‘ALL IN’ WITH DATA

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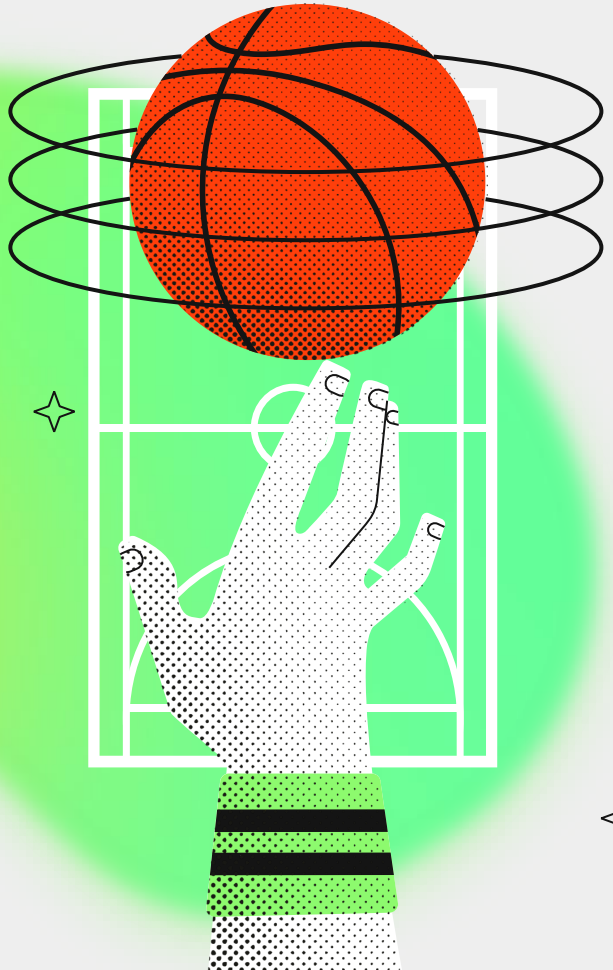


Important!

Be sure to **SIGN IN** to get credit for attendance!

Session Agenda

1. Introduce resources available to support the data analysis process, especially in:
    a. Monitoring student achievement & growth
    b. Monitoring student mastery of concepts

2. Talk about ways to integrate resources like these into the classroom and systems at your campus

WHY DATA?

What are the goals of data analysis?

Why do we take valuable time to do it?

BIG PICTURE

TO MONITOR STUDENT
ACHIEVEMENT & GROWTH
AND BE SURE ALL STUDENTS
ARE MAKING PROGRESS

DIG IN

TO MONITOR STUDENT
UNDERSTANDING OF
CONCEPTS AND SKILLS

BIG PICTURE

Monitoring overall student achievement and growth

Achievement

HOW WELL STUDENTS PERFORM

PRIMARY DATA POINTS:

- Approaches, Meets, Masters Grade Level
- RIT Score
- Achievement Quintile
- % Correct
- % On-Track

Growth

HOW STUDENT PERFORMANCE HAS CHANGED OVER TIME

PRIMARY DATA POINTS:

- Met Student Target *(achievement band)*
- Met Growth Projection
- Growth Quintile
- % Correct Change

Growth

Student Targets for K-3

Growth

Student Target Refresher

Raw Score	Scale Score	
0	916	Did Not Meet
1	1050	
2	1132	
3	1182	
4	1219	
5	1250	
6	1276	
7	1299	
8	1320	
9	1339	
10	1357	
11	1374	
12	1391	
13	1407	
14	1422	
15	1437	
16	1452	
17	1467	Approaches
18	1483	
19	1498	
20	1514	
21	1530	
22	1546	
23	1564	
24	1589	Meets
25	1601	
26	1622	
27	1645	
28	1670	Masters
29	1700	
30	1734	
31	1775	
32	1831	
33	1918	
34	2057	

Low Did Not Meet

High Did Not Meet

Low Approaches

High Approaches

Meets

Masters

The score a student will need in order to **improve at least 1 achievement band**

Growth

Student Target Refresher

EXAMPLE

RLA
Last Year's STAAR: **Low Approaches**
This Year's target: **High Approaches** (64%)

Math
Last Year's STAAR: **High Approaches**
This Year's target: **Meets** (67%)

