



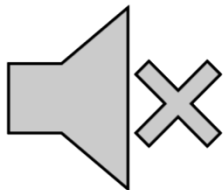
COLORADO
Department of Education

Using Non-Assessment Data for School Improvement: Data Considerations

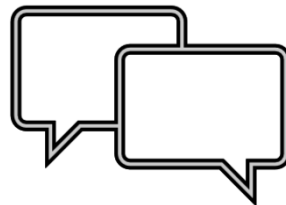
School Improvement & Planning

February 18, 2021

Housekeeping



Please keep yourself muted.



If you have a question for the group, please add it to the chat.



Please keep your camera on to support session engagement

Winter Webinar Series: Presenters & Introductions

Dr. Dan Jorgensen	Susan Barrett	Erin Loften	Dr. Ashley Idrees	Andrea Pulskamp
Accountability Support Manager	School Improvement Supervisor	Technical Supports and Planning Manager	Director, Dropout Prevention & Re-engagement	State Transformation Specialist

Name, Title, District/Organization

Session Agenda



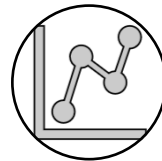
Description & Desired Outcomes



Developing a Road Map



Non-Assessment Data Sources



The Six Considerations for Data Use



Next Steps & Future Sessions

Session Description

This session will provide a holistic approach to the adoption and use of non-assessment data to support improvement planning work. We will be focusing on the **conceptual** understanding and application of six key data use recommendations. Future sessions will dive deeper into specific non-assessment data types (e.g. student engagement).



Session Outcomes

The ability to apply a transparent and goal directed process when adopting new data for improvement planning

Ability to identify high leverage data sources for use in improvement planning work

A sharing of available resources and information related to upcoming training sessions

Session Agenda



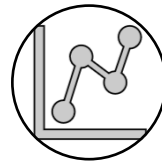
Description & Desired Outcomes



Developing a Road Map



Non-Assessment Data Sources



The Six Considerations for Data Use



Next Steps & Future Sessions

A Roadmap for Data Use....

*Directions to
Grandmother's house:*

*Just follow the road,
over the hills and thru
the woods.*



A Roadmap for Data Use....

*Directions to
Grandmother's house:*

*Take the first right
after the two-story
house and then take
the first left. Go two
blocks and then curve
to the yield sign. We
are the first house on
the right.*



How does your data map look within your school or district?

Straight road ahead...



We may be lost.....



Our goal is to have data support our work and not be our work.

