Goals and Agenda for Data Plan TOT

8:30 Overview of CLASS

10:30 ACTIVITY – Analyzing student growth, instructional effectiveness, and progress toward
  ◦ goals. Understanding, utilizing, and accessing data reports of common assessments and
  ◦ observation tools
    ◦ CLASS (PreK), GOLD (PreK), DRDP (PreK), EduSnap (PreK-3), CELDT (K-12), CAASPP (3 and beyond)

11:30 ACTIVITY - Current Plan Progress Report

Each P3 team will:
  ◦ Analyze fall data in each of the following areas:
    ◦ Literacy/ELA, Mathematics, Social/Emotional, Environment and Instruction (CLASS and EduSnap)
  ◦ Determine if they are on track to meet goals in their current plan
    ◦ If on track - identify three strategies to maintain momentum and meet/exceed goals
    ◦ If not on track - identify three improvement strategies that will increase student outcomes and enable your school to meet/exceed goals
  ◦ Identify dates and structure for next data review session (needs to occur by mid-February)
  ◦ Determine how your team will communicate this information with your colleagues/stakeholders.
12:00 Lunch on your own

12:45 Continue Current Progress Report Activity

1:30 Break

1:45 ACTIVITY - Collaboration and Sharing
   ○ Teams will have an opportunity to:
   ○ Share challenges and/or successes encountered so far this fall
   ○ Share strategies they implemented thus far or plan to implement as a result of data analysis in order to achieve goals
   ○ Ask partner P3 schools for ideas/resources related to a challenge identified during morning data analysis session

2:30 Looking Ahead

Preview of expectations for 2017-18 Data to Action Plan that will be developed later this Spring in conjunction with P3 Grant Proposals. This will help teams plan and prepare more effectively based on individual site needs.
   ○ Common assessments and observation tools for 2017-18
   ○ Data to Action Plan Template Format
   ○ Due date
   ○ March TOT format
   ○ Support options from now through spring

3:00 Evaluations and Closing
A review of where we started
and
a look ahead to where we are going
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>10 Steps of PreK-3 System Building</td>
<td>Training and Leading Colleagues</td>
<td>Types of Assessments</td>
<td>Review and Extend Learning Regarding:</td>
</tr>
<tr>
<td>P-3 Research and Best Practices</td>
<td>Trainer Strategies</td>
<td>Purpose of Assessments</td>
<td>Assessment Types</td>
</tr>
<tr>
<td>Connecting With Early Childhood Partners</td>
<td>Facilitator Skills</td>
<td>Analyzing Data</td>
<td>Data Analysis Protocol</td>
</tr>
<tr>
<td>Establishing Your Leadership Team</td>
<td>Strength Based Alignment Process</td>
<td>Critical skills</td>
<td>Data Sharing – Assessment and Information Loop</td>
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<tr>
<td>Providing High Quality Professional Development</td>
<td>What Quality Looks Like</td>
<td>Questions to drive the analysis</td>
<td>Using Data to Inform Instruction</td>
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<tr>
<td>Connecting and Aligning PreK-3rd Grade</td>
<td>Sustainability</td>
<td>Using Data to Inform Instruction</td>
<td>Effective Practices</td>
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<tr>
<td>• Mathematics</td>
<td>Support Modules</td>
<td>Response to Instruction and Intervention Systems</td>
<td>MCF PreK-3 Common Assessments</td>
</tr>
<tr>
<td>• Literacy</td>
<td>• Focus and Goal Setting</td>
<td>• Review of Common Assessments</td>
<td>• CLASS, KOF, CELDT, CAASPP,</td>
</tr>
<tr>
<td>• Assessment Loop</td>
<td>• Strength Based Inventory</td>
<td>• Goal Setting</td>
<td>EduSnap, Social Emotional</td>
</tr>
<tr>
<td>• Moving Up Celebrations</td>
<td>• P-3 Alignment Systems</td>
<td>• Data Collection</td>
<td>(Ages &amp; Stages, DRDP, Seneca)</td>
</tr>
<tr>
<td>• Learning Walks</td>
<td>• ELA</td>
<td>• Action Planning</td>
<td>Analyze school data that has been provided</td>
</tr>
<tr>
<td>• Sustainability</td>
<td>• Math</td>
<td></td>
<td>• Utilize data protocol</td>
</tr>
<tr>
<td></td>
<td>• How Children Learn</td>
<td></td>
<td>• School team discussions</td>
</tr>
<tr>
<td></td>
<td>• Learning and Equity Walks</td>
<td></td>
<td>• Support from Kelli, Connie, Jan and each other</td>
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<td></td>
<td>Data Plan Development Team Work Session</td>
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<td></td>
<td>• Enter common assessment data in plan template</td>
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<td></td>
<td>• Work on analysis, goal setting, and instructional planning with school team</td>
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<td></td>
<td>Streamline focus and plans for MCF PreK-3 work</td>
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</tbody>
</table>
Review of Key Learning from TOTs
Goal

