

The Use of Data in Informing School Improvement

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education.alaska.gov



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Agenda

- > Establishing a Baseline
 - Collecting Quantitative and Qualitative Data
- > Analyzing the Situation
 - Data Team Pointers
 - Triangulating to Understand
 - Uncovering Root Causes
- > Acting on Data
- > Setting Goals
- > Monitoring Implementation and Impact
 - Documentation
- > Systematizing Data Use
- > Questions



The importance of establishing a baseline

"Decisions must be based on viewing schools as holistic systems comprised of many interconnected parts. Before a change is made or an initiative is undertaken, it is absolutely critical to first establish a baseline. Establishing a baseline involves taking a snapshot of the current state of teaching, learning, and assessment practices in an organization as well as the infrastructure that supports these practices. This must be done before any changes are implemented. It is critical to know where you are before you collectively determine where it is you want to go and how it is that you are going to get there."

- Ian Jukes
- https://infosavvy21.com/2021/03/01/the-committed-sardine/



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Establishing a Baseline

Quantitative Data Sources

- > Accountability indicators
 - ELA/Math
 - Strand data, subgroup
 - Growth
 - 3rd Grade Reading
 - EL Progress
 - Attendance
 - > How are you counting?
 - Grad Rate
- > In-house assessments
 - Averaging Averages Caution

- > Staff
 - Qualifications
 - Retention, Absenteeism
 - Professional Development
- > School Practices
 - Master schedule
 - Team structure
 - Budget
- > Program
 - Alignment
 - Fidelity of Implementation



Establishing a Baseline

Qualitative Data Sources

- > Interviews
 - Student
 - Parent
 - Community
 - Staff
 - Teacher
 - Admin
- > Stakeholder Engagement

- > Work Samples
 - Student
 - Teacher Lesson Plans
- > Walkthrough Data
 - Environment
 - Student
 - Teacher



Establishing a Baseline

Blended Data Sources

- > Leadership
 - Expectations documentation
 - > On record
 - > In practice
 - Team structures/protocols
 - > On record
 - > In practice
 - Communication records
 - > On record
 - > In practice

- Classroom walkthroughs, evidence-based feedback
 - > On record
 - > In practice
- Monitoring records
 - > On record
 - > In practice



Data Team Pointers

- > Advantages and disadvantages of using percentages vs. counts
- > Do not assume everyone is "data literate"
- > Model "how to read data"
- Frontload vocabulary/define potentially challenging words in context
- > Compare to district/state



Teaching Pointer Png - Lightbulb Teacher Clipart Transparent Png - Large Size Png Image - PikPng

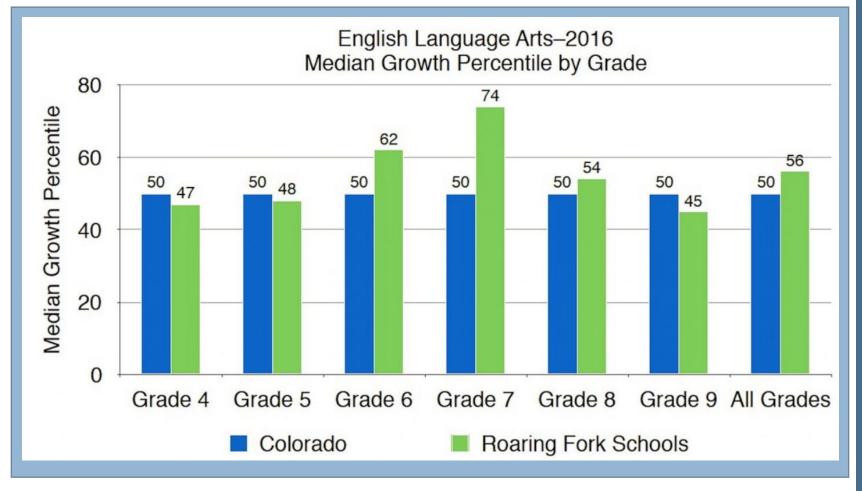


Modeling "How To Read Data"

2. Labels/Units
 3. Shape/Trend
 4. Same/different?

1. Title

5. Observe/Infer





Data Analysis

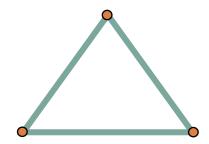
Triangulation

> Are your data sources confirming the same "truth" or are your sources painting contrasting pictures?

