




Using Multiple Data Sources to Guide Decision Making


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Objectives

- **Using multiple data sources**
 - Implementation data
 - Student data
- **Making Connections**

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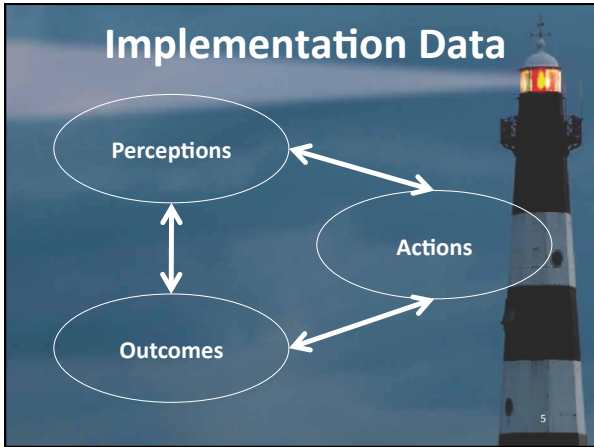
Data Sources

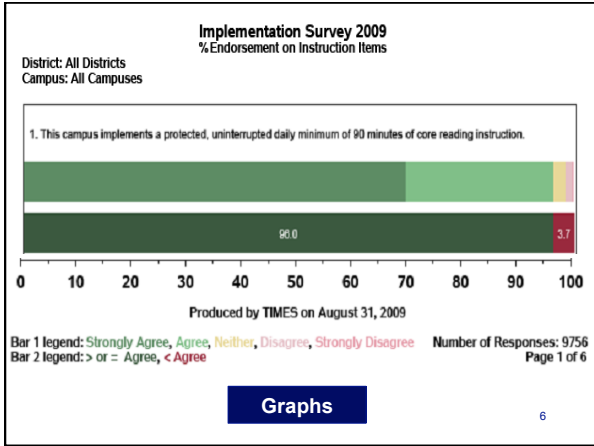
- Implementation Online Survey data
- Student Performance data
 - TPRI/Tejas LEE Domain Data Across Years
 - Outcome Data Across Years
- Many Others

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Implementation Survey Data

- Importance of information about implementation
- The **Implementation Survey** data is perceptual data
- What is perceptual data?





Implementation Survey Data


- Instruction (Pages 1-4)
- Leadership/Climate (Pages 5-6)



Instruction (Pages 1-4)

CORE

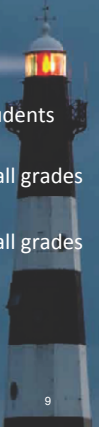
1. Protected 90-minute core reading block
2. All K-3 teachers using the core reading program follow the scope and sequence



1. This campus implements a protected, uninterrupted daily minimum of 90 minutes of core reading instruction.	95.0	3.7
2. All K-3 teachers (and special education teachers who are using the core reading program) are following the core program's scope and sequence of taught knowledge and skills.	92.7	6.7

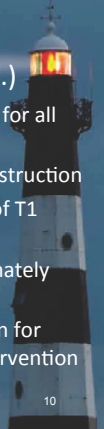
Intervention/Progress Monitoring

3. Assessment data is used to identify which students receive Tier 2 or Tier 3
4. T2 entry and exit criteria are well defined at all grades
5. 30+ minutes Tier 2 instruction
6. T3 entry and exit criteria are well defined at all grades
7. 30+ minutes Tier 3 instruction



Intervention/Progress Monitoring (cont.)

- 8. Targeted small group instruction is provided for all students identified as T2 or T3
- 9. Established system for who delivers T1-T3 instruction
- 10. Intervention provided in primary language of T1 instruction
- 11. Progress Monitoring administered approximately every 2 weeks for at-risk students
- 12. Plan for assessing and providing intervention for students who arrive after assignment to intervention has taken place



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RF 3-Tier Model

- 13. Staff can describe 3-Tier model and its purpose
- 14. 3-tier model specifically addresses ESL, Title 1, dyslexia, Spec Ed, etc.

Curriculum Consistency

- 15. Spec Ed and Title 1 teachers plan together to ensure consistency of curriculum for intervention students

Relationship Between Core and Intervention

- 16. Staff can articulate the relationship between the core and intervention programs



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Understanding of Reading Components and Strategies

- 17. Strong understanding of 5 effective components of reading instruction on this campus
- 18. Strong understanding of effective reading instructional strategies on this campus

Meeting Needs

- 19. Meeting needs of struggling readers



Leadership/Climate (Pages 5-6)

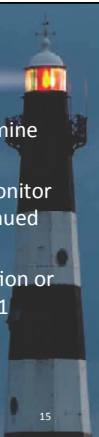
Goals

- 1. Specific goals for student achievement at each grade level
- 2. Administration and faculty work together to set goals for student performance




Use of Assessment Data

- 3. Detailed plan for using student data to determine whether goals are being met
- 4. Detailed plan for using assessment data to monitor ongoing progress and/or to provide for continued improvement
- 5. K-3 teachers use data to differentiate instruction or create flexible groupings of students during T1 instruction



