

Data Driven Instruction Practices

Holland Central School District

DTSE Institute

May 8, 2014

Presenters

- Carl Guidotti – Jr. Sr. High Principal
- Laurie Gregory – Director of Curriculum

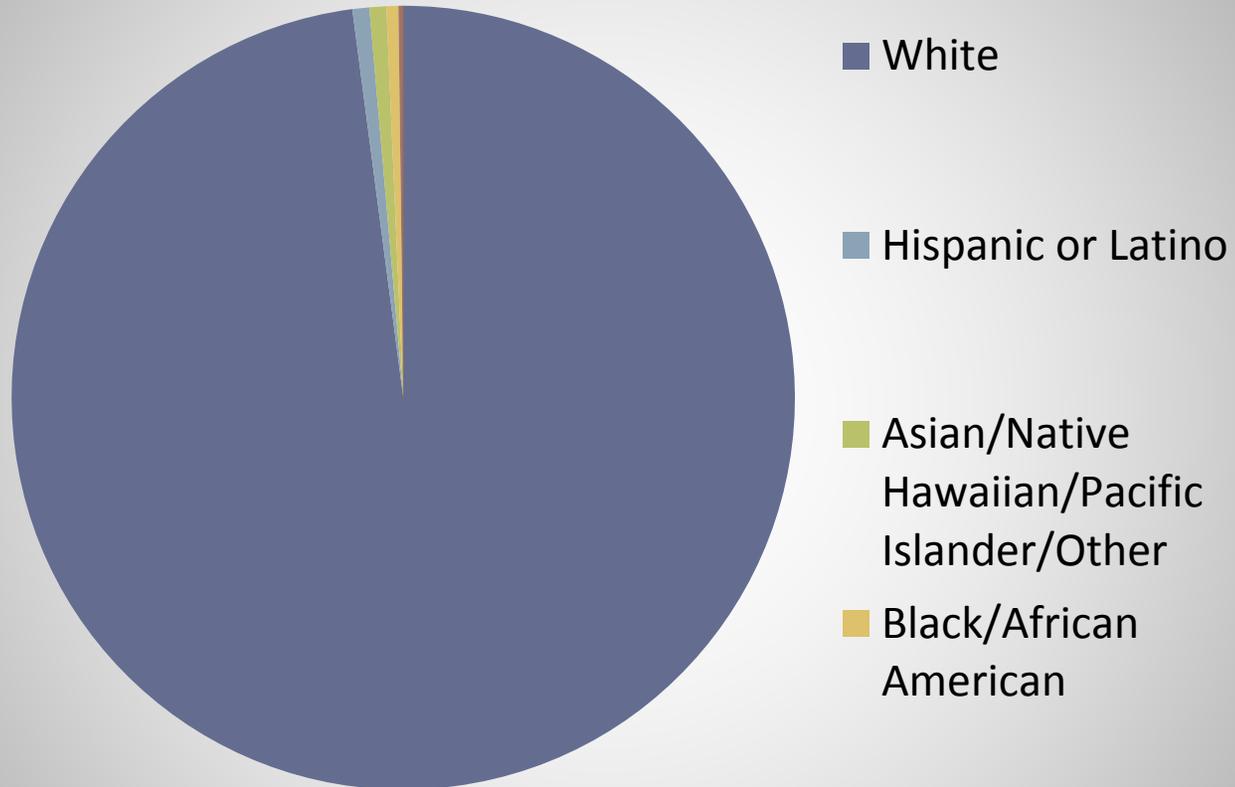
About HCSD

- Small rural district in Erie County
- 938 students
- UPK-6 and 7-12 buildings
- Jr. Sr. High (7-12) is our Reward School

About HCSD

- 46% Title I Population
- 10% Students with Disabilities
- 0% Limited English Proficient
- 11% Free and 4% Reduced Lunch

About HCSD



Jr. Sr. High Achievements

- Ranked 17th in Western New York by Business First Magazine
 - Math department in top 10% in WNY
- Named one of America's Best High Schools by Newsweek
- Made the Advanced Placement Honor Roll
- Met AYP in all areas of accountability for the past two years
- 94% Graduation Rate
- Regents passing rates above 90% in ELA, math, and most other subject areas