Example – Low state test participation

Other data sources to consider:

- Parent survey results
- Student and teacher interviews
- Program alignment; fidelity
- Sample assignments/tasks vs. assessment design
- Attendance





Data Analysis

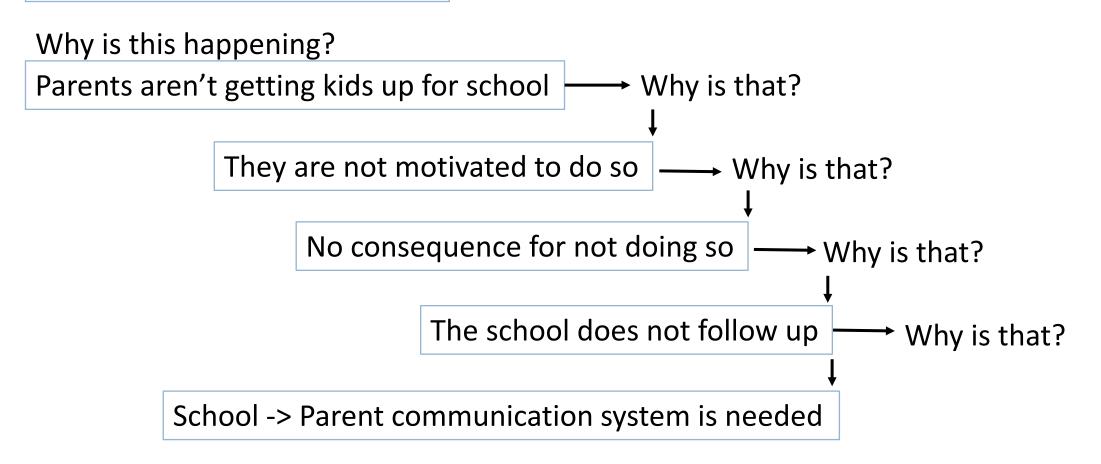
Root Cause Analysis

> If you continue to ask "Why?" what do you uncover?

