Data Walls/Data Rooms

Accountability for All

- Silence your cell phones
- Please check and/or reply to emails during the scheduled breaks
- Be an active participant
- Do not hesitate to ask questions

Vision

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

©MDE – Board of Education Strategic Plan

State Board of Education Goals
5-Year Strategic Plan for 2016-2020

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- ✓ All Students Proficient and Showing Growth in All Assessed Areas

- ✓ Every Student Graduates High School and is Ready for College and Career

- ✓ Every Child Has Access to a High-Quality Early Childhood Program

- ✓ Every School Has Effective Teachers and Leaders

- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

Strong Readers = Strong Leaders Campaign

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students

- Campaign aims to equip parents and community members with information and resources to help children become strong readers

**Strong Readers =
Strong Leaders Campaign**

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How can districts get involved?

- Post logo and link to strongreadersMS.com on district website
- Share PSA on website and social media
- Like Strong Readers on Facebook and follow **@StrongReadersMS** on Twitter
- Help implement mentoring program
- Distribute bookmarks and posters

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- What is a data wall?

- Benefits of a data wall

- Data wall privacy

- Setting up a data wall

- Planning and goal setting

Understanding the Data Wall

- A visual, interactive representation of data that displays results over a period of time.
- An "at a glance" look at the school's data as a whole, for specific classrooms, and individual students.

Purpose of a Data Wall

- Identify trends for strengths and weaknesses in
    - the school,
    - each grade,
    - certain student populations
- Use data walls to make instructional decisions
- Collaborate to exchange ideas for interventions and teaching strategies
- Display individual student cards to decrease the chance of losing a student in the system
- Facilitate team engagement and learning
- Create visuals that anchor teachers' and campus work, and can be shared with other audiences

Benefits of School-Wide Data Walls

- Encourages ownership

- Influences choices in instructional strategies

- Promotes a wider repertoire of instructional strategies

- Builds collaboration through a team approach

- Allows school teams to target sets of students for the school, the performance level, small groups, and/or individual students

- Promotes collaboration

- Encourages self-reflection

Benefits of a Classroom Data Wall

- Communication tool
- Useful in establishing guided reading groups
- Quickly establishes those students who require additional assistance (intervention)
- Supports capacity building
- Influences decision-making

The Actual Data

- Assessment is the first step in an effective teaching cycle.

- Evaluating the assessment results reveals the information needed to plan for instruction.

- Using the data to create and frequently update the data wall will lead to accountability.

Setting Up Data Walls:
Understanding What To Do and What *Is* and *Isn't* Allowed

Data Wall Privacy

School Wide Data Wall

- Spot with no access by students and/or parents (FERPA Law)

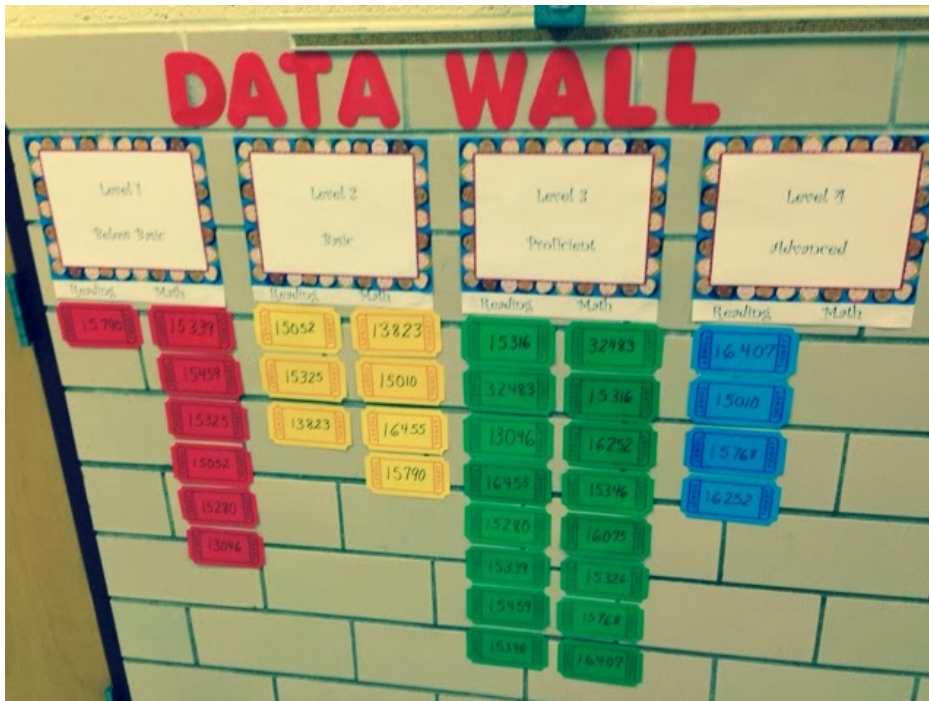- Student names can be used as long as the location is **secure**.

