

Data Driven Decision Making

Literacy Summit

September 13-14, 2019



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020



Session Norms

- Be respectful
- Share the air
- Ask questions
- Be an active participant

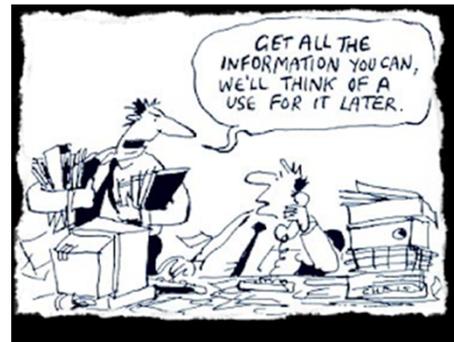


Session Goals

- Discuss why data is important
- Introduce data meetings
- Determine next steps of screener data
- Collaborate using MAAP data
- Incorporate data in differentiation

How useful is your data?

- List all the different data points that you gather in your classroom or school.
- Now list the program or programs associated with those data points.
- Indicate the amount of time daily spent on each program.
- Rank the data that you used most frequently to guide instruction in order from one to ten.
- Is the most of your time being used to create the data that most influences your instruction?
- In your mind, notate if there are any programs that you never used the data that was received.



All about the

Data

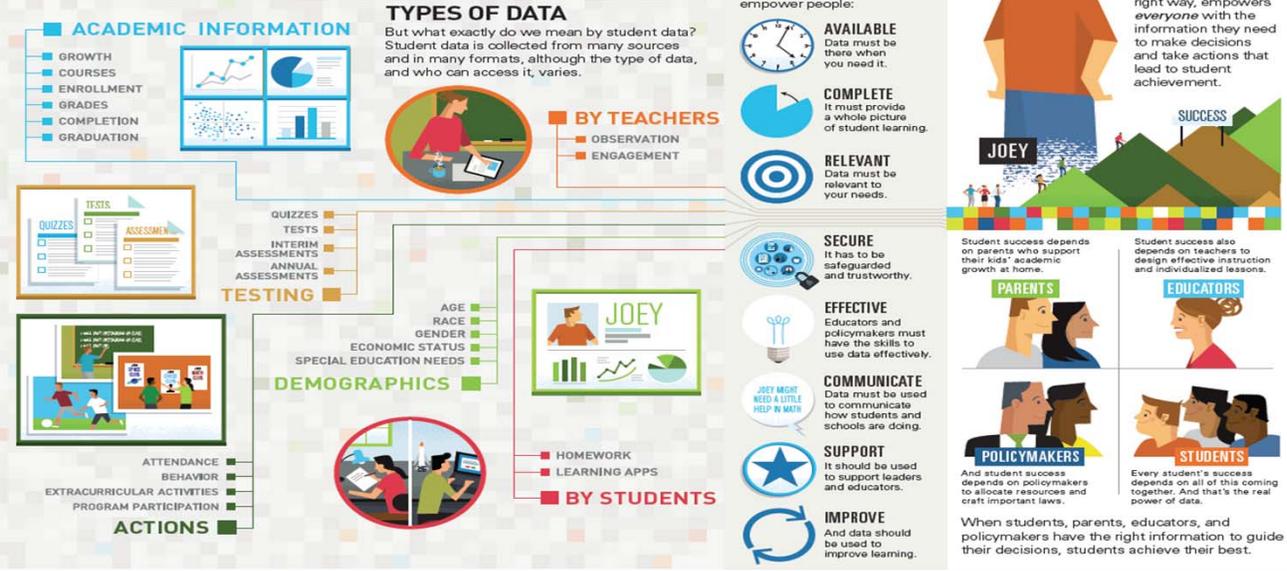


Why is data important?

- To understand a student's instructional readiness, plan differentiated instruction, set goals with students, monitor progress toward those goals and communicate with parents
- To take immediate action by **adjusting instruction and re-grouping students frequently** to make sure they are always learning what they need to and advancing when they're ready to move on
- To **engage students in conversation about setting goals** for the year helping students become ever-more empowered in their own learning
- To **measure growth** from one point in time to another

What is student data?

There are many types of data that support student learning—and they're so much more than test scores. But individual data points don't give the full picture needed to support the incredibly important education goals of parents, students, educators, and policymakers. See the types of data that can come together—under requirements like privacy and security—to form a full picture of student learning. When used effectively, data empowers everyone.



