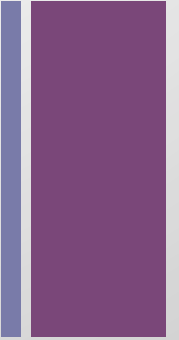# MANAGEMENT AND THE USE OF DATA

Judith E. Pitter B.SC, M.SC

PRINCIPAL

PLANTATION ELEMENTARY , FLORIDA

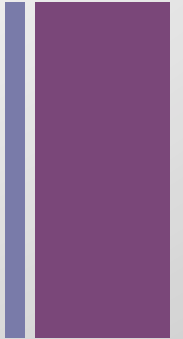**+** # Norms

- Cell phones on silence

- Limit sidebars

- Respectful of others

- Confidentiality

- Active participation

+ OBJECTIVE
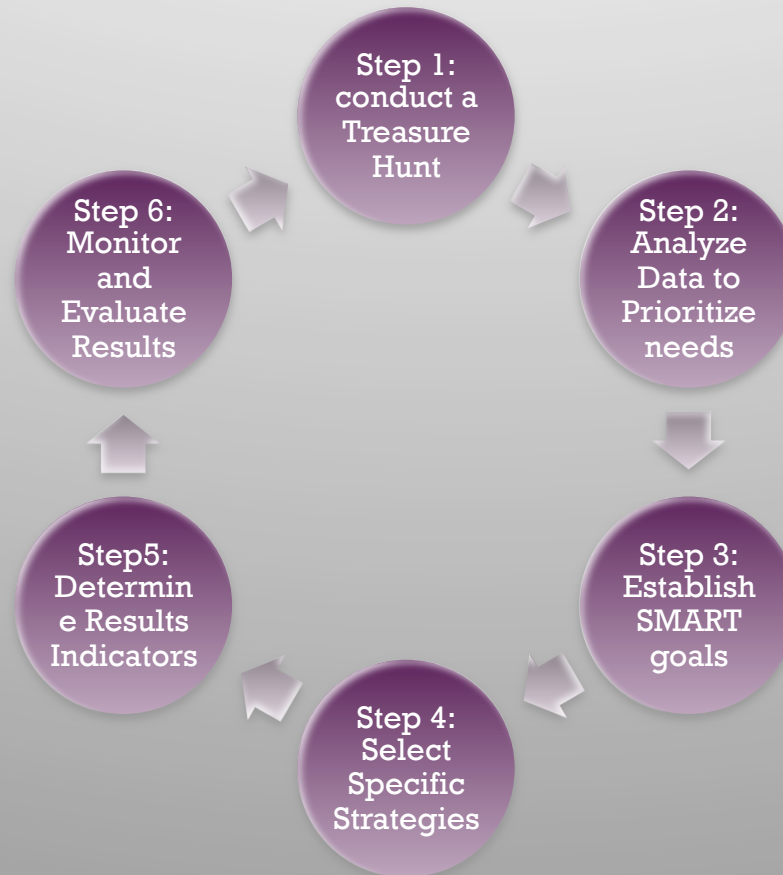
At the end of the session participants will be able to:

◆ Develop a deeper understanding of the decision making for results: Data-Driven Decision Making

◆ Increase their awareness of the relevance of data and its impact on teaching, learning and listening

