REIMAGINING EDUCATION DURING COVID-19 and BEYOND

Supporting Teachers with an Effective Data Analysis Model

2020 Fall Virtual Instructional Leadership Conference
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Rena Beasley
School Effectiveness Specialists
School and District Effectiveness
rena.beasley@doe.k12.ga.us

Rebecca Gillette
School Effectiveness Specialists
School and District Effectiveness
rebecca.gillette@doe.k12.ga.us
Session Logistics

• **Handouts:** Session handouts are available for download in the handouts section on your screen and at [www.gadoe.org/sdeevents](http://www.gadoe.org/sdeevents)

• **Questions:** Use the question box to type questions or comments throughout the presentation

• **Feedback:** We ask all participants complete the pop-up feedback survey after the close of the session

• **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours

• **On Demand:** All sessions will be available on-demand following the conference on the [SDE Events and Conference webpage](http://www.gadoe.org/sdeevents)
In the Trenches...

Teachers are in the trenches every day! They need a friendly, systematic and efficient plan to engage in the process of reviewing and responding to data.

Data is messy...confusing...time-consuming and sometimes just plain scary!
Welcome.....

Resource: How Teachers Can Turn Data into Action
Daniel R. Venables (2014)
Session Norms

• Remain engaged in learning.
• Respectfully share opinions.
• Ask questions for clarification to avoid making assumptions.
Before we begin...where are you?
Poll: Where Am I In The Data Team Process?

• I know how to analyze data to determine next steps and lead others.
• I know how to use a data process to analyze numbers to determine needs.
• I know how to compare data to see a difference in numbers.
• I can see the difference in data numbers, but unsure of what to do next.
Learning Intentions

Participants will understand how to guide teacher teams to:

• Identify critical gaps in learning and the corresponding instructional gaps
• Collaborate on evidence-based solutions and develop a goal-driven action plan
• Evaluate the plan's effectiveness after implementation and determine the next course of action
Success Criteria

Participants will be able to facilitate teams to:

• Review existing data and formulate exploratory questions about the implied problem
• Triangulate the data
• Identify and prioritize learning and instructional gaps
• Conduct evidenced-based strategy search
• Develop data-driven action plans
• Evaluate the success of the plan and determine next steps
Data Literacy

• **Formative** – informs student understanding and allows opportunity to adjust instruction

• **Summative** – evaluates prior teaching/learning

**Note:** The way an assessment is used determines the type of assessment. An assessment may be both formative and summative.
## Sources of Data

### Student scores on:
- End-of-the-course/End of Grade assessments
- Common formative assessments
- Grades on projects
- District assessments
- PSAT, SAT, and ACT
- Advanced Placement (AP) exams
- DIBELS or other reading inventories
- Subject placement exams
- Computer-based modules
- Unit pre-tests

### Student performance:
- On quizzes and warm-up questions
- During guided practice
- During group work
- During independent practice
- On homework assignments
- On writing assignments

### Student responses to:
- Teacher questions during lessons
- Checks for understanding
- Ticket-out-of-the-door responses

### Student:
- Questions during lessons
- Explanations at the board
- Posters
- Notebooks
- Portfolios
- Reflections in journals
Data Action Model
Schedule of Data Meetings Using Data on Taught Topics

Gathering and Reviewing Data
- DM1: Reviewing Existing Data and Asking Questions
  - 1. Review existing data
  - 2. Ask exploratory questions
  - 3. Decide who will bring what
- DM2: Triangulating the Data
  - 1. Triangulate additional data

Identifying Gaps
- DM3: Conducting a Strategies Search
- DM4: Planning for Action
  - 1. Evaluate effectiveness of implementation
  - 2. Determine the next course of action
- DM5: Evaluating Success and Determining Next Steps
  - 1. Review strategies and activities
  - 2. Develop a data action plan

Determining Gaps and Goals
- 1. Identify learning gaps
- 2. Identify instructional goals
- 3. Set a target learning goal
- 4. Decide on an evaluation metric

