Facilitator's Guide and Handouts

Data Analysis for IR1 and IR2 campuses, 2017-18

Texas Education Agency

9/11/17

About this guide:

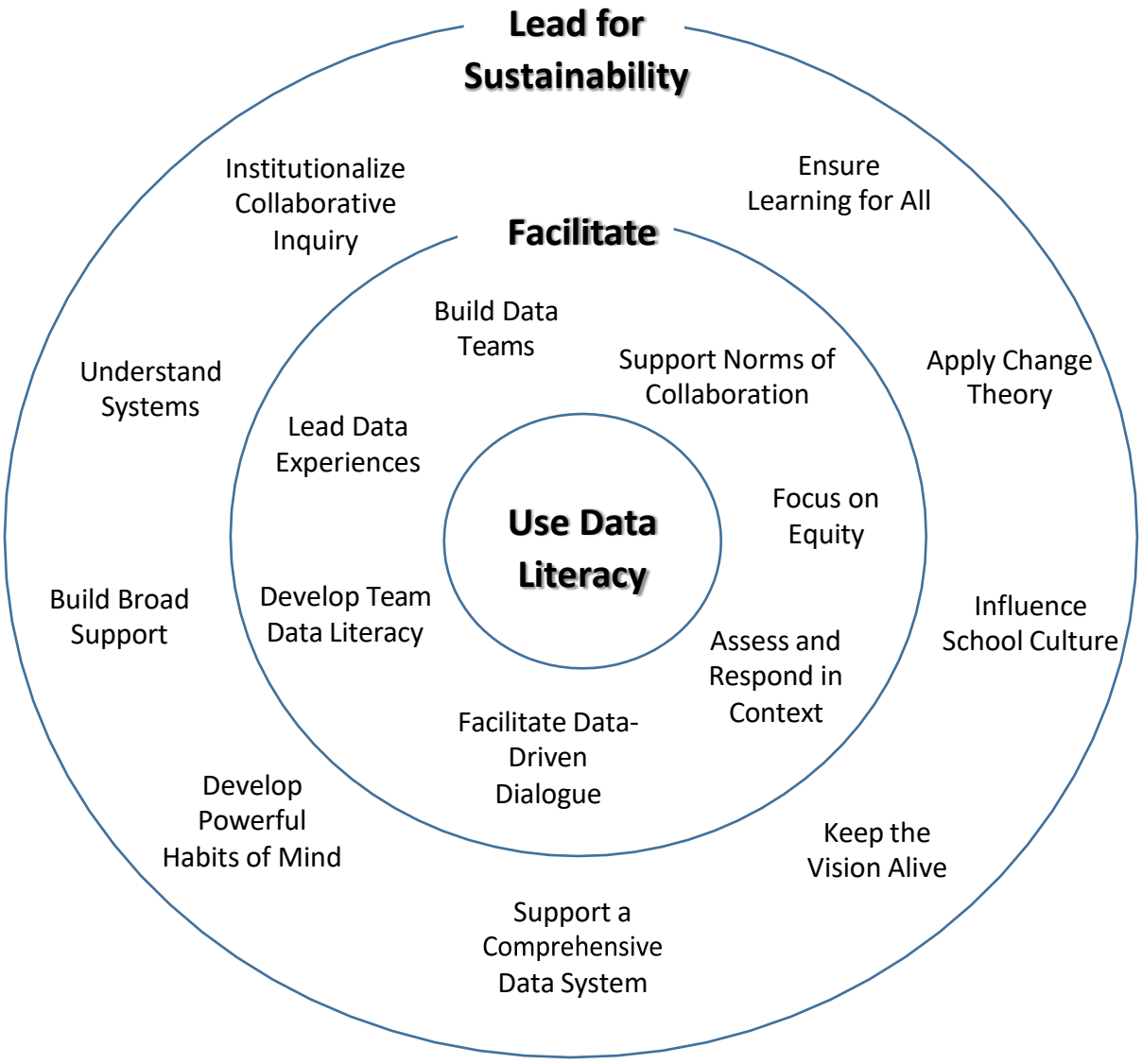
The systemic data analysis training is intended to prepare IR1 and IR2 campuses to identify problem statements and determine a systemic root cause for the problem which can then be remedied with a turnaround strategy. The District Coordinator of School Improvement (DCSI), in coordination with the Professional Service Provider (PSP), will lead this training for the Campus Leadership Team (CLT).

