

Creating Data-Driven Systems for Instructional Placement Decisions

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NDE Standard 5: Systems Management

PROJECT OVERVIEW

How can schools effectively use data teams to make instructional placement decisions?

When you look at the Federal statutes and regulations, there is little information on how to instructionally place students. Most research is centered on IDEA and the special education programs; however, appropriate placement is a need for all students. **Schools are calling for a system to accurately place students in their individual appropriate classroom setting.**

The classroom placement decision-making process can be tricky and biased. By using a problem-solving system, achievement data collected by teachers, and collaboration, placing students can be focused on student achievement levels. **Schools need tools to help this process.** For example, many schools have an RtI program in place for academic and behavioral interventions, teachers have access to universal screeners and progress monitoring assessment to collect data about student progress, and professional learning communities have been developed to engage in conversation about student achievement. Using the collaboration of these resources schools can ensure that all students are placed in their respective classes appropriately.

A system has been developed focusing on individual data to appropriate place all students. **By combining the problem solving cycle and data collection, students can be placed and reassessed for placement frequently.**

REVIEW OF LITERATURE

In order to create a plan conducive to all students, research was referenced about problem-solving, school improvement, and data.

The Problem-Solving Cycle adapted from multiple sources. (Bernhardt, 2009; *Breaking Ranks II*, 2004)

1. Identify the Problem
2. Describe Hunches and Hypotheses
3. Develop Action Plan Resolution
4. Implement Action Plan
5. Evaluate Implementation

The Continuous School Improvement Framework (Bernhardt, 2013)

- Plan – Determine how the school will get to where I want to go
- Implement—Implementing the process and structures to take the school where it wants to go
- Evaluate – Evaluate the parts and the whole on an ongoing basis to know if the parts are effective and aligned with where the school wants to go
- Improve – Improve the parts and the whole on an ongoing basis

Why is data important?

"Data expose inequities, create transparency, and help drive organizational improvement" (Hess & Mehta, 2013).

"Student learning data show if schools are meeting the needs of all students and uncover strengths in learning and areas for improvement" (Bernhardt, 2013).

"Data will be the first indicator that there is a problem, but there may be other ways in which it is identified" (*Breaking Ranks II*, 2004)

"Underestimating the critical nature of data could dampen the prospects of success—even at a school with few perceived problems" (*Breaking Ranks II*, 2004)

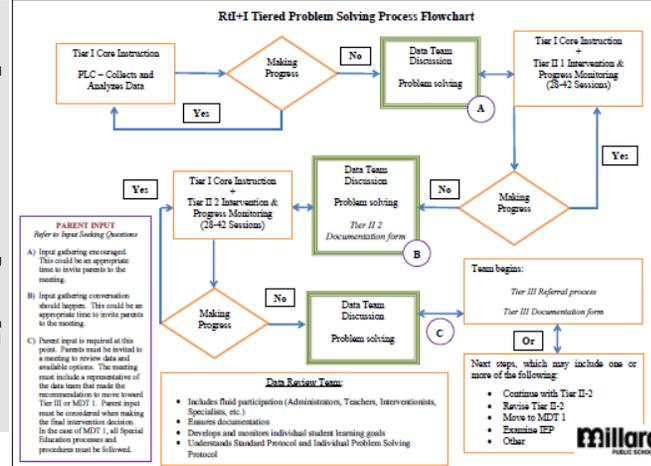
"Through quality assessments and opportunities for teachers to review and discuss the implications of data, and then work together to plan academic interventions. While learning to use data to make instructional decisions cannot be totally scripted, it must involve each educator's ability to comprehend, analyze and act in a manner that produces educational results for all students" (Pulliam, 2005)

ACTION PLAN

Problem Solving Process

Problem solving is a data-based decision making process that is used to identify needed interventions for students in Tiers I, II, and III. Decisions are made by teams that are composed of individuals who are qualified to make the important educational decisions to help students succeed in school.