<table>
<thead>
<tr>
<th>SCHEDULE OF MEETINGS USING DATA ON TAUGHT TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Meeting 1</strong></td>
</tr>
</tbody>
</table>
| 1. Review existing data.  
2. Ask Exploratory Questions.  
3. Decide who will bring what. |
| **Data Meeting 2**   | Triangulation the data |
| 1. Triangulate the data. |
| **Data Meeting 3**   | Determining gaps and goals |
| 1. Identify learning gaps.  
2. Identify instructional gaps.  
3. Set a Target Learning Goal.  
4. Decide on an evaluation metric. |
| **Data Meeting 4**   | Planning for action |
| Conduct a Strategies search; then  
1. Review strategies and activities.  
2. Develop a Data Action Plan. |
| **PLC Meeting 1 - 4** | Implementation period (four weeks) |
| 1. Look at student and teacher work; troubleshoot obstacles, look at texts, research. |
| **Data Meeting 5**   | Evaluating success and determining next steps |
| 1. Evaluate effectiveness of implementation.  
2. Determine the next course of action. |
## Sample Schedule – Elementary

<table>
<thead>
<tr>
<th></th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAP Pre-Mid-Post</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grades 3-5 (ELA, M)</td>
<td>Aug 17-28</td>
<td>Sept 2-9</td>
<td></td>
<td>Nov 16-20</td>
<td>Dec 2 – 9</td>
</tr>
<tr>
<td><strong>Research Simulation</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tasks/Formative Writing Assessments (i.e. Write Score, GCA Writing Assessments, etc.)</td>
<td>Aug 25-28 Grades 3-5 (Info Writing)</td>
<td></td>
<td></td>
<td>Dec 3-10 Grades 3-5 (Info Writing)</td>
<td></td>
</tr>
<tr>
<td><strong>K-5 iReady Reading &amp; Math</strong></td>
<td></td>
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<tr>
<td>Benchmark Formative Assessments</td>
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<td></td>
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<td></td>
<td>October 5-7</td>
<td></td>
<td>December 7-11</td>
</tr>
<tr>
<td><strong>Teacher Work Days</strong></td>
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<tr>
<td>- 1/2 Day Data &amp; Planning PL Days</td>
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<td></td>
<td></td>
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<tr>
<td>(Assessment Analysis, PL &amp; Planning)</td>
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</tr>
</tbody>
</table>
Fundamental Beliefs About Data

• Assessment data should be used to identify students who are or are not experiencing academic success.

• Data should be used to verify assumptions about the causes of student behavior and performance.

• School proposed changes should be supported by data.

• Data from student assessments should be used to set instructional targets and goals.

• Conducting self-assessments will continuously improve performance.
Data Meeting 1 - Review Data & Ask Questions

1. Review existing data.

2. Ask "Exploratory Questions".

3. Determine additional data or artifacts needed to study the "Exploratory Questions".

4. Decide who will bring what.
Exploratory Questions

Exploratory questions:
1) require more information to answer
2) often reveal root causes and clearly identify gaps in learning
3) connect to instruction
4) born from "I wonder" statements

Wonder: I wonder why our 8th grade students are performing poorly on quadratic inequalities.

Question: How are we presently teaching quadratic inequalities and how much time do we spend? Is the student's practice aligned with the assessment format?
**Exploratory Questions**

Now you try...7th Grade ELA Mid-Year Assessment

**Wonder:** I wonder why students did better in the RL – Literary Reading strand than on the RI – Informational Reading strand.

**Task:** In the Question Box, enter an "exploratory question" aligned with learning more about the "wonder" statement above.

**Hint:** Remember to focus on the learning and not the students.
Poll
Success Criteria: Review existing data and formulate exploratory questions about the implied problem

• **Beginning** - little to no understanding
• **Developing** – some understanding but not able to apply
• **Proficient** – able to apply my learning
• **Exemplary** – able to lead others in this learning
Data Meeting 2 – Triangulate the Data
Conversations

I predict that when Mrs. Fox taps the table, the water is going to move. I saw the water move. I heard different sounds when the table is tapped. High, lower, and higher pitches.

