

Data Driven Decision Making

Literacy Summit

Fall 2019



Ensuring a bright future for every child

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ashley Kazery
State ELA Director

ashley.kazery@mdek12.org

Mississippi Department of Education

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



MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

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

1
All Students Proficient and Showing Growth in All Assessed Areas



2
Every Student Graduates from High School and is Ready for College and Career



3
Every Child Has Access to a High-Quality Early Childhood Program



4
Every School Has Effective Teachers and Leaders



5
Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6
Every School and District is Rated "C" or Higher



Session Norms

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



All about the

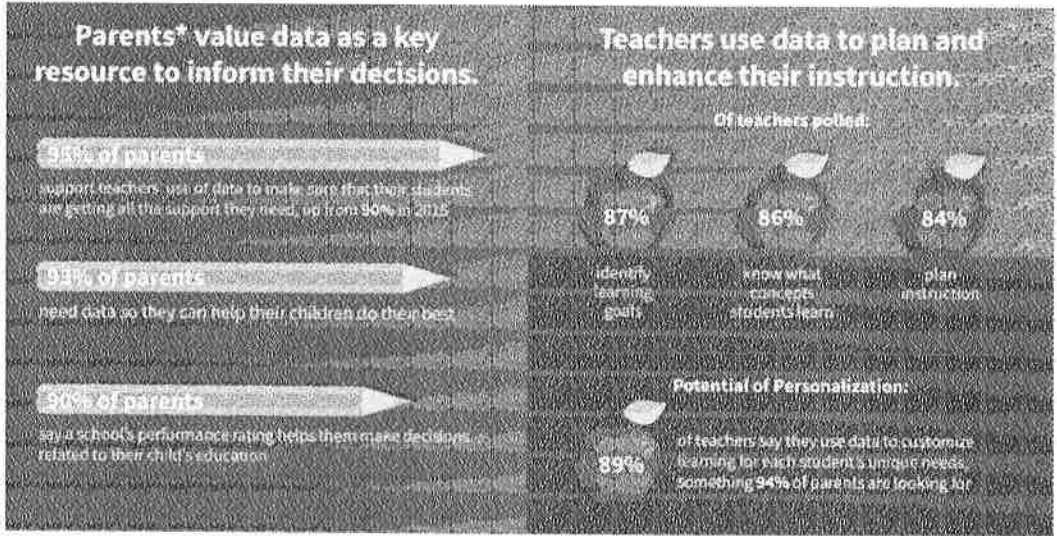
Data



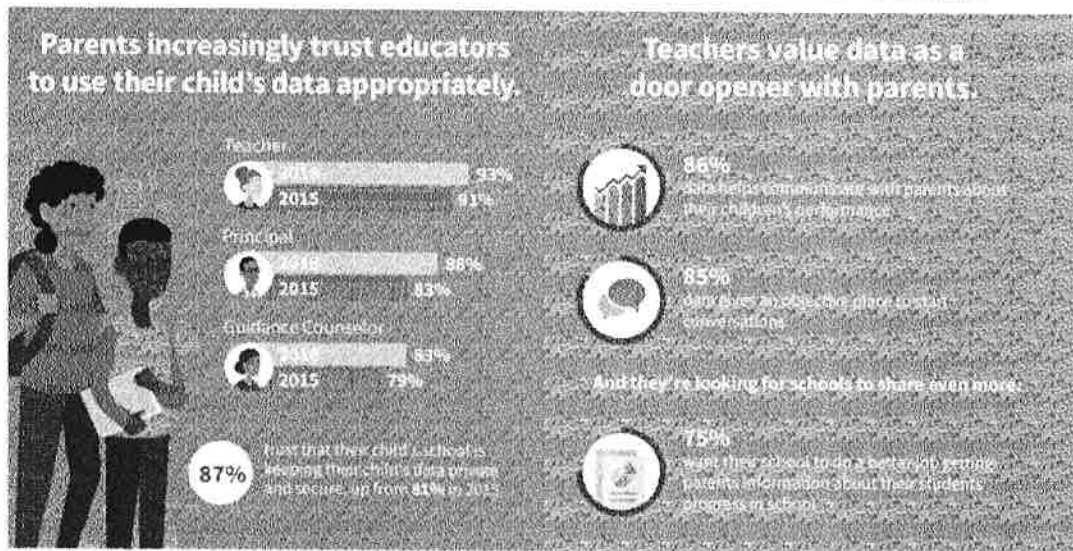
Why is data important?

