

Data Driven Dialogues
Support
School Transformation

The Collaborative Learning Cycle

BRUCE WELLMAN & LAURA LIPTON, 2017

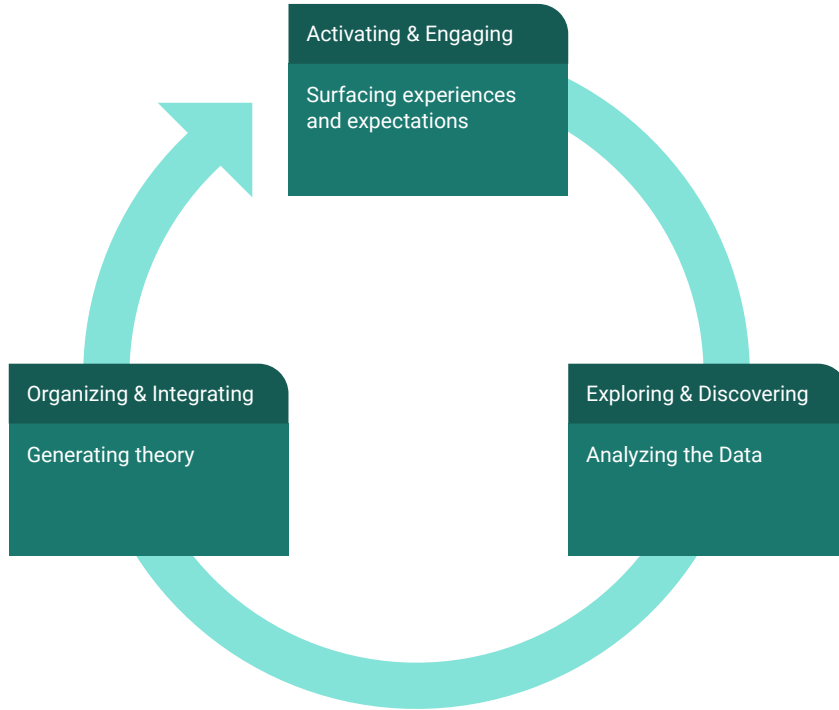
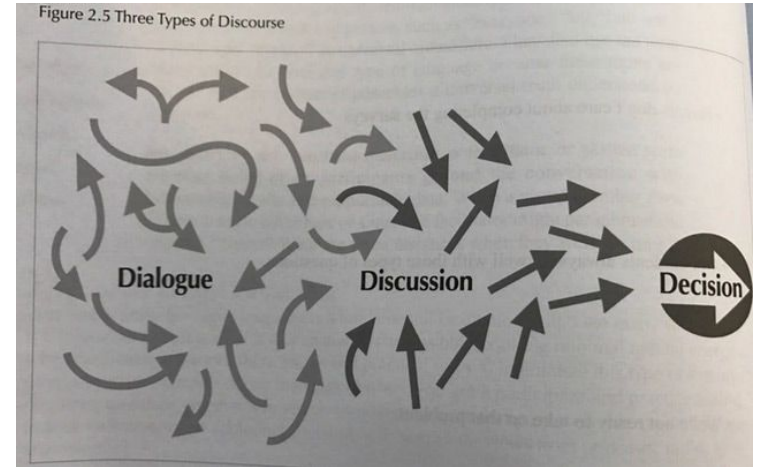


Figure 2.5 Three Types of Discourse



Assumptions

Card stack and shuffle

- — —
- Each table of 4-6 people take 3 file cards from the middle of the table. Complete the following stem with one response per card
 - **Schools with similar demographics that have composite and consistent scores above the threshold have the following characteristics or qualities....**
 - Stack and shuffle cards then place in the middle of the table

Assumption stack and shuffle continued...