LAN Data Tracker

- Pre-built for all RLA & Math teachers, Grades 4-8
- Interactive tool that puts achievement & growth over time in one place, both at student and class/period
- Teacher enters common assessment % score, gets:
  - Each student's target and whether they met it for that assessment
  - A summary of that class/period's achievement and growth
- Tracks data for each teacher over time

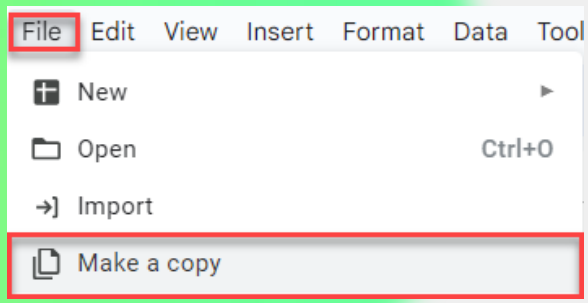
LAN Data Tracker

SAMPLE TRACKER:
https://bit.ly/trackersecondary

LAN Data Tracker

1. Navigate to URL

   Secondary: https://bit.ly/trackersecondary
   Elementary: https://bit.ly/trackerelementary



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LAN Data Tracker

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   PK-3 Literacy: https://bit.ly/trackerliteracy

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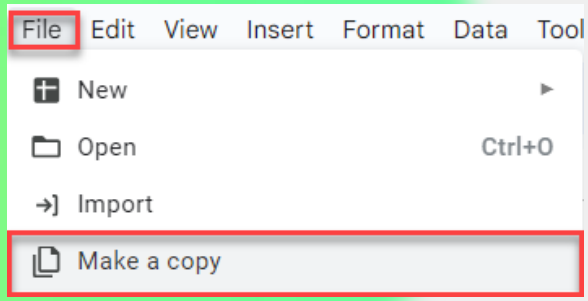

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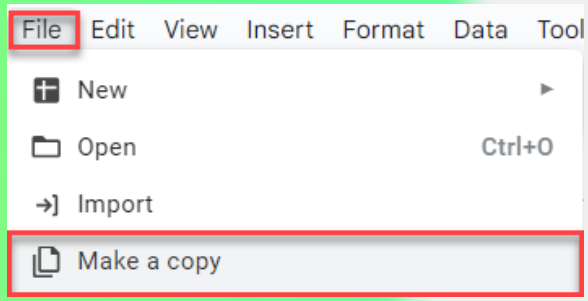

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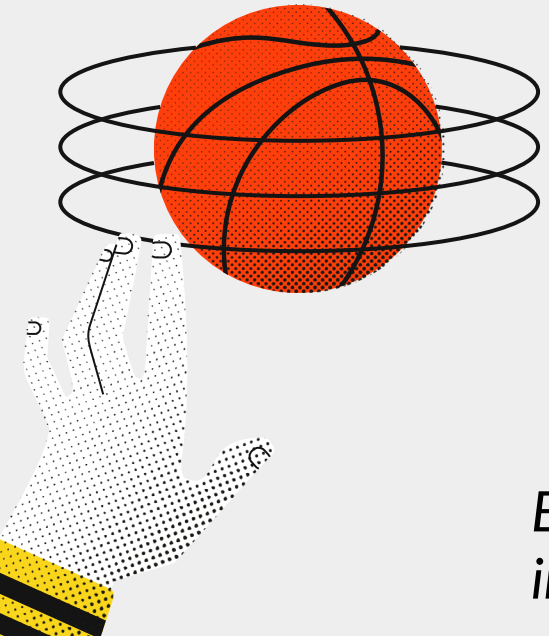
FEEDBACK

FITTING THE BIG PICTURE INTO THE CLASSROOM



- Create a system that is **simple**, **accessible**, and requires **student ownership.**
- Make it work for you!
- Make it fun and creative.