Leadership Involvement


6. Administration provides direction in matters of reading curriculum, teaching, and learning
7. Administrators participate in grade level meetings to examine student reading performance and plan instruction
8. Administrators spend time in classrooms observing and providing worthwhile feedback



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Coordination/Collaboration


9. Other instruction (ESL, Title 1, Spec Ed, etc.) is coordinated and complimentary to general education reading instruction
10. Teachers and interventionists meet within grade level meetings to discuss student progress and plan instruction.
11. Campus promotes teacher mentoring and peer observations to build capacity



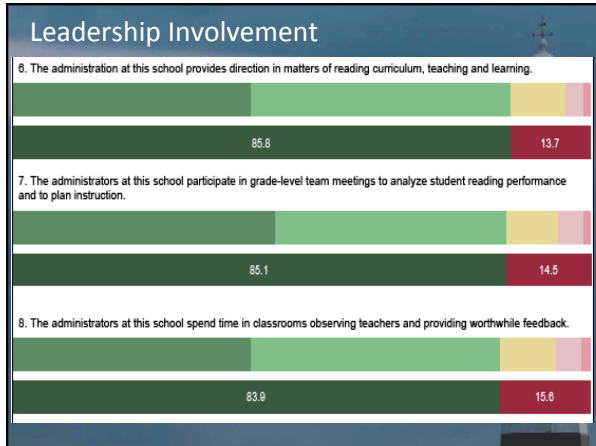
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Guiding Questions

1. What is this data telling me?
2. Why might these perceptions exist?
3. Is it important for these perceptions to change?
4. What needs to happen for these perceptions to change?



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Summarizing

- What 2 strengths are apparent from the Implementation Survey Data?
- What 2 areas of need are apparent from the Implementation Survey Data?

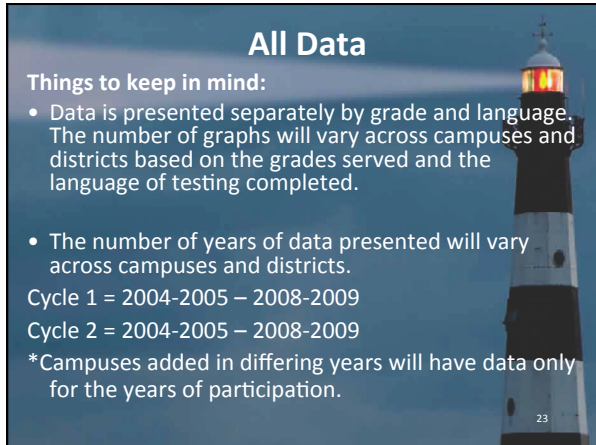
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Student Performance Data

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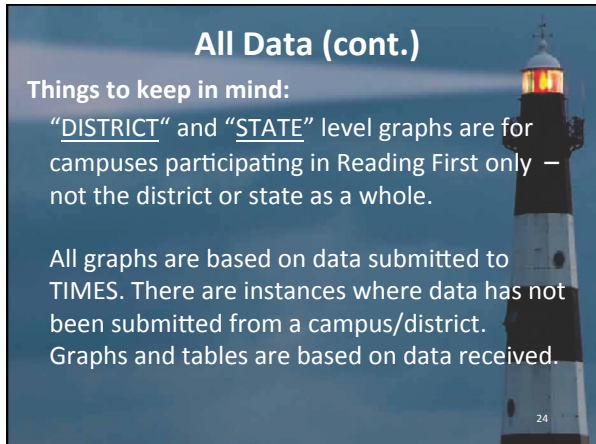
**TPRI/Tejas LEE Domain Data Across Years
& Outcome Data Across Years**



All Data

Things to keep in mind:

- Data is presented separately by grade and language. The number of graphs will vary across campuses and districts based on the grades served and the language of testing completed.
- The number of years of data presented will vary across campuses and districts.
Cycle 1 = 2004-2005 – 2008-2009
Cycle 2 = 2004-2005 – 2008-2009
*Campuses added in differing years will have data only for the years of participation.



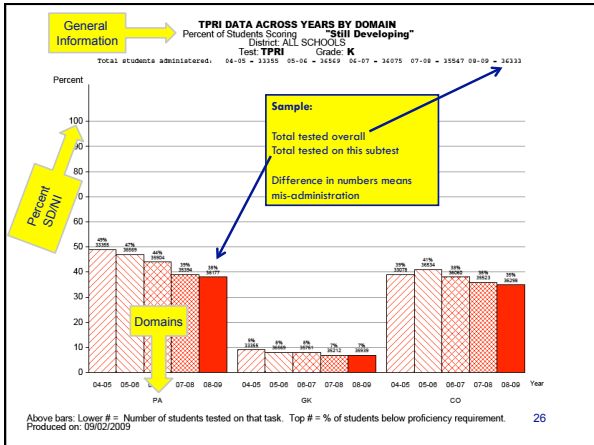
All Data (cont.)

