

116

10/29/13
7/25/2012



5

Keystones to Opportunity

Pennsylvania's Vision for Sustainable Growth in Reading Achievement

Using Data for Literacy Decision-Making

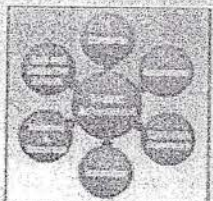

The Department of Education, Pennsylvania State Office of Assessment, Pennsylvania State Office of Research and Statistics, Pennsylvania State Office of Technical Assistance, Pennsylvania State Office of Career and Technical Education, Pennsylvania State Office of Vocational and Technical Education, Pennsylvania State Office of Adult, Career and Vocational Support, Pennsylvania State Office of Technical Assistance, Pennsylvania State Office of Career and Technical Education, Pennsylvania State Office of Vocational and Technical Education, Pennsylvania State Office of Adult, Career and Vocational Support



Kristin Starosta
kstarosta@ciu20.org

8:30 - 3:00

Standards Aligned System

Keystones to Opportunity






30 Million Word Gap Study
Hart } meaningful
+ } Differences
Risley } in the Everyday
Experience of
Young American
Children

PA Common Core

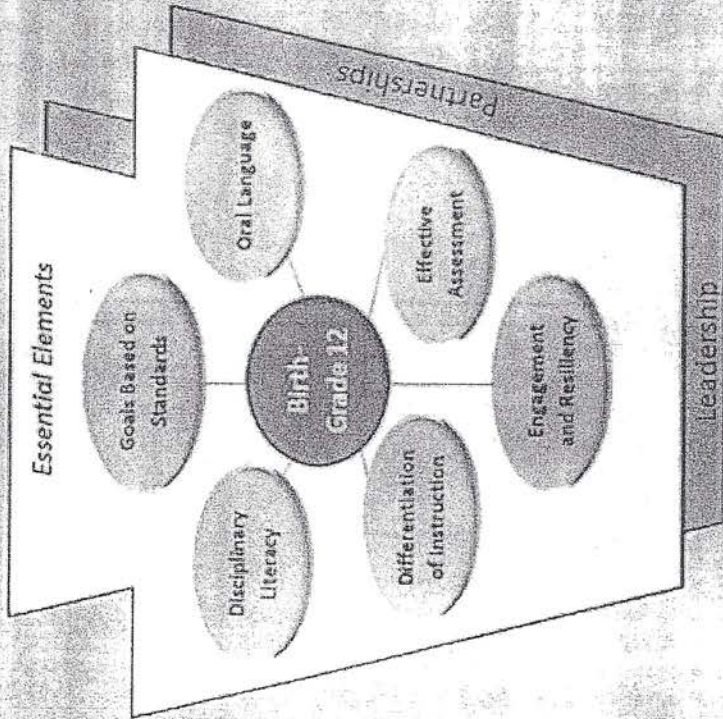
The Council of Chief State School Officers (CCSSO) and the National Governors' Association (NGA), with participation of the overwhelming majority of states, set a goal to create standards that are "research and evidence-based, aligned with college and work expectations, include rigorous content and skills and are internationally benchmarked." As Pennsylvania follows the development of the K-12 Common Core Standards and determines the alignment of Common Core Standards to PA Standards, <http://www.pdesas.org/Standard/CommonCore> will provide educators with information and updates on the progress of that work.

Keystones to Opportunity

Pa Comprehensive Literacy Plan

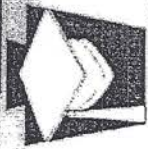
Vision: All students in Pennsylvania from birth through Grade 12 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.



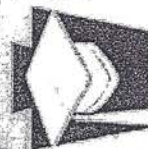
Mission: The Pennsylvania Comprehensive Literacy Plan (PaCLP) will provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students.



essential components / guiding principles



Keystones to Opportunity



Pa Comprehensive Literacy Plan

Parents of Literacy Plan
through grade 12 will
increase and monitor
children's educational
achievement and ensure
that the challenges
of the 21st century are
met and that they are
able to achieve their
personal and
professional goals.

Monitor the Pennsylvania
Comprehensive Literacy
Plan (PCLP) will ensure
parents or stakeholders
about what must be
developed to improve
student and
comprehensive set of
strategies to improve
students.

Keystones to Opportunity

Parent Engagement

"My vision for family engagement is simple: I want to have too many parents demanding excellence in their children's schools, from cradle to career, in partnership with their children's teachers, from cradle to career. In this partnership, students and parents should feel connected — and parents should feel supported, when parents demand change and better options for their children, they become the real accountability backbone for the educational system." (Secretary of Education, Arne Duncan, May 5, 2010)

"I know KNOW (that) me by now first and most important teacher and I want to be able to help our students in my education and for graduates. And... me by beyond my... (Family Coach, Parent, Middle County, 2011)

Keystones to Opportunity


Session Goals

- Identify Keystones to Opportunities (KTO) grant requirements related to data/assessment to ensure a comprehensive understanding to successfully fulfill grant requirements
- Assist teachers in developing an understanding of the importance of using data-based decision-making for improving student literacy achievement and progress at the district/school levels


Keystones to Opportunity

Session Goals

- Identify where the four multiple measures of data (Bernhardt's data model) will be used for system-level planning



Keystones to Opportunity



Session Agenda

- Welcome and Introductions
- Keystones to Opportunity (KTO) Grant Requirements
- Using Data for Literacy Decision-Making
- Multiple Measures of Data
- Next Steps
- Wrap-up