- 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

Data is Key



Data is Key

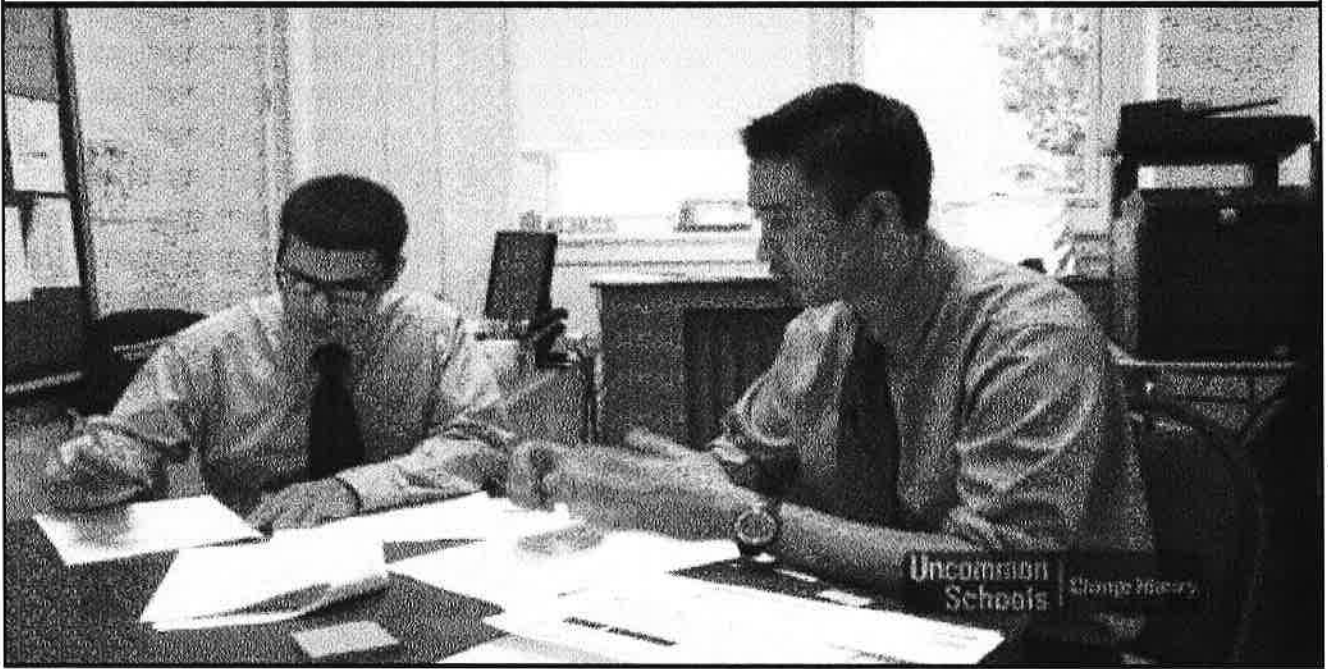


Data Meetings

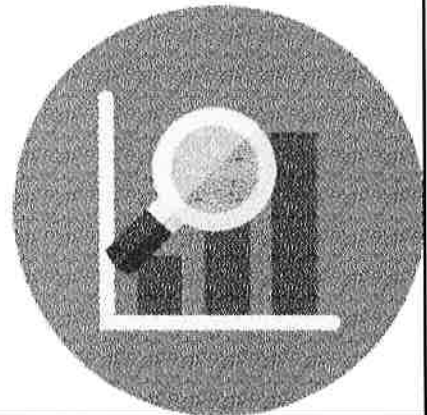
Why are they important?

- 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?



Screeners Data



The importance of using screeners

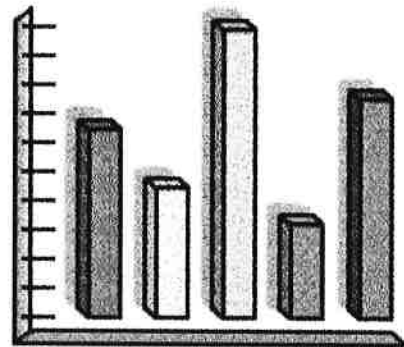
Screeners...

- Are 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
- Are 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



GRADE/EXAMINATION:
WORLD CLASS STANDARDS IN MATH
GRADE 3, GRADE 5, 6, 7, 8



School Name: [REDACTED]
District Name: [REDACTED]
State Name: [REDACTED]
Year of Issue: [REDACTED]

Total Students Tested in District: 75
Total Number of Standards Tested: 41

The Standard Analysis Report provides information on how students performed on the standards assessed on the test for this course area. The Percent of Score Points Earned by School, District, or State provides information on the proportion of score points earned versus total points possible. Higher percentages mean that students demonstrated greater understanding of the standard as indicated by the higher proportion of score points they collectively earned.

