-mid-post or quarterly	Required formative assessments & SBA; Monitor accountability of school progress; used by schools to assess progress in comparison to others; provide customized staff development
	State	SBA 1 x year	SBA; Monitor accountability of district/school progress; provide intervention

We need the right data & only the right data!

1. The Database . . .

measuring mastery of standards aligned to school improvement plan (EPSS)



Kinds of data:

SUMMATIVE:


- SBA
- Staff Recognition criteria

FORMATIVE:

- Staff recognition criteria

Summative

Summative:
*Indicates overall system
performance*

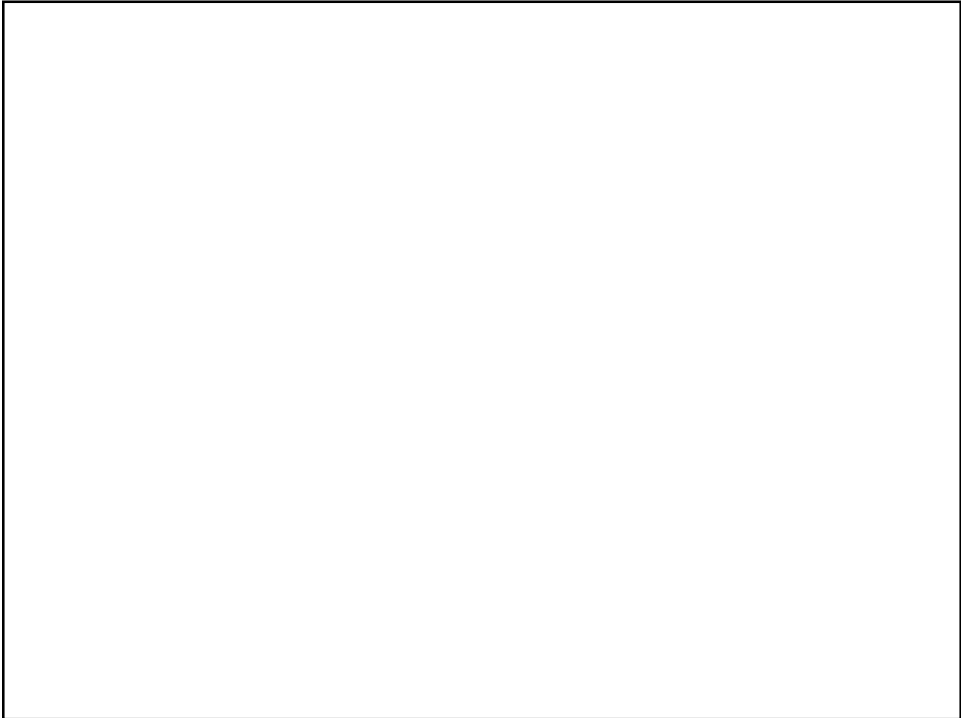
1. What are the strengths and weaknesses in each subject, at each grade level?
 2. How do these scores compare with last year's scores at that grade level? For the same students?
 3. Why are we getting these results? What other data do we need to consider?
- 

Data Analysis Template for SBA

Percent Scoring At or Above 70% OPI on the Criterion Referenced Test (ALL)								
YEAR 1		2003-2004						
GRADE 3		Pilot Year for SBA						
GRADE 4								
GRADE 5								
	RLA CS1 Reading Comprehension	RLA CS2 Writing Applications	RLA CS 3 Literature & Media	MA CS1 Number and Operations	MA CS 2 Algebra	MA CS 3 Geometry	MA CS 4 Measurement	MA CS 5 Data Analysis and Probability
YEAR 2		2004-2005						
GRADE 3	50	NA	6.9	26.4	27.8	26.4	18.1	20.8
GRADE 4	36.4	NA	54.5	53	21.2	18.2	7.6	0
GRADE 5	53.9	NA	59.2	7.9	15.8	7.9	36.8	13.2
	RLA CS1 Reading Comprehension	RLA CS2 Writing Applications	RLA CS 3 Literature & Media	MA CS1 Number and Operations	MA CS 2 Algebra	MA CS 3 Geometry	MA CS 4 Measurement	MA CS 5 Data Analysis and Probability
YEAR 3		2005-2006						
GRADE 3		Not available yet-coming soon						
GRADE 4								
GRADE 5								
	RLA CS1 Reading Comprehension	RLA CS2 Writing Applications	RLA CS 3 Literature & Media	MA CS1 Number and Operations	MA CS 2 Algebra	MA CS 3 Geometry	MA CS 4 Measurement	MA CS 5 Data Analysis and Probability