Keystones to Opportunity



Session Materials

- Computers (one per participant)
 - Internet access
- Literacy Needs Assessment (Pre-application)
 - 1 copy for each team member
 - 3-5 Identified District Priority Needs
- *Data Analysis for Continuous School Improvement*, Victoria L. Bernhardt
 - Each Grantee has received one copy of the book
- PA District Comprehensive Local Literacy Plan (CLLP) Template
 - Plan will not yet be completed
- District/ School Mission and Vision Statements
- PowerPoint
- Participant Workbook
- Index Cards or Sticky Notes
- Multiple Measures article, Victoria L. Bernhardt





Keystones to Opportunity




Keystones to Opportunity

KEYSTONES TO OPPORTUNITY (KTO) GRANT REQUIREMENTS





KtO Grant Requirements

- Identification of Target Group
 - District-wide (all students birth-Grade 12)
 - Targeted
- **All students identified in Target Group** will be assessed utilizing the approved assessments
- All teachers who interact with Target Group are considered part of the professional development cohort



Keystones to Opportunity



KtO Grant Requirements

- Develop *Birth-12 Comprehensive Local Literacy Plan (CLLP)* (through the LEA Core Literacy Team)
- Participate in Content Trainings
 - Significant number of teachers within target group attending
- Identify 4-5 key areas for local literacy improvement
 - Document these on page 2 of your participant workbook for use later in the session (unless EACH person has a copy of the literacy needs assessment)



Keystones to Opportunity



How has KtO been introduced within your District/ Charter School?

Those involved in developing the Needs Assessment (Pre-Application)

Those that "know" about KtO

Those that need to be brought in and provided information about KtO

Keystones to Opportunity

KtO Grant Requirements: Assessments

- Continuously improve Literacy Environments
 - ITERS-R
 - ECERS-R
 - H.E.A.T.
- Commitment to using *data-driven decision-making* to improve literacy outcomes
 - GRADE
 - PSSA
 - PVAAS
 - DIBELS Next

Keystones to Opportunity

Using Data for Instructional Decision-Making: Grant Requirements

- ITERS-R, ECERS-R and H.E.A.T.

Assessment	Target	Frequency
Infant/Toddler Environment Rating Scale (ITERS)	Grantees who target birth to 3	A minimum of 2 times a year
Early Childhood Environment Rating Scale (ECERS)	Grantees who target preschool students	A minimum of 2 times per year
H.E.A.T. Observation Form	Grantees who target schools/Kindergarten through grade 12	A minimum of 2 times per year


Keystones to Opportunity

ITERS-R


ITERS-R

- I - Infant
- T - Toddlers
- E - Environment
- R - Rating
- S - Scale

- Grantees who target birth to age 3 must administer the ITERS-R
- ITERS-R must be administered a *minimum* of 2 times a year
- <http://ers.fox.unc.edu/node/84>



Keystones to Opportunity




ECERS-R


ECERS-R

- E - Early
- C - Childhood
- E - Environment
- R - Rating
- S - Scale

- Grantees who target preschool students must administer the ECERS-R
- ECERS-R must be administered a *minimum* of 2 times a year
- <http://ers.fox.unc.edu/node/82>



Keystones to Opportunity



H.E.A.T



- All grantees who target schools kindergarten through grade 12 will be required to administer H.E.A.T.
- H.E.A.T. must be administered a *minimum* of 2 times a year.

<http://hotconnection.com/>

- H - Higher order thinking
- E - Engaged learning
- A - Authentic connections
- T - Technology use




Keystones to Opportunity





DIBELS Next

D - Dynamic Indicators
B - Basic
E - Early
L - Literacy
S - Skills






- All grantees who target K-5 must administer the DIBELS Next to Kindergarten, 1st grade, 2nd grade, and 3rd grade students in targeted schools/programs.
- DIBELS Next must be administered 3 times a year


Keystones to Opportunity


DIBELS Next (continued)

- Individually administered
- One-minute fluency measures
 - Phonemic awareness
 - Alphabetic principle
 - Accuracy and fluency with connected text
 - Reading comprehension
 - Vocabulary *(not required as part of K10 grant)*
- Required use of University of Oregon website
 - <https://dibels.org/next.html>






Keystones to Opportunity


Keystones to Opportunity Assessment Testing Windows 2011-2013

Birth - Age 5


Test Version			Assessment Testing Window	Date Substitution Date
TEPS II	FLCWR	GRADE		
Teacher Observation	Teacher Observation	4	September 26, 2011	November 9, 2011
NA	NA	3	December 22, 2011	February 16, 2012
Early Life Observation	Early Life Observation	2	May 24, 2012	June 7, 2012


Keystones to Opportunity



Congratulations!!!!

LEAs need to be commended for their work and efforts concerning data analysis and reporting as part of the Pre-Application and Application submissions...

You have already completed a substantial amount of work!



Keystones to Opportunity




Moving from...




"We want to gather and analyze data that will help us understand the system that produces the results we are getting... from random acts of improvement to focused improvement that persists and... improving results for students."

Victoria Bernhard

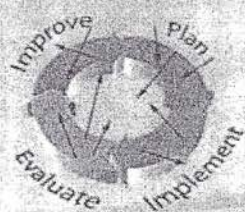



Keystones to Opportunity




Status of Current Literacy Program

- Are there areas of your current literacy program which are:
 - Random?
 - Focused?