Session Agenda



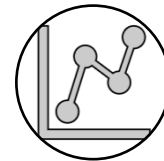
Description & Desired Outcomes



Developing a Road Map



Non-Assessment Data Sources

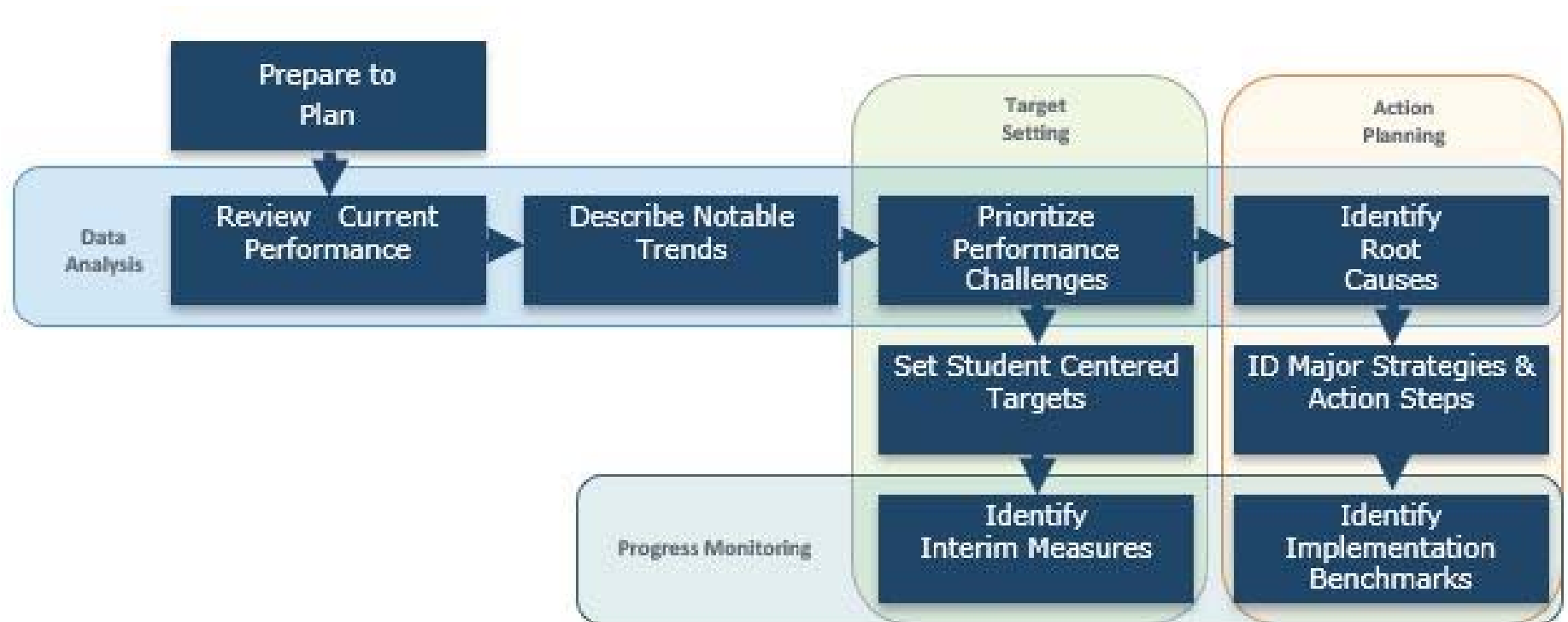


The Six Considerations for Data Use

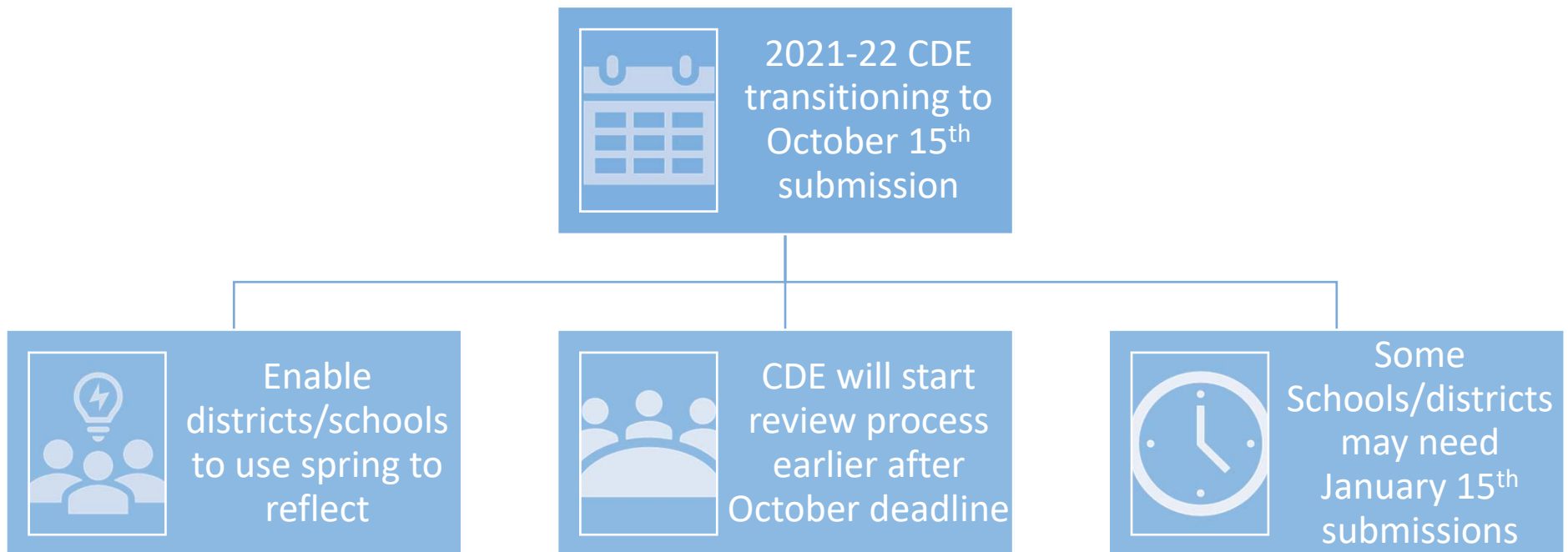


Next Steps & Future Sessions

UIP Planning: Where is the Non-Assessment Data?



UIP Timeline Shift: Provide Flexibility + Support Local Practice



Non-Assessment Data.....



Student Engagement

- Attendance / Tardiness
- Online system
- Truancy Rates
- Course Variation



Social & Emotional Learning

- Specific SEL lesson assessments
- Outreach to counselors
- Mental health referrals
- Teacher perception of SEL instruction/data



Instructional Delivery

- Remote Participation
- Blended Participation
- Performance on Assignments
- Teacher Retention



Behavior

- Referrals
- Suspensions (In-School/Out of School)
- Behavior Incidents



Family Partnerships

- Parent Teacher Conference Participation
- Satisfaction Survey results
- Return Rate to school



Post-secondary & Workforce Readiness

- College Application Completion
- CTE Participation
- Industry Credential Attainment
- Graduation/dropout rates



Learning Infrastructure

- Online/blended learning self-assessment
- Accessibility rates (in person, online, etc.)
- Staff working conditions/needs
- Infrastructure to collect data





Early Childhood Education

- Early childhood programming