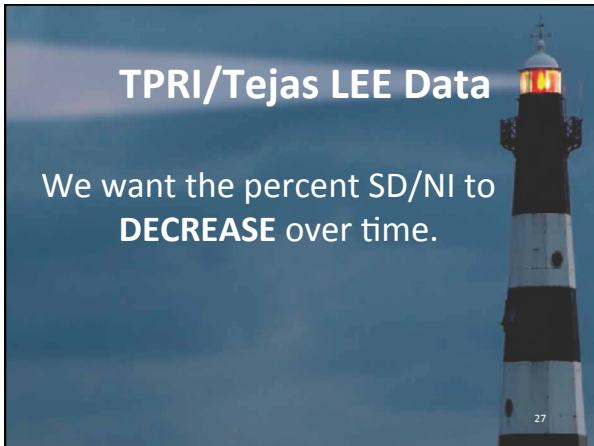
Things to keep in mind:

“DISTRICT” and “STATE” level graphs are for campuses participating in Reading First only – not the district or state as a whole.

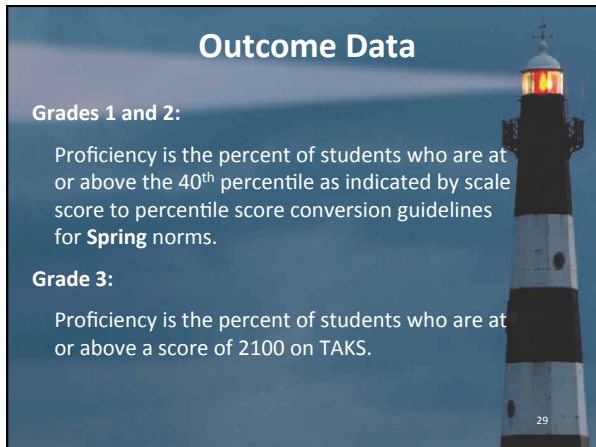
All graphs are based on data submitted to TIMES. There are instances where data has not been submitted from a campus/district. Graphs and tables are based on data received.

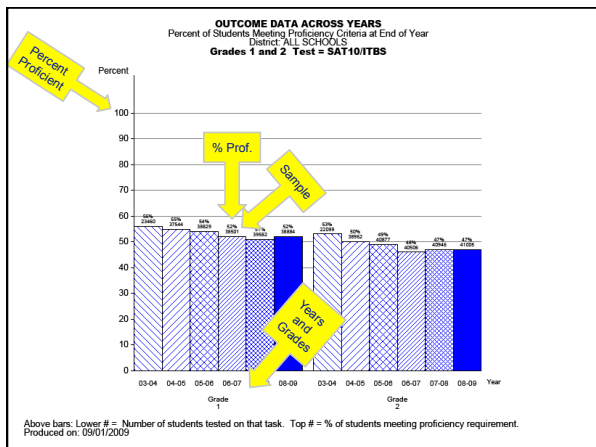














Summarizing

- What areas of strength are apparent from the Student Performance Data?
- What areas of need are apparent from the Student Performance Data?



Summarizing


- Be sure to look across the sources of information – examine needs from both sources – and determine where the data may inform some of your initial planning steps.
- Prioritize needs – outline general and specific areas of need and initial steps to take toward addressing these needs.



Example

Student Performance Data:


There are significantly more students in all grade levels scoring SD or NI in PA, GK, and CO than we would like to see – our goal is not being met.



Example

Implementation Survey Data:


- Lack of agreement on entry and exit criteria for students receiving Tier 2 and Tier 3 instruction.
- Lack of agreement across staff in the provision of instructional time for students receiving Tier 3 instruction.



Example


Initial Planning Steps:

- Create specific entry and exit criteria – or establish a process by which all staff use the criteria.
- Schedule and maintain instructional time required for different groups of students.



Your Turn

- Identify areas of strength and need based on your Implementation Survey Data.
- Identify areas of strength and need based on your Student Performance Data.
- Outline initial steps to address these needs – incorporating information gained from both data sources.



In Closing...

We hope that the data we have reviewed and provided you with today will empower you to consider multiple data sources in your decision-making process.



Data Package on CD

- Leadership Instruction Survey Data
- Outcome Data Across Years
- Outcome Data by Demographics
 - Data is in table format and includes break-outs by demographics as reported to vendor.
- TPRI/Tejas LEE Data by Domain Across Years
 - EOY by domain
- TPRI/Tejas LEE Year 6 2008-2009
 - Administration Patterns: BOY/ MOY/EOY
 - Domain: BOY/MOY/EOY by domain
 - Fluency: BOY/MOY/EOY distribution graphs
 - Task: BOY/MOY/EOY by domain



The level (campus, district, or state) of data on your CD depends upon your role:

- Principals:
 - State, Your District, and Your Campus
- Superintendents:
 - State, Your District, and All Campuses in Your District
- Reading First Directors:
 - State, Your District, and All Campuses in Your District
- Partners/Guests will have state level data only

* Campuses new to RF (Capacity Building) will have district and state level data only.