Keystones to Opportunity



- * LETRS / GRADE - ^{focused} data
↳ skills
- * GOLD / ICP - ^{focused} data
- * trainings & mtgs.
- * teaching parents activities...

To this!

Alignment that drives excellence and a clear purpose — to increase literacy achievement of ALL students.

Keystones to Opportunity

To ensure Alignment, we must ask:

- What is the purpose of our school/schools?
- Are our mission and vision statements congruent with those in the PaCLIP?
- How do our policies and vision statements connect?
- What is the connection of other district initiatives in our plan?
- How will we recognize when other initiatives are supportive or conflicting, and how will we handle it?
- Link to PaCLIP

PaCLIP Vision: All students in Pennsylvania have high standards, skills, and knowledge that prepares them for the challenges of the 21st century and enables them to realize their personal and professional goals.

PaCLIP Mission: The Pennsylvania Comprehensive Literacy Plan (PaCLIP) will provide guidance to stakeholders about their roles in developing an integrated plan, and establishing a set of literacy experiences for students. The plan will identify and describe (1) essential literacy-based systems about the content of literacy, (2) literacy (3) and (4) assessed by which all stakeholders (e.g., parents, caregivers, educators, community members, etc.) involved in students' literacy learning can facilitate and learning in a coherent and consistent manner.

Keystones to Opportunity

System Structures for Data-Informed Decision Making

Demographic & Perceptual & Progress Data

Student Learning Data

Student Planning Process

School Structures for Data-Informed Decision Making

Demographic • Perceptual • Process Data

District-Level Support: Budgetary Support, Professional Development, Resources and Time
Annual District-Wide Planning Process

Focus: All Students

Who: District-wide Team
How: PDE Getting Results, Data Retreat, District/Continuous Planning Process, Comprehensive Literacy Plan

Annual Building-Wide Planning Process

Focus: All Students

Who: School-Wide Team
How: PDE Getting Results, Data Retreat, School/Continuous Planning Process, Comprehensive Literacy Plan

Periodic Grade-Level Planning Process

Focus: Groups of Students

Who: Teacher Teams

How: Regular 1-2 Hour meetings

Student-Planning Process

Focus: Classroom of Students

Who: Teacher

Student Learning Data

(MODULE 4)

Today's Focus

District/ Building Level

- School Demographic Data
- PennData
- Discipline Data
- Attendance Data
- Mobility Rate Data
- Parent Surveys
- Environmental Surveys
- ITERS-R
- ECERS-R
- H.E.A.T.

District/ Building Level

- PSSA & PVAAS
- DIBELS Next
- GRADE
- Final 4Sight Benchmark Test
- Standardized Assessments
- District End-of-Year Tests

Grade/Course Level

- Class Demographic Data
- Class Engagement Data
- Satisfaction Data
- Attendance Data
- Walk Through Data

Grade/Course Level

- Initial: PSSA/PVAAS/Final Tests
- Cyclical:
- 4Sight Benchmark Data – Grade Level
 - District Quarterly Assessments
 - Common Classroom Data
 - Classroom Summaries
 - EAP/Tutoring Assessments

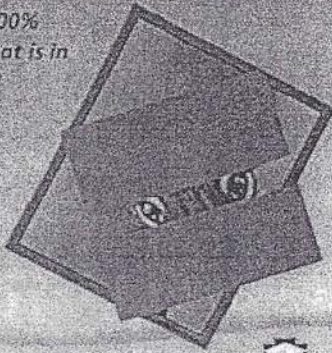
Classroom Level

- Qualitative Data
- Student Historical Information
 - Student Medical Information
 - Student Learning Information

Classroom Level

- Initial: PSSA/PVAAS/Final Tests
- Student-Level Achievement and Growth Data
- Cyclical:
- 4Sight Benchmark Data – Student Level
 - Continuous
 - Individual Classroom Assessments
 - EAP/Tutoring Assessments
 - Progress Monitoring


Can you, with 100% confidence, say what is in this picture?



Keystones to Opportunity

butterfly 😊

If you're only looking at Student Learning data, you're missing 65% of the data.



What about:

- Environmental assessments/ surveys?
- Other demographic data?
- School Processes data?

Keystones to Opportunity

Are Structures and/or Systems in place to:

- Administer, collect and compile data?
- Analyze and share multiple measures of data with all students, teachers, parents and others in school community?
- Engage stakeholder groups (i.e., students, teachers, parents and community members) in helping to improve literacy outcomes birth through grade 12?
- Ensure targeted students are making adequate progress in improving literacy skills?

Keystones to Opportunity

Data Analysis and Planning: Differences Across District and Schools

- There is variation in HOW districts/schools will approach planning
- There is variation in the technology/tools available to manage all of the data for student level data meetings
- BUT there are some shared practices to consider across districts and schools

Keystones to Opportunity

Shared Practices

Using multiple measures for data-informed decision-making and continuous improvement means:

Having the right people, focusing on the right students, using the right data and asking the right questions which results in the most effective plan for ALL students.