Summative Data Analysis: a 4th grade example





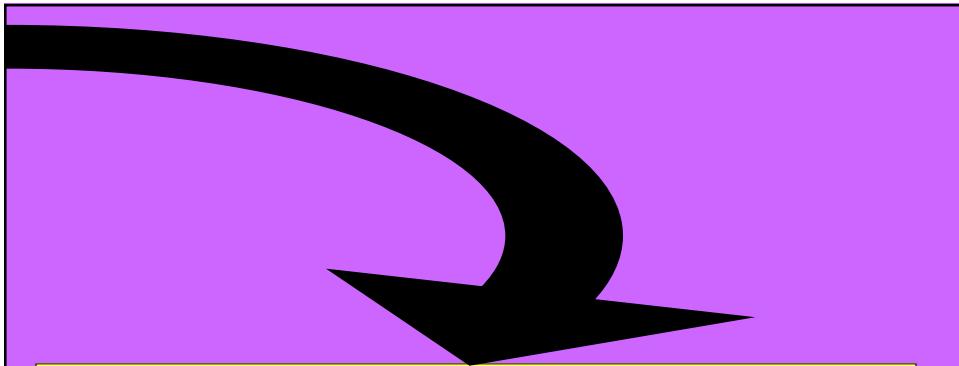
SBA Data: Mesilla Park 4th grade

2004-2005 4th Grade Standards Based Assessment			
Groups	Reading	Mathematics	Science
	% Proficient	% Proficient	% Proficient
All	43%	28%	39%
Native American			
Asian			
African American			
Hispanic			
White/Caucasian			
SPED			
Econ. Disadvantaged			
ELL			

These are the proficiency levels of the kids that were with us last year

2004-2005 3 rd Grade Standards Based Assessment			
Groups	Reading	Mathematics	Science
	% Proficient	% Proficient	% Proficient
All	65%	60%	87%
Native American			
Asian			
African American			
Hispanic			
White/Caucasian			
SPED			
Econ. Disadvantaged			
ELL			

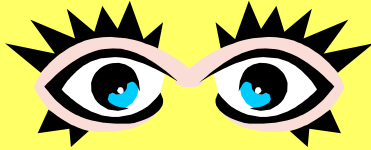
Our benchmark



- helps identify priorities and create goals
- knowing the "what" (goals) without the "how" (the specific strategies for achieving the goals) will **NOT** result in focused school improvement.

So now what?

Action Planning from Summative Data



Look Closer...

- Math looked like a priority--lots of room for improvement.

Conferred with team members to tackle challenges.

Even though they seemed overwhelming!

4th grade numbers & operations

We spent almost two-thirds of last year on Numbers and Operations and it shows!

Mathematics	
Subgroup	Whole Group
Number	66
Standard/Benchmark	%/#
Standard I: Numbers and Operations	53.0 3.5
Benchmark 1A: Number Sense	65.2 43
Benchmark 1B: Operations	72.7 48
Benchmark 1C: Computation & Estimation	47.0 31

Although we must take the majority of the responsibility, it is quite possible that the students aren't getting as much exposure to these concepts as might be

Mathematics	
Subgroup	Whole Group
Number	66
Standard/Benchmark	%/#
Standard III: Geometry	18.2 12
Benchmark 3A: Analyzing Shapes	30.0 20
Benchmark 3B: Coordinate Geometry	27.3
Benchmark 3C: Transformations & Symmetry	18
Benchmark 3D Spatial Sense & Modeling	37.9 25

Formative

Formative Data Analysis:

Indicates overall system performance over time; will guide the goal team & grade level practice

WHAT data will we collect?