- Results Matter data
- Full/Half day Kindergarten

Non-Assessment Data.....

Table 1. Non-Assessment Data Sources for Improvement Planning

Area	Measures	Frequency	Potential UIP Metrics
 Student Engagement	Attendance / Tardiness	Period	Average Daily Attendance (ADA) Rate Percent Chronically Absent; Prior Attendance
	On-line System	Daily	Count of Log-Ins, Activity Completion, Log-in Duration, Percent of Students Logging-In
	Truancy Rates	Daily	By Student Group, by Learning Type
	Course Variation	Quarterly	Count, Percent of Enrolled Courses, Type (core, elective)
 Social Emotional Learning Engagement (SEL)	Specific SEL Lesson Assessments	Weekly	Content Retention Over Time, Topics Requiring Revisiting
	Outreach to Counselors	Daily	Count, Frequency, Themes
	Mental Health Referrals	Daily	Frequency of Attendance, Availability of Services
	Teacher perception of SEL Instruction/Data	Daily	Teacher Comfort Level in Lesson Delivery
	Assignment Completion/ Check-ins	Daily	Count, Percent Completed
	Student Satisfaction with Course and Instructor (survey)	Daily	Student Satisfaction (rates, average on scale, Percent of students satisfied); Count, Percent Completed, Open Ended Response
	Student Extracurricular Activities	Daily	Participation Rate; Attendance Rate in Activities
	Assessment Participation	Variable	Rate of Participation; Percent of students without Results
	Level of Participation Discussion Forums	Daily	Frequency of Contributions