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%	80%	85%
L.3.5	4	4	300	150	50%	59%	95%
L.3.6	2	2	150	73	49%	59%	55%
RL.3.1	3	3	150	105	70%	73%	68%
RI.3.2	1	1	75	66	88%	91%	85%
RI.3.3	3	3	150	130	87%	89%	80%
RI.3.4	2	2	150	101	67%	61%	71%
RI.3.5	2	2	150	111	74%	69%	63%
RI.3.6	1	1	75	20	27%	25%	39%
RI.3.7	1	1	75	40	53%	62%	52%
RI.3.8	1	1	75	38	51%	53%	45%
RI.3.9	2	2	150	110	73%	66%	50%
RI.3.1	2	2	150	118	79%	81%	75%
RI.3.2	3	3	150	164	109%	70%	85%
RI.3.3	3	3	150	175	117%	68%	59%
RI.3.4	2	2	150	80	53%	60%	65%
RI.3.5	1	1	75	25	33%	69%	55%
RI.3.6	3	3	150	161	107%	60%	57%
RI.3.7	2	2	150	50	33%	63%	62%
RI.3.8	1	1	75	46	61%	71%	67%
W.3.1	1	12	600	201	34%	47%	44%



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	4	150	122	81%	90%	85%
L.3.5	4	4	200	130	65%	58%	58%
L.3.6	2	2	150	73	49%	56%	52%
RI.3.1	2	2	150	105	70%	73%	68%
RI.3.2	1	1	75	86	88%	81%	83%
RI.3.3	3	5	475	185	39%	58%	52%
RI.3.4	2	3	225	181	80%	81%	77%
RI.3.5	2	3	225	191	85%	88%	80%
RI.3.6	1	1	75	82	108%	62%	39%
RI.3.7	1	1	75	40	53%	28%	52%
RI.3.8	1	1	75	38	51%	53%	45%
RI.3.9	2	3	225	113	50%	58%	50%
RI.3.10	2	2	150	118	79%	81%	75%
RI.3.11	3	4	300	184	61%	70%	68%
RI.3.12	2	2	150	176	117%	60%	55%
RI.3.13	2	2	150	80	53%	68%	63%
RI.3.14	1	1	75	35	47%	63%	55%
RI.3.15	3	4	300	181	60%	65%	57%
RI.3.16	2	2	150	88	59%	65%	62%
RI.3.17	1	1	75	48	64%	71%	67%
W.3.1	1	12	900	391	43%	47%	44%

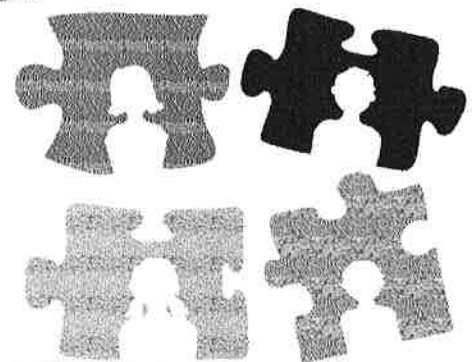
Class Standard Analysis Summary

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	3	4	84	64	76%	73%	73%	85%
L.3.5	4	4	84	35	42%	46%	46%	54%
RI.3.1	2	3	63	24	38%	37%	37%	60%
RI.3.2	3	4	84	30	36%	37%	37%	60%
RI.3.3	1	2	42	1	2%	7%	7%	27%
RI.3.4	2	2	46	41	89%	81%	79%	72%
RI.3.5	2	2	46	32	70%	54%	56%	50%

Activity

1. Find the MAAP data at your table.
2. Work with a partner, using the skills learned today, to identify a standard that needs to be addressed.
3. Use the data meeting card to fill out your information.
4. Be prepared to share out.

Using Data to Differentiate



Differentiation

Differentiation means tailoring the instruction to meet individual needs. The use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

1. Find the article “Five Tips for Getting Started with Differentiation in a Secondary Classroom” at your table.
2. Read your assigned section and annotate.
3. Be prepared to share.

What data will be used?

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

How can I differentiate using this data?

Many teachers are understandably wary of differentiation because they believe it involves creating a laundry list of options.

In truth, some of the best (and most efficient) differentiation strategies simply “tweak” or adjust aspects of an assignment to create versions that certain students find more accessible, more advanced, or more interesting.

How can I differentiate using this data?

Differentiation is *not* a set of strategies; rather, it is a way we think about teaching and learning.

This is good news, because secondary teachers can use many strategies—such as RAFT and Jigsaw—as vehicles for differentiation by keeping a few key principles in mind.

No matter what, teachers should align all differentiated tasks with the same learning goals and with one another.

How can I differentiate using this data?

Using small groups is always beneficial for students. Here are some tips for secondary teachers using small groups:

- Keep your pullout groups small.
- Use recent data.
- Start with a class period that has more classwork time built in.
- Have clear expectations and goals for the group.
- Be proactive about scheduling (bathroom, lunch, etc.)

How can I differentiate using this data?

Changing Lexile levels

What is a Lexile? A method used by schools to measure a student reader's ability is **Lexile level** or a **Lexile Measure**. A **Lexile** measure is a valuable tool for teachers, parents, and students. It serves two unique functions: it is the measure of how difficult a text is OR a student's reading ability **level**.

Lexile.com

Newsela.com

Closing and Questions



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Ashley Kazery

State ELA Director

ashley.kazery@mdek12.org