◆ Apply the Decision Making for Results: Data-Driven Decision Making process to monitor teaching, learning and leadership
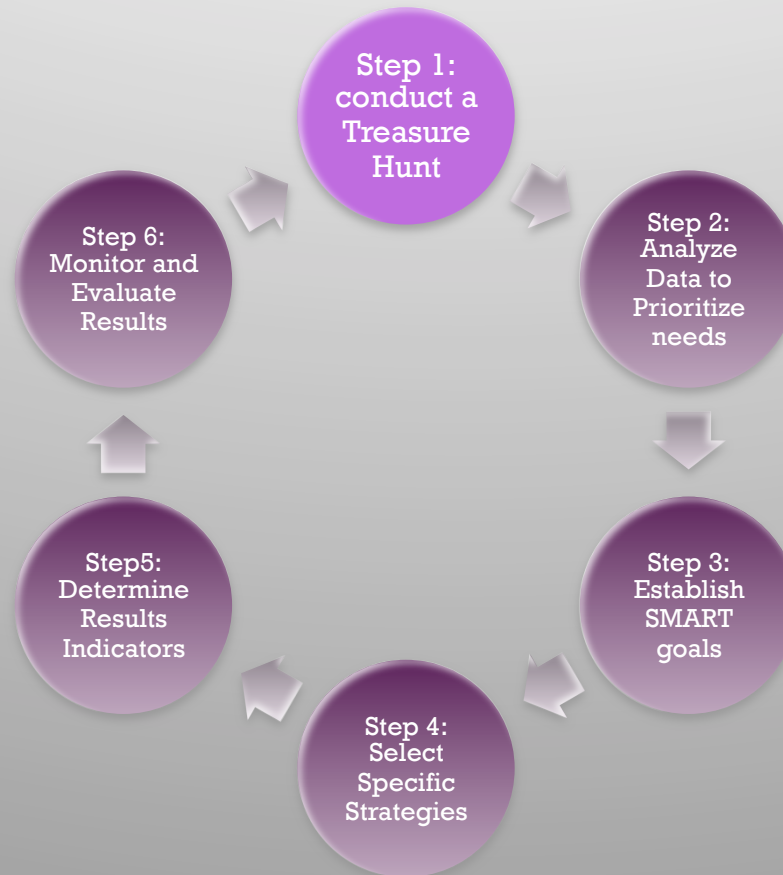
+
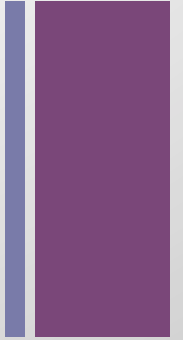
" Continuous Improvement is the foundation of effective data-driven decision making (DDMM). It provides a process to identify needed improvements, develop a strategy to make the improvements, make adjustments along the way, and learn lessons from the process for the next level of improvements; hence it is continuous."(White, 2011)
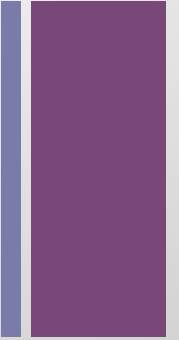
The Decision Making for Results Six-Step Results

- Step 1: conduct a Treasure Hunt
- Step 2: Analyze Data to Prioritize needs
- Step 3: Establish SMART goals
- Step 4: Select Specific Strategies
- Step5: Determine Results Indicators
- Step 6: Monitor and Evaluate Results

Conduct a Treasure Hunt

Step 1: conduct a Treasure Hunt

Step 2: Analyze Data to Prioritize needs

Step 3: Establish SMART goals

Step 4: Select Specific Strategies

Step5: Determine Results Indicators

Step 6: Monitor and Evaluate Results
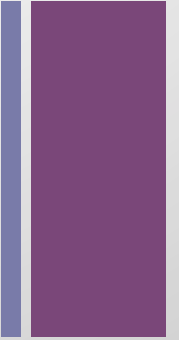
+ Treasure Hunt

Reason for treasure hunt:

To gather and organize data to gain insights about teaching, learning and leadership practices:
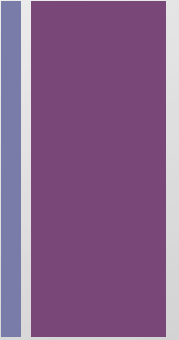
+ Treasure Hunt