Take turns at table selecting one card and have a dialogue or discussion

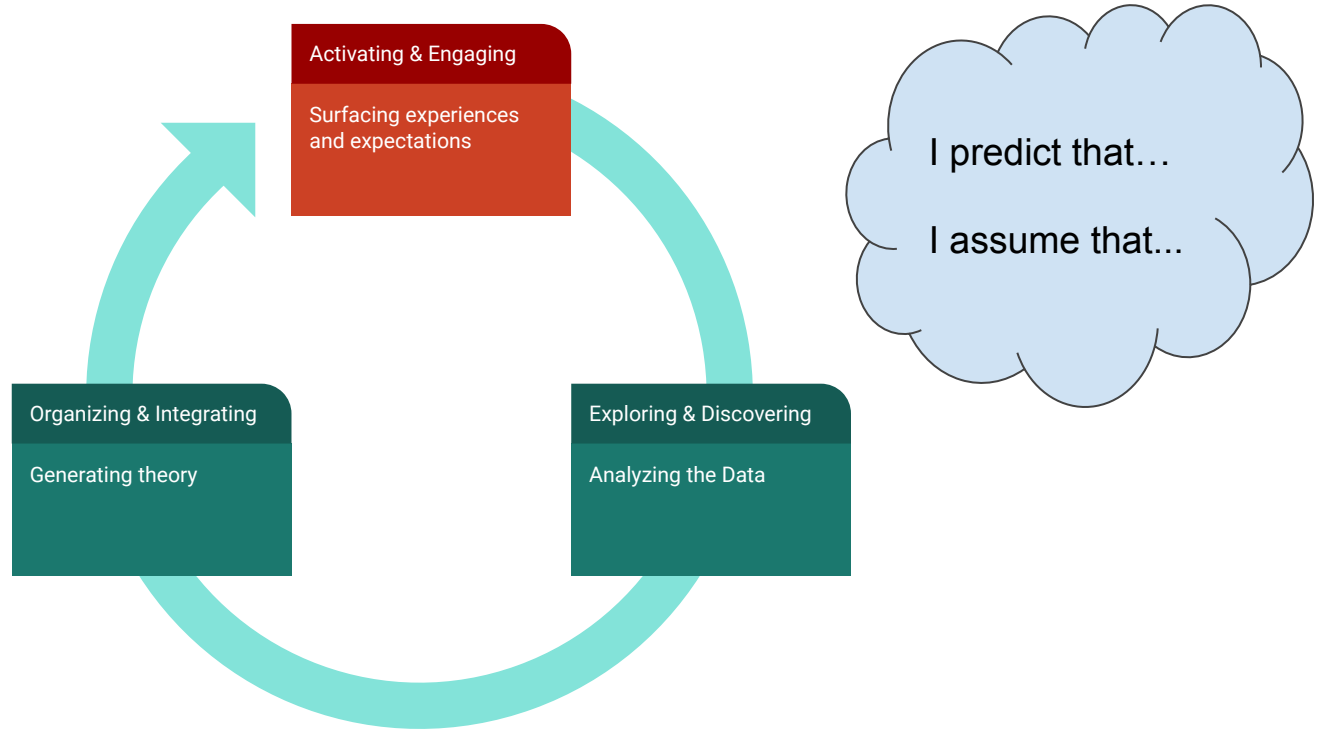
- What is the thinking behind this assumption?
- What inferences might be made from this assumption?
- What might be alternative interpretations?
- Can this assumption be generalized?

Inquiry Cycle



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WSIF Data from two middle schools in the same district serving the same grade levels and # of students

School 1: School 2

# students	649	598
Am. Indian	1.4%	1.4 %
Asian	10.8%	3.6 %
Latinx	28.7%	17.2%
White	50%	68.2%
ELL	14.9%	4.8%
SWD	16.8%	15.8%
Low Inc	61.6%	44.2%

WA School Improvement Framework Snapshot

School Status:



Select a District

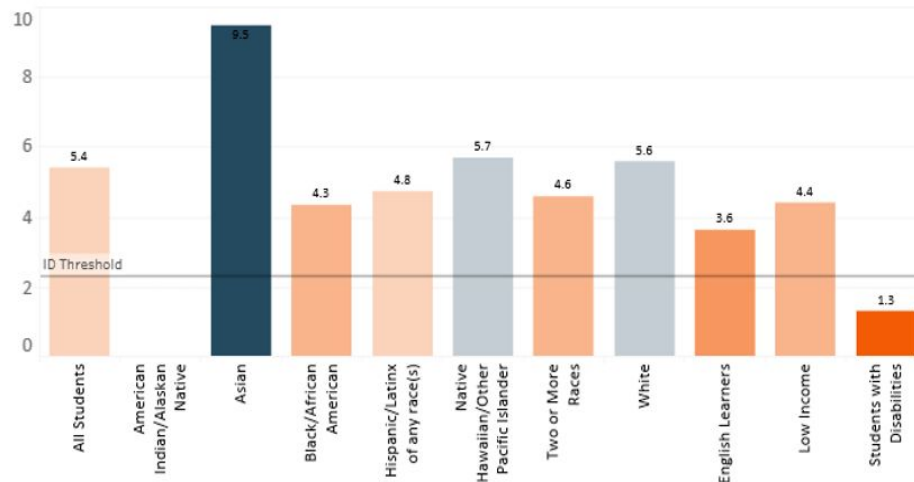
Select a School

Support Tier 1:
Targeted 1-2



Missing Data? [Click here to find out why](#)