- must be based on **EPSS/standards**
- must be aggregated as **# of students at or above mastery**

Staff Recognition Criteria . . .

Mastery of EPSS Goals/Standard

(managed by goal teams):

- ✓ **READING**
- ✓ **WRITING**
- ✓ **MATH**
- ✓ **TECH**



Goal Area	Criteria for Mastery	4th Grade Level Results
<i>Math</i>	Math Exit Skills - 43% of students at the grade level master \geq 70% of exit skills	46%
	STAR - 75% score \geq 8 months growth from 1st test compared to higher of last 2 tests of the year	70%
<i>Technology</i>	Technology Exit Skills - 96% of students at the grade level master \geq 70% of exit skills	19%
<i>Reading</i>	STAR - 63% score \geq 8 months growth from 1st test compared to higher of last 2 tests of the year (excluding Spanish readers)	42%
	SCOTT-FORESMAN END-OF-YR Bnchmrk Baseline for new test	48%
	FLUENCY Baseline	74%
<i>Writing</i>	Writing Performance 49% holistic score \geq 4 on rubric on post test	29%
	Writing Key Concepts 96% score \geq 70% on post test	62%

WHEN will we do school-wide formative testing?

Pre • Mid • Post



School-wide assessments of goal achievement (reading, writing, math, tech) will inform goal team leadership about system performance and will guide their practice:

(Which grade levels are making adequate progress? Who needs assistance? Who can provide assistance? etc.)

HOW is this managed?



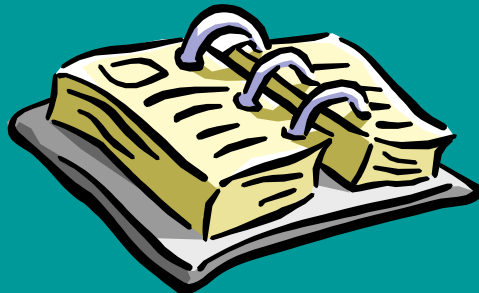
(1) **Goal Teams** establish exit skills, assessments.



(2) **Leadership Team** collects input from staff to set staff recognition summative a.



(3) **Leadership Team** establishes assessment calendar for the school year. This includes window of time for testing, date results are due, date that results are presented to staff.



August 2006						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
<p>This Month:</p> <ul style="list-style-type: none"> • Literacy Framework started • Science training • AR Home rdg program started • Rdg, writing, math, tech, & grade level pretest data due • Training on the standardization of instruction 						
		<p>STAR testing</p> <ul style="list-style-type: none"> • Back-to-School Nights 		<p>Next Month:</p> <ul style="list-style-type: none"> • Reading groups start • Class materials and goals due • RM (1-5th) & WW (K-3th) started • Science, Balance, bilingual training • Vertical Articulation meeting 		<ul style="list-style-type: none"> • DIBELS/IDEL pretest • Denise Woodyhure
6	7	8 Work Day	9	10 Registration a.m. - staff mtg.	11 Professional Development	12
13	14	15	16	17	18	19
<p>DIBELS/IDEL/IRI</p>						
20	21	22	23	24	25	26
<p>STAR Testing & San Diego DIBELS/IDEL/IRI</p>						
27	28	29	30	31		
<p>Back-to-School Nights</p>						
4th grade science tmrg		3rd grade science tmrg		2nd grade science tmrg		

(4) Each **goal team** establishes their own deployment calendar.