◆ Identify data being utilized in your school/grade

◆ Organize the data

◆ Disaggregate data where needed

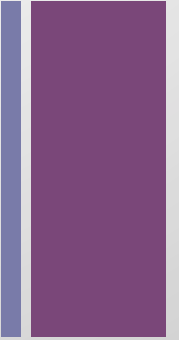# **+** Treasure Hunt

◆ If you are not performing well what are the sub skills not working

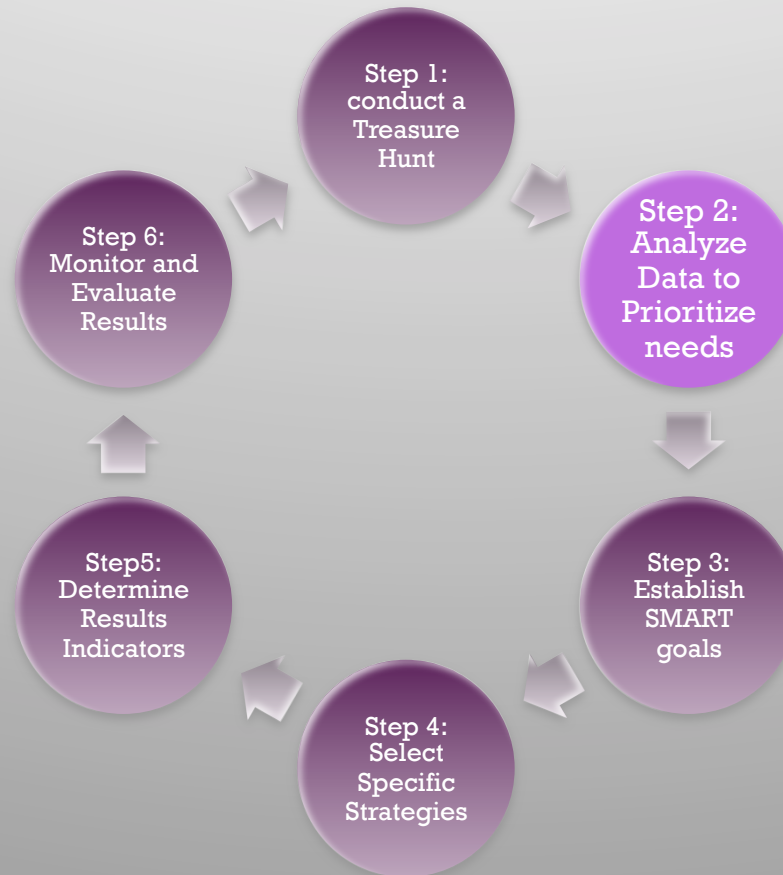◆ How is the system working

◆ Focus on systems we have control over

+

Reflection

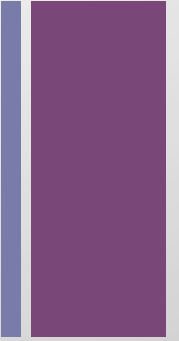What data do you disaggregate and how do you use the information?

+ Analyze data to prioritize needs

+

Analyze Data and Prioritize needs
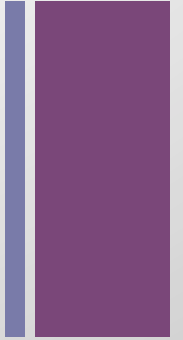
Analyze data to :