Overall Framework Score by Student Group



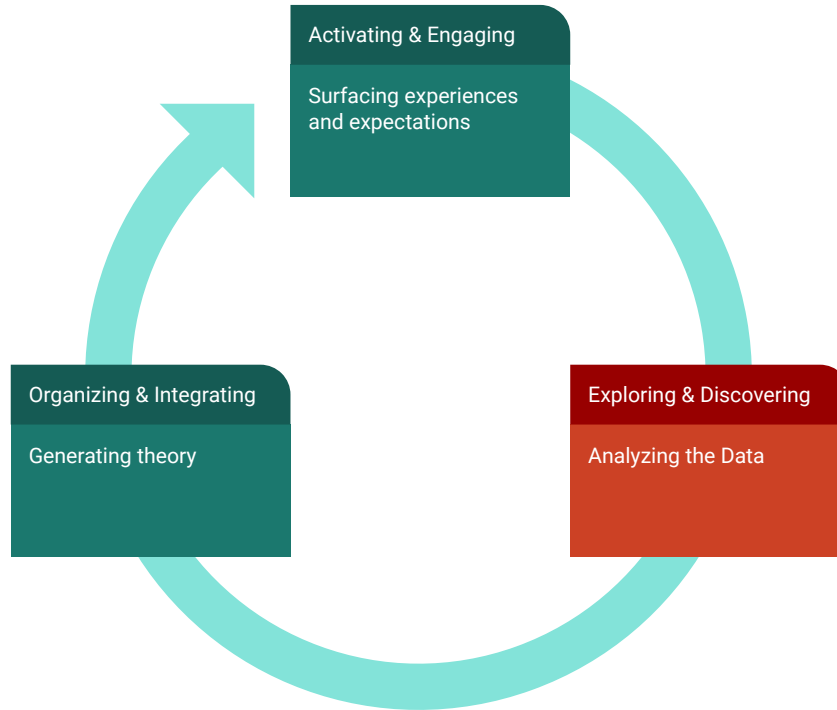
ACTIVATING & ENGAGING

— — —

- a. Select a recorder.
- b. Individually make 3-5 predictions and assumptions for overall framework scores for the same two student groups in each school.
- c. Recorder: Record these assumptions and predictions for your team.
- d. Facilitator: Ensure that each prediction connects with at least one assumption.

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OSPI WSIF Data - 2 secondary schools, same school district

WA School Improvement Framework Snapshot

Select a District

Select a School

School Status:

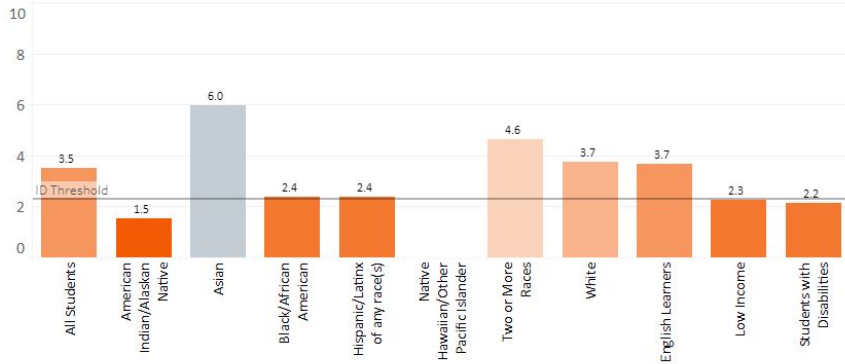
Support Tier II: Targeted 3+



1  10

Missing Data? Click here to find out why *

Overall Framework Score by Student Group




WA School Improvement Framework Snapshot


Select a District

Select a School

School Status:

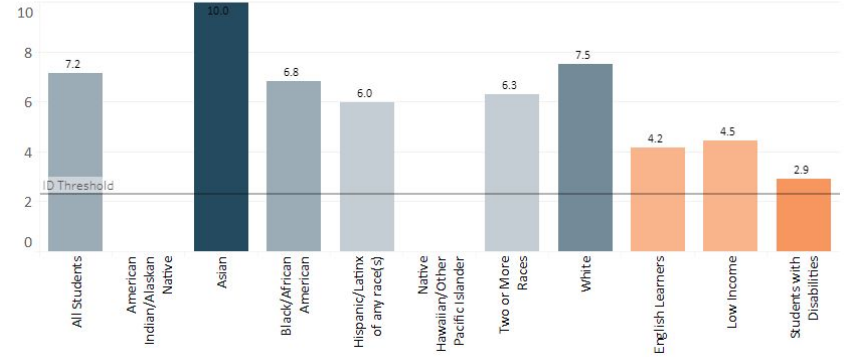
Foundational Supports



1  10

Missing Data? Click here to find out why *

Overall Framework Score by Student Group



EXPLORING & ANALYZING

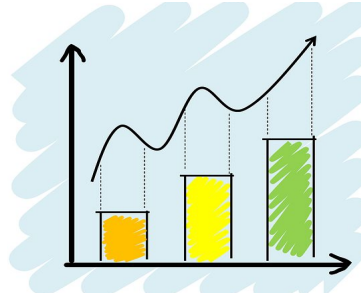
1. Compare your predictions to the data.
2. Discuss as a group.
3. Start to fill out your flip chart paper.



Table 3.1: From Rough to Refined Observations

ROUGH OBSERVATIONS	REFINED OBSERVATIONS
<ul style="list-style-type: none">• There are more English learners (ELs) this year.	<ul style="list-style-type: none">• The EL population increased from 10 percent last year to 30 percent this year.
<ul style="list-style-type: none">• There is a downward performance trend from grades 5-7.	<ul style="list-style-type: none">• Thirty-eight percent of fifth graders were proficient compared to 12 percent of seventh graders.
<ul style="list-style-type: none">• Almost half of grade 10 students are below the standard in literacy.	<ul style="list-style-type: none">• Nineteen percent of grade 10 students performed at the below basic level, and 29 percent performed at the basic level in literacy.
<ul style="list-style-type: none">• There is a real spread in the score for third-grade girls in math.	<ul style="list-style-type: none">• The median score for third-grade girls is 45 percent at or above standard.
<ul style="list-style-type: none">• Most of the students didn't punctuate correctly on this writing graph.	<ul style="list-style-type: none">• Fourteen of the twenty students didn't capitalize accurately on this writing sample.

Title of the data & District



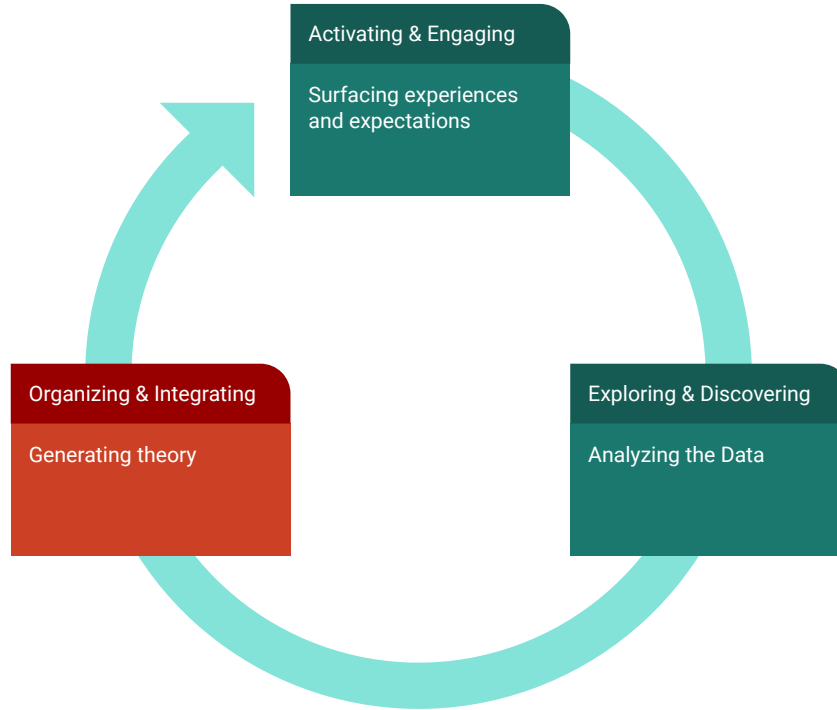
1. Important Points that “Pop-Out”
Stick to specific FACTS