To facilitate the Problem Solving Process at any of the Tiers, the information collected during assessment must inform instructional decision-making. In making decisions, teams should use the problem solving approach, along with the Tiered Problem Solving Flowchart.



RESOURCES

- o Teachers, Administrators, and Parents
- o Classroom Data and Intervention Data (e.g., Universal Screen and Progress Monitor)
- o Rubric for Effective Data Teams
- o RtI+I Framework

	6 th NeSA Math		6 th SMI Winter		6 th SMI Spring		7 th SMI Fall		Intervention Tier
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	
Full Name	1st	2nd	1st	2nd	1st	2nd	1st	2nd	2.2 (Sped)
Student A	SP1 Below	220	200	200	225	290			
Student B	SP1 Below	790	725	725	790				1
Student C	SP1 Below	575	780	780	550	2.1			
Student D	SP1 Below	665	640	700	2.1				
Student E	SP3 Exceed	885	1020	875	1				
Student F	SP1 Below	615	710	520	2.1 and 2.2				
Student G	SP2 Meets	975	975	855	1				
Student H	SP1 Below	640	815	525	2.1				
Student I	SP2 Meets	785	805	790	1				

	1 - Establishing	2 - Predicting	3 - Evaluating	4 - Revising
1 - Meeting Frequency	Data team meets at least once a month to examine data on student results, including consideration of measurable variables regarding teacher and leadership actions that were related to those results.	Data team meets monthly to review student data and variables that can influence the data.	Meetings are held every 6-9 weeks to review student data.	Meetings for data analysis are held infrequently and are diverted by other matters – announcements, discipline, parent issues, and other matters addressed by the leader and meeting participants.
2 - Procedure & Member Roles	Norms are in place, and adhered to. There is a written record of each meeting that shows the data reviewed, analysis of the relationship between adult actions and student results, teacher and leadership actions considered, decisions made, and reviews of previous decisions. Different teacher leaders take roles in leading the meeting, and procedures are in place that clearly foster a momentum for data analysis focused on student success that does not depend upon a single leader. The emotional environment of the data team meetings is free from fear and full of mutual encouragement and exploration. The team composition is representative of all stakeholders.	Norms are in place and adhered to, and there is a written record of each meeting that shows items discussed, data reviewed, and decisions made. The meeting is typically led by the administrator and one or two designated teacher leaders, and procedures are in place that facilitate complete data analysis. The emotional environment is free from fear and includes mutual encouragement and exploration. The team composition is representative of all stakeholders.	Norms are in place but may not always be adhered to. Written records of meetings are maintained, but documentation of data reviewed, actions considered, and action to be taken is incomplete. Consistent leaders are not specified, and implementation of procedures is hampered by lack of leadership. The emotional environment may include frustration and difficulty teaching consensus. The team composition is not represented by all stakeholders.	Norms are not yet in place. There are no written records of meetings (i.e., agenda, data reviewed, notes, outcomes). Clear procedures and consistent leadership may not yet be defined. The emotional environment lacks mutual encouragement and often impedes thoughtful and thorough data analysis. The team composition is not represented by all stakeholders.
3 - Data Analysis & Fidelity to Core Curriculum and Interventions	All staff takes responsibility to ensure that core materials and interventions are being delivered with fidelity. There is clear and consistent evidence of mid-course corrections during the year, showing that teachers and leaders modified their instructional plans, schedules, assessments, and professional practices based on the changing needs of students. There is clear and consistent evidence of differentiation for both students and teachers – that is, students who are struggling or who need enrichment receive specifically differentiated instruction and assessment to meet their needs, and teachers who need additional assistance receive coaching, support, and modeling to meet their specific needs. The data reviewed includes a variety of sources, including system-wide tests, building assessments, classroom assessments, teacher observations, and leader observations. Research based best practices of classroom teachers and administrators are identified, documented, and replicated. The emotional context of the staff involved does not impact the outcome or action.	Fidelity checks are conducted by administrators or building leaders. There is a clear and consistent record of decision-making directly related to the data – that is, specific changes in instructional and leadership practices designed to improve student results. There is clear evidence of differentiation for students and teachers. The data reviewed includes a variety of sources, including system-wide tests, building assessments, and classroom assessments.	Fidelity checks are not yet in place. There is some evidence of mid-course adjustments that affect decision making, but it may not be directly related to data. There is minimal evidence that teacher and leadership actions are measured and related in clear and specific terms to student results, or that the data are used to influence teacher and leadership practices. Although the data that is provided is accurate, clear, and easy to understand, it may be incomplete, and/or focused on only one source.	Fidelity to core curriculum and interventions is not addressed. There is little or no evidence of mid-course adjustments based on the needs of students. There is no little or no evidence of differentiation for students or teachers. Data on student achievement is discussed only in the most general terms – such as a school-wide average – rather than a specific analysis of student and classroom performance.
4 - Outcome Action	Reviews of individual classroom results lead to the identification of best practices, and there is evidence that these practices are replicated by others. The emotional context of the staff involved has minimal impact on the outcome or action.	The meeting is largely one-way communication without impacting instruction and little indication that the data is collectively analyzed and used to make better decisions. Team members appear to be more emotionally invested and unable to participate objectively.	Discussion results only in limited outcomes. Emotional environment impedes progress and impacts the outcome or action.	