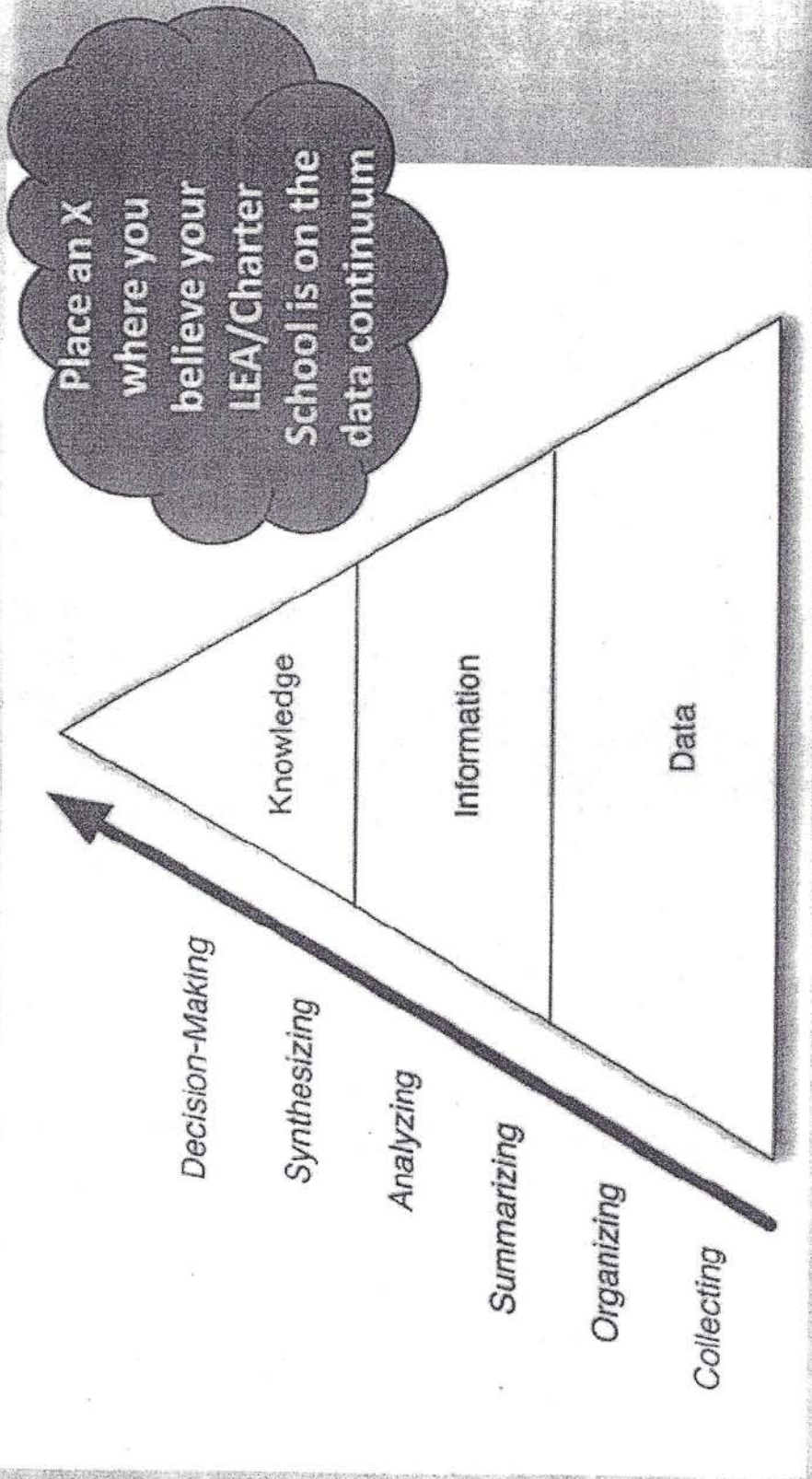
Teachers are a critical component of these practices and must be present and engaged at district/school level meetings!

Keystones to Opportunity

Moving up the Data Continuum

Keystones to Opportunity

Moving up the Data Continuum



Dieter & Light, Eds. Wesley Haller



Keystones to Opportunity

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bottom

Collecting: to gather or exact from a number of persons or sources (note, that the key words are from a number of sources)

Organizing: to form into a coherent unity or functioning whole

Summarizing: to make a summary

Analyzing: to study or determine the nature and relationship of the parts of by analysis

Synthesizing: To make a synthesis (the composition or combination of parts or elements so as to form a whole) of

Decision-Making: mental processes resulting in the selection of a course of action among several alternative scenarios

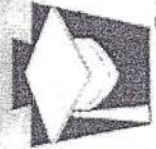
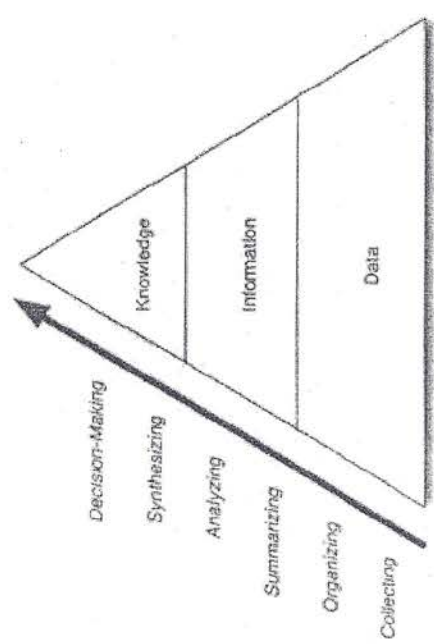
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• Data exist in a raw state – can exist in any form, usable or not; because they have no meaning themselves. Whether they become information depends upon the user’s understanding.