Example – Low attendance

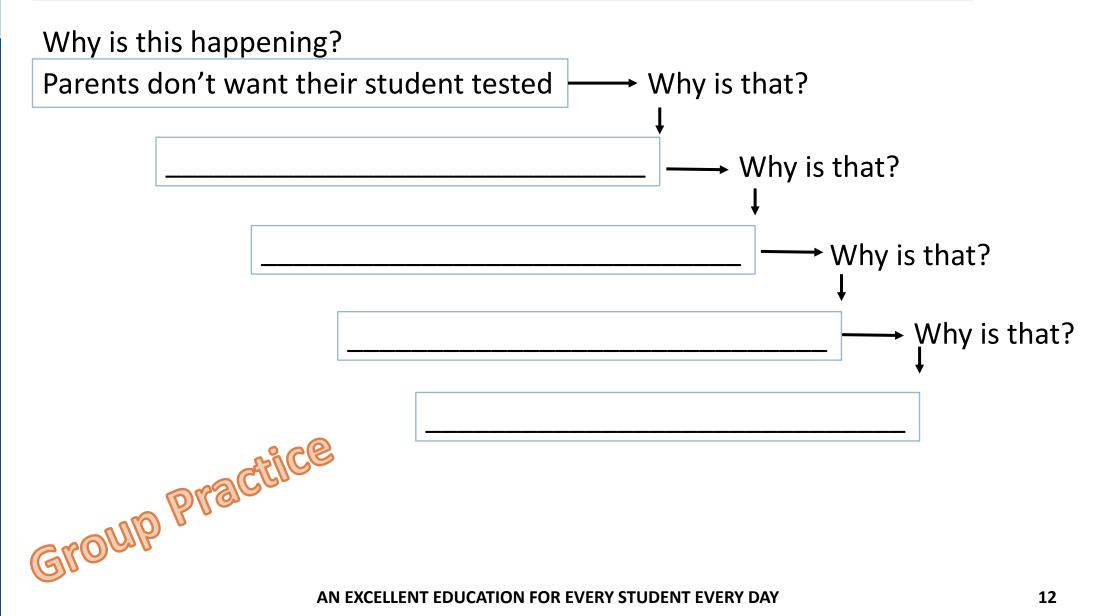


Problem: Low Attendance





Problem: Low State Test Participation for Student Subgroup





Acting on Data – Planning Interventions and Activities

Guest speaker – Dr. Madeline Aguillard, Kuspuk School District

Topic: "Using teacher survey results to plan a school improvement initiative" Problem: Teacher Retention

Impact Data:

Year	Retention Rate	International New Hire Retention Rate
2018-19	72%	-
2019-20	65%	-
2020-21	44%	67%
2021-22	79%	89%



During SY2021-2022, what did Kuspuk do to address persistently decreasing teacher retention rates?

- During October 2021, KSD solicited feedback through regionally issued, anonymous surveys. 66% response rate.
 - 4 Likert scale items; 4 short answer responses
- All responses were collected, coded, and then collectively analyzed for themes.
- KSD's Leadership team reviewed the themes and developed action steps to address areas of need. Prioritized the areas where changes could be made quickly. Implemented changes the following week.