◆ Identify areas of concern

◆ Identify cause for celebration

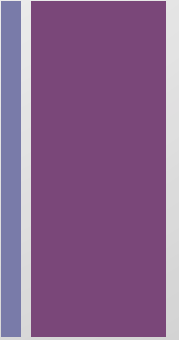◆ Complete item analysis

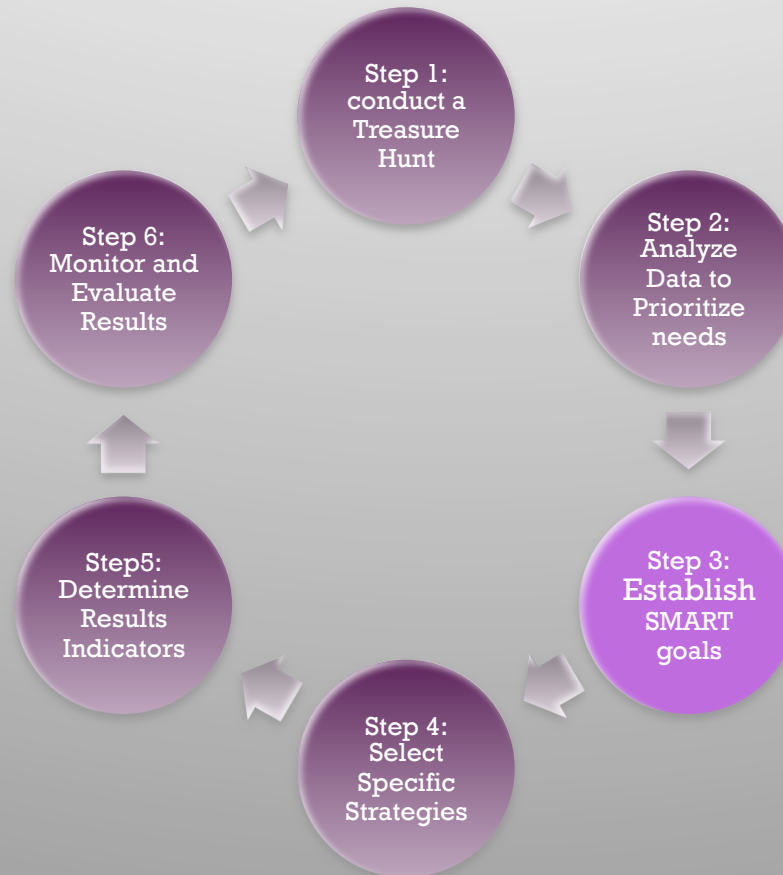◆ Identify areas of strengths/needs

Analyze Data to Prioritize needs

Quality prioritization requires a thorough understanding of:

◆ Curriculum and Power/priority standards

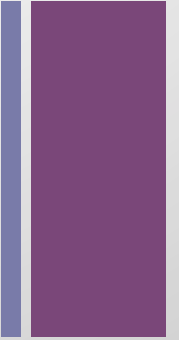◆ Quality of program implementation

◆ Factors affecting student achievement

+

"The value of data emerges only when analysis provides insights that direct decisions for students." White, 2005

+ Establish SMART Goal

Step 1: conduct a Treasure Hunt

Step 2: Analyze Data to Prioritize needs

Step 3: Establish SMART goals

Step 4: Select Specific Strategies

Step5: Determine Results Indicators
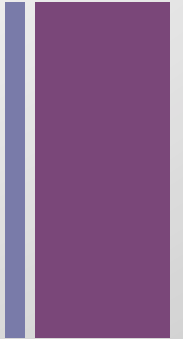
Step 6: Monitor and Evaluate Results

+ SMART

◆ Specific

◆ Measurable

◆ Achievable

◆ Relevant

◆ Timely

+ SMART Goal
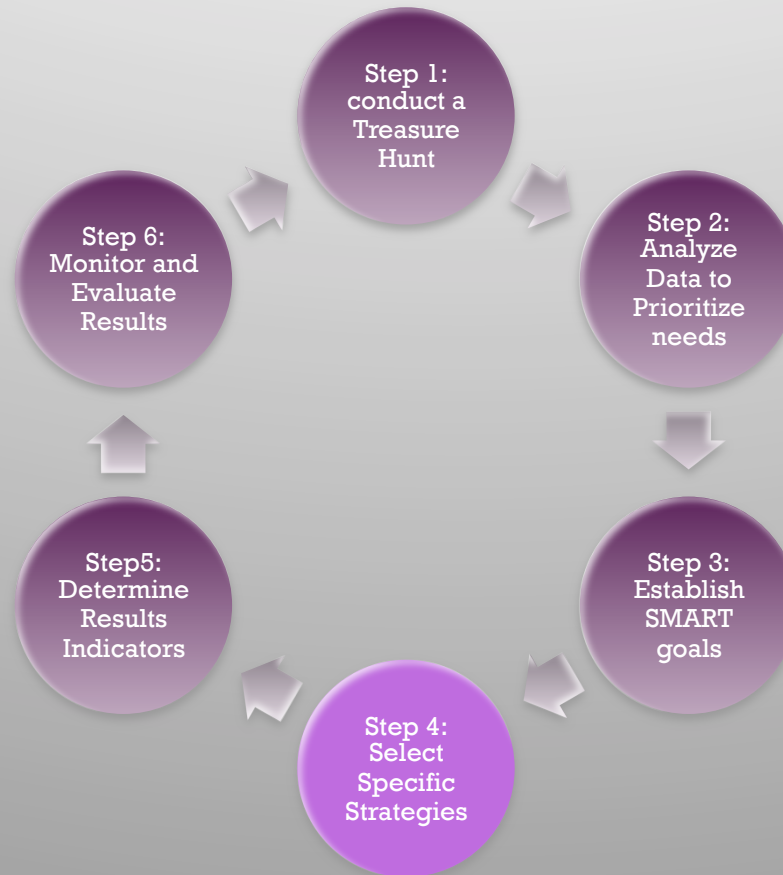
◆ Percentage of student group_____scoring proficient or higher in __(content area)_____ will increase from _____% to _____% by the end of the _____school year as measured by (Assessment tool)_____ administered in (month, year)