Current, relevant, and high-quality data from multiple sources are used to improve schools, programs, classrooms, instruction, professional development, and other systems.
“Systemness”

Michael Fullan and Doug Reeves
“Systemness” – Michael Fullan

“Develop experiences in people where they start to identify with the bigger part of the system itself.” – Michael Fullan

Goal - Cultivate “systemness”
System building is an essential component of successful and sustainable P-3 systems.

“Systems are a collection of parts that interconnect and function purposefully as a whole.”

Systems consist of “interconnecting components that depend on each other to achieve a shared mission and vision”
Systems Don’t Function Well With Variability

Variability in alignment, quality and resources = Variable output, inequality for students, and inadequate results

Mike Neece, AVID Center
Goal
Systematic target driven instructional planning and gap analysis

PreK-3 Forward Development Backward Design

- Developmental Progressions
  - Building on the strengths and skills of the previous years

Identify targets and “work backwards” from 3rd to PreK
PreK-3 Data Uses
Identify Strengths and Support Areas
Establish Goals
Identify Professional Development Needs
Inform Instruction

Plan and adjust instruction for incoming students

Adjust instruction and practices to strengthen alignment for future students

Birth-PreK Data
Kindergarten Data
1st Grade Data
2nd Grade Data
3rd Grade & Beyond

2nd Grade Data
1st Grade Data
Kindergarten Data
Birth-PreK Data
’s Data Team Model - 5 Steps
Reeves’ Data Team Model - 5 Steps

1. Collect and chart data
2. Analyze strengths and obstacles
3. Establish goals: set, review, revise
4. Select instructional strategies
5. Determine results indicators
Assessment

Accountability

Program or System Evaluation

Identify Special Needs

To Guide Children’s Development & Learning

Improve Instruction
Different Types of Data Are Required at Each Level

Tier 1
- Statewide Standards/Skill Based Assessments
- Universal Screeners
- Classroom Level Diagnostics

Tier 2
- Progress Monitoring every 4 weeks
- Targeted Diagnostics

Tier 3
- Progress Monitoring every 2 weeks
- Multidisciplinary Assessment Batteries
Top predictors for positive third grade outcomes

Small group instruction
Peer collaboration
Oral language development
Vocabulary development
Scaffolded instruction
Metacognition
Knowledge of Child Development
Neuroscience: Working Memory & Automaticity

Three Functions of Memory

<table>
<thead>
<tr>
<th>Engage in experiences</th>
<th>Interact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making connections</td>
<td>Relate to &amp; build on</td>
</tr>
<tr>
<td>Learner uses the information</td>
<td>Do something with it</td>
</tr>
</tbody>
</table>

Data Analysis Protocols
EduSnap Data Analysis Protocol

Step 1 - Describe
Step 2 – Translate Data Into the Experience of the Students
Step 3 – Consider the Implications for practice
Step 4 – Plan for Improved Practice
EduSnap Data Analysis Protocol

Step 1 - Description
◦ Describe the data.
◦ Read the data without interpretation or judgement
◦ Literally describe what you see on the chart, graph, etc...