Classroom Data Wall

- Located in the classroom

- No names listed (must come up with an alternate method for recording)

General Data Wall
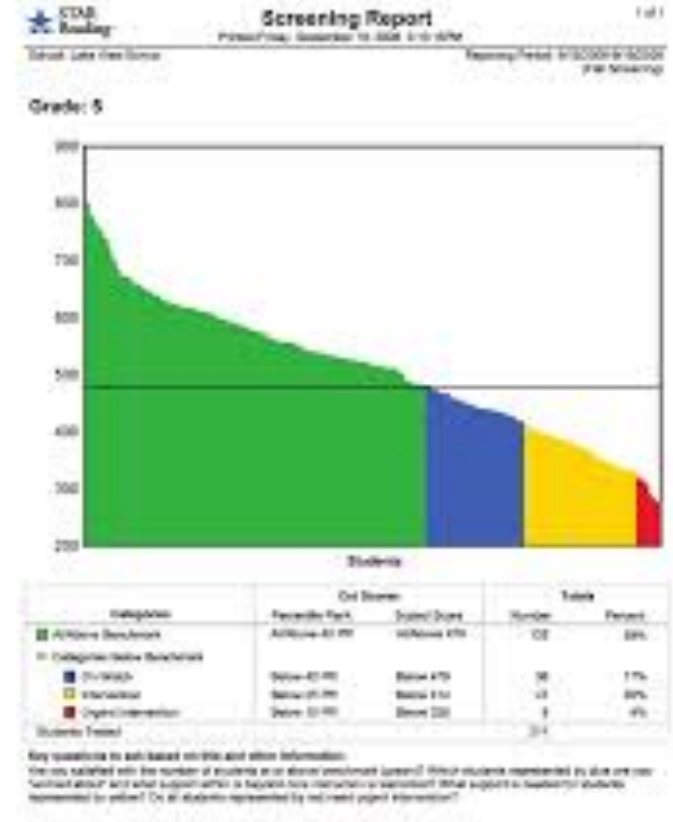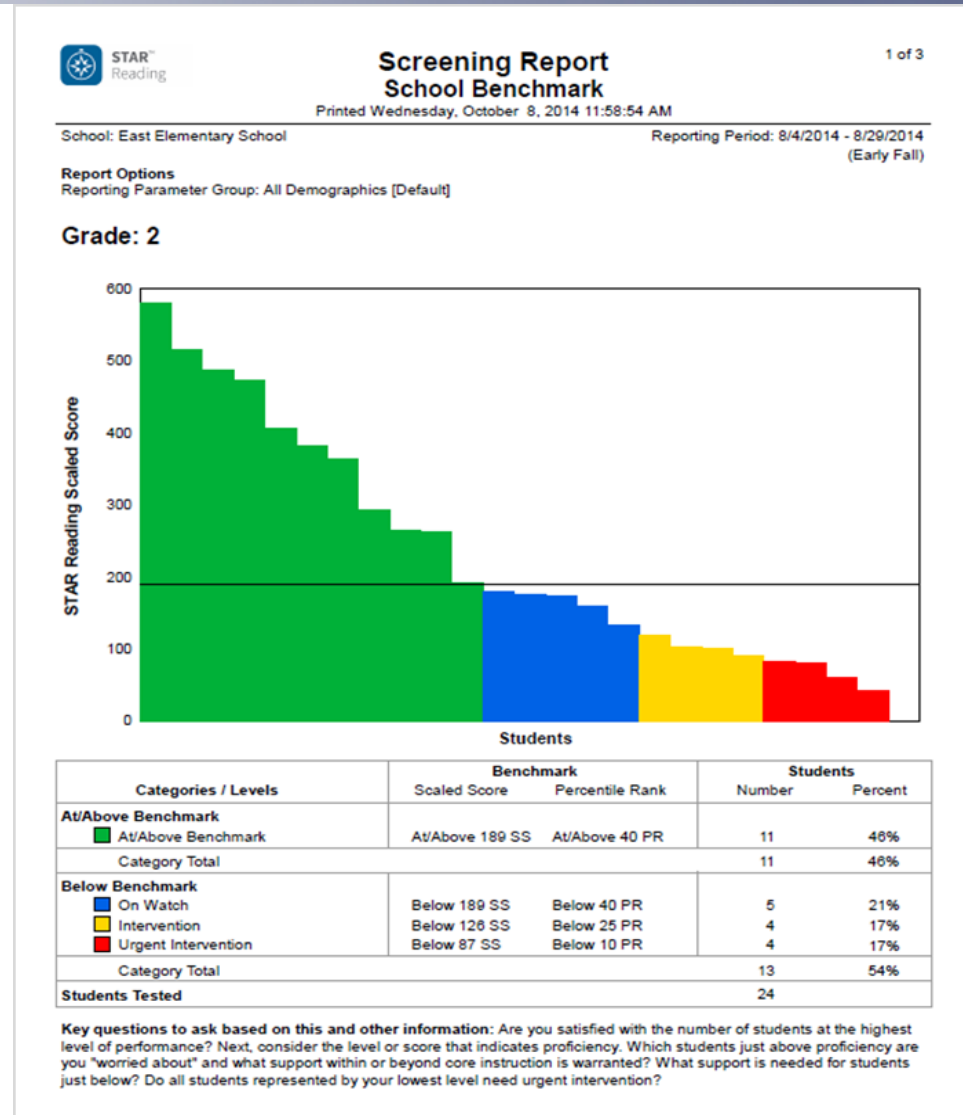
- Public Access