Data is Key

Parents* value data as a key resource to inform their decisions.

95% of parents

support teachers' use of data to make sure that their students are getting all the support they need, up from 90% in 2015

93% of parents

need data so they can help their children do their best

90% of parents

say a school's performance rating helps them make decisions related to their child's education

Teachers use data to plan and enhance their instruction.

Of teachers polled:



identify learning goals



know what concepts students learn



plan instruction

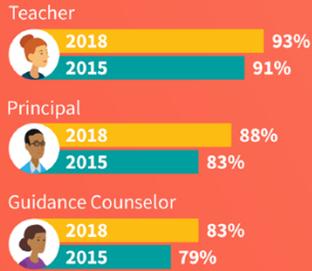
Potential of Personalization:



of teachers say they use data to customize learning for each student's unique needs, something 94% of parents are looking for

Data is Key

Parents increasingly trust educators to use their child's data appropriately.



87% trust that their child's school is keeping their child's data private and secure, up from **81%** in 2015

Teachers value data as a door opener with parents.



86% data helps communicate with parents about their children's performance



85% data gives an objective place to start conversations

And they're looking for schools to share even more:



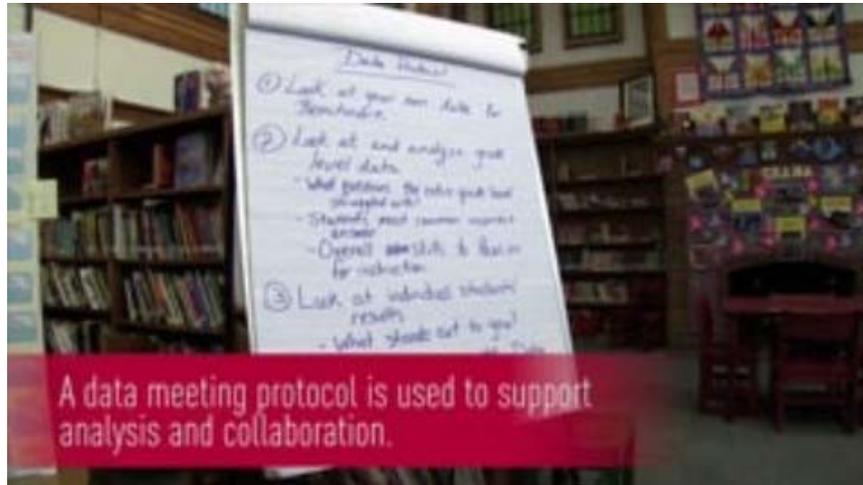
75% want their school to do a better job getting parents information about their students' progress in school

Data Meetings

Why are they important?

- Allow teachers to build relationships with students
- Provide a visual representation of their learning and growth
- Allow students to measure progress toward their goal
- Promotes intrinsic motivation within students

What should they look like?

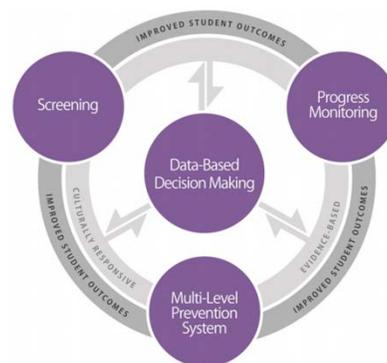


Screener Data



The Importance of Using Screeners

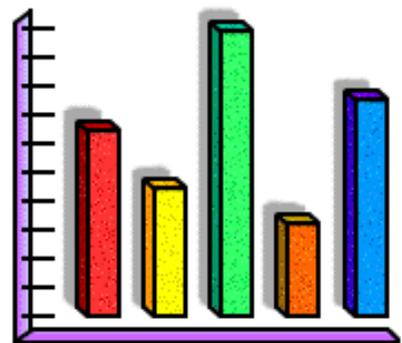
- Should be the first step in identifying the students who are at risk for learning difficulties
- Should be used to predict success or need for additional support
- Should be used three times a year to look at all students
- Should be just one piece to the puzzle



Next steps

- Conduct diagnostic to determine specific skills that must be remediated.
- Progress monitor those specific areas to measure growth.
- Adjust instruction as necessary based on progress monitoring results.
- If students are successful, move to the next deficit skill. If students are unsuccessful, change or intensify intervention.