• Information is data that is given meaning – connected to a context. Helps to provide a relation between the data and the context. No implications for future action.

• Knowledge is the collection of information determined to be useful and eventually used to guide action. For teachers and students, these are the connections between assessment results, classroom instruction and adjustments teachers and students make based upon the results.



Keystones to Opportunity

© These materials cannot be duplicated or revised in any manner without the express permission of the PA Department of Education.

Collecting: to gather or receive from a number of persons or sources (note that the key words are from a number of sources)

Organizing: to bring into a coherent unity or functioning whole

Synthesizing: to make a summary

Analyzing: to study or determine the nature and relationship of the parts of by analysis

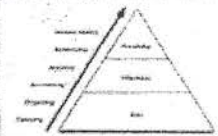
Forecasting: to make a forecast (the combination or combination of parts or elements as in to form a whole) of

Decision-making: mental processes resulting in the selection of a course of action among several alternative scenarios

Data: said to be raw information said in any form, stored or not, because they have no meaning themselves. Whether they become information depends upon the user's understanding.

Information: is data that is given meaning - connected to a context. Help to provide a relation between the data and the context. No implications for future action.

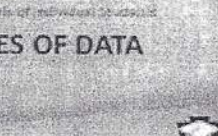
Knowledge: is the collection of information determined to be useful and effectively used to guide action. For teachers and students, these are the connections between assessment results, classroom instruction and adjustments teachers and students make based upon the results.



Keystones to Opportunity

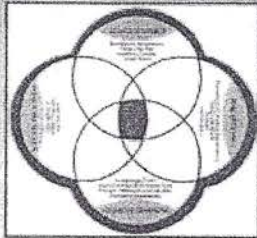
Using Multiple Measures to Identify the Needs of Individual Students

MULTIPLE MEASURES OF DATA



Keystones to Opportunity



Bernhardt's Multiple Measures



Keystones to Opportunity

The Importance of Multiple Sources of Data

- Single sources of data don't provide us with the complete picture
- Reliance on a single data source is incomplete
- We need multiple sources of data to more accurately identify root causes and to find appropriate solutions
- Remember the butterfly!

 **Keystones to Opportunity** 

Bernhardt's Suggested Use of Data

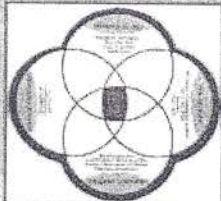
- Replace hunches with facts concerning what changes are needed
- Identify the root causes of problems so we can then solve the problems
- Assess needs to target our services on important issues
- Know if goals are being accomplished and having evidence of success
- Determine if we are "walking our talk"

Adapted from: Bernhardt, V.L. (1986). Data analysis for comprehensive schoolwide improvement. Lincoln, NE: Eye on Education.



 **Keystones to Opportunity** 


Bernhardt's Multiple Measures

- Demographics
- Perceptions
- Student Learning
- School Processes





Adapted from: Bernhardt, V.L. (1990). Data analysis for comprehensive schoolwide improvement. Lincoln, NE: Eye on Education.


 **Keystones to Opportunity** 

Getting Started: Jigsaw Activity 



Article: *Multiple Measures* (Bernhardt, VL, 1998, March)
 Teams count off 1-4.


- Numbers 1-4: Read pages 1-2 (stopping at *A Snapshot of the Measures*)
- Number 1: Read *A Snapshot of the Measures*
- Number 2: Read *Intersection of Two Measures*
- Number 3: Read *Intersection of Three Measures*
- Number 4: Read *Intersection of Four Measures*
- Numbers 1-4: Read *Focusing the Data and Summary*

 **Keystones to Opportunity** 

 **Multiple Measures of Data Pre-Assessment**


Independently complete the Multiple Measures Pre-Assessment in your Participant Workbook, page 7.



 **Keystones to Opportunity** 




Multiple measures must be considered and used to understand the multifaceted world of learning from the perspective of everyone involved.

—Victoria Bernhardt

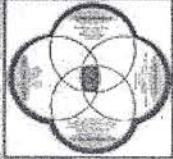


 **Keystones to Opportunity** 

Multiple Measures: Demographics




"Demographics build the context of the school and help us to begin to predict future conditions."
(Barnhart, VL, 2004)



Keystones to Opportunity

Demographic Data

- Districts/schools may have demographics at the following levels:
 - Community
 - School District
 - School
 - Students Over Time, and by Grade Level
 - Staff over Time
 - Parents
 - Other



Adapted from: Barnhart, VL (2004). Data Analysis for Continuous School Improvement. Lanham, MD: Eye on Education.

Keystones to Opportunity

Demographic Data

- Examples of Demographic Data at each Level:
 - Community
 - Location and history
 - Economic base, population trends
 - Community involvement
 - District
 - Description and history
 - Number of schools, administrators, students and teachers over time and by grade level


Adapted from: Barnhart, VL (2004). Data Analysis for Continuous School Improvement. Lanham, MD: Eye on Education.