2. Patterns, categories or trends that are emerging (capture them numerically)

3. What is surprising or unexpected?

The Collaborative Learning Cycle

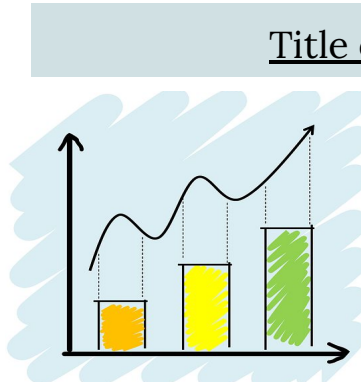
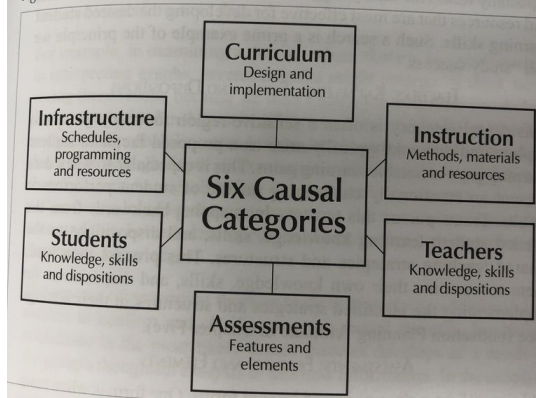
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ORGANIZING & INTEGRATING

1. Finish the process

Figure 3.4: Six Causal Categories



Title of the data

1. Important Points that
“Pop-Out”
Stick to FACTS

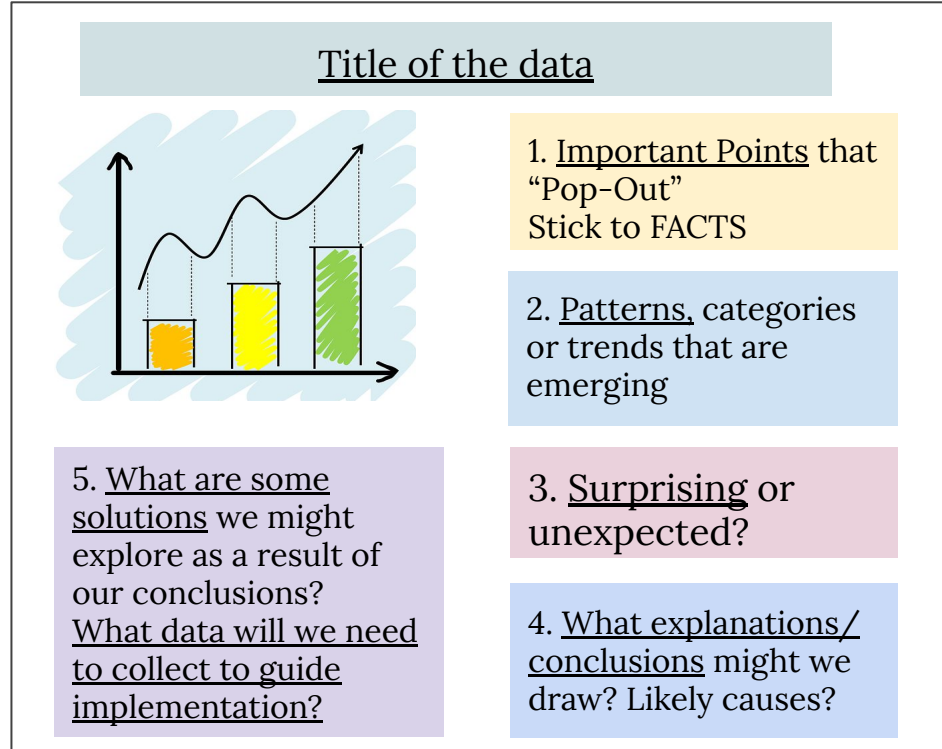
2. Patterns, categories
or trends that are
emerging