Student Work

Observations
## Additional Data and Artifacts to Use When Answering Exploratory Questions

<table>
<thead>
<tr>
<th>ADDITIONAL DATA REPORTS</th>
<th>TEACHER WORK ARTIFACTS</th>
<th>STUDENT WORK ARTIFACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item analysis of a test</td>
<td>Curriculum maps</td>
<td>Writing samples</td>
</tr>
<tr>
<td>Teacher summary report</td>
<td>State/GSE standards</td>
<td>Corrected tests and</td>
</tr>
<tr>
<td>School summary report</td>
<td>Lesson and unit plans</td>
<td>quizzes</td>
</tr>
<tr>
<td>Department summary</td>
<td>Tests and quizzes</td>
<td>Student portfolios</td>
</tr>
<tr>
<td>report</td>
<td>Warm-ups</td>
<td></td>
</tr>
<tr>
<td>Student summary report</td>
<td>Teacher calendar/timeline</td>
<td></td>
</tr>
<tr>
<td>by teacher</td>
<td>Rubrics</td>
<td></td>
</tr>
<tr>
<td>Student summary report</td>
<td>Portfolios requirements</td>
<td></td>
</tr>
<tr>
<td>by subgroups (gender,</td>
<td>Writing assignments</td>
<td></td>
</tr>
<tr>
<td>race, grade level, EL,</td>
<td>Labs</td>
<td></td>
</tr>
<tr>
<td>ED and SWD)</td>
<td>Activities and games</td>
<td></td>
</tr>
<tr>
<td>District summary reports</td>
<td>Homework assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher grade book</td>
<td></td>
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<tr>
<td></td>
<td>Writing samples</td>
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<td></td>
<td>Corrected tests and</td>
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<td></td>
<td>quizzes</td>
<td></td>
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<tr>
<td></td>
<td>Student portfolios</td>
<td></td>
</tr>
</tbody>
</table>
### ADDITIONAL DATA REPORTS
- Item analysis of a test
- Teacher summary report
- School summary report
- Department summary report
- Student summary report by teacher
- Student summary report by subgroups (gender, race, grade level. EL, ED and SWD)
- District summary reports

### TEACHER WORK ARTIFACTS
- Curriculum maps
- State/GSE standards
- Lesson and unit plans
- Tests and quizzes
- Warm-ups
- Teacher calendar/timeline
- Rubrics
- Portfolios requirements
- Writing assignments
- Labs
- Activities and games
- Homework assignments
- Reading assignments
- Teacher grade book

### STUDENT WORK ARTIFACTS
- Writing samples
- Corrected tests and quizzes
- Student portfolios
Identifying Instructional & Learning Gaps

Example
Key to Success!

Focus upon the things you can influence and/or control!
Triangulation Example

Notice – Students are not scoring well when assessed on opinion vs fact.

Wondering - In what specific ways are we currently instructing students to identify key ideas from the text that are separate from their opinions?
Triangulation Example - Curriculum

Social Studies
• Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (GSE)
  https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-7th-Grade-Georgia-Standards.pdf

ELA
• Cites significant and relevant textual evidence to support a complete analysis of what the text says explicitly as well as complex inferences drawn from the text. (DOE ALDs) https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx
Triangulation Example (Assessment)

When you want to hang the American flag over the middle of a street, suspend it vertically with the blue field, called the union, to the north and east-west street. When the flag is displayed with another banner from crossed staffs, the American flag is on the right. Place the staff of the American flag in front of the other staff. Raise the flag quickly and lower it slowly and respectfully. When flying the flag at half-mast, hoist it to the top of the pole for a moment before lowering it to mid-pole. When flying the American flag with banners from states or cities, raise the nation's banner first and lower it last. Never allow the flag to touch the ground.

What is the main idea of this passage?

a. The Flag should be flown differently depending on the circumstances.
b. The Flag has fifty stars on it.
c. Flying the Flag inappropriately is against the law.
d. Citizens like to fly the flag for many different occasions.
Triangulation Example (Instruction)

Is a

What is a fact?

- Completely true statement
- Unaffected by bias

Can be

- Used to make reasoned judgments about a topic
- Tested by other sources

Facts

- Combine to be called "reasoned judgment"
- Each used often in conversation
- Each can be used in a valid argument
- Each can be used together to draw conclusions about an event not entirely understood
- Each are permissible as information in the news

Opinions

- Personal
- Differ from person to person
- Subject to change
- Can come from any source, valid or not
- Easily affected by emotion

1. Unaffected by bias
2. Unchanging
3. Will stand up against challenge
4. Comes from a valid source
5. Unaffected by emotion or relativity
Instructional Resources