Examples: sports theme, data wall, student friendly interactive data tracker handouts

Classroom Data Tracker Sample with Individual Student Goals

Google Sheet Data Tracker

Benefits:

- All data in one location to view trends
- Shows overall strengths and areas of improvement for each student (big picture)
- Can be used in PLC data meetings
- Can be used in student data conferences-student can manipulate
- Can be used in parent conferences

Data crate

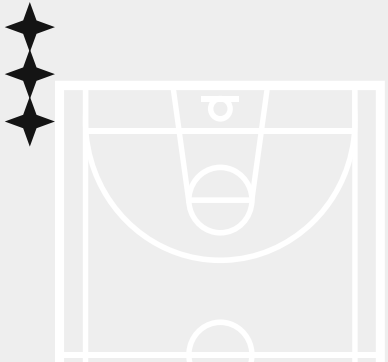
- Houses student data binders and folders
- Excellen[illegible]ghs

Data Binders or Folders

- Student friendly Data Trackers Template Link
- Work samples
- Assessment notes/work shown
- Student questions to guide data conference
- Goal setting sheets

DIGGING IN

Monitoring student mastery of concepts & skills



ACTIVITY

What is one **effective data practice** that you do to “dig in” to how students are mastering a particular TEK?

- A question you ask when looking at formative data
- Something you watch for when aggressive monitoring
- A campus practice from your PLC
- A practice of your own for dig-in analysis

Take a few minutes to think to yourself, then we’ll talk with a partner, then share out.

Analysis Must be *DEEP*!

Good analysis means digging into the test results and moving beyond *what* students got wrong to answer *why* they got it wrong. This involves finding **trends in student errors or trends among groups of students**. Combined with the above strategies of using clear data reports and having the test in hand, performing deep analysis can quickly surface weaknesses the teacher needs to act upon. Below are some suggestions to approach deep analysis.

- **Question-Level Analysis & Standard-Level Analysis Side by Side**
- **Search by Separators**
- **Scan by Student**

(Driven by Data, Bambrick-Santoyo)

Case Study

	Multiple Choice	TEIs	Overall
Ms. A's Class	69%	47%	63%

Ratios/Proportions Overall	70%
Ratios/Propotions - Item #12, 16 General	82%
Ratios/Proportions- Items 19, 32 Rates	58%

(Driven by Data, Bambrick-Santoyo)

Case Study

Ratios/Proportions Overall	70%
Ratios/Propotions - Items 12, 16 General	82%
Ratios/Proportions- Items 19, 32 Rates	58%

Ratios/Proportions- Rates	58%
Item 19	35%
Item 32	80%

(Driven by Data, Bambrick-Santoyo)

Case Study

Ratios/Proportions- Rates	58%
Item 19	35%
Item 32	80%

Item #19:

Jennifer drove 36 miles in an hour. At this rate, how far would she travel in 2.25 hours?

A. 72 miles ← MOST COMMON CHOICE
B. 80 miles
C. 81 miles
D. 90 miles

Item #32:

If a machine can fill 4 bottles in 6 seconds, how many bottles can it fill in 18 seconds?

A. 24
B. 12
C. 8
D. 7

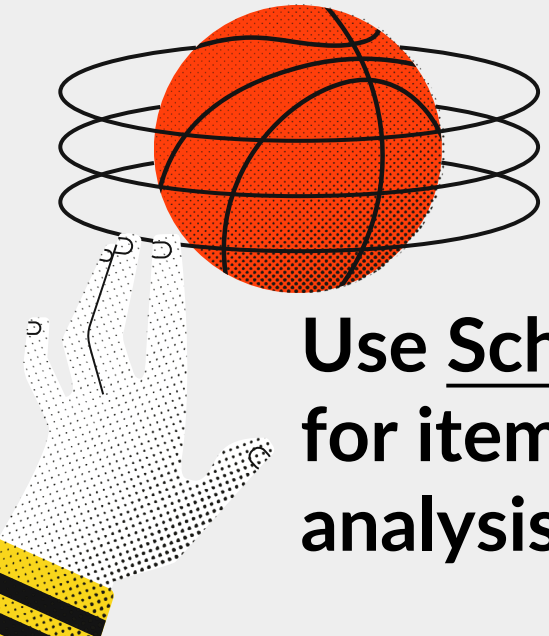
(Driven by Data, Bambrick-Santoyo)