The PowerPoint file includes all the steps in which the campus team will engage. Presenter notes are included in the notes section for the facilitator. The DCSI may adjust any parts of the training as needed to best fit the needs of the campus.

The handouts for this training are included in the following pages and are used throughout the presentation. There is a slide that indicates when it is time to use a handout.

Handout #1: Data Coach Competencies

Adapted from *The Data Coach's Guide to Improving Learning for All Students,* by Love, et al. (2008). London: Corwin Press.



Core Competency

Use Data Literacy: Be the data expert on campus. Know the data. Love the data. Use the data.

Facilitation Competencies

Focus on equity: Be a champion for ensuring equity. Take a stand for all students against racisms or other forms of bias; encourage the team to do the same.

Support norms of collaboration: Guide teams to commit to, apply, and become skilled at group norms.

Build Data Teams: Create high-functioning teams that talk about difficult issues and take effective action together.

Lead Data Experiences: Guide Data Teams through the sequence of tasks and activities during Data Team meetings.

Develop Team Data Literacy: Build the capacity of others to engage with data productively. The data coach should also work to deepen the Data Team's cultural proficiency, pedagogical knowledge, and leadership and facilitation skills.

Facilitate Data-Driven Dialogue: Help the team separate observation from inference and examine assumptions.

Assess and Respond to Context:

Competencies Relating to Leading for Sustainability

Institutionalize Collaborative Inquiry: Data Coaches pay attention to what it takes to sustain the use of collaborative inquiry, including involving key people and leaders; building the culture to support the practice; working to infuse collaborative inquiry into ongoing structures such as faculty meetings, curriculum and other committees, and policy decisions; and making the use of student data to inform action an expectation for all staff.

Ensure Learning for All: Data Coaches use their influence to convince people of the importance of intervening when data show low levels of learning for any students. They have the ability to shift conversations away from blame and toward collective responsibility for closing achievement gaps.

Apply Change Theory: Data Coaches understand their role is to build awareness and support among all key players in the schools and districts. They provide ample opportunities for people to clarify what collaborative inquiry is and why it is beneficial for the school. They help as many staff as possible to develop data literacy skills, and they encourage administrators to sanction the use of collaborative inquiry and provide structures such as time to support its use.

Influence School Culture: Data Coaches model the cultural shifts needed, such as use of data, dialogue, and collaboration. They engage Data Teams and other key stakeholders in building a vision of the culture they want to create for their school.

Keep the Vision Alive: Data Coaches look for opportunities to celebrate successes. They support the Data Team, administrators, and other key stakeholders to share the success stories and document how collaborative inquiry is helping to solve student-learning problems.

Support a Comprehensive Data System: Data Coaches know what a huge task it is to make data immediately available and useable. That is why they work with the comprehensive data system that provides timely and accurate information on student learning and other important outcomes.

Develop Powerful Habits of Mind: Data Coaches walk the talk by demonstrating powerful habits of mind. For example, they are skilled at shifting conversations away from resignation, complaints, and resistance to possibility. Subtle language shifts away from saying "I should" and "I must" toward "I can" and "I will" can be very powerful in moving teams form feeling victimized by mandates and high-stakes testing to making commitments and taking action. Data Coaches lead by their example. They ask other in the school to act on these habits of mind and build a shared vision for the collaborative inquiry in the school.

Build Broad Support: Data Coaches know that school improvement happens in the broader context of the school district. They meet with central office administrators to explain what collaborative inquiry is and why it is an essential tool for the district. They regularly update key administrators on what is being accomplished and what has to happen next. They make presentations at parent and teacher meetings to raise awareness of the use of collaborative inquiry.

Understand Systems: Building on all of the actions listed earlier, the Data Coach understands that the school and district operate as a system that is also part of a broader community and state system. As such, the school is affected by policies and practices in the broader system. Data Coaches think about how to leverage state policies such as requirements for data reporting and student achievement to encourage the school to build a culture for data use and ongoing improvement. They know their context will and think strategically about how to build on strengths and diminish weaknesses.