+
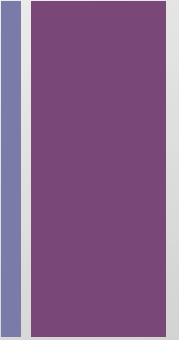
Establish Smart Goal

Discuss what would be your SMART goal as you think about your school student achievement based on your data

Select Specific Strategies

Step 1: conduct a Treasure Hunt

Step 2: Analyze Data to Prioritize needs

Step 3: Establish SMART goals

Step 4: Select Specific Strategies

Step5: Determine Results Indicators

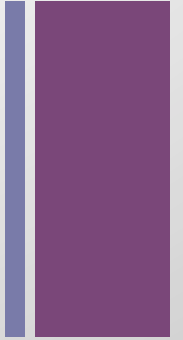Step 6: Monitor and Evaluate Results

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Select Specific Strategies

Four types of strategies

◆ Instructional

◆ Organizational

◆ Leadership

◆ Programmatic

Research- Based Strategies

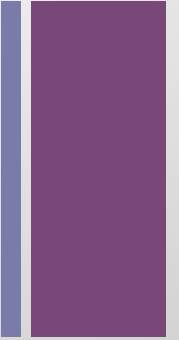| Increase	Decrease
Active learning	Student passivity
Cooperative, collaborative activity	Whole class, teacher directed instruction
Heterogeneous grouping	Tracking or leveling into ability group
Reliance on teachers descriptive evaluation	Memorization of fact
Student choice	Worksheets, workbooks , seat time
Diversity of teacher role	Presentational, one way transmission of information from teacher to student

+ Responsibilities of School leaders
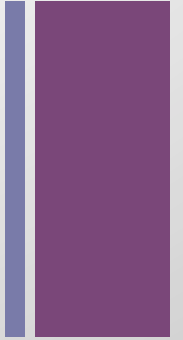
◆ Monitoring/Evaluation