--includes all previously stated dates

plus

- staff notification
- supplying materials to staff
- training for assessment
- dates for analysis
- process documentation/PDSA
- report to parents



Show example of goal team deployment calendar-Viola



Skills =68
number of
correct answers
90% = 61
80% = 54
70% = 48
number of students

<u>pre</u>
90% – 100% =
80% - 89% =
70% - 79% =
number of students

<u>mid</u>
90% – 100% =
80% - 89% =
70% - 79% =
number of students

<u>post</u>
90% – 100% =
80% - 89% =
70% - 79% =

Goal Teams will use this data for each grade level to see how many students are at or above mastery level.

The data needs to be put into reader friendly form to present to staff and post on the parent board.

(for example)

Math Exit Skills 5/07



Action Planning from Formative Assessments



By goal teams:

How are grade levels doing?

Is one grade level doing better?

Why? Can the process be shared/replicated?

Does any grade level need extra support/training?

Action Planning from Formative Assessments



By grade level teams:

How are we doing as a team?

Is any teacher doing better? Why? Can the process be shared/replicated?

Does someone need extra support/training?

Which students are not making adequate process? How can we address their needs?

Which students have mastered the skills? How can we address their needs?

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But Grade Level Teams . . .

Need More!

September 2006

■ = deadline/report date; ■ = mandatory for ALL staff; ■ = mandatory for applicable staff/open to all; ■ = mandatory for NEW staff/open to all; ■ = open to all staff

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	This Month: • Edg groups start • DIBELS/DEL pretest • Class mission and goals due • RM & WW started • Donks Woody here • Science, Bullying, bilingual trngs • Mtg. Articulation • EDPs due	Next Month: • Title I/DIA testing • End of grading period • Reading grades due • Report Cards go out • Parent Conferences • Fall Festival			1st grade ADV/Kindergarten science trng	
3 A.A.R.T.	4 LABOR DAY	5	6	7 ⑥ 3K, 5A	8	9
		Reading groups start	Goal Team Mtg	Goal Chair Mtg	Class mission & goals due	CI Mtg
10 A.A.R.T.	11 ②	12 ③	13 ④	14 ⑤	15 Fundraising Assembly	16
	RM started (1st-5th), WW started (K-3rd) Grade level leaders	Staff Mtg	Vertical Articulation (Reading, Writing, Math, Tech)	1st Grade Science Training BUSSESS Mtg	HALFDAY	Professional Development Day
17 B.A.R.T.	18 ① 2B, 4B	19 ②	20 ③	21 ④	22 ⑤	23
	2nd Grade Science Training SAC Mtg	Bullying Orientation training Goal Work	Full Picture Professional Dev	8:00-3:30 Bilingual team training @ ESC Program Alignment to State Standards	CI Mtg	
24 A.A.R.T.	25 ⑥	26 ⑦ KQ, 1A	27 ⑧	28 ⑨	29 ⑩	30
			Donks Woody here EDPs due			

August

August 28th Kinder and 2nd	Sharon	S. Silva	Jennifer	Carol	Sandra	Laura	Holly	Nita	Administrator
10:00-10:45	Buckingham	Romero	Schwarz	Turner	Wardmaier	Barrio	Pearson	M. Sanchez	Stichter
10:45-11:30	Stichter	Buckingham	Romero	Schwarz	Turner	Wardmaier	Barrio	Pearson	M. Sanchez

August 29th 1st and 4th grade	Sharon	S. Silva	Jennifer	Carol	Sandra	Laura	Holly	Nita	Administrator
1:00-1:45	Escoto	Gutierrez	R. Lopez	D. Romero	V. Sanchez	Clark	Lee	Leon	Trujillo
1:45-2:30	Trujillo	Escoto	Gutierrez	R. Lopez	D. Romero	V. Sanchez	Clark	Lee	Leon