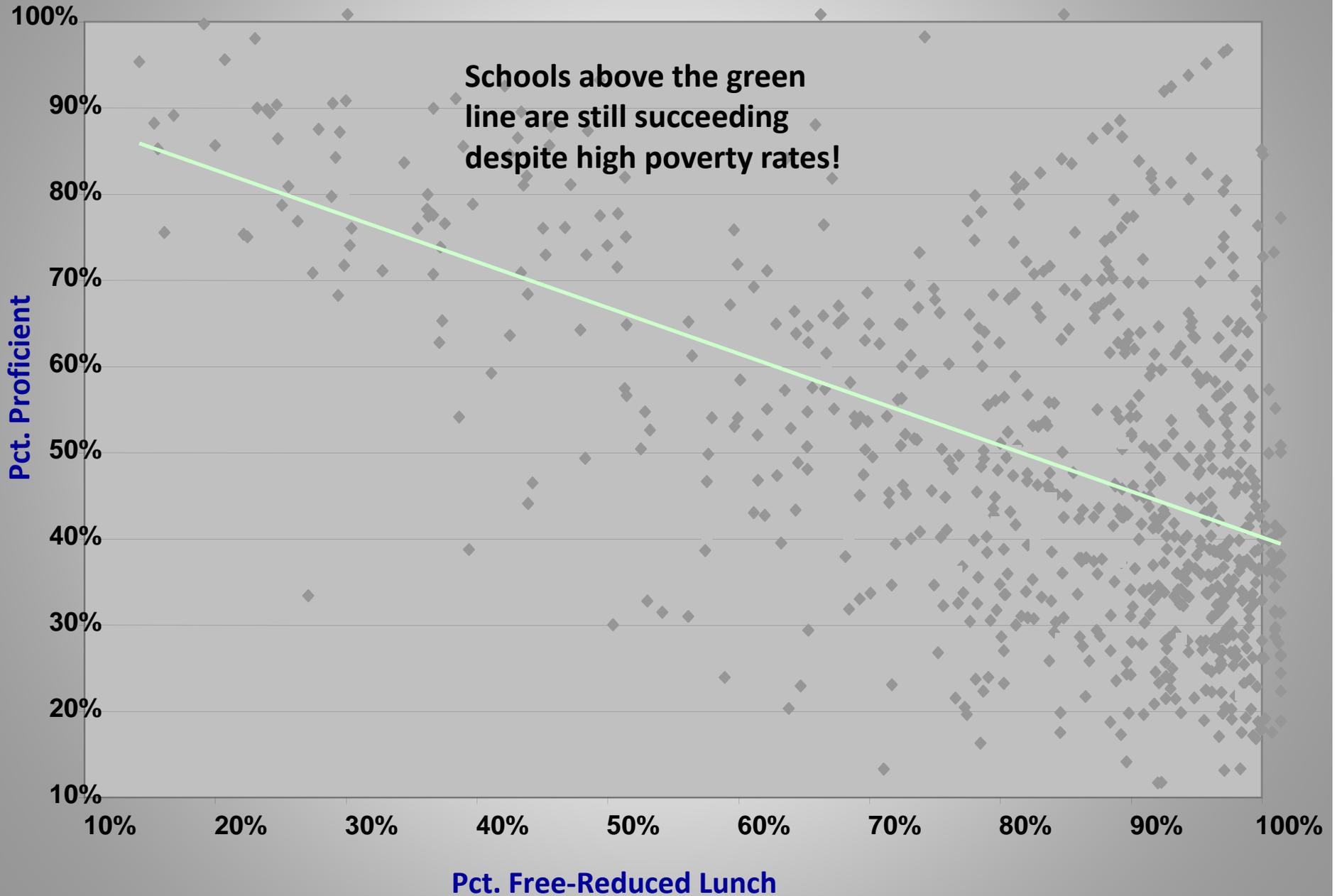
A Great Resource

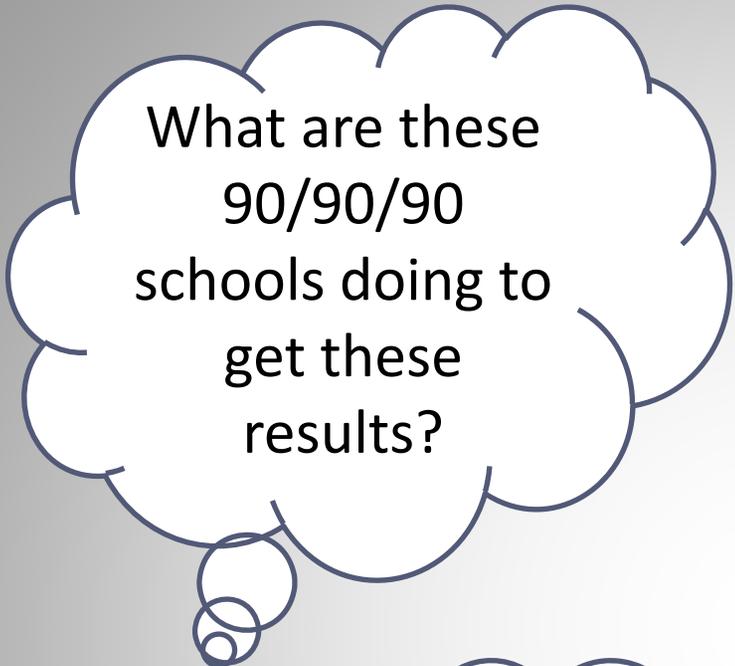
Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction.*