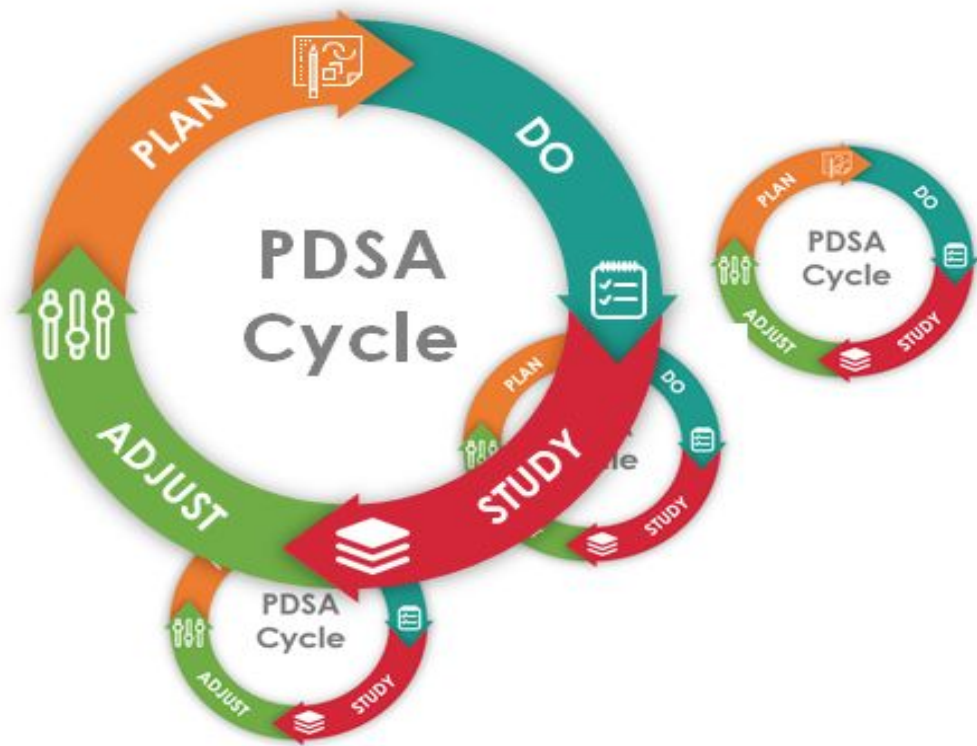
3. Surprising or
unexpected?

4. What explanations/
conclusions might we
draw? Likely causes?

ORGANIZING & INTEGRATING

1. Finish the process





Accessing OSPI State Report Card

State of Washington
OSPI
Office of Superintendent of Public Instruction

Languages | A - Z Index | Print Version

Home | Certification | Offices & Programs | Learning & Teaching | Assessment | Finance & iGrants | Data & Reports | Website Accessibility

More about the Washington honorees...

Washington State PAEMTS Awards Announced
Stop 1 2 3

What's Happening

2019 Student Support Conference
May 23-24

Measles Outbreak Notice
OSPI is aware of the measles outbreak and investigation in multiple counties. As of March 4, 2019, there have been 71 confirmed cases.

Bulletins

Superintendent Chris Reykdal

- Vision | Priorities
- What We Do
- Government Relations
- School Performance
- Contact Us

A-Z Index

Offices and Programs

State Report Card

Maps & Web sites Districts

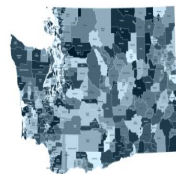
K-12 Data & Reports

E-Certification

Tweets by @waOSPI

WA State OSPI Retweeted
Dept. of Children, Youth, and Fam @waDCYF

Too many teens skip their #annualcheckup. @WADepHHealth is asking teens and young adults to make a video to help other teens stay healthy by explaining why they should get a checkup. Go to doh.wa.gov/CheckupContest to upload your video by April 14 for the chance to win \$200!



I want to see data for a school or school district

School or District Name:

start typing

clear

Go

... or choose from a list



I want to see data for

Washington State

What can I do here?

- See how my school is performing
- Find graduation rates
- Look up teacher qualifications
- Look up spending per student
- New** Use a Glossary and list of Frequently Asked Questions
- New** Find data on Kindergarten Readiness (WaKIDS)
- New** Find scores from the Washington School Improvement Framework (WSIF)

Coming Soon:

- A Compare My School feature
- Information on discipline rates
- Customizable data downloads
- See more...