Keystones to Opportunity


Demographic Data

- Examples of Demographic Data at each Level:
 - School
 - Description and history
 - Number of administrators, students and teachers over time, and by grade level
 - Grants received
 - Title I
 - Class Sizes
 - Tutoring/peer mentoring

Adapted from: Bernehardt, V.L. (2004). Data Analysis for Continuous School Improvement. Larchmont, NY: Eye on Education




Keystones to Opportunity




Demographic Data

- Examples of Demographic Data at each Level:
 - Students Over Time and by Grade Level
 - Number of Students
 - Gender
 - Race/Ethnicity
 - Free/Reduced Lunch
 - IEP
 - LEP
 - Graduation rates

Adapted from: Bernehardt, V.L. (2004). Data Analysis for Continuous School Improvement. Larchmont, NY: Eye on Education




Keystones to Opportunity




Demographic Data

- Help us understand aspects of the educational system over which we have no control
- Can observe trends and learn for purposes of prediction and planning

Adapted from: Bernehardt, V.L. (1998). Data analysis for comprehensive schoolwide improvement. Larchmont, NY: Eye on Education



Keystones to Opportunity



Demographic Data

- Assist us in understanding results of all parts of our educational system through disaggregation of other multiple measures, by demographic variables

Adapted from: Barnhardt, CL (1998). Data analysis for comprehensive schools. Washington, Eastmond, NH: The on Education

Keystones to Opportunity

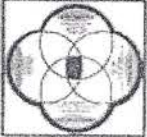
Team Activity

1. Identify the demographic data that your LEA/Charter School is currently collecting
 - Is the data being collected in a visible and accessible format?
 - Participant Workbook, pages 9-10
2. Review the 3-5 Priority Areas as identified in your Local Needs Assessment
3. Identify the demographic data you will need to collect to provide evidence of success for each of the priority areas
 - Write the data elements in the demographic circle on the graphic on page 14 of Participant Workbook
 - Circle the data elements that you are not currently collecting and/or cannot easily access
 - Does everyone who needs access to the data have access?
 - indicate with a "Y" (yes) and "N" (no) next to each element

Keystones to Opportunity

Multiple Measures: Perceptions

"A particular view, judgment, or appraisal formed in the Mind about a particular matter...a belief stronger than impression And less strong than positive knowledge"





Keystones to Opportunity

Perceptions Data

- Perceptions Data include:
 - Interviews
 - Student, Staff, Parents, Alumni Questionnaires
 - ~~Observations~~
 - Focus Groups



Adapted from: Berthoff, V.L. (2004). Data Analysis for Comprehensive School Improvement. Lansdowne, VA: Eye on Education

 **Keystones to Opportunity** 

Perceptions Data

- Help us understand what students, parents, teachers, and others think about the learning environment
- Can be gathered in a variety of ways—through questionnaires, interviews, observations, and focus groups



Adapted from: Berthoff, V.L. (2004). Data Analysis for Comprehensive School Improvement. Lansdowne, VA: Eye on Education

 **Keystones to Opportunity** 

Perceptions Data


- Are important since people act in congruence with what they believe, perceive, or think about different topics

Adapted from: Berthoff, V.L. (2004). Data Analysis for Comprehensive School Improvement. Lansdowne, VA: Eye on Education


 **Keystones to Opportunity** 

Team Activity

1. Identify the perception data that your LEA/Charter School is currently collecting.
 - Is the data being collected in a usable and accessible format?
 - Participant Workbook, page 11
2. Review the 3-5 Priority Areas as identified in your Local Needs Assessment.
3. Identify the perception data you will need to collect to provide evidence of success for each of the priority areas.
 - Write the data elements in the perception circle on the graphic on page 14 of Participant Workbook.
 - Circle the data elements that you are not currently collecting and/or cannot easily access.
 - Does everyone who needs access to the data have access?
 - Indicate with a "Y" (Yes) and "N" (No) next to data elements.




Keystones to Opportunity




Group Discussion

Identify one person from each team to share with large group perceptual data that you are currently collecting and using.

- How are you collecting?
- How are you using the perception data in data driven decision-making?


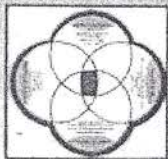



Keystones to Opportunity




Multiple Measures: Student Learning

Measures of student learning help us understand how students are performing and what students know as a result of instruction.



Keystones to Opportunity



Student Learning Data

- Student Learning Data include:
 - Benchmark Assessments
 - ORELS Next
 - Classroom Assessments
 - Diagnostic Assessments
 - GRADE
 - Formative Assessments
 - State Assessments
 - PSSA
 - PISA
 - PVAAS (a variant of PSSA)
 - National Assessments
 - Grades



Adapted from: Bernhardt, V.L. (1998). Data analysis for comprehensive schools: Improvements. *Learning: Eye on Education*

 **Keystones to Opportunity** 

Student Learning Data

- Describe the results of our educational system in terms of standardized test results, grade point averages, standards assessments, and authentic assessments
- Schools use a variety of student learning measurements— usually separately and in isolation



Adapted from: Bernhardt, V.L. (1998). Data analysis for comprehensive schools: Improvements. *Learning: Eye on Education*

 **Keystones to Opportunity** 

Student Learning Data



- Schools normally think of multiple measures as looking at multiple measures of student learning
- Instead, look at student learning data with:
 - Demographic Data
 - Perceptual Data
 - School Process Data

Adapted from: Bernhardt, V.L. (1998). Data analysis for comprehensive schools: Improvements. *Learning: Eye on Education*



 **Keystones to Opportunity** 

Student Learning Data



What assessments are you currently collecting and analyzing to ensure student literacy achievement across grades/ content areas?