Session Agenda



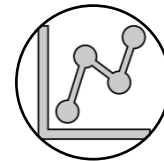
Description & Desired Outcomes



Developing a Road Map



Non-Assessment Data Sources



The Six Considerations for Data Use



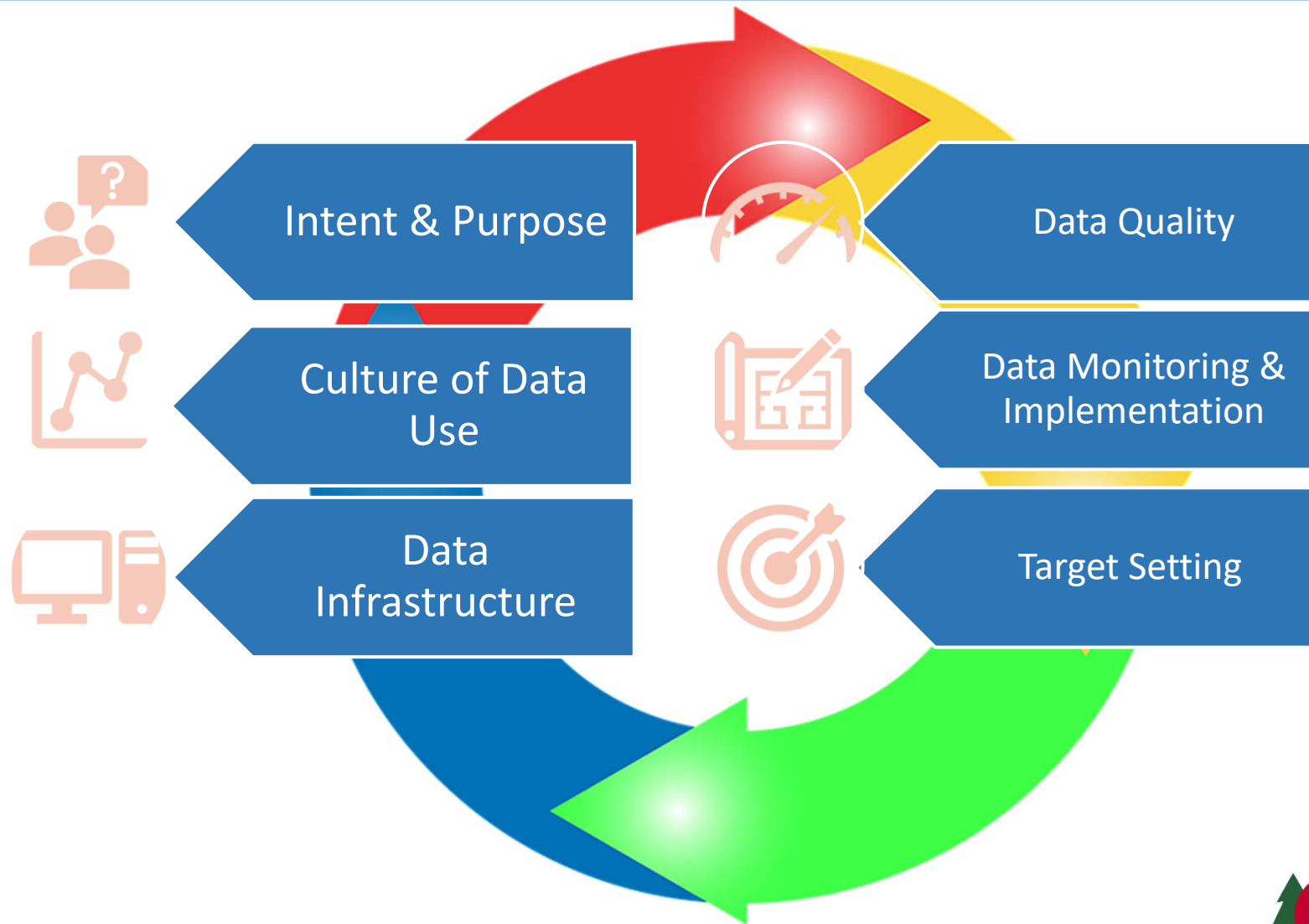
Next Steps & Future Sessions

So, what are the six considerations for data use.....