San Francisco, CA: Jossey-Bass, 2010. Print.

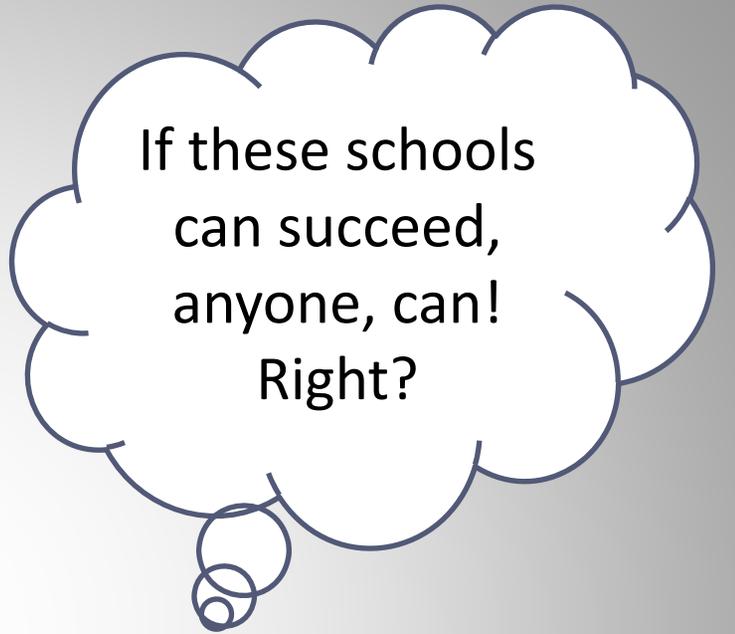
What will lead to genuine change?