Support for teachers.	It's good.	Working visa for J1 visa holders	Handling multi grade level (2 times)
Supportive administrators.	Improving	Vehicle/ transportation	FTI (2 times) & Reading
Listening to teacher needs & concerns.	It's convenient.	More support for teachers, especially on transportation, we came here to prioritize delivering education. This	Resources we are currently using in the class
My dedication & commitment in the teaching profession.		has greatly affected how tired I was to get in school, but I still do my best. I come to school prepared, I make	
The administrators good support & assistance to the teacher.	Comfortable to live in.	my students learn.	 Teaching Strategies in Science
Good relationship with the principal, the lead teacher & co-teachers.	The housing is fantastic so far.	If we could offer longer contracts other that I year, it might be good	Time management
Teaching a particular field/subject or teaching a particular grade level.	I find our housing comfortable to live.	You should increase the years brought in to target teachers at 10 & 12 years, right now I have the most experience besides my boss so targeting more veteran teachers might be beneficial for the students.	Self care
The camaraderie or good relationship to the principal & administration.	The housing is nice. The place is peaceful.	This district needs to not only look at teacher retention but staff retention (paras, cooks & janitors) with out	Teaching Strategies
Administrator support, consistent professional development, consistent school benefit.	Very good with minimal things to fix or improve.	this district needs to not only look at reaching retention but stain retention but stain retention but stain retention to the more all struggle. Pay classified staff a decent wage & they will stick around & they will also value their job. The teacher burn out in this district is mainly because it is hard for us to do our job when we are constantly	Early Childhood education
Less district intervention if good progress is being made with students. Less non-relevant PDs. More bonuses for returning teachers. More college classes being reimbursed if it pertains to teaching.	Since we are staying at school, we really feel safe & comfortable.	pulled in different directions to cover for missing staff, adjusting our class schedule because we are short staffed, dealing with issues the principal should be doing but is stuck at the other school & cant leave, the list	Classroom management
Responding to teachers' valid concerns with compassion & effort to resolve, very good working relationship with school	I am happy staying in the resource room. I don't need to walk from the housing to the school. Also, I can extend help like cleaning the school whenever the lantor is absent & many more.	goes on & on. It is hard to be a teacher here when we are so much more than that. We are constantly told to have our students performing at a proficient level vet we are not given the support & leadership to do so.	Running student activities
principal & colleagues, professional development opportunities paid by the district it necessary.	My house is sufficiently furnished. But it would be much appreciated if the housing cost would be lowered.	Thanks to some of the veteran admistrators they do as much as they can not support us & provide valued leadership, but there are less of them than there are teachers & they can only do so much. If you want to retain	 Power Teacher, Clever & all the applications in it.
Supporting the principal so they can do their actual job as an instructional leader. The past 6 years the principals have had very fittle support & don't have the time to run the school efficiently. In return, teachers aren't getting the support needed	The housing is very comfortable, but maybe consider lowering the rent for those who are not sharing the	teachers show them they are supported, support the support staff, provide us the tools & leadership to do our job so we can get students performing at the level you expect them to be. Make us feel valued & don't tell us	 Path to certification or advancement for classified staff
to grow, teachers are having to take on many other duties to fill in for the absence of staff & the principal. Evaluations are a joke & provide no growth because the principals don't have time to actively engage with their teachers on a regular basis & then follow up on observations. So the teachers needing teactership & help arent getting it. This results in good	apartment or living alone. This is just a request though. Thanks!	job so we can get students performing at the rever you expect them to be, wake us reer valued a don't ter us we are all replaceable.	Organization of the curriculum
basis & men follow up on observations, so the eachers needing readersing a whole aren't getting it. This results in good teachers leaving, teachers with potential not growing & bad teachers staying & never being put on plan of improvements. In the end, this all ends up hurting the students & we see a revolving door of teachers.	The place is conducive to live but far away from the school.	I'd like to see the District take a more hands-on approach on the recruitment process especially those teachers hired overseas. The entire process can be very trickywhich tend to put the hirees in difficult situation. Also,	 Technical coursework for shop teacher
The teachers' commitment to serve & be of help to the students academic progress & builds rapport in the community.	Too far. I have to walk 40 mins, one way. I have to prioritize work than walking that would take too much effort & time.	The overset of the general stuated at the very of by "interference to place the interest mutual stuated as a study of the general stuated as a study of this is more on the general stuated as the very study of the carcing virtually completely has changed the work environment. The entire universal labor laws should be looked into & consider the changed the work stration size accusions is a pervey works, first & foremost.	SPED training
The environment, community & the administration.	The teacher's housing is well-ventilated, but it's far from the school. Those teachers, who walk, become tired	situation: SSN acquisition & paperworks, first & foremost.	None. They're a waste of time.
The community & students here. I don't know how much the district could really do other than having harsher discipline.	when they get to school	More teachers for the schools who have multi grade classes (4 or more grade level in one classroom)	Technology (2 times)
or some sort of designated person to whom misbehaving students can be sent. The students are wild here, a lot of them are nice, but wild, with little to no interest in learning because of their home lives. Often the really misbehaved students	The housing is really good but it is too far from the school understand that the district should be fair with every teacher, but looking at the present situation that we are in there are a lot of new teachers who have the	A manager's role is to provide the supports necessary for their staff to succeed. KSD needs to adopt more of	 Science of Reading, Orton-Gillingham Reading
make it impossible to teach, & there's really no process of discipline, or even an administrator around to deal with it. Our only administrator is the principal of three different schools, & he's asked to go Aniak like every other week, so he really seldem has time to help out with behaviorial ordenies. More students need to out supported for bab behavior.	every teacher, our booking at the present situation that we are in timer at a to on new teachers who have the same challenge (walking from housing to the school). We are not demanding to get a free ride but atleast the district can let us rent a car.	this kind of an attitude when trying to effect change. We all have had to deal with extraordinary circumstances, but we need to be empathetic when asking more of someone else.	How to increase student motivation, how to provide engaging lessons
disqualified from sports for failing grades, & there needs to be place for the teacher to send them if they're disturbing the class.	I have been given no housing options. I was able to secure my own housing with no assistance or guidance	The principal & lead teacher should orient the new teachers about the school policies, practices, expectations, & other important matters (like the grading system, routines) before the school starts, so the teachers will be	 It like to see more different models of instructional strategies & assessment, on school learner
Cost of Living.	from the district.	on board & avoid committing serious mistakes & misunderstanding	 Math fluency. We had really good reading fluency a couple of years ago that is still working Math is lacking.
Good working environment with good pay.	Until this year there was no housing option at my site except for the principal & superintendent. Prior to this year, we had to rent or purchase our own homes. Now that there is district housing it is great for new	There should be some kind of new teacher welcoming group that will walk new teachers through everything	
Good salary rate that can support teachers daily needs.	teachers, but those of us who purchased or rent don't benefit & have been denied a living stipend for years.	that is needed prior to getting to their site (including phones, clothing, shopping & shipping items to their village). There should also be one person or group that explains about their site, who to go to when something	 Use of online apps like the use of lifeady, Big Ideas, Journeys, Screencastify etc. We just ne practice & be consistent in using these apps & tools then we're good to go. For sure these etc.
Compensation, benefits, teacher support & development & working conditions.	I rent, so I don't have teacher housing. The teacher housing here in X isn't that bad, but the village is, & so is the maintenance guy, X. He's extremely nasty so most teachers are afraid to ask him to do his job, which he pretty	Is needed, & what they can expect at their site. A better moving bonus would go a long way as well.	put to waste but they'll be maximized for the benefit of our students.
Compensation, denema, resoner support a development a working conductris. Salary.	much never does. But at the end of the day the vilage is a really rough place, & that's why no one stays.	Have a strict & specific curriculum. Have textbooks. Make it very clear to teachers what classes they are teaching, what the expectations are, & what resources they should be using. Show them how to use these	 I would like to have people who know the grade I teach & can observe me regularly & prov guidance, constructive criticism & help me grow as an educator. I need to be able to put will
Salary. Teacher housing.	I feel it isn't worth the money that is paid. If everything was new & updated, it can be considered	resources. Flight now there's kind of a "just figure it out yourselfwhatever works works' kind of policy. It works for me, but the new teachers from the Philippines are really struggling with it.	in PD to use & know that what I am doing is effective.
reacher housing. Nice housing price reasonable,	Old schools either really hot or cold cannot control heat by individual unit. not dog or cat friendly Not fully furnished. Poor network services.		What best describes your career plan for the next three years?
Alfordable housing.		The new report cards are stupid. Why do we keep changing? Why can't we have the same system for all the schools (a, b, c, d, & ff? It is more work for me as a teacher & I know for certain that parents would better	winex week week week best your career plan for the next three years?
Safe & affordable housing.	Houses are OLD! Windows do not function properly. Furnaces are going out. Odd smells that can't be cleaned. Housing has old & smelly furniture, & some don't even have couches.	understand this system as well.	
Location.	We need updated facilities & more maintenance on the housing. A separation of housing & maintenance would	The school district has been very supportive in all endeavors for all teachers & students. I couldn't ask for more.	
	make sense.	Hove my job & kids & feel that I have done what I could to help them be successful in school & a person.	
Housing for my lamly, I am planning to get them so i wont feel lonely & empty during cold winer nights. They are my molitation to keep going, he realized that for the next school year, there are no more aviable episitiments in the teacher's housing. It will cost more for me & my tamiy to rent an apartment outside the teachers housing. So, I guess that is one of the reasons with iman year taxis.			
Medical insurance & transportation,	Themes: Housing is adequate, Happy living in the school, Reduce the rent, Housing	Themes: Work on H1B Visas, Transportation, Contract adjustments,	
	is too far from school, Living outside of district housing with no living stipend is		
Themes: Internal personnel supports, External community factors, Living	unfair, Needs updated/furnished.	Retention of Classified Staff, Assisting International Hires More, Provide more supports to teachers - New Teacher orientation, Fidelity with curriculum.	