Step Two – Translate Data Into the Experience of the Students
◦ What practices are the students engaged in?
◦ How much time are students engaged in those practices?
◦ Translate it into what the student experienced

Ritche, S.  P-3 MCF FirstSchool Training 2016
EduSnap Data Analysis Protocol

Step 3 – Consider the Implications for practice
◦ Do we see enough of the desired/proven practices reflected in the data we see?

Step 4 – Plan for Improved Practice
◦ Determine what can be done to improve the literacy experiences for the students.
◦ Determine what can be done to adequately incorporate peer collaboration.
◦ Looking at research regarding what is most effective and comparing that to the results
◦ How you are going to take the data and set goals and plans for improvement
Basic Version of a Data Analysis Protocol

Here’s what....
So what?
Now what?
HERE’S What?

Factual Statements about the data
Just the numbers and facts
No Guessing, Gut Feelings, or Yeah buts....
So What?

Analysis and interpretations of the Data

Bridge between Data and Action

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was taught?</td>
<td>How well was it taught?</td>
<td>When was it taught?</td>
</tr>
<tr>
<td>• Core curriculum alignment to standards</td>
<td>• Research based best practices</td>
<td>• Pacing / scope and sequence</td>
</tr>
<tr>
<td>• Multiple joyful learning opportunities</td>
<td>• Child development</td>
<td>• Duration of instruction</td>
</tr>
<tr>
<td>provided for essential standards and</td>
<td>• Neuroscience</td>
<td>• Frequency of instruction</td>
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<tr>
<td>skills?</td>
<td>• Engagement</td>
<td></td>
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<tr>
<td></td>
<td>• Opportunities for mastery and</td>
<td></td>
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<tr>
<td></td>
<td>authentic application</td>
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</tr>
</tbody>
</table>
Now What?

Plan of Action

What are you going to do to:

◦ Maintain Areas of strength
◦ Increase Student Growth
◦ Address Challenges
Review of P-3 Grant Common Assessments
<table>
<thead>
<tr>
<th></th>
<th>PreK</th>
<th>Kindergarten</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Grade</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Grade</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Grade</th>
<th>Beyond</th>
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<tbody>
<tr>
<td>CLASS</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>EduSnap</td>
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<td>GOLD</td>
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<td>CELDT</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>CAASPP</td>
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<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Common Assessment Task

Identify the following for each assessment:

What does it assess?
Data kind of data and information do we get from the assessment?

What do these assessments have in common?
How can we use the information to strengthen our P-3 systems?
What additional information will you need to track progress and measure outcomes?
CLASS