Some "Dig In" Questions

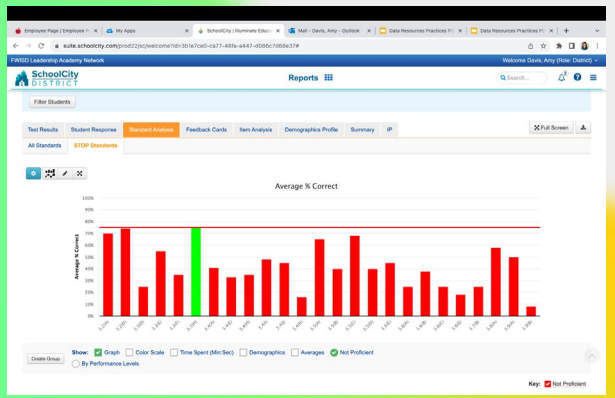
- Bombed Questions- Did students all choose the same wrong answer? Why or why not?
- Break down each standard- Did students do similarly on each question within the standard? Why?
- Sort data by students' scores- Are there questions that separate proficient and non proficient students?
- Look horizontally by student- Are there any anomalies occurring with certain students?

(Driven by Data, Bambrick-Santoyo)

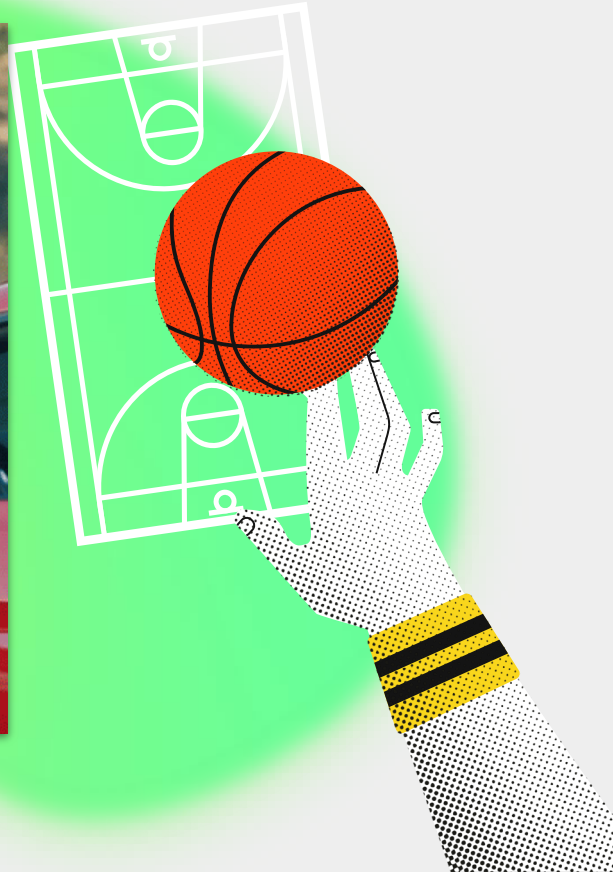
DIG-IN DATA RESOURCES



Use School City
for item and standard
analysis

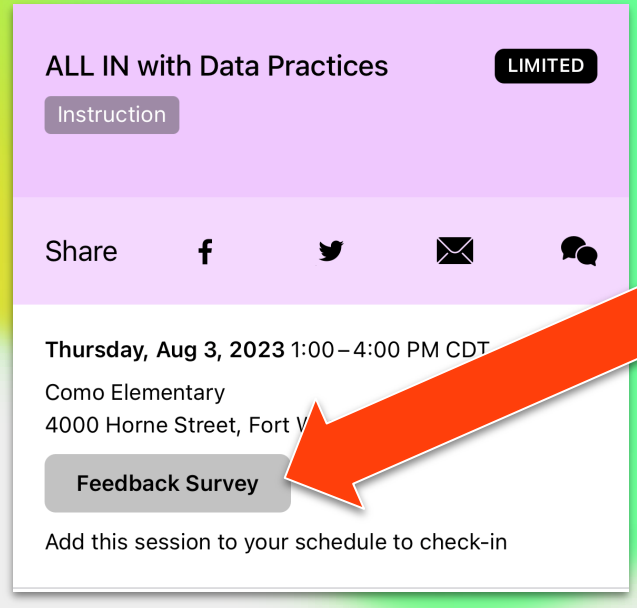


SESSION SURVEY



SESSION SURVEY

SCHED



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