Handout #2: CLT & CIT Guidance

Campus Leadership Team Job Description 2017-2018

Overview

Campuses required to engage in the Texas Accountability Intervention System (TAIS) due to the identification of low performance in the state accountability system [i.e., performance indexes and/or system safeguards] must develop a broad-based leadership team to conduct and monitor activities of the TAIS process. The campus leadership team (CLT) consists of the campus principal and key campus leaders responsible for the development, implementation, and monitoring of the targeted improvement plan, monitoring student performance, and determination of student interventions and support services. The campus leadership team will consist of the campus principal and other campus leaders, such as representatives from:

Content area department chairs (secondary)	Grade-level or content teams (elementary)	Counseling department
Content area coaches/facilitators	Bilingual/English as a second language (BE/ESL) education program	Special education program
Career and technical education (CTE) program		

Expected Team Member Knowledge Skills and Abilities

- Possesses expert knowledge in his/her field.
- Works collaboratively with others within the context of group dynamics.
- Understands state accountability and interventions.
- Understands TAIS continuous improvement process.
- Possesses sense of urgency in the identification of problems and in the implementation of solutions.
- Is able to problem solve, ascertain key variables needed for school turnaround, and offer solutions.
- Is able to analyze data, assess needs, and make targeted recommendations based on these needs.
- Possesses clear vision of the expectations created by the targeted improvement plan and his/her role in implementation.
- Is able to build peer support for the strategies and interventions in the targeted improvement plan.
- Maintains results-orientation. Promotes the achievement of goals in a spirit of collaboration.

Team Roles and Responsibilities

- Assists in the gathering and analysis of campus data and root cause(s) through needs assessment relating to the performance index(es) or priority criteria system safeguard(s) causing the campus to be assigned accountability interventions.
- Assists in the development and implementation of the targeted improvement plan based on identified problem statement(s) and root cause(s), in collaboration with the professional service provider (PSP) and district coordinator of school improvement (DCSI).
- Monitors student performance.
- Makes determinations about student interventions and support services. Works in collaboration with DCSI and PSP to create needed changes in supports, services, and structures for students to succeed.
- Acts as liaison to departments, teams, and organizations throughout the campus.
- Monitors the implementation of the targeted improvement plan and progress towards goals at least once a quarter and provides feedback to the campus intervention team (CIT), as applicable.
- Makes mid-course corrections to targeted improvement plan based upon the monitoring and quarterly check-ins to improve implementation results.
- Collects data to assist in the monitoring and quarterly check-ins of the targeted improvement plan.
- Conveys accurate strategy and intervention information back to teams, departments, etc.
- Serves as a conduit to bring ideas and concerns from constituents back to the entire CLT.
- Addresses, as appropriate, any campus contributions to district's PBMAS indicators, indexes, and/or safeguards.

Campus Intervention Team (CIT) Description

The intervention team consists of the members of the campus intervention team and the campus leadership team; the members will collaboratively perform the duties reflected in 19 TAC §97.1063 and TEC §39.106. Title 19 Texas Administrative Code (TAC) §97.1063 and TEC §39.106 stipulate that the commissioner shall assign a campus intervention team to a campus when it is rated IR in the state accountability rating system, and describes the required duties of the team. The campus intervention team (CIT) is composed of a **Professional Service Provider** (PSP) and the **District Coordinator of School Improvement** (DCSI).

A PSP is an approved member of the PSP Network whose responsibilities include assuring implementation of all intervention requirements and reporting progress to the agency *[a registry of qualified PSPs available in each region may be accessed via the Intervention Stage Activity Manager (ISAM) application within TEASE]*.

The DCSI is a district-level employee who is in a leadership position in school improvement, curriculum and instruction, or in another position with responsibility for student performance. The responsibilities of the DCSI include ensuring district support for the academic achievement of the campus. In a larger district with several campuses rated *IR*, the DCSI may be supplemented by employees with similar skills and expertise serving as members of a district support team; these persons may be recommended for service on the campus intervention team in lieu of the DCSI. **DCSIs for IR district and campuses must attend training on the TAIS; go to www.tcdss.net for information on how to register**.