Drum Roll Please



Considerations for Data Use





1) Intent & Purpose



The intent and purpose for adopting new data should be clear

It is necessary to build literacy around any collected data that are used, including the purpose (e.g., what is measured, limitations). This support of data literacy by educators should be progressively built as they engage in using the new data and understanding its implications for their practice. School leaders should consider how time is made available for conversations that include the review of this data.

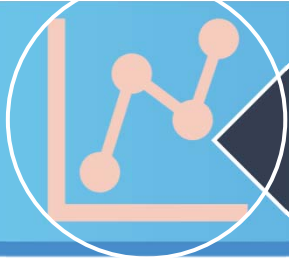
Consideration Questions:

- Why are we going to collect this data?
- What is being measured?
- What are possible limitations of the data?
- How will the data be used?

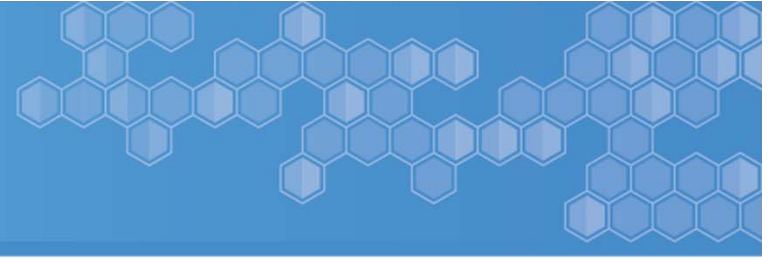
Intent & Purpose

Consideration Questions:

- Why are we going to collect this data?
- What is being measured?
- What are possible limitations of the data?
- How will the data be used?



2) Culture of Data Use



The district and/or school needs to cultivate a positive culture of data use for continuous improvement.

- Without a data-driven culture, it is much more likely that changes and/or efforts related to the use of new data will be poorly received and may even undermine improvement efforts.



Culture video: [link](#)

Culture of Data Use: Share Out

In small groups, discuss the following:

1. The biggest challenge you've encountered in building a culture of data use?
2. How does your district support a culture of data use?
3. What might you recommend or consider to build a culture of data use?
4. How might the lack of a positive data culture damage improvement efforts?





3) Data Infrastructure

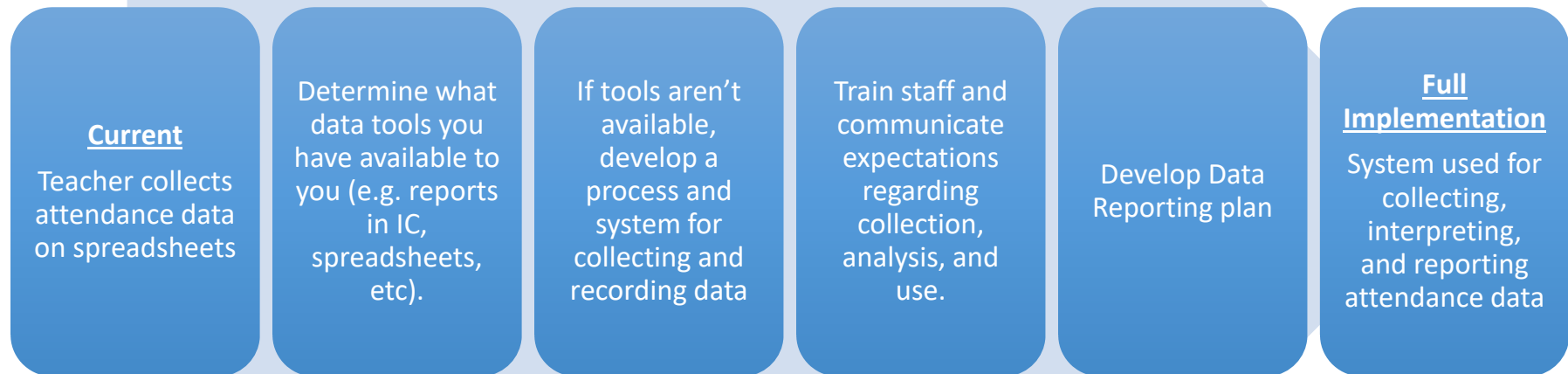
When you decide to collect additional data, make sure you know how you'll organize it and make it easy to use.