TIMELINE

Week Year-long	Activities	Person Responsible
	<ul style="list-style-type: none"> • Tier 2.2 Documentation • Tier 3 and MDT 1 Handoff form • Intervention Fidelity • Parent Communication Letters • Intervention Curriculum and Implementation • Progress Monitoring <ul style="list-style-type: none"> o Tier 3 – Weekly o Tier 2.2 – Once a month o Tier 2.1 – Twice a hexter 	Teacher and Spec. Ed. Teacher Spec. Ed. Dept. Chair Reading/Math Dept. Chairs Teacher and Registrar Asst. Prin. Principal and CIA Asst. Prin. Intervention Staff and CIA Asst. Prin.
Prior to school	<ul style="list-style-type: none"> • Parent communication provided to families • Instructional Team Meeting- August 2nd 	Teacher and Registrar Asst. Prin.
Week 1 8/12-8/16	<ul style="list-style-type: none"> • Master list of students in intervention distributed to Reading and Math teachers <ul style="list-style-type: none"> o List will include spring data information and tier information on all students o Individual teacher to student conversations and goal-setting with any students in a tier – consistent message from all – by department 	Registrar Asst. Principal
Week 2 8/19-8/23	<ul style="list-style-type: none"> • Reading and Math teachers will review students in Tier 2, determine interventions, and study the previous year's data • Begin fidelity checklist for Tier 2 • Universal Screening (e.g., SMI/SRI) • Tier 2 documentation verified 	Reading, Math PLCs CIA Asst. Principal Teacher and Spec. Ed. Teacher
Week 3 8/26-8/30		
Week 4 9/3-9/6	<ul style="list-style-type: none"> • Instructional Team Meeting 9/4 • Math Intervention Teachers meet with PLCs 	Principal Intervention Teachers
Week 5 9/10-9/18	<ul style="list-style-type: none"> • Progress Monitoring (classroom screeners, performance data and fidelity checklist) • Reading and Math PLCs Meet- September 18th • Math PLCs Meet- September 18th • Complete Tier 2 IC documentation by 10/15 • Discuss students in reading interventions in team meetings 	Intervention Teachers/CIA Asst. Prin. Reading PLCs Use RtI+I flip chart. Teacher and Spec. Ed. Teacher Reading and Math Dept. Chairs
Week 6 9/19-9/27	<ul style="list-style-type: none"> • Reading and Math Data Teams Meet – September 25th • School Data Team Meeting 9/26 	Reading and Math PLCs Registrar Asst. Principal

REFERENCES

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