<http://k12.wa.us/>

Accessing OSPI State Report Card Cont.



clear

Go

... or choose from a list

- Look up spending per student
- **New** Use a Glossary and list of Frequently Asked Questions
- **New** Find data on Kindergarten Readiness (WaKIDS)
- **New** Find scores from the Washington School Improvement Framework (WSIF)

Coming Soon:

- A Compare My School feature
- Information on discipline rates
- Customizable data downloads
- [See more...](#)



I want to see data for

Washington State



[I'm looking for the old Report Card website](#)

Glossary

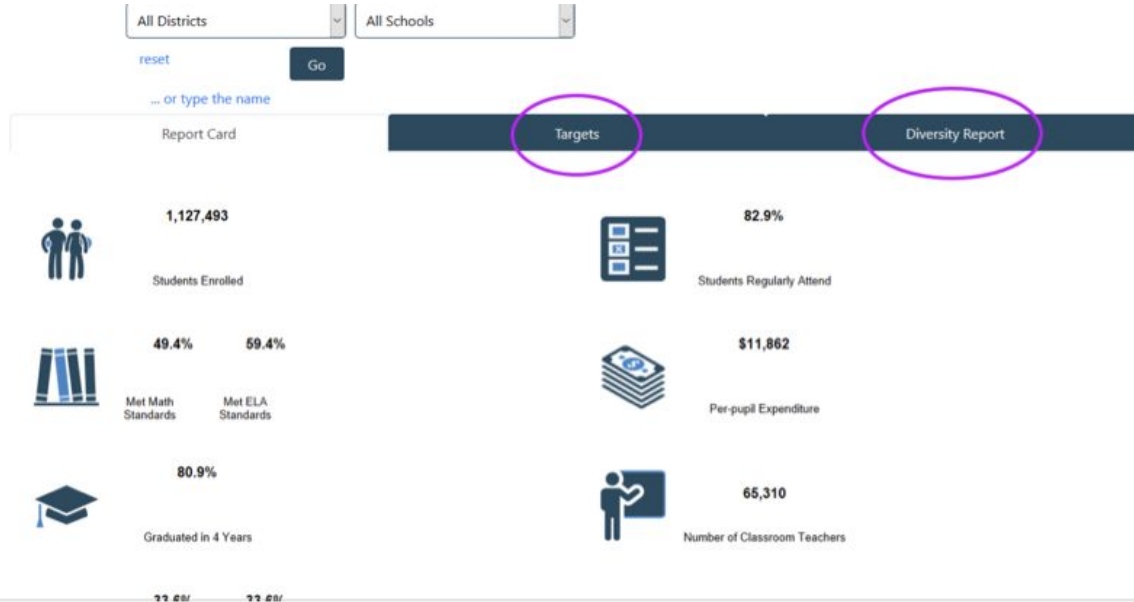
FAQ

We welcome your feedback!

If you have any suggestions or want to tell us what could be improved, please send us a message.

<https://washingtonstaterreportcard.ospi.k12.wa.us/>

Accessing OSPI State Report Card



Targets: The Every Student Succeeds Act requires states set ambitious long-term goals. In 2017, Washington state set a 10 year goal of getting each student group to a 90% graduation rate by 2027.

Diversity Report: This section of the Report Card provides information disaggregated by demographics, programs and student characteristics.

Accessing OSPI State Report Card

- The State Report Card will evolve. There may be glitches along the way.
- Items still to come include:
- A “Compare My School” feature that allows side-by-side comparisons of schools with similar attributes.
- The ability to print a one-page summary of your school’s performance in your choice of English or several other languages commonly spoken in Washington state.
- Data grouped by Educational Support Districts, Legislative Districts, Counties and more.
- If you have comments send them via the “Give Feedback” button at the bottom of every page.
- OSPI will keep the current State Report Card posted until June 30, 2019 when it will need to be taken down because it is not compliant with the Americans with Disabilities Act (ADA.) OSPI will ensure that the data contained in the current report card is still available by other means.

What data would be meaningful for your teams?