Question	Theme	KSD 2021-2022 Actions
Greatest impact on teacher retention:	Internal personnel supports, External Community Factors, Living Conditions, Salary, Benefits	Promote AK RISE, In-person district trainings, In-person State conferences, Utilize student and adult counseling through DotCom Therapy, Purchase additional district housing, prioritize teacher & admin negotiated agreements
Status of housing:	[Varied by region] Upriver : Adequate, but reduce the rent Aniak : Too far from school, individuals living outside of district housing with no stipend "unfair" Kalskag : Needs updated/furnished	Across district: Form Housing Committee, Revise the Housing Agreement, Reduced rent as a result of Housing Committee agreement Upriver: Reduced rent as a result of Housing Committee agreement Aniak: Purchase additional district housing, Implement "Ride Share" utilizing a district vehicle Kalskag: Purchase furniture, Paint housing exteriors
Other areas impacting retention & recruitment:	Work on obtaining H1B Visas, Transportation, Contract adjustments, Retention of classified staff, Assist international hires more, More new teacher supports, Fidelity with curriculum	Implement "Ride Share" utilizing a district vehicle, Add a New Hire In- Service day in July (supports in Anchorage, SS#, bush shopping), In- person district trainings, In-person State conferences, Promote AK RISE, include new teachers on curriculum adoption committees