SEE HANDOUTS FROM PRESENTATION PROVIDED THIS MORNING BY ANGELA
EduSnap

HTTP://FPG.UNC.EDU/RESOURCES/FIRSTSCHOOL-SNAPSHOT
DRDP

HTTP://WWW.CDE.CA.GOV/SP/CD/CI/DOCUMENTS/DRDP2015PRESCHOOL.PDF
GOLD

HTTPS://TEACHINGSTRATEGIES.COM/GOLD-EARLY-CHILDHOOD-ASSESSMENT/
CELDT

HTTP://WWW.CDE.CA.GOV/TA/TG/EL/
## CELDT

http://www.cde.ca.gov/ta/tg/el/celdtfaqs.asp

<table>
<thead>
<tr>
<th>Domain</th>
<th>Test Component K-1</th>
<th>Test Component Grades 2-12</th>
</tr>
</thead>
</table>
| **Listening** | ▪ Following Oral Directions  
▪ Teacher Talk  
▪ Extended Listening Comprehension  
▪ Rhyming | ▪ Following Oral Directions  
▪ Teacher Talk  
▪ Extended Listening Comprehension  
▪ Rhyming (Grade 2 only) |
| **Speaking** | ▪ Oral Vocabulary  
▪ Speech Functions  
▪ Choose and Give Reasons  
▪ 4-Picture Narrative | ▪ Oral Vocabulary  
▪ Speech Functions  
▪ Choose and Give Reasons  
▪ 4-Picture Narrative |
| **Reading** | ▪ Word Analysis  
▪ Fluency and Vocabulary  
▪ Reading Comprehension | ▪ Word Analysis  
▪ Fluency and Vocabulary  
▪ Reading Comprehension |
| **Writing** | ▪ Copying Letters and Words  
▪ Writing Words  
▪ Punctuation and Capitalization | ▪ Grammar and Structure  
▪ Writing Sentences  
▪ Writing Short Composition |
North Carolina Social Emotional Performance Tool

SOCIAL EMOTIONAL LITERACY
SOCIAL EMOTIONAL REGULATION
CAASPP

HTTP://WWW.CAASPP.ORG/
**ELA Interim Block Assessment**

<table>
<thead>
<tr>
<th>Grades 3 7</th>
<th>Grade 8</th>
<th>High School</th>
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</thead>
<tbody>
<tr>
<td>Read Literary Texts</td>
<td>Read Literary Texts</td>
<td>Read Literary Texts</td>
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<tr>
<td>Read Informational Texts</td>
<td>Read Informational Texts</td>
<td>Read Informational Texts</td>
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<tr>
<td>Brief Writes</td>
<td>Brief Writes</td>
<td>Brief Writes</td>
</tr>
<tr>
<td>Revision*</td>
<td>Edit/Revise***</td>
<td>Revision*</td>
</tr>
<tr>
<td>Language and Vocabulary Use*</td>
<td></td>
<td>Language and Vocabulary Use*</td>
</tr>
<tr>
<td>Editing*</td>
<td></td>
<td>Editing*</td>
</tr>
<tr>
<td>Listen/Interpret</td>
<td>Listen/Interpret</td>
<td>Listen/Interpret</td>
</tr>
<tr>
<td>Research**</td>
<td>Research**</td>
<td>Research**</td>
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<tr>
<td>Performance Task</td>
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<td>Performance Task</td>
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</table>
# Mathematics Interim Block Assessments

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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<tbody>
<tr>
<td>Operations and Algebraic Thinking**</td>
<td>Operations and Algebraic Thinking**</td>
<td>Operations and Algebraic Thinking*</td>
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<tr>
<td>Number and Operations – Fractions**</td>
<td>Number and Operations – Fractions**</td>
<td>Number and Operations – Fractions**</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>Measurement and Data*</td>
<td>Measurement and Data**</td>
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<tr>
<td>Number and Operations in Base Ten*</td>
<td>Number and Operations in Base Ten</td>
<td>Number and Operations in Base Ten</td>
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<tr>
<td>Geometry*</td>
<td>Geometry*</td>
<td>Geometry*</td>
</tr>
<tr>
<td>Mathematics Performance Task</td>
<td>Mathematics Performance Task</td>
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<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tbody>
<tr>
<td>Ratios and Proportional Relationships</td>
<td>Ratio and Proportional Relationships**</td>
<td>Expressions &amp; Equations I**</td>
</tr>
<tr>
<td>The Number System*</td>
<td>The Number System**</td>
<td>Expressions &amp; Equations II (with Prob/Stat)*</td>
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<tr>
<td>Expressions and Equations**</td>
<td>Expressions and Equations**</td>
<td>Functions**</td>
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<tr>
<td>Geometry**</td>
<td>Geometry*</td>
<td>Geometry**</td>
</tr>
<tr>
<td>Statistics and Probability*</td>
<td>Statistics and Probability*</td>
<td>Mathematics Performance Task</td>
</tr>
<tr>
<td>Mathematics Performance Task</td>
<td>Mathematics Performance Task</td>
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</tr>
</tbody>
</table>
CAASPP Interim Block Assessment Video

http://www.cde.ca.gov/ta/tg/sa/iareportingsystem35.asp
Thank You!

Keep up the good work!

You are making a difference for children and families in your community!