September

September 7th Kinder and 3rd	Sharon	S. Silva	Jennifer	Carol	Sandra	Laura	Holly	Nita	Administrator
10:00-10:45	Alba	Deschamps	Mathews	Ortega	Buckingham	Romero	Schwarz	Turner	Wardmaier
10:45-11:30	Wardmaier	Alba	Deschamps	Mathews	Ortega	Buckingham	Romero	Schwarz	Turner

September 7th 1st and 5th	Sharon	S. Silva	Jennifer	Carol	Sandra	Laura	Holly	Nita	Administrator
1:00-1:30	Russell	Cobbie	Sequera	Shaffer	Escoto	Gutierrez	R. Lopez	D. Romero	V. Sanchez
1:45-2:30	V. Sanchez	Russell	Cobbie	Sequera	Shaffer	Escoto	Gutierrez	R. Lopez	D. Romero

September 18th 2nd and 3rd	Sharon	S. Silva	Jennifer	Carol	Sandra	Laura	Holly	Nita	
10:00-10:45	Frieto	Pearson	M. Sanchez	Stichter	Alba	Deschamps	Mathews	Ortega	
10:45-11:30	Ortega	Frieto	Pearson	M. Sanchez	Stichter	Alba	Deschamps	Mathews	

Day 6 Expectations	
Teachers- (Grade Level Teams)	Providers
Prepared agenda	Prepared lessons aligned to school goals/curriculum
Documentation of meeting (minutes/action)	Use of school-wide discipline plan, using monitor slips for inappropriate behavior left with teacher
Reinforce behavior expectations of students during Day 6 time	Communicate with teachers regarding class-wide discipline concerns
*Consider two (45 minute) sessions, rather than three (30 minute) sessions.	
Appropriate Use of Day 6 PLC Time:	
<ul style="list-style-type: none"> • Data analysis (DNG, short-cycle assessments, etc.) • Creating and implementing PDSA • Creating assessments/rubrics • Unit planning, lessons, pacing guide • Examination of student work (ex. Writing inter-rater reliability) • Sharing best practices/effective lessons • Identify students/groups for intervention system 	
Inappropriate Uses of Day 6 PLC Time:	
<ul style="list-style-type: none"> • Independent/individual work unrelated to Day 6 • Grading papers (unless establishing inter-rater reliability) • Personal issues (phone calls, scheduling appointments, gripe sessions) • Making copies/working on projects unrelated to Day 6 • Planning field trips (this can be done during other grade level meeting time) 	