Keystones to Opportunity


SAMPLE District Assessment Calendar


Keystones to Opportunity


Grade	Assessment	Frequency	Assessment Type	Assessment Dates	Assessment Location	Assessment Duration	Assessment Cost	Assessment Provider
K-2	CELEBRATE! Reading Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Math Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Writing Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Science Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
3-5	CELEBRATE! Reading Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Math Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Writing Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Science Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
6-8	CELEBRATE! Reading Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Math Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Writing Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Science Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
9-12	CELEBRATE! Reading Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Math Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Writing Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates
	CELEBRATE! Science Inventory	3 times	Diagnostic	9/10/11, 1/11/12, 4/11/12	Classroom	15-20 min	\$0	Curriculum Associates


Keystones to Opportunity


Team Activity

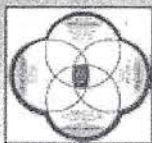
1. Identify the student learning data that your IEN Charter School is currently collecting
 - Is the data being collected in a usable and accessible format?
 - Participant Workbook, page 11
2. Review the 3-5 Priority Areas as identified in your Local Needs Assessment
3. Identify the student learning data you will need to collect to provide evidence of success for each of the priority areas
 - Write the data elements in the demographic circle on the graphic on page 14 of Participant Workbook
 - Circle the data elements that you are not currently collecting and/or cannot easily access
 - Does everyone who needs access to the data have access?
 - Include with a "Y" (Yes) and "N" (No) next to each element

Keystones to Opportunity

Multiple Measures: School Processes

School Processes

"... programs, practices, and instructional strategies... that produce school and classroom results."



Keystones to Opportunity

School Processes Data

- "School Processes are the only measures that we actually have control over in the educational setting" (Victoria L. Bernhard (2004))
- School Processes Data include:
 - Curriculum
 - Instructional Strategies
 - Assessment Strategies
 - Programs



Adapted from: Bernkowitz, U.I. (1998). Data analysis for comprehensive schoolwide improvement. Larchmont, NY: Eye on Education

Keystones to Opportunity

School Processes Data

- Define what teachers are doing to get the results they are getting
- Include programs, instructional strategies, and classroom practices



Adapted from: Kentucky, VA (1998). Data analysis for comprehensive schoolwide improvement. Lynchburg, VA: Eye on Education.


 **Keystones to Opportunity** 

School Processes Data

- Is the measure that seems to be the hardest for teachers to describe
- To change the results schools are getting, teachers and others must begin to document these processes and align them with the guiding principles of the schools



Adapted from: Kentucky, VA (1998). Data analysis for comprehensive schoolwide improvement. Lynchburg, VA: Eye on Education.

 **Keystones to Opportunity** 

Team Activity 

1. Review the *School Processes, School Level Guiding Questions*
 - What data is being collected to answer these questions, and is the data in a useable and accessible format?
 - Participant Workbook, page 13
2. Review the 3-5 Priority Areas as identified in your Local Needs Assessment
3. Identify the data you will need to collect to provide evidence of success for each of the guiding questions
 - Write the data elements in the school processes circle on the graphic on page 34 of Participant Workbook
 - Circle the data elements that you are not currently collecting and/or cannot easily access
 - Does everyone who needs access to the data have access?

Indicate with a "Y" (Yes) and "N" (No) next to data elements.

 **Keystones to Opportunity** 



Measures, Over Time

- Dig deeper into each of the measures, by looking over time to answer questions

Demographics: How has enrollment in the school changed in the past three years?

Perceptual: How have student perceptions of the learning environment changed, over time?

Adapted from: Barnhardt, V.L. (2008). Data analysis for comprehensive schoolwide improvement. Larchmont, NY: Eye on Education



 **Keystones to Opportunity** 

Measures, Over Time

Student Learning: Are there differences in students' standardized test scores over the years?

School Processes: What programs have operated in the school during the past five years?



Adapted from: Barnhardt, V.L. (2008). Data analysis for comprehensive schoolwide improvement. Larchmont, NY: Eye on Education

 **Keystones to Opportunity** 

Measures Over Time

Reflect back to the data you identified on your graphic organizers and determine at ~~one~~ ^{what} point (1 year, 2 years, 3 years, etc.) would you be able to confidently say that what you are doing is working for all students.

Keystones to Opportunity

 **Keystones to Opportunity** 

at least 3 yrs.

Two-Way Intersections Can Tell Us

- Demographics by Student Learning:**
If groups of students perform differently on student learning measures
 - Demographics by Perceptions:**
If groups of students are experiencing school differently
 - Demographics by School Processes:**
If all groups of students are represented in the different programs and processes offered by the school
 - Student Learning by Perceptions:**
If students' perceptions of the learning environment have an impact on their learning results
 - Perceptions by School Processes:**
If students are perceiving programs and processes differently
- Adapted from: "How to Make Better Use of Your Data to Drive Student Learning and Continuous School Improvement," March 24, 2011 Victoria L. Sarshardt, Executive Director, Education for the Future



Keystones to Opportunity



Three-Way Intersections Can Tell Us

- Demographics by Student Learning by Perceptions:**
The impact demographic factors and attitudes about the learning environment have on student learning
 - Demographics by Student Learning by School Processes:**
What processes or programs work best for different groups of students as measured by student learning results
 - Demographics by Perceptions by School Processes:**
What programs or processes different students like best, or the impact different programs or processes have on student attitudes
- Adapted from: "How to Make Better Use of Your Data to Drive Student Learning and Continuous School Improvement," March 24, 2011 Victoria L. Sarshardt, Executive Director, Education for the Future