Handout #3: Engaging Stakeholders in Data Analysis

Audience	How to Engage	Their Role
District Admin	Meet with district admins to provide an overview of the Data Team roles and responsibilities Ask for their support and provide specific examples of the ways they can help	• Communicate vision clearly • Require alignment of curriculum, standards, and assessments, • Commit to developing Data Coaches and Data Team • Provide professional development • Require participation of principals • Create a safe environment for data use • Provide teachers with timely access to data and time to meet • Support the development and use of common benchmark assessments

School Administrator	Meet with building administrators to review the Data Team goals and process and plan how to communicate with the entire school community	• Communicate vision clearly and often • Be a strong supporter of the Data Team and data use • Create a safe environment for data use • Actively participate as a member of the Data Team • Delegate Date Team leadership to a data coach • Empower teachers to make instructional decisions based on data • Help the team access resources (research or curriculum materials) • Model the practice of using data • Provide teachers with timely access to data and time to meet
School faculty	Lead a presentation on Data Team process for all faculty; plan to give regular updates on the Data Team's work to all faculty	• Actively participate on Data Teams or sessions led by Data Team • Use data to improve teaching • Keep informed of the Data Team's work if not on a team • Take collective responsibility for improving student learning

Department chairs, opinion leaders, instructional coaches, and specialists	Check in with key people to see if they need more information about the Data Team and to address any concerns	• Be a strong supporter of the Data Team and of data use • Actively participate as a member of a Data Team • Provide guidance and resources for Data Teams • Model using data in their own practice • Provide teachers with timely access to data and time to meet
Potential Data Team Member	Conduct informational meeting about what is entailed in serving as a Data Team member and the benefits	• (See previous slide)
School Board	Conduct a short presentation at a board meeting to explain the roles and responsibilities of the Data Team	• Support policies that provide time and resources for Data Coaches and Data Teams' work
Parents	Introduce parents to Data Team roles and responsibilities Provide data updates via newsletters, Listserv, parent night, and PTO meeting	• Keep informed of Data Team's work • Participate in Data Team-sponsored events for parents • Respond promptly for requests for data, such as parent surveys
Data or Assessment Coordinator	Meet with staff responsible for assessment and data to inform them of Data Team plans and learn how to work together to discuss district data	• Provide systems for timely access to local data • Stay in communication with Data Coach

Handout #4: Data Observation Criteria

Adapted from *The Data Coach's Guide to Improving Learning for All Students,* by Love, et al. (2008). London: Corwin Press.

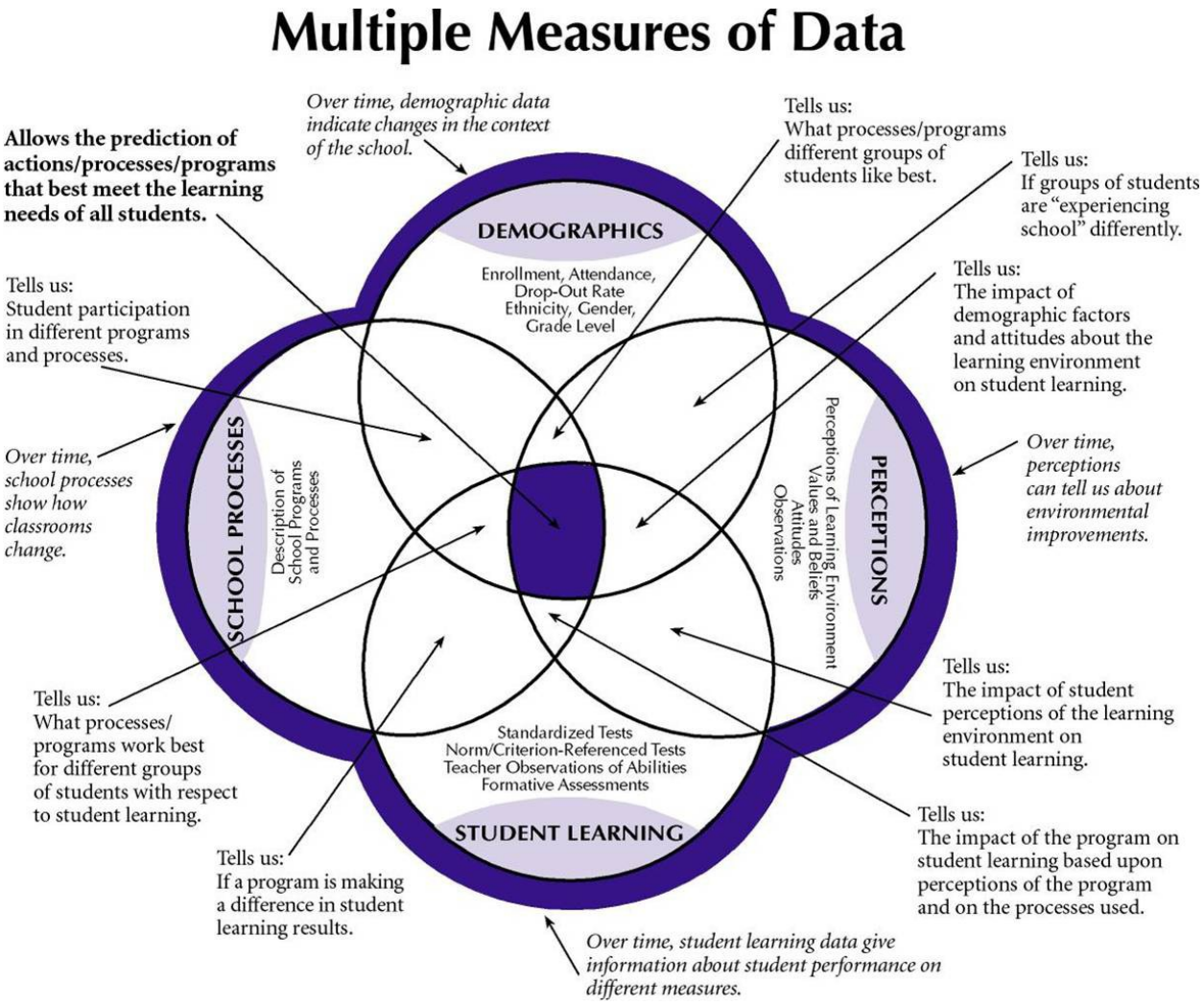
Criteria	Yes/No
Does each statement communicate a single idea about student performance?	
Are statements short and clear?	
Do the statements incorporate numbers?	
Do the statements focus on just those direct and observable facts that are contained in the data, without interpretation or inference?	
Do the statements use relevant data concepts, such as mean, median, mode, range, or distribution?	