NY State Public School ELA 4th Performance vs. Free-Reduced Rates

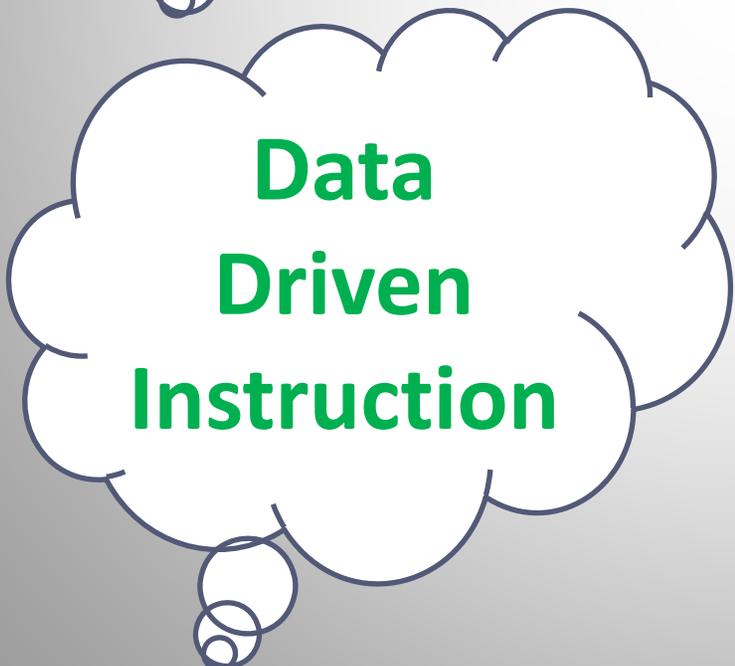




What are these
90/90/90
schools doing to
get these
results?



If these schools
can succeed,
anyone, can!
Right?



**Data
Driven
Instruction**



YES!

THE FOUR KEYS:

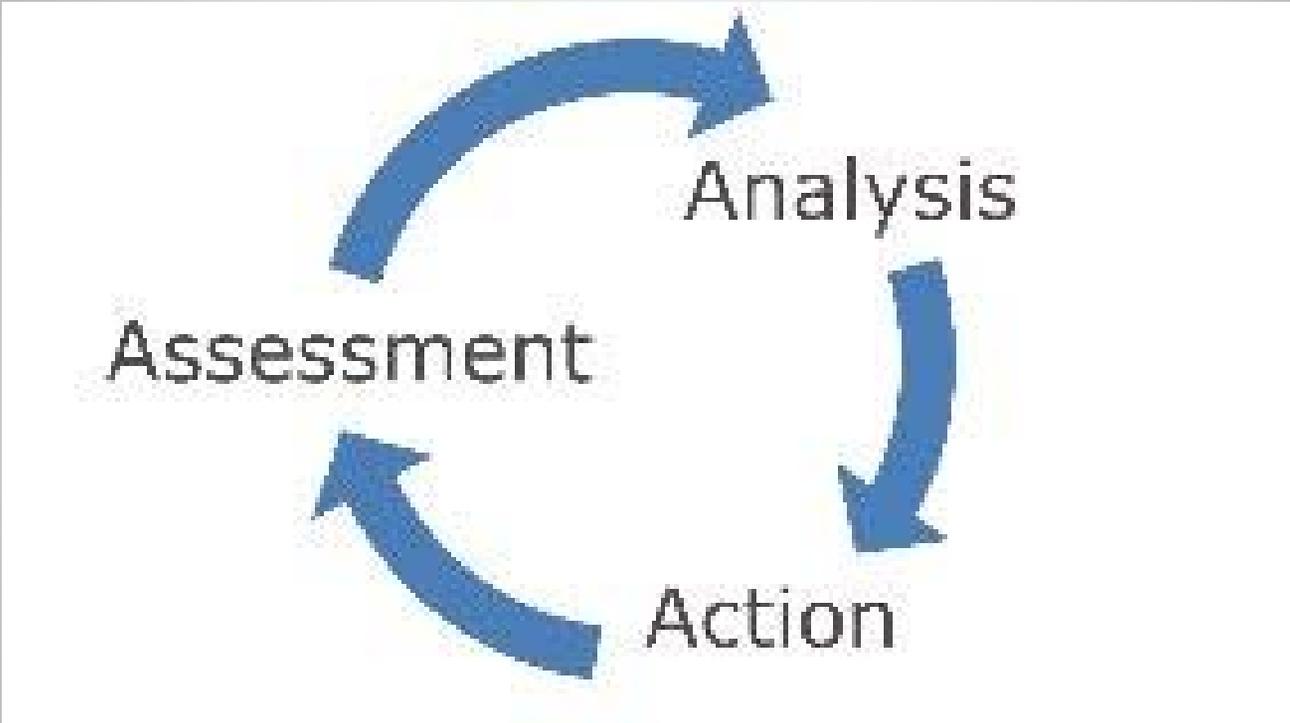
DATA-DRIVEN INSTRUCTION AT ITS
ESSENCE-

ASSESSMENTS

ANALYSIS

ACTION

in a Data-driven CULTURE



History of DDI at Holland Jr. Sr. High

- Data team comprised of principal, curriculum coordinator, and department chairs met regularly to analyze state assessment data for strengths and weaknesses and created action plans
- Worked with BOCES staff to do a gap analysis
- Then the data team would meet with the departments to review their findings and design an action plan