7th Grade Curriculum Map

Sample Units

- Unit 1: Connecting Themes
- Unit 2: Southwest Asia Today  Source Set
- Unit 3: Impact of the Environment and Economy on Southwest Asia
- Unit 4: Origins of Modern Southwest Asia  Source Set
- Unit 5: Southern and Eastern Asia Today  Source Set
- Unit 6: Impact of the Environment and Economy on Southern and Eastern Asia  Source Set
- Unit 7: Historical Background of Southern and Eastern Asia
- Unit 8: Africa Today
- Unit 9: Impact of the Environment and Economy on Africa  Source Set
- Unit 10: Connecting Africa’s Past with Africa’s Present  Source Set
# Sample Instructional Activities/Assessments

## Environmental Issues on Southeast Asia In N’ Out

**Description:**
1. Students will need copies of the article found on the following website to complete this activity.  
2. Using the directions below for the activity, students will read the article (found from downloading the document above) to consider the influences and contributions that the environment has on Southern Asia.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>Literacy Standards:</th>
</tr>
</thead>
</table>
| SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.  
  a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.  
  b. Explain the causes and effects of air pollution and flooding in India and China.  |
| L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions  
L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
Data Meeting 2: Triangulate the Data
Putting the Pieces Together – What's Missing?
Poll
Success Criteria: Triangulate the data

• **Beginning** - little to no understanding
• **Developing** - some understanding but not able to apply
• **Proficient** - able to apply my learning
• **Exemplary** - able to lead others in this learning
## Data Meeting 3 – Determine Gaps & Goals

<table>
<thead>
<tr>
<th>Step</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Learning Gaps</td>
<td>What did the students not learn?</td>
</tr>
<tr>
<td>Identify Instructional Gap</td>
<td>What effective practices are we not using with fidelity?</td>
</tr>
<tr>
<td>Set Learning Goal</td>
<td>What is the level of success we want to achieve?</td>
</tr>
<tr>
<td>Determine Evaluation Metric</td>
<td>What will success look like?</td>
</tr>
</tbody>
</table>
Determine Evaluation Metric

Once the learning goal is set, the final task for the teacher team is to decide how to measure if the goal was met. The teacher team must decide on an evaluation metric for their goal before they begin to accomplish it. The evaluation metric can be written, oral or digital in format. Some commonly used evaluation metric sources include a:

- teacher-designed or textbook test
- single portion of a standardized or common assessment
- quiz or mini e-quiz such as a polls
- team or individual culminating project or presentation
**Goal:** The % of 7th grade students meeting or exceeding the standard to demonstrate the understanding of operations with fractions will increase by 30 percent.

<table>
<thead>
<tr>
<th>Evaluation Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Source</strong></td>
</tr>
<tr>
<td>Culminating Performance Task</td>
</tr>
<tr>
<td>Specific items on unit assessment</td>
</tr>
</tbody>
</table>
Determine Evaluation Metric

Remember, the point of the evaluation metric is to determine if the learning goal has been achieved.

Evaluation metrics can appear in many different forms, but they must be specific.
### Example

#### Data Meeting 3 – Determine Gaps & Goals

<table>
<thead>
<tr>
<th>Identify Learning Gap</th>
<th>How to create inferences about the text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Instructional Gap</td>
<td>Teaching inferencing vs teaching predicting</td>
</tr>
<tr>
<td>Set Learning Goal</td>
<td>The percent of 5th graders meeting or exceeding the standard for inferencing will increase by 20 percent.</td>
</tr>
<tr>
<td>Determine Evaluative Metric</td>
<td>70% of students are scoring 70% or higher on the weekly formative assessments</td>
</tr>
</tbody>
</table>
Success Criteria: Determine an Evaluation Metric to assess success