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Setting Goals

- > The 2023 School Improvement Planning model will be based on developing a three-year plan
 - The situational analysis that underlies this plan must be robust, grounded in data, and developed with stakeholders
- > School improvement goals should be
 - Specific
 - Measurable
 - Attainable
 - Relevant
 - Timebound



SMART Goal

- > Example: "Each student will meet his or her growth targets in Reading as determined EOY MAP scores."
- > Next year as we roll out the new school improvement process, we will learn how to support our goal statement by identifying:
 - Measures
 - Strategies
 - Milestones
 - Actions



Monitoring

Implementation

> Is the intervention, action, or activity you have planned being implemented?

Example – Curriculum purchase

> How valid are decisions about the effectiveness, or lack of effectiveness, of a curriculum without knowledge of implementation fidelity?



Monitoring

Direct Impact

- > How, if any, have the adult (educators) behaviors changed?
- Example PBIS program framework
- Examine staff implementation data

Indirect Impact

- How has the intervention impacted your targeted student attitudes, behaviors, academic achievement and outcomes?
- Example PBIS program
 framework
- Examine changes in student engagement, achievement, school climate, discipline



Using Data to Monitor Achievement and Growth

- > Guest speaker Dave Herbert, Empowerment Specialist
- Topic: "Using student reading scores to plan intervention groupings and instruction"



Monitoring includes documentation of school improvement process

- > The school will need to maintain records showing community involvement in the school improvement process.
- > For ESEA monitoring this means for I-A 37 and I-A 38:
 - Providing meeting notices, agendas, minutes, sign-in sheets, and/or additional communication that show the CSI/TSI school developed and discussed school improvement planning with stakeholders (including principals, other school leaders, teachers, and parents).
- > Suggestion: Talk about SIP at Title I meeting with stakeholders

OUR DATA JOURNEY

Guest speaker – Carla Marquand, Executive Director of Student Support Services, Fairbanks North Star Borough SD

Topic: "Taking Positive Action: A Commitment to Continuous Improvement"