Changes in collected data require changes to our data systems. Effective data management should include:

- a) Developing appropriate data tools;
- b) Identifying and understanding the data tools already available;
- c) Determining how different data sources are being maintained; and
- d) Pulling data together to a common location and format to increase usability.



Example of Data Infrastructure Process



Do you ALWAYS have to reinvent the wheel?

In some cases yes you do, but in most cases it's a big NOOOO!

Data Infrastructure: Attendance Trackers

K-8 School								
Leading Indicator Category	Leading Indicator	Student Group (E.g. All, 3rd Grade, ELL)	Baseline	August	Perfect Attendance	September	Perfect Attendance	October
			18-19 Actual					
Student Enrollment	Enrollment	All	662	650.00		649.00		652.00
	Average Daily Attendance (for the Total Chronic)	All	91%	94.07%		93%		88%
Student Attendance	Total Chronic Absenteeism (for the	All	369	3		12		48
	1	All	31					5
	2	All	27			1		3
	3	All	28					2
	4	All	21					3
	5	All	31					1
	6	All	33					2
	7	All	49	1		1		4
	8	All	69	1		4		13
Student Behavior		All	78	1		6		15
	DSS (% of St Pop)	All	22%	0%		2%		3%
	ISS (% of St Pop)	All	17%	0%		2%		4%
	Referrals (% of St Pop)	All	54%	1%		10%		8%
	DSS	All	148	2		13		21
	ISS	All	115	1		14		28
	Office Referrals	All	368	8		67		52
	Support Calls	All	1,200	33		111		125
	School Culture Rubric	Category 1						
		Category 2						
		Category 3						
	Category 4							
Restorative Justice	All							
Engagement in Classes	All							
Referral: Defiance	All			0%		45.30%		40.30%
Referral: Disrespect	All							



Data Infrastructure: Attendance Trackers

AutoSave Off | sample ABC_data and tracker#2 | Dan Jorgensen, Ph.D. | JD

File Home Insert Page Layout Formulas Data Review View Help ACROBAT | Share | Comments

Clipboard | Font: Calibri 11 | Alignment | Number: General | Styles: Conditional Formatting, Format as Table, Cell Styles | Cells: Insert, Delete, Format | Editing | Analyze Data | Sensitivity

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	Student ID	Date Enroller	Date Withdre	Withdrwa wal cod	Section	Days abse	Days enroll	Q1 ADA	Q2 ADA	Current ADA	Att. Trend	09-10 # of suspensior	# of suspensions - OSS	# of suspension days - OS
1														
2	9135791	9/7/10			413	6	44	94%	84%	86%		5	2	6
3	3478659	9/7/10			413	2	44	97%	90%	95%		2	2	2
4	4567890	9/7/10			413	5	44	98%	96%	89%		2	3	4
5	4680246	9/7/10			413	1	44	99%	68%	98%		4	1	1
6	0123456	9/7/10			413	2	44	95%	88%	95%		0	0	0
7	9012345	9/7/10			413	3	44	95%	87%	93%		2	0	0
8	7913579	9/7/10			413	0	44	86%	60%	100%		2	0	0
9	6802468	9/7/10			413	1	44	83%	62%	98%		2	0	0
10	3458903	9/7/10			413	3	44	89%	91%	93%		0	0	0

Sample_profile | ABC_EWI meeting | Susie Sample | Display Settings | 80%



Data Infrastructure:

Discuss:

- How might you apply a tracking tool to your data of interest?
- What is required to build a tracking tool and/or to make new changes to existing data systems?
- Develop within your group a simple action plan/process for adopting a new data measure of interest.