Rough Versus Refined Observations

Rough Observation	Refined Observation
We have lots more Latina/o students now.	Our Latino/a population increased from 10% in 2015 to 30% of the total student population in 2016.
We have a larger percentage of African American students than we do teachers.	Our student population is 85% African American. Our teacher population is 20% African American.
Our mobility rate has increased over time.	Our mobility rate has increased by 30% from 2014-2016.

Handout #5: Bernhardt's Multiple Measures of Data

Adapted from *Data Analysis for Continuous School Improvement,* by Victoria Bernhardt, (2004). London: Routledge.



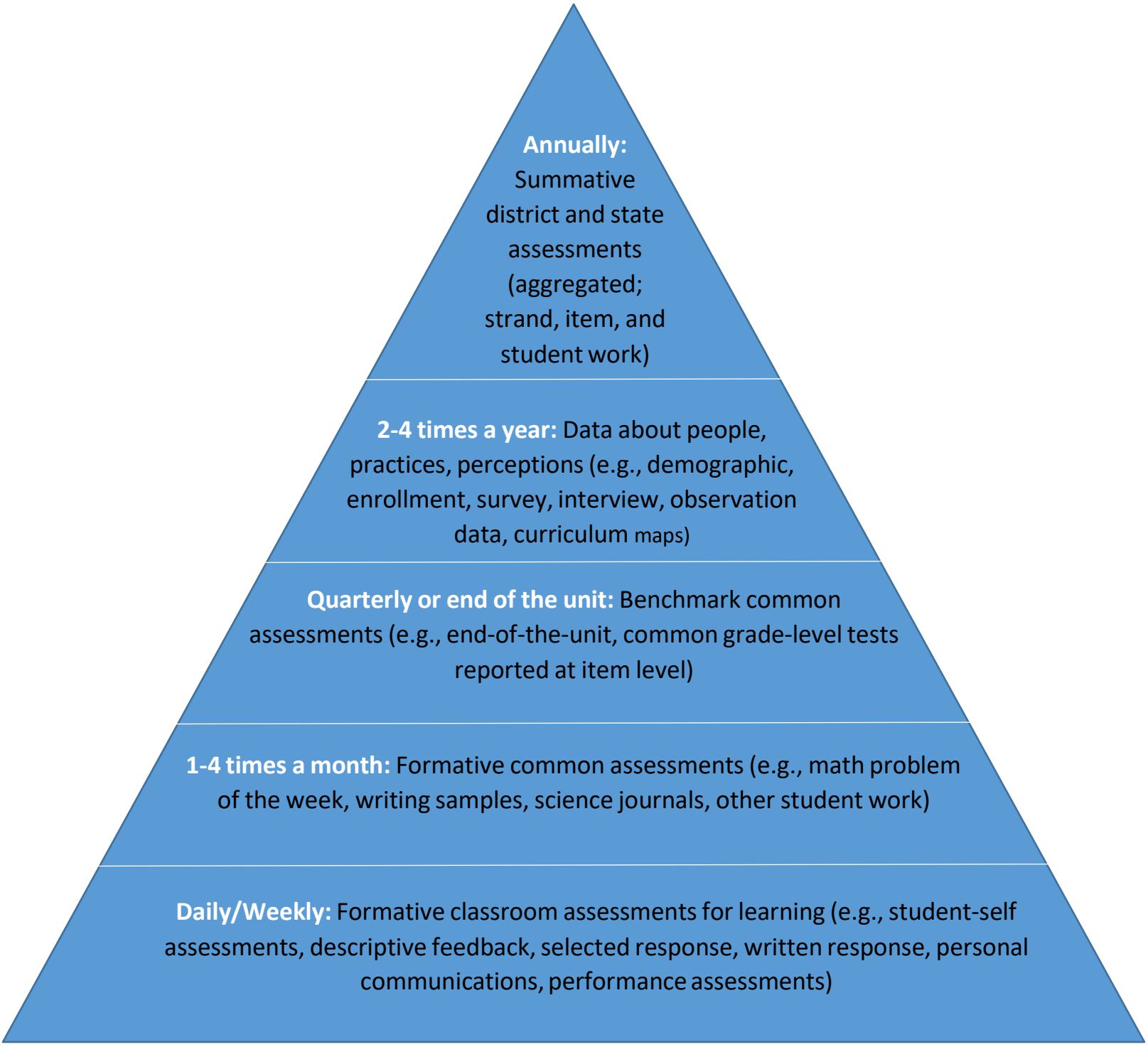
Handout #6: Demographic Data Inventory

Adapted from *The Data Coach's Guide to Improving Learning for All Students,* by Love, et al. (2008). London: Corwin Press.

- **Total student enrollment in the school for 5 years**
- **Total student enrollment in the district for 5 years**
- **Student enrollment disaggregated by gender, race/ethnicity, economic status, language, educational needs, and mobility for five years for the school and the district, including both numbers and percentages**
- **Number of teachers in the school**
- **Average years of experience of teachers in the school**
- **Percentage of teachers who are certified in their field**
- **Teacher population in the school disaggregated by gender and race/ethnicity (for past 5 years, if possible)**
- **Dropout, attendance, suspension, and retention numbers and percentages**
- **Features of the community, for example, mean income, level of education**