◆ Outreach

◆ Flexibility

◆ Situational Awareness

◆ Change Agent

◆ Culture

◆ Communication

◆ Order

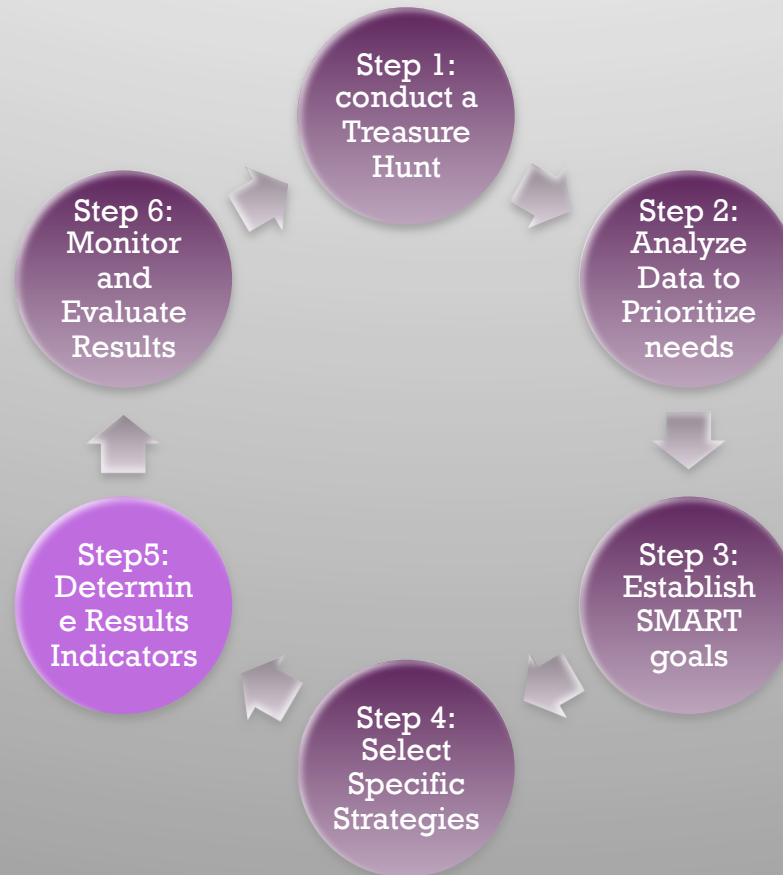◆ Knowledge of and Involvement in Curriculum, Instruction and Assessment

+ Reflection

Which strategies exist in your building?

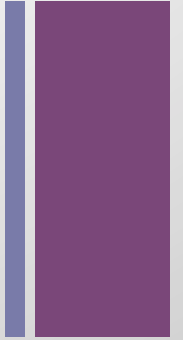Which roles does the leader in your building display?

+ Determine Result Indicator

Step 1: conduct a Treasure Hunt

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+

Determine Result Indicators

Reason: To monitor the degree of of implementation and evaluate the effectiveness of the strategy

◆Interim Assessment

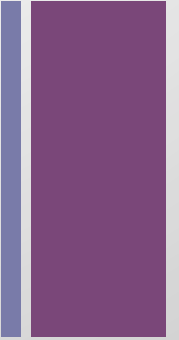◆ Determine if strategy is having the desired effect

◆Correct strategy if necessary

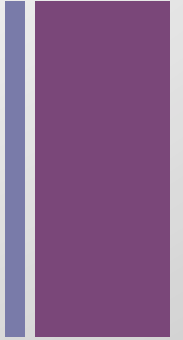# Monitor and Evaluate Results

+ Monitor and Evaluate Results

Reason:

To engage in a continuous improvement cycle :

◆ Midcourse Correction

◆ Fidelity of implementation

+ Monitor and Evaluate Results

"Inspect what you expect." (Author Unknown)

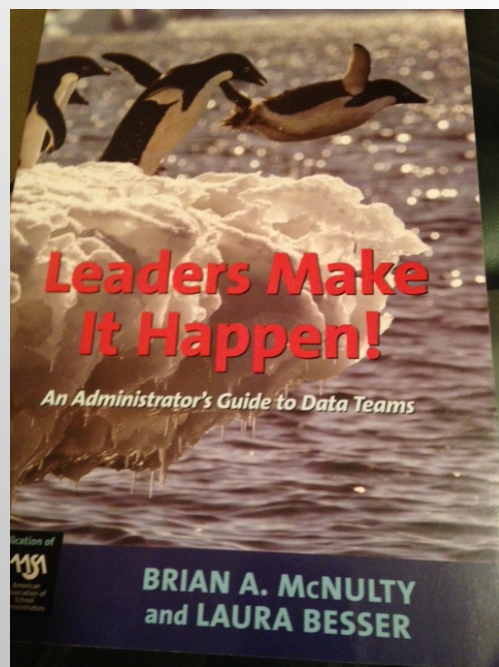Things to consider in Monitoring Plan

◆ Data Teams

◆ Monitoring Cycles

◆ Goals

◆ Strategies

◆ Student and adult Feedback

◆ Flexibility to make mid-course correction if needed

"Data is only as valuable as our ability to respond to the needs it reveals." (White, 2005)

RESOURCES

RESOURCES