MAAP Data



School Standard Analysis Summary

Standard	Number of Tested Items for Standard	Score Points Available for Standard	Score Points Possible for School	Score Points Earned by School	Percent of Score Points Earned by School	Percent of Score Points Earned by District	Percent of Score Points Earned by State
L.3.4	2	2	150	122	81%	90%	85%
L.3.5	4	4	300	150	50%	59%	55%
L.3.6	2	2	150	73	49%	58%	54%
RI.3.1	2	2	150	105	70%	73%	68%
RI.3.2	1	1	75	66	88%	90%	85%
RI.3.3	3	5	375	195	52%	59%	53%
RI.3.4	2	3	225	161	72%	81%	77%
RI.3.5	2	3	225	161	72%	68%	63%
RI.3.6	1	1	75	20	27%	42%	39%
RI.3.7	1	1	75	40	53%	58%	52%
RI.3.8	1	1	75	38	51%	53%	45%
RI.3.9	2	3	225	113	50%	56%	53%
RL.3.1	2	2	150	118	79%	80%	75%
RL.3.2	3	4	300	164	55%	70%	65%
RL.3.3	3	4	300	176	59%	68%	59%
RL.3.4	2	2	150	80	53%	69%	63%
RL.3.5	1	1	75	25	33%	63%	55%
RL.3.6	3	4	300	161	54%	63%	57%
RL.3.7	2	2	150	58	39%	65%	62%
RL.3.9	1	1	75	49	65%	71%	68%
W.3.1	1	12	900	391	43%	47%	44%

Class Standard Analysis Summary

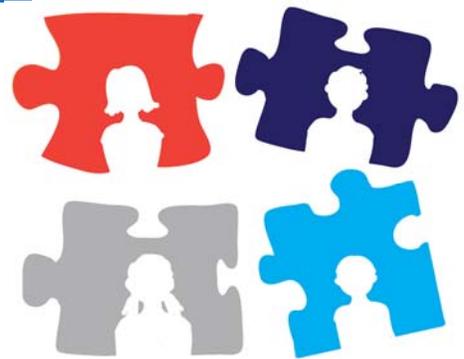
Standard	Number of Tested Items for Standard	Score Points Available for Standard	Score Points Possible for Class	Score Points Earned by Class	Percent of Score Points Earned by Class	Percent of Score Points Earned by School	Percent of Score Points Earned by District	Percent of Score Points Earned by State
L.3.4	2	2	36	22	61%	55%	72%	85%
L.3.5	4	4	72	29	40%	36%	47%	55%
L.3.6	2	2	36	14	39%	33%	49%	54%
RI.3.1	2	2	36	13	36%	37%	58%	68%
RI.3.2	1	1	18	12	67%	59%	66%	85%
RI.3.3	3	5	90	23	26%	26%	41%	53%
RI.3.4	2	3	54	30	56%	46%	63%	77%
RI.3.5	2	3	54	30	56%	46%	58%	63%
RI.3.6	1	1	18	3	17%	22%	22%	39%
RI.3.7	1	1	18	6	33%	39%	53%	52%
RI.3.8	1	1	18	6	33%	24%	41%	45%
RI.3.9	2	3	54	30	56%	43%	48%	53%

Activity

With the people at your table...

- Choose a report
- Determine one standard that needs improvement
- Determine one standard that this teacher could facilitate a PLC concerning
- Discuss how information from this report can guide this teacher's BOY planning

Using Data to Differentiate



Differentiation

DIFFERENTIATION IS

AN IDEA AS OLD AS EFFECTIVE TEACHING	Lessons designed around PATTERNS OF STUDENT NEED	USE OF WHOLE-GROUP, SMALL-GROUP & INDIVIDUAL TASKS BASED ON CONTENT AND STUDENT NEEDS
VALUING and PLANNING for DIVERSITY in HETEROGENEOUS SETTINGS	Necessary for success with standards for a broad range of learners	PURPOSEFUL USE OF FLEXIBLE GROUPING
A STUDENT-FOCUSED WAY OF THINKING ABOUT TEACHING AND LEARNING	TEACHING UP	AT THE CORE OF QUALITY TEACHING
ASCD LEARN. TEACH. LEAD.	Designed to ADDRESS LEARNING & AFFECTIVE NEEDS that all students have	