- **Beginning** - little to no understanding
- **Developing** - some understanding but not able to apply
- **Proficient** - able to apply my learning
- **Exemplary** - able to lead others in this learning
| Data Meeting 1 | Reviewing existing data and asking questions | 1. Review existing data.
2. Ask Exploratory Questions.
3. Decide who will bring what. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Meeting 2</td>
<td>Triangulation the data</td>
<td>1. Triangulate the data.</td>
</tr>
</tbody>
</table>
| Data Meeting 3 | Determining gaps and goals                 | 1. Identify learning gaps.
2. Identify instructional gaps.
3. Set a Target Learning Goal.
4. Decide on an evaluation metric. |
| Data Meeting 4 | Planning for action                        | Conduct a Strategies search; then
1. Review strategies and activities.
2. Develop a Data Action Plan. |
| PLC Meeting 1 - 4 | Implementation period (four weeks) | 1. Look at student and teacher work; troubleshoot obstacles, look at texts, research. |
| Data Meeting 5 | Evaluating success and determining next steps | 1. Evaluate effectiveness of implementation.
2. Determine the next course of action. |
Data Meeting 4 – Planning for Action

Conduct a Strategy Search; then...

1. Review strategies to identify which ones have greatest impact on learning (See Planning Protocol Rubric)

2. Develop a Data Action Plan
Eclectic Study Leads to Better Selection of High Impact Strategies
<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment to Standards</strong></td>
<td>Briefly or not at all aligned</td>
<td>Somewhat aligned</td>
<td>Mostly aligned</td>
<td>Completely aligned</td>
</tr>
<tr>
<td><strong>Impact on Learning</strong></td>
<td>Low impact</td>
<td>Medium-low impact</td>
<td>Medium-high impact</td>
<td>High Impact</td>
</tr>
<tr>
<td><strong>Student Engagement</strong></td>
<td>Low student engagement likely</td>
<td>Moderate engagement for some students</td>
<td>Moderate engagement for most students</td>
<td>High engagement for most students</td>
</tr>
<tr>
<td><strong>Depth of Knowledge</strong></td>
<td>Recall</td>
<td>Skill/concept</td>
<td>Strategic reasoning</td>
<td>Extended reasoning</td>
</tr>
<tr>
<td><strong>Technology Integration</strong></td>
<td>Opportunities to integrate technology overlooked</td>
<td>Use of some technology</td>
<td>Effective and prominent use of technology</td>
<td>Effective and innovative use of technology</td>
</tr>
<tr>
<td><strong>Teacher Friendliness</strong></td>
<td>High maintenance (lots of materials and prep work)</td>
<td>Low maintenance (few materials and/or little prep work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rigor and Relevance</strong></td>
<td>Teacher works</td>
<td>Students work</td>
<td>Students think</td>
<td>Students think and work</td>
</tr>
</tbody>
</table>
Poll
Success Criteria: Conduct evidenced-based strategy search

• **Beginning** - little to no understanding
• **Developing** - some understanding but not able to apply
• **Proficient** - able to apply my learning
• **Exemplary** - able to lead others in this learning
## ACTION PLAN TRACKING SHEET DM 4 (Teacher Level)

### GOAL:

<table>
<thead>
<tr>
<th>Instructional Tactic: (be specific)</th>
<th>Tactic Method</th>
<th>Action Party</th>
<th>Frequency</th>
<th>Completion Date</th>
<th>Verifying Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will be done?</td>
<td>Specifically how will it be done?</td>
<td>Who will do it?</td>
<td>How often will this task be done?</td>
<td></td>
<td>Which artifacts will serve as evidence that the instructional tactic has been implemented?</td>
</tr>
</tbody>
</table>

**Evaluation Metric**
### Example: ACTION PLAN TRACKING SHEET DM 4 (Teacher Level)

**GOAL:** 85% of teachers will implement gradual release with fidelity

<table>
<thead>
<tr>
<th>Instructional Tactic: (be specific) What will be done?</th>
<th>Tactic Method: Specifically how will it be done?</th>
<th>Action Party: Who will do it?</th>
<th>Frequency: How often will this task be done?</th>
<th>Completion Date</th>
<th>Verifying Artifacts: Which artifacts will serve as evidence that the instructional tactic has been implemented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will plan lesson using instructional strategy – gradual release</td>
<td>Math and Reading lessons will be broken into the specific components</td>
<td>3rd – 5th grade teachers</td>
<td>3 days a week</td>
<td>Feb 22</td>
<td>Lesson Plans and Collaborative Minutes</td>
</tr>
<tr>
<td>Teachers will model gradual release lessons in collabs</td>
<td>One teacher will model, and others will provide feedback</td>
<td>Grade level chairs will lead and then one person will follow at the beginning of each collab</td>
<td>2 days a week</td>
<td>Mar 16</td>
<td>Collaborative minutes and video lessons</td>
</tr>
<tr>
<td>Teachers will complete peer obs</td>
<td>Checklist will be used for feedback</td>
<td>3rd-5th grade teachers</td>
<td>Once observation per person for first round</td>
<td>March 30</td>
<td>Checklist, Feedback</td>
</tr>
</tbody>
</table>

**Evaluation Metric:** 85% of teachers will score level 4 on implementation rubric
PLC Meeting 1-4: Implementation Cycle

Action Research at Its Best!