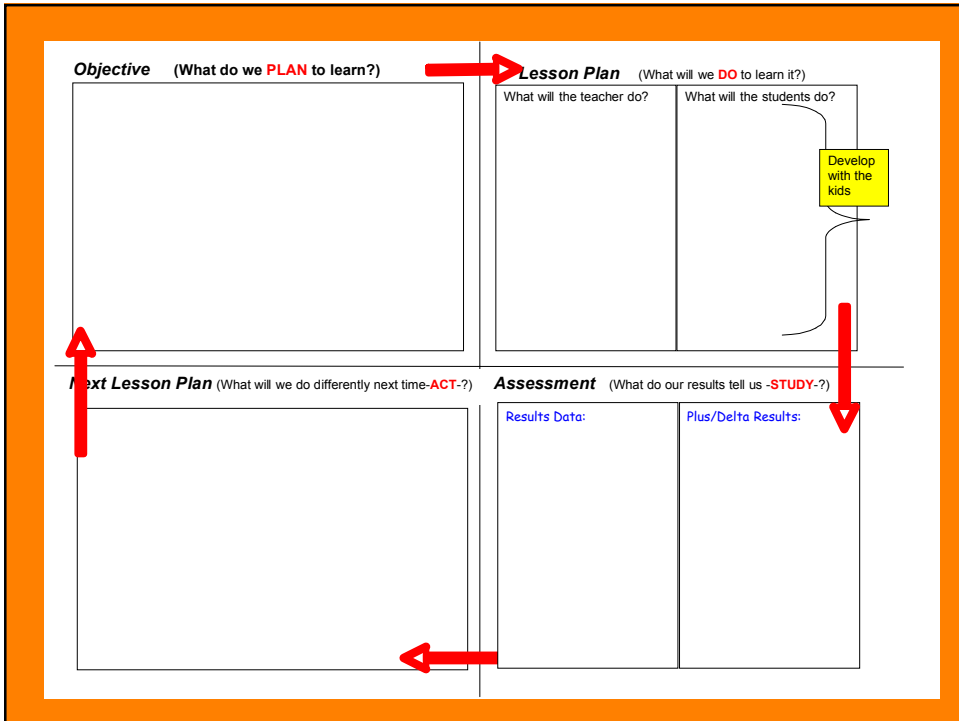
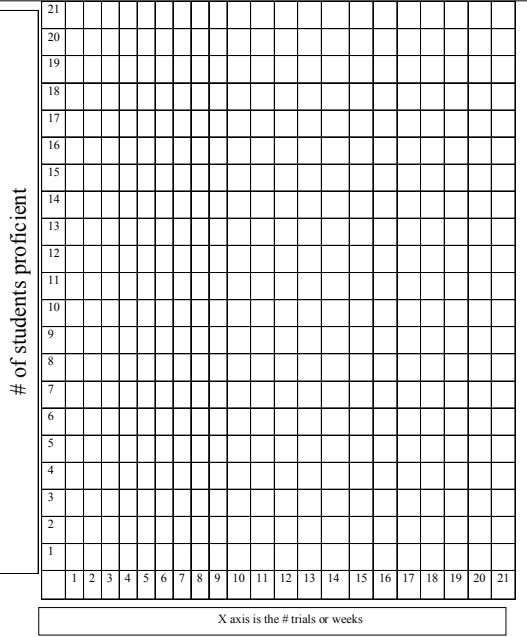


Day 6 Data Analysis

- Grade level looks at the data and creates an action plan.
- Action plan = intervention system
- Identify training needs/resources needed
- Identify and Document Best Practices
- PDSA



Short-Cycle Progress



Instructional Planning Tool	
Grade Level Team _____	
Topic/Unit _____	
Predicted Unit Time Frame	
DAYS	WEEKS
State Standards/Benchmark/Performance Objectives:	
Unit Objectives: (What students should be able to do)	
Bloom's Taxonomy (Key Questions):	
Key Vocabulary:	
Assessment: (based on unit objectives) (includes tests and/or performance tasks)	
Scoring of Assessment: (specify rubric and how it is to be used)	
Instructional Methods:	
Resources/Materials:	

Objectives:

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- (2) understand how our school analyzes and reviews performance data to set priorities, &
- (3) identify processes & materials to adapt for your schools.



October 2006

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 <i>Administrators check classrooms for mission/goals—give feedback</i>	3 <i>Remind Goal Teams to complete System Checks</i>	4	5	6	7
8	9 COLUMBUS DAY	10	11 <i>Goal Chair Meeting</i>	12	13 <i>OTWIG</i>	14 <i>Plan professional development for 10/25</i>
15	16 <i>Eddie and Ross need to do leave requests for DNG coaching</i>	17	18	19	20 <i>Prepare student survey materials</i>	21
22	23	24	25 <i>Professional Development</i>	26	27 <i>OTWIG</i>	28
29	30 <i>Start administering student surveys</i>	31 <i>Report Demo Classroom progress to SP5</i>				

Mathematics

Subgroup	Whole Group
Number	66
Standard/Benchmark	%/#
Standard II: Algebra	21.2 14
Benchmark 2A: Patterns & Functions	56.1 37
Benchmark 2B: Algebraic Symbols	22.7 15
Benchmark 2C: Modeling Relationships	25.8 17
Benchmark 2D: Analyzing Changes	31.8 21