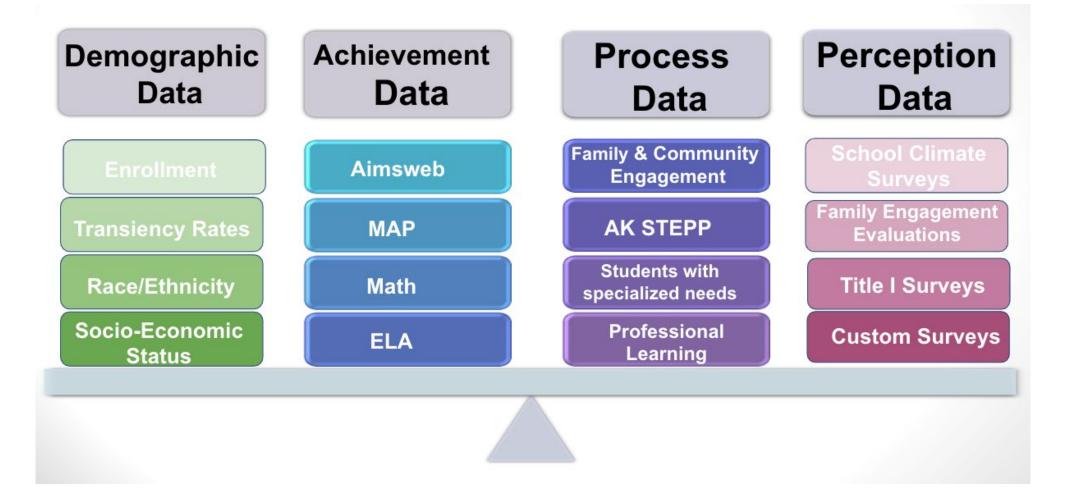


Vision for Continuous Improvement:

- Assist schools in the Fairbanks North Star Borough School District achieve organizational effectiveness through:
- Proficiency in using data visualization and using systemic protocols to use analyze data to make informed decisions
- Common understanding of fiscally responsible evidenced- based practices
- A strong culture of engaging in a data-driven continual improvement cycles



District Assessment Plan:





What Do We Do With The Data?

Compile	Sort	Report	Analyze
Collect data in ready to use format & disaggregate as necessary.	 Categorize Data Demographic Process Achievement Perception 	Information is shared using clear, concise narratives. Charts & graphs are used to identify trends and red flags.	Most labor- intensive step and the most important! The team should be in agreement before drawing conclusions and writing the plan.

Activity One

Current Year Prioritized Needs Discussion & Evaluation- Note Taker Form

Form to capture our school's discussion.

Suggested Discussion Prompts for Leaders:

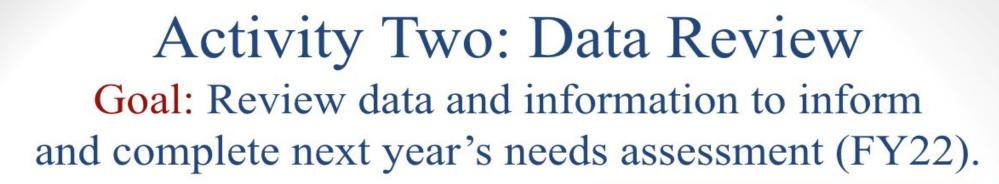
- What are our identified needs for 2020-2021? Reading, Writing, Math for core instruction, SEL/Behavior, Family Engagement
 - See completed 2020-2021
 - AK STEPP Needs Assessment Form
 - See Needs Assessment Priorities
- How is our school addressing these needs?
- What is working well?
- What could we improve?
- How are we engaging parents at our school to address our prioritized Needs?
- How are we evaluating the effectiveness of our plan to address our prioritized Needs? (Assessment of Progress)

Suggested Discussion Notes Format:

Note: Please include a discussion about professional development for staff to address needs.

Prioritized Need	How are we addressing this Need? Ex. instructional practices, SEL, PBIS	What are some positive outcomes?	What are the challenges?	How are we measuring the effectiveness of our plan for this need? (Data)

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- Peverus	_	1 \$3.4M 82.0%	**		
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January 2021

School Data Analysis School Name:

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among team members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data-related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps.

This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed, and evaluated.