DIFFERENTIATION IS NOT

TRACKING OR GROUPING STUDENTS INTO CLASSES BY "ABILITY"	INCOMPATIBLE with STANDARDS	
BLUEBIRDS, BUZZARDS & WOMBATS (ability grouping within a classroom)	DUMBBING DOWN teaching for some students	Something extra on top of good teaching
Mostly for students identified as GIFTED	A SET OF INSTRUCTIONAL STRATEGIES	MOSTLY FOR STUDENTS WITH IDENTIFIED LEARNING CHALLENGES
INDIVIDUALIZED INSTRUCTION	IEPs FOR ALL	
ASCD LEARN. TEACH. LEAD.	A SYNONYM FOR GROUP WORK	

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What data will be used?

- Weekly assessments
- Screeners
- Teacher observation
- Progress monitoring
- Student conferences
- Behavior
- Collaboration with interventionist

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How can I differentiate using this data?

- Lexile levels
 - Develop classroom reading lists tailored to provide appropriately challenging reading.
 - Build a bank of titles at varying levels that support the content, but also allows all students to participate successfully in the theme with material at their own reading level.
 - Sequence materials by increasing the difficulty of read-aloud books throughout the year.
 - Improve students' reading fluency and increase enjoyment of reading.

- Small groups

- homogeneously by data but flexible

Homogeneous Groups	Heterogeneous Groups	Student Selected Groups	Topic Interest Groups
-skill practice -remediation -extension	-discussion -projects	-extension -high interest	-jigsaw -resident expert

How can I differentiate using this data?

For homogeneous teacher-table grouping, the teacher is NOT in the group rotation.

Students meet with heterogeneous groups to discuss small group activities.

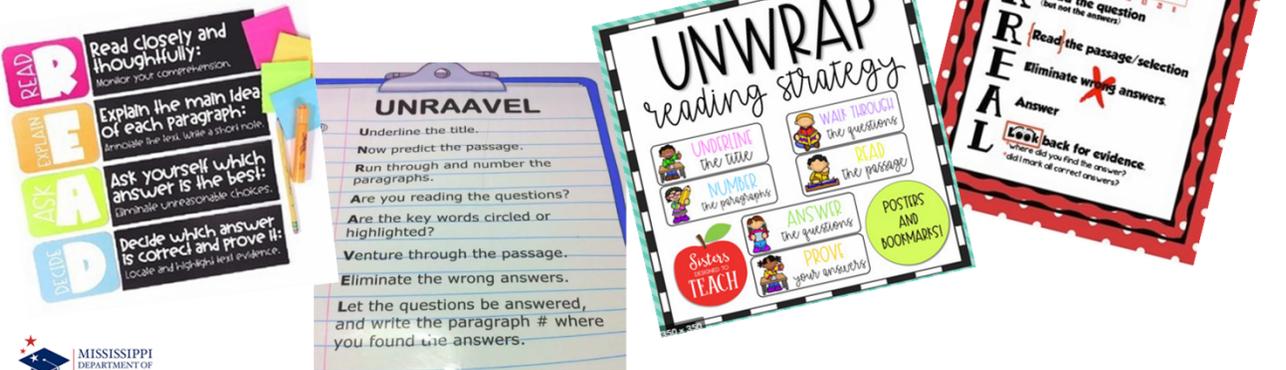
At the teacher table, the teacher pulls students based on similar data.

The teacher table group is very flexible and should change often based on data.



How can I differentiate using this data?

- Strategies
 - Teach multiple strategies, so students have options.
 - Take learning styles into consideration.



Resources

Literacy Focus of the Month Grades Pre-k-5



*"The more ways we teach,
the more students we are going to reach."
- Betty Hollis*

Office of Elementary Education and Reading

Multi-Tiered System of Supports
DIGITAL RESOURCES



Websites and Articles

- <https://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Events%20and%20Conferences/ILC%20Metro%20February%202016/Increasing%20Lexile%20Levels%20Presentation%20and%20Handout.pdf>
- <https://dataqualitycampaign.org/>
- <http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Why-Teachers-Must-Be-Data-Experts.aspx>
- <https://newsela.com/>
- <https://www.newsinlevels.com/#>
- <https://www.textcompactor.com/>
- <http://rewordify.com/>

Questions?



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