Math

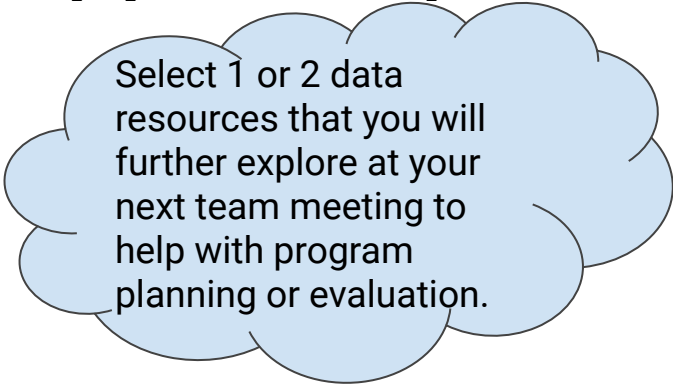
English Language Arts

Graduation

School Readiness

Pursue Worthy Problems, Which One Will You Pursue?

- — —
1. An issue with frequency, year after year.
 2. An issue is pervasive across multiple grade levels, student groups, or school settings.
 3. An issue consumes high levels of energy, time and resources.
 4. Even after an improvement bump, performance plateaus and subsequent data flat line.



Select 1 or 2 data resources that you will further explore at your next team meeting to help with program planning or evaluation.

What can we do to help?

— — —

MSIS Reports

MATH, ELA, GRADUATION RATES, SCHOOL READINESS

Reviewing Data throughout the school year will help in implementing the Service Delivery Plan.

- ❖ Write Down on your own: From the Reports TAB on **MSIS** under **Educational**, Then Share **2 MSIS** Reports commonly used that help you address a concern or provide a service.
- ❖ Table Group-please share most common among group and how does it help you? ~ Navigate through the report and share what concerns you address with this report. **Example: Finley**

MSIS Data Reports

On MSIS ~ Reports TAB, Educational, Building **Supplemental Services Summary**, example (Finley), Atten: School with no Migrant-Funded Supplement, Look At “Other Educational Services”

— — —
On MSIS ~ **Reports, Statistical, Statewide Dashboard**: The Statewide Dashboard is a summary of services provided to migrant students, data regarding unique enrollment counts, attendance and graduation data as well as WaKIDS assessment data for migrant students.

The **Washington Kindergarten Inventory of Developing Skills (WaKIDS)** is a transition process that helps to ensure a successful start to the K-12 experience and connect the key adults in a child’s life.

Three Components

1. [Family connection](#) welcomes families into the Washington K-12 system as partners in their child’s education.
2. [Whole-child assessment](#) helps kindergarten teachers learn about the skills and strengths of the children in their classrooms so they can meet the needs of each child.
3. [Early learning collaboration](#) aligns practices of early learning professionals and kindergarten teachers to support smooth transitions for children.

MSDRS Support and Trainings: **Bengie Aguilar**: Data Management Specialist/Trainer

Who is Part of Your Network? What Do You Need?

Recruiters

Records Clerk

- 1) Choose a Facilitator & Recorder
- 2) As a group, answer the following:
 - a) For 2019-2020, what do you anticipate needing to be successful in your role?
 - Trainings
 - Workshops
 - Presenters
 - Resources
 - Services
 - Events
 - Other, please indicate

Then, on the left side, indicate, who you would need/want that from.

- ESD 123
- OSPI Migrant Team
- MSDRS
- District
- Building
- Other, please indicate

MGS & MSA

FPDs

Here's What! So What? Now What?

— — —

Here's What!	So What?	Now What?
<p>Step 1:</p> <p>Discuss as a group information in Here's What! column or generate items related to topic for exploration</p>	<p>Step 2:</p> <p>In pairs, write down interpretations and/or inferences from the data related to the Here's What!</p>	<p>Step 3:</p> <p>Predictions, implications, next steps</p>

Here's What! So What? Now What? *Example*

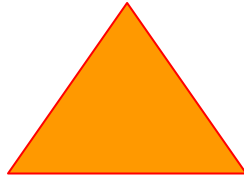
— — —

Here's What!	So What?	Now What?
<p>24% of our grade nine students are not ready for algebra.</p>	<p>We have low expectations for some students.</p> <p>Our K-8 program is inconsistent, different students get different messages.</p> <p>Our program works for many kids.</p>	<p>We need to align our K-8 curriculum, instructional practices and assessments.</p> <p>Our grade nine math offerings need some adjustments.</p> <p>We need to develop a summer math program between grades eight and nine to get kids ready.</p>

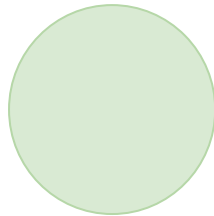
Reflection - on an Index Card



What has squared with you?



What are three points you have learned?



What is still circling around in your head?