Completion of the SDA is one piece of a school's comprehensive needs assessment process.



Activity Three: Prioritized Needs & SMART Goals

Area of Need	Baseline Data	Measureable Goal/Target	Evaluation of Measure

{SCHOOL NAME} SCHOOL NEEDS ASSESSMENT

As authorized under ESEA, as amended

For use with Alaska STEPP

2021-2022

DUE DATE: FEBRUARY 19, 2021



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ARCTIC LIGHT ELEMENTARY FY18 & FY22 COMPARISON

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
CORE Instruction	24.3% of economically disadvantaged girls are proficient in <u>math</u> .	<u>30%</u> of economically disadvantaged <u>girls</u> will be proficient in math.	PEAKS
	<u>32.3</u> % of economically disadvantaged <u>boys</u> are proficient in <u>ELA</u> .	38 % of economically disadvantaged boys will be proficient in <u>ELA</u> .	PEAKS
Social Emotional	Easy to talk 11% 34% 47% 2%	65% of students will agree or strongly agree.	School Climate Survey
	Discipline 10% 20% 40% 27%	ordere or survey ague.	School Climate Survey
	I feel 15% 25% 45% 18%	71% of students will agree or strongly agree.	School Climate Survey

Mission Statement for Arctic Light K-8

Arctic Light Elementary School, located in the center of a rich, distinctly Alaskan environment, is the heart of a diverse military community and serves the children of America's Arctic Warriors.

Our mission is to facilitate the growth of our students into knowledgeable, self-sufficient, caring citizens, capable of navigating in a global society.

Through discovery and exploration, students will participate in developmentally appropriate experiences in a safe environment of unconditional respect for others and uncompromising commitment to excellence and challenge.

Arctic Light K-8 Goals 2020-2021

Personalized Learning - staff use whole class, targeted small group, and personalized instruction based on continual data analysis. Students will learn their strengths and areas of need based on clear learning objectives within a safe and emotionally supportive classroom.

Clear Communication and Focus on Learning - staff will engage communication systems and structures to ensure effective school management. The TOP survey system will aide in our continued growth.

Title I

We are a Title I school, which is determined by the percent of students who qualify for free and reduced lunch. We receive additional federal funds that provide supplemental academic support for our students, additional professional development for teachers, and increased parental involvement opportunities. If you would like to learn more about our Title I program and the resulting funds or give input, please contact the school office.

Specific Title I Goals

Bas	eline	Target
1)	52% Eco-Dis Girls proficient in Math PEAKs	57% will be proficient
2)	43% Eco-Dis Boys proficient in ELA PEAKs	48% will be proficient
3)	65% 5-8 th report easy to talk to teacher	70% will report
-4)	75% 5-8 th report discipline is fair	80% will report
5)	71% 5-8th happy to be at Arctic Light	76% will report

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Barriers to Continual School Improvement

- > System inefficiencies
- > Outdated modalities of planning templates
- > Compliance issues (data tracking)
- > Planning is not comprehensive
- > Planning is disjointed from available resources



Lessons Learned along the Journey

- Build a strong culture with key stakeholders to build the understanding about assessment is critical to success
- > Audit your assessment activities
- Changes in practice take time and strategy success happens with gradual shifts
- > Embed assessment literacy wherever possible to provide multiple avenues to accomplish this work.



Questions





New Resource

> School Improvement FAQs

The FAQs provide information on:

- School Designations
- School Improvement Planning
- 1003(a) Grants



Webinar Dates – Every Other Wednesday at 4 pm

- > Our next webinars are
 - March 30, April 13 and 27, May 11 and 25, and June 8 and 22
- Link: <u>School Improvement Webinar Series</u> Meeting ID: 820 2485 0053 Passcode: 545763
- Earlier webinars are available on <u>education.alaska.gov</u>
 February 2 and 16, and March 2

> Today's webinar will be posted later this week



Contact Information

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