4) Data Quality



What is the quality and utility of the proposed data?

Related	Quality/Utility
<i>Does the data tell us what we want to know?</i>	Face validity
<i>Does the data provide consistent results?</i>	Reliability
<i>Is the data meaningful to stakeholders?</i>	Meaningfulness
<i>How often is the data available? Does that meet our needs?</i>	Frequency of Availability
<i>Does the data represent all students or only certain groups of students?</i>	Comprehensiveness
<i>Is the quality of the data appropriate for the level of decision-making? Is triangulation with other data possible to strengthen its claims?</i>	High Stakes/Low Stakes Decisions
<i>Will the data be useful? Does it serve an end?</i>	Utility



4) Data Quality



What is the quality and utility of the proposed data?





5) Data Monitoring & Implementation



Data should be available as a continuous source of monitoring to provide a measure of the effectiveness of program implementation.

The adoption and use of data should be action oriented. How the data could be used as part of school improvement efforts should be considered prior to adoption.





6) Target Setting



The adoption of data that allows for target setting in a variety of ways is preferred.

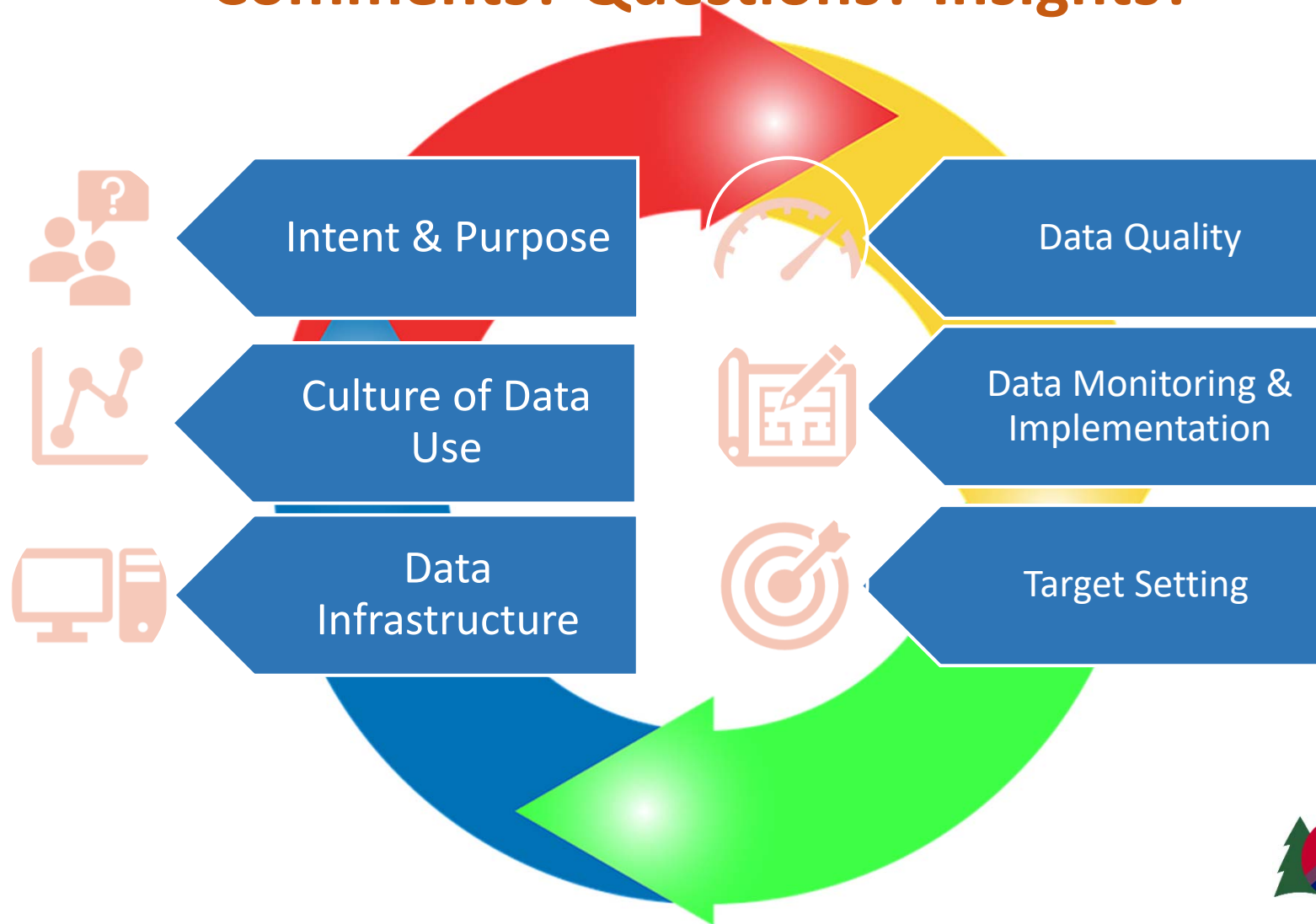
Consider collecting data that allows for comparison to state targets, comparison to cut-points associated with available normative data, outcome-based growth targets, and/or a determination of targets based on some defined standard (e.g., on-track target). For example, data disaggregated by student group or grade level may be easier to compare to existing state data sets.