2013-2014

- Administrators completed training outlined in Driven by Data by Paul Bambrick Santoyo
- Emphasized the importance of using data to drive instruction with department chairs
- Gave teachers time and resources to examine data and draw conclusions
 - State assessment results from prior year drove 13-14 goals
 - Results meeting protocol
 - Revised master schedule to include a professional development period every other day

Administrator Training

- Day One
 - Principles of DDI and how research proves it makes an impact
 - Analyzed a case study to identify the false drivers of student achievement
 - Importance of administrator knowing and understanding the data
 - Practiced analyzing assessment data
- Day Two
 - How to make teacher-principal analysis meetings effective
 - Role Play: teacher-principal analysis meeting
 - Common mistakes to avoid
 - Results meeting protocol for team meetings
 - Analyzed a second case study to review the core drivers of success

Teacher-Principal Analysis Meetings

Key Principles for Leading Analysis Meetings:

- Let the data do the talking
- Let the teacher do the talking (or push them to!)
- Always go back to the test to specific questions
- Don't fight the battles on ideological lines (in the large picture, you'll lose)
- Know the data yourself to lead an analysis meeting effectively
- Make explicit, detailed action steps & ensure that they happen in the classroom

RESULTS MEETING PROTOCOL:

Agenda for Teacher Teams When Looking at Interim Assessment Data

- **IDENTIFY ROLES:** timer, facilitator, recorder (2 min)
- **IDENTIFY OBJECTIVE** to focus on (2 min or given)
- **WHAT WORKED SO FAR** (5 min)
[Or: What teaching strategies did you try so far]
- **CHIEF CHALLENGES** (5 min)
- **BRAINSTORM** proposed solutions (10 min)
- **REFLECTION:** feasibility of each idea (5 min)
- **CONSENSUS** around best actions (15 min)
- **PUT IN CALENDAR:** when will the tasks happen?
When will the teaching happen? (10 min)

(TOTAL TIME: 55 minutes: can be adjusted for more/less time)

BRAINSTORMING PROTOCOL:

- Go in order around the circle: each person has 30 seconds to share a proposal
- If you don't have an idea, say "Pass"
- No judgments should be made; if you like the idea, when it's your turn simply say, "I would like to add to that idea by..."
- Even if 4-5 people pass in a row, keep going for the full brainstorming time.

REFLECTION PROTOCOL:

- 1 minute—silent personal/individual reflection on the list: what is doable and what isn't for each person
- Go in order around the circle once: depending on size of group each person has 30-60 seconds to share their reflections
- If a person doesn't have a thought to share, say "Pass" and come back to him/her later.

CONSENSUS/CALENDAR GUIDELINES:

- ID key actions from brainstorming that everyone will agree to implement
 - Make actions as specific as possible within the limited time
- ID key student/teacher guides or tasks needed to be done to be ready to teach
 - Identify WHO will do each task
 - Identify WHEN each task will be done
- Put date for re-teaching on CALENDAR
- Spend remaining time developing concrete elements of lesson plan:
 - Do Now's
 - Teacher guides (e.g., what questions to ask the students or how to structure the activity)
 - Student guides, HW, etc.