1. Looking at Teacher Work
2. Looking at Student Work
   a) Tuning Protocol
      (https://www.schoolreforminitiative.org/download/tuning-protocol/)
   b) Notice and Wonder Protocol
Poll
Success Criteria: Develop data-driven action plans

- **Beginning** - little to no understanding
- **Developing** – some understanding but not able to apply
- **Proficient** – able to apply my learning
- **Exemplary** – able to lead others in this learning
Data Meeting 5 – Evaluating Success & Determining Next Steps

1. Evaluate the Success of Plan
2. Determine Next Steps
Flowchart to Determine Next Course of Action DM5

Were the learning gaps filled?

- **NO**
  - Continue efforts

- **YES**
  - Start new cycle; go to DM1

**Discontinue efforts with these gaps**

**DM 6**
- Gather evidence to determine causes of failure to each goal
- Triangulate with implementation data
- Set new Target Learning Goal and decide on evaluation metric

**Homework: Strategies Search**
- Implement both DM6 and DM 7

**DM 7**
- Review new strategies using Planning Protocol
- Create new Data Action Plan

**Evaluate success; return to top**

**Homework:** Strategies Search Implement both DM6 and DM 7 Evaluate success; return to top
Poll

Success Criteria: Evaluate the success of the plan and determine next steps

• **Beginning** - little to no understanding
• **Developing** - some understanding but not able to apply
• **Proficient** - able to apply my learning
• **Exemplary** - able to lead others in this learning
| Data Meeting 1 | Reviewing existing data and asking questions | 1. Review existing data.  
2. Ask Exploratory Questions.  
3. Decide who will bring what. |
| Data Meeting 2 | Triangulation the data | 1. Triangulate the data. |
| Data Meeting 3 | Determining gaps and goals | 1. Identify learning gaps.  
2. Identify instructional gaps.  
3. Set a Target Learning Goal.  
4. Decide on an evaluation metric. |
| Data Meeting 4 | Planning for action | Conduct a Strategies search; then  
1. Review strategies and activities.  
2. Develop a Data Action Plan. |
| PLC Meeting 1 - 4 | Implementation period (four weeks) | 1. Look at student and teacher work; troubleshoot obstacles, look at texts, research. |
| Data Meeting 5 | Evaluating success and determining next steps | 1. Evaluate effectiveness of implementation.  
2. Determine the next course of action. |
In Summary....Success Criteria

Participants will be able to facilitate teams to:
• Review existing data and formulate exploratory questions about the implied problem
• Triangulate the data
• Identify and prioritize learning and instructional gaps
• Conduct evidenced-based strategy search
• Develop data-driven action plans
• Evaluate the success of the plan and determine next steps
## After I self-reflect, what do I do next?

<table>
<thead>
<tr>
<th>My Reflection</th>
<th>My Possible Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to analyze data to determine next steps and lead others in the process.</td>
<td>Use data process with leadership team and teach them how to lead data teams in their content areas.</td>
</tr>
<tr>
<td>I know how to use a data process to analyze numbers to determine needs.</td>
<td>Begin small. Lead your admin team (P, AP, coaches) through the process of analyzing data then create an action plan for the area that you are analyzing. Next, admin team works together to lead the leadership team through the same process.</td>
</tr>
<tr>
<td>I know how to compare data to see a difference in the numbers.</td>
<td>Complete a root cause process to determine exact need. Begin researching possible instructional strategies to address need. Create an action plan.</td>
</tr>
<tr>
<td>I can see the difference in data numbers, but I am unsure of what those numbers are telling me to do.</td>
<td>Begin with Meeting 1 of the data team process to start the dialogue about what the data is telling you.</td>
</tr>
</tbody>
</table>
Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

Share your conference highlights now!

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