- No Names

- Ex: STAR Graphs

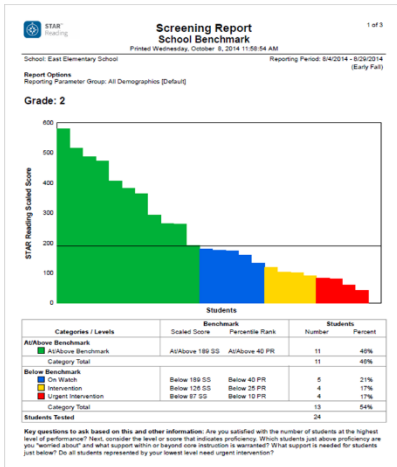©MDE – Office of Elementary Education and Reading

What is a STAR Screening Report?

The report provides a graph of students identified in each of four categories based on percentile rank on the universal screener, which is given three times per year (or monthly if you choose to progress monitor).

- In a secure location, color code the area to match the STAR screening colors on the screening report. (green, blue, yellow, red)

- Have teachers fill out data cards for each student.
- Plot cards on the data wall. (Color code the cards by classroom or section off the wall for each grade.)

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Data Card

Student:		Grade:		Teacher:	
IEP	ELL	GIFTED		SPEECH	

Retention: K 1st 2nd 3rd

STAR DATA PROGRESS MONITORING

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr

STAR DATA

BOY	MOY	EOY

Data Card

Student:					Teacher:
IEP	ELL	Gifted	Speech	Tier	# of Absences

Retention: K 1st 2nd 3rd

STAR Reading

9/14	10/14	11/14	12/14	1/15	2/15	3/15	4/15

MAP	BOY	MOY	EOY

Progress Monitor

____ Grade Data Card

Student Name					Teacher			
IEP ☐	ELL ☐	Gifted ☐	Speech ☐	Tier 2 3	Grade Retained:			

STAR (Circle One)	BOY		MOY		EOY		Date: BOY: _____ MOY: _____ EOY: _____	
E Lit. / Reading								

	1	2	3	4	5	6	7	8	9
Progress Monitor									

	1st 9 Weeks		2nd 9 Weeks		3rd 9 Weeks		4th Nine Weeks	
Reading Grade								

	1	2	3	4	5	6	7	8	9
Days Absent									

Student:					
IEP	ELL	Gifted	Speech	Tier	# of Absences

Retention: K 1st 2nd 3rd

STAR Reading	BOY	MOY	EOY
STAR Early Lit	BOY	MOY	EOY
MAP	BOY	MOY	EOY

Progress Monitor

- The first week of the month test all students on the STAR assessment.

- The second week of the month hold a PLC for teachers to plot student data and discuss next steps.

- Use the instructional report to group students and meet their specific needs.

Utilizing the Data
Progress Monitoring and Setting Goals

- The Literacy Based Promotion Act lists five Good Cause Exemptions for students to be promoted to the Fourth Grade without passing the Gate. Two of those Exemptions relate directly to SPED:

    b. Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law

    c. Students with a disability who participate in the accountability assessment and who have an IEP or Section 504 plan that reflects that *the student has received intense remediation in reading for two (2) years* but still demonstrates a deficiency and was previously retained

- The question we need to ask is

"How are we documenting interventions and supports for our SPED students?"

Documenting Interventions

- Teachers can keep track of students' progress monitoring through additional graphs and charts in the data room. One wall might be dedicated to STAR data, while a chart beside it reflects individual students' growth on weekly, bi-weekly, or monthly progress monitoring specific to their IEP.

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Data Card

Student:		Grade:		Teacher:	
IEP	ELL	GIFTED	SPEECH		
Retention:	K	1st	2nd	3rd	

STAR DATA PROGRESS MONITORING								
Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr

STAR DATA			
BOY		MOY	EOY

____ Grade Data Card

Student Name				Teacher		
IEP ☐	ELL ☐	Gifted ☐	Speech ☐	Tier 2 3	Grade Retained:	

STAR (Circle One)	BOY		MOY		EOY		Date: BOY: _____ MOY: _____ EOY: _____
E Lit. / Reading							

Progress Monitor	1	2	3	4	5	6	7	8	9

Reading Grade	1st 9 Weeks		2nd 9 Weeks		3rd 9 Weeks		4th Nine Weeks	

Days Absent	1	2	3	4	5	6	7	8	9

Data Card

Student:					Teacher:	
IEP	ELL	Gifted	Speech	Tier	# of Absences	
Retention:		K	1st	2nd	3rd	

STAR Reading							
9/14	10/14	11/14	12/14	1/15	2/15	3/15	4/15

MAP	BOY	MOY	EOY

Progress Monitor							

Student:						
IEP	ELL	Gifted	Speech	Tier	# of Absences	
Retention:		K	1st	2nd	3rd	

STAR Reading	BOY	MOY	EOY
STAR Early Lit	BOY	MOY	EOY
MAP	BOY	MOY	EOY

Progress Monitor							

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⭐ For the new IEP format, we must be able to track growth in our SPED students.

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KEEP CALM LOOK PASS THE DISABILITY... AND SEE THE ABILITIES!!

A CHILD WITH SPECIAL NEEDS
May Learn Differently...
May Act Differently...
May Speak Differently...
May Think Differently...
May Remember Differently...

JUST LIKE EVERY OTHER CHILD IN THIS WORLD.

"Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding."
- Robert John Meehan

Examine all data and discuss the following:

- Are ALL students receiving differentiated instruction in your teacher led group (Tier I)?
- Have you identified students' rate of growth?
- Are "**Urgent Intervention**" and "**Intervention**" students receiving interventions?
- Are "**On Watch**" and "**At or Above**" students receiving enrichment or additional support?
- Which students are receiving Tier II or Tier III instruction?
- Are you using the Class Instructional Planning Report? How?
  - o Discuss how your flexible small groups have changed.
  - o Discuss how you are differentiating instruction based on your data.

*Quarterly: Create a list of students
who will receive a reading deficiency letter.*

- "…the next issue is that of using the data so that instruction is characterized by precision and teaching is focused on the learning needs of each student. There is no value in assessing students if it does not impact learning and instruction."
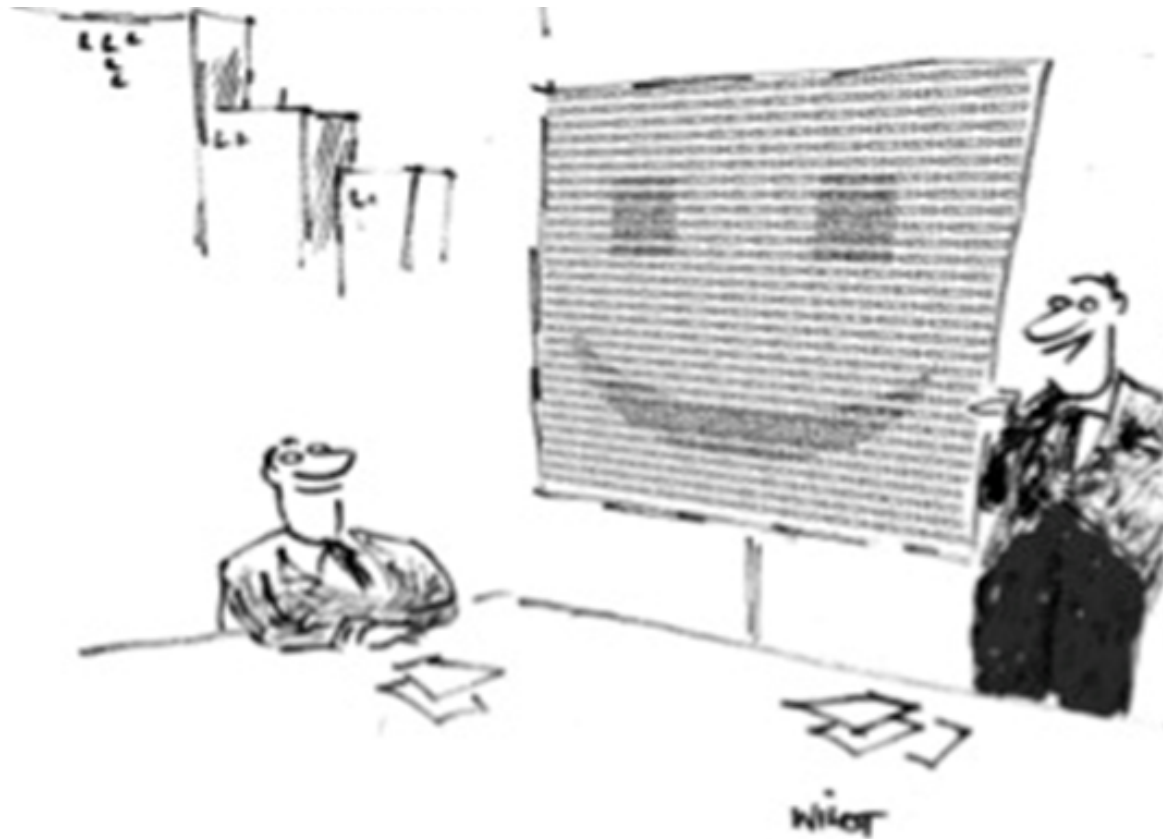
    Fullan, Hill & Crevola, 2006

Noodle Doodle Anchor Chart

- What are the 4 most important points you learned?
- In groups draw a picture to represent each of the 4 points
- You may NOT use any WORDS
- You may ONLY use illustrations

"We're beginning to see some positive patterns in the emerging data."

Questions and Answers

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