Longitudinal Item Difficulty Gap Analysis

This report displays each item's district success rate (multiple school years) compared to BOCES component districts, the regional success rate (aggregate of all WNY data), along with the gap to BOCES and gap to the Region. Regents Global History

Holland Regents Global History

Standard	Performance Indicator	School Year	Admin Date	Question	District Success Rate	Erie 2 BOCES	GAP to Erie 2 BOCES	Regional Success Rate	GAP to Region	
Civics, Citizenship & Gov't	20th Century Since 1945	2008-06-30	Jun	I-35	0.0%	65.74%	-65.74%	66.15%	-66.15%	
	5.1a Analyze how the values of a nation and international organizations affect the guarantee of	2013-06-30	Jan	I-49	66.7%	76.09%	-9.42%	72.58%	-5.91%	
			Jun	I-17	77.4%	82.01%	-4.63%	79.34%	-1.96%	
			Jun	I-34	38.1%	51.52%	-13.42%	53.22%	-15.12%	
		2012-06-30	Jan	I-20	0.0%	60.09%	-60.09%	56.04%	-56.04%	
			Jan	I-23	50.0%	39.48%	10.52%	38.09%	11.91%	
			Jun	I-35	41.2%	48.44%	-7.19%	48.47%	-7.22%	
		2011-06-30	Jun	I-46	87.5%	84.95%	2.55%	86.10%	1.40%	
			Jun	I-18	97.5%	90.71%	6.79%	89.40%	8.10%	
			Jun	I-19	77.5%	77.83%	-0.33%	76.37%	1.13%	
		5.1b Consider the nature and evolution of constitutional democracies throughout the world	2011-06-30	Jun	I-26	32.5%	48.07%	-15.57%	44.91%	-12.41%
				Jan	I-22	100.0%	74.22%	25.78%	70.73%	29.27%
				Jun	I-47	65.0%	64.27%	0.73%	65.06%	-0.06%
	Jan			I-20	0.0%	60.62%	-60.62%	48.96%	-48.96%	
	5.1c Compare various political systems with that of the US in terms of ideology, structure, function	2013-06-30	Jun	I-29	87.5%	74.34%	13.16%	71.70%	15.80%	
			Jan	I-21	33.3%	74.22%	-40.89%	72.60%	-39.27%	
			Jan	I-30	66.7%	42.41%	24.26%	35.91%	30.76%	
			Jan	I-47	33.3%	34.72%	-1.39%	26.62%	6.71%	
		2012-06-30	Jun	I-13	61.9%	65.56%	-3.65%	64.18%	-2.28%	
			Jun	I-30	66.2%	55.09%	11.16%	52.47%	13.78%	
		2011-06-30	Jan	I-33	0.0%	71.62%	-71.62%	59.07%	-59.07%	
		5.1d Identify and analyze advantages and disadvantages of various governmental systems.	2013-06-30	Jun	I-50	58.3%	72.21%	-13.87%	71.86%	-13.53%
	Jun			I-31	0.0%	45.92%	-45.92%	34.10%	-34.10%	
2012-06-30	Jan		I-31	82.5%	86.45%	-3.95%	84.36%	-1.86%		
	Jun		III A-01-DBQ	97.5%	92.19%	5.31%	90.93%	6.57%		

DATA ANALYSIS CHART

Grade/Subject:

Data Source: New York State Assessment Results

Weak Performance Indicator	How is it taught (amount of time and strategies used)?	Action Plan

*When they are available, we also have them look at the released questions that are aligned to the weak performance indicators.

2014-2015

- Bring back the idea of a data team to help give departments direction when developing their goals at the beginning of the year
- Build time in the schedule for administration to have conversations with teachers about their analysis of results and action plans (at least monthly)
- Ensure all grades and subjects have a system of common assessments and that teachers who teach the same courses do this work together

2014-2015

- Replace current third party assessment system with one that gives us more specific data on student strengths and weaknesses
- Use eDoctrina software to track local assessment data
- Teach students to track their own progress using learning targets and data
- Have students involved in the development of action plans to assist them
- Utilize BOCES staff for help in this process

Feel free to contact us:

- Carl Guidotti, Holland Junior Senior High
Principal – 716-537-8220 and
cguidotti@holland.wnyric.org
- Laurie Gregory, Holland Central School
Director of Curriculum and Interim Elementary
Principal – 716-537-8250 or 716-537-8280 and
lgregory@holland.wnyric.org