Keystones to Opportunity



Four-Way Intersections Can Tell Us

- Demographics by Student Learning by Perceptions by School Processes:**
What processes or programs have the greatest impact on different groups of students' learning, according to student perceptions, and as measured by student learning results
- Adapted from: "How to Make Better Use of Your Data to Drive Student Learning and Continuous School Improvement," March 24, 2011 Victoria L. Sarshardt, Executive Director, Education for the Future



Keystones to Opportunity



Intersections Can Tell Us

Add a Data Category	What Question Can You Answer?
Demographics	Has the population of English Language Learners increased over the last 3 years?
Demographics by Student Learning	Are there learning differences in Reading between ELL students and their peers?
Demographics by Student Learning by Perceptions	Do the learning differences in Reading and gender show up in perceptions by gender?
Demographics by Student Learning by Perceptions by School Processes	Are there differences in how IEP students and their peers perform based on the way they are taught and prefer to be taught?

Adapted from "How to Make Sense of Your Data to Drive Student Learning and Continued School Improvement," 2010, by the National Research Council, Division of the National Academies, National Academies Press.

Keystones to Opportunity

Multiple Measures of Data Post-Assessment

Revisit the pre-Assessment you completed at the beginning of today's session, Participant Workbook, page 7.

Utilizing the knowledge you gained during today's session, modify answers as needed.

Keystones to Opportunity

Team Activity: Guiding Principles

- As a team, review the Guiding Principles of the Comprehensive Local Literacy Plan (CLLP).
- Identify with an "X" the data you will need to collect to provide evidence for each of the questions under the guiding principles
 - Participant Workbook, pages 15-17
 - You may choose to list examples of evidence
 - Remember this is a 6th-12 plan

Keystones to Opportunity

Team Activity: Comprehensive Local Literacy Plan (CLLP) Reflection

- Each Table will be assigned a Topic:

1. Standards and Curriculum	5. Literacy Leadership, Goals, and Sustainability
2. Assessment	6. Practices
3. Instruction	7. Data/Outcomes
4. Professional Learning and Practice	
- Review the Points of Consideration within your assigned Topic:
 - Identify examples of evidence/data/indicators of practice that the practice is in place/established within your district/charter school
- Each table will report out their findings

Keystones to Opportunity

Team Activity: Comprehensive Local Literacy Plan (CLLP) Reflection

Point of Consideration	Strategies	Outcomes	Assessments	Success Stories
1. Standards and Curriculum 1. Do we have a common plan for all our students? 2. Do we have a common plan for all our students? 3. Do we have a common plan for all our students? 4. Do we have a common plan for all our students? 5. Do we have a common plan for all our students? 6. Do we have a common plan for all our students? 7. Do we have a common plan for all our students? 8. Do we have a common plan for all our students? 9. Do we have a common plan for all our students? 10. Do we have a common plan for all our students?				

Keystones to Opportunity

REVISIT: Are Structures and/or Systems in place to:

- Administer, collect and compile data?
- Analyze and share multiple measures of data with all students, teachers, parents and others in school community?
- Engage stakeholder groups (i.e., students, teachers, parents and community members) in helping to improve literacy outcomes birth through grade 12?
- Ensure targeted students are making adequate progress in improving literacy skills?

Keystones to Opportunity

Next Steps: Where do we go from here?

1. Has your LEA/Charter School identified their Core Literacy Team?
2. Have Core Literacy Team meetings been scheduled throughout the year?
3. Is a data collection system in place? Who will be responsible to bring data to meetings?
4. What are next steps in completion of the Birth – Grade 12 Comprehensive Local Literacy Plan (CLLP)?
5. How will you ensure there is alignment between other existing plans and initiatives - such as School Improvement Plans, District Comprehensive Plan, district initiatives, etc.?
6. How will you ensure that you are disseminating the information received at trainings to all district staff?



Keystones to Opportunity



Important Reminders...

- Data analysis should not be about gathering data just because it is there
- District – and School-level data analysis should be about helping schools understand if they are achieving their purpose and meeting the needs of all students – and, if not, why.

Adapted from: Bartholomew, VL (1998). Data analysis for comprehensive schoolwide improvement. Larchmont, NY: Eye on Education.



Keystones to Opportunity



Important Reminders...

- The data we gather and analyze must be focused on the purpose of the district/school—the core of everything that is done in the district/school—or the process will lead to nothing more than random acts of sporadic improvement, as opposed to focused improvement for better student results.

Adapted from: Bartholomew, VL (1998). Data analysis for comprehensive schoolwide improvement. Larchmont, NY: Eye on Education.




Keystones to Opportunity




Important Reminders...

- Schools cannot use student achievement measures alone for continuous school improvement because the context is missing.

Adapted from: Bernhardt, V. (2004). *Data analysis for continuous school improvement*. Larchmont, NY: Eye On Education.




Keystones to Opportunity




Important Reminders...

- If we want to get different results, we have to change the system that creates the results.
- To do that, we must look at intersections of demographic, perception, student learning, and school process data.

Adapted from: Bernhardt, V. (2004). *Data analysis for continuous school improvement*. Larchmont, NY: Eye On Education.




Keystones to Opportunity



References

- Bernhardt, V. (2004). *Data Analysis for Continuous School Improvement*. Larchmont, NY: Eye On Education.



Keystones to Opportunity