Handout #7: Data Collection Pyramid

From *The Data Coach's Guide to Improving Learning for All Students,* by Love, et al. (2008). London: Corwin Press.



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Handout #8: Data Synthesis Tool

Combining concepts from:

- *The Data Coach's Guide to Improving Learning for All Students,* by Love, et al. (2008). London: Corwin Press
- *Data Analysis for Continuous School Improvement,* by Victoria Bernhardt, (2004). London: Routledge.

Critical Success Factor	Demographic (Enrollment, attendance, dropout rate, ethnicity, gender, grade-level)	Perceptual (Perceptions of learning environment, values, beliefs, attitudes, observations)	Process (Description of school processes and procedures)	Student-Learning (Standardized tests, teacher observations of abilities, authentic assessments)	
	*Examined 2-4 times/year	*Examined 2-4 times/year	*Schedule depends on data source (see pyramid)	*Schedule depends on data source (see pyramid)	
CSF:				Aggregate	
				Disaggregate	

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	Strand	
	Item	
	Triangulation	
CSF:	**Aggregate**	
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	Item	

		Triangulation	
CSF:		**Aggregate**	
		Disaggregate	
		Strand	
		Item	
		Triangulation	
Problem Statement:			

Handout #9: Problem Statement Criteria

Criteria	Y/N
Substantiated by facts/data	
Written objectively	
Uses concise language	
Includes specific details (who, what, when, where)	
Focuses on a single, manageable issue	
Has relevance to our campus	
Avoids causation or assigning solutions	