Considerations:

1. Why is it critical that selected data allows for target setting?
2. What sort of challenges may exist when setting targets with non-assessment data?
3. If you lack historical data, how do you set targets? Is this a science or art? Why?

Considerations for Data Use: Summary

Comments? Questions? Insights?



Session Agenda



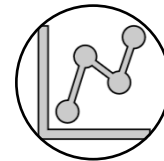
Description & Desired Outcomes



Developing a Road Map



Non-Assessment Data Sources



The Six Considerations for Data Use



Next Steps & Future Sessions

Recommended Next Steps



Consider what non-assessment measures might be worth including in your improvement planning work.



Examine your chosen measure(s) against the six data use recommendations discussed in this session.



Complete the note catcher that will be posted in Google early next week to initiate your work.



If you're interested in student engagement, early warning systems, and/or social emotional learning sign-up for our upcoming sessions

Additional Resources

- Using Non-Assessment Data for School Improvement Guide:
<http://www.cde.state.co.us/uip/using-non-assessment-data-09-09-2020>
- Major Improvement Strategy Guides
<http://www.cde.state.co.us/uip/strategyguide>
- Target Setting
 - Targets & Progress Monitoring in the UIP:
<http://www.cde.state.co.us/uip/targetsetting>
 - Target Setting w/Growth Data:
<http://www.cde.state.co.us/accountability/2019-5-15-target-setting-w-the-growth-model>
- School Culture Data Use
 - <https://eleducation.org/resources/using-data-data-culture>

Using Non-assessment Data: Upcoming Webinars

Topic	Date/Time
Student Engagement	Thursday, March 4th, 10-11:30
Early Warning Systems	Thursday, March 18th, 10-11:30
Social Emotional Learning	Wednesday, March 31st, 10-11:30



To register, please visit:
www.cde.state.co.us/uip/uip_training

Accountability | Improvement Planning

- Please contact us for support, training and technical assistance
 - Jorgensen_d@cde.state.co.us
- We can provide **personalized assistance** for your **school and district accountability and support needs** regarding:
 - ❖ School and District Performance Frameworks
 - ❖ Request to Reconsider Process
 - ❖ Alternative Education Campuses
 - ❖ Student Achievement and Growth
 - ❖ Data Literacy
 - ❖ Improvement Planning

✓ http://www.cde.state.co.us/uip/uip_training

