Creating Successful Elementary School Data Teams

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A little bit about us....
Some Background

Elementary and Secondary School Counseling Grant

The Agawam, Massachusetts school district
Presentation Objectives

To understand the benefits of Data Success Teams

To discuss the unique role of school counselors on these teams

To learn the steps needed to establish data teams

To hear about some of the challenges and successes of Agawam data teams
Progress Report Data

Percentage of students scoring below proficient

- CLARK
- GRANGER
- PHELPS
- ROBINSON

Bar chart showing the percentage of students scoring below proficient in various categories.
State Standardized vs. Classroom Tests

Percentage of students scoring Needs Improvement or Warning MCAS

<table>
<thead>
<tr>
<th>Subject</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>38.6</td>
<td>32.5</td>
</tr>
<tr>
<td>MAT</td>
<td>45</td>
<td>35.5</td>
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</table>

Percentage of students with a 70 or below on report card

<table>
<thead>
<tr>
<th>Subject</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT</td>
<td>3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>ENG</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC</td>
<td>2.3</td>
<td>3.8</td>
</tr>
<tr>
<td>SCI</td>
<td>3.6</td>
<td>3.5</td>
</tr>
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</table>
What is DBDM?

Data Based Decision Making is a school improvement approach that uses quantitative data to help describe or define problems, direct activities, target interventions, and allocate resources.

DBDM Definition (Love, 2002)

An approach to school improvement

Uses Quantitative data

Helps to describe or define problems
Conditions that Facilitate the Process

**Collaborative Culture**
Wide range and diversity of perspectives with colleagues who value data

**Collaborative structures**
Data teams with scheduled meeting times and officially sanctioned opportunities

**Access to useful data**
Pulling data from multiple sources in user-friendly way

**Widespread data literacy**
To make sense of the data and to develop measurable goals
What are the benefits?

Uses data in a unified, integrated, and meaningful way

Helps us to more accurately and efficiently choose interventions and determine if they are working

Surfaces access or equity issues

Builds a culture of inquiry and continuous improvement
Unique Skills Counselors Bring

Knowledge of healthy child development
Skills in group facilitation and team dynamics
Perspective of seeing “whole child” and of choosing more holistic interventions
Ability to collaborate with teachers and other staff to support academic and social/emotional development
Experience with parent communication and education
Capacity to advocate for all students
Expertise in evaluation skills to determine if interventions have been successful
The purpose of Data Teams:

To change ADULT behavior
We close the achievement gap by closing the implementation gap

~McNulty and Besser
3 Kinds of Data Teams

- **District Data Teams**
  - Guide school improvement for the district
  - Monitor implementation and effectiveness of school-wide strategies

- **Building Data Teams**
  - Guide focus on school-wide student performance
  - Improvement of instructional practice
  - Monitor progress of instructional data teams

- **Instructional Data Teams**
  - Improve instructional practice
  - Accelerate student performance
Instructional Data Teams
Student work
Data: what’s working

Building Data Teams
Set goal of reducing ODR’s by 5%.
Implement PBIS, 2nd Step, Anger management groups.
Monitor implementation practices and data.

District Data Teams
Goal: Improve school Climate
Strategy: Implement the ASCA Model
Establishing a Building Based Team

Define team member roles

Look at building data in context of district goals; set vision data and benchmarks

Determine what data to review, how often [implementation and effectiveness data]

Establish a meeting format

Create record keeping forms

Train team members

Establish a process for monitoring effectiveness of meetings
The on-going work

Determine what research-based practices to implement

Review student data [effectiveness data]

Review implementation data [adult data]

Monitor work of Instructional Data Teams

Provide input on building PD needs

Create the school’s data walls

Monitor the team’s effectiveness

Regularly share building results with the District Data Team
Finding meaningful, quantifiable indicators based on what research shows is important.

Progress report data based on these important constructs.
Assumed folks had more facility with data than they did.

Training and PD. Start with simple charts, not tables.
DST Challenges and Solutions

Accuracy and consistency of data that is collected.

Year 1 data team time was spent at each building determining parameters of grades and progress reports. And rubric.
DST Challenges and Solutions

Too much data, too many problems.

Collaborative approach and using data to determine what couple of areas to start with.
Agawam’s Data Teams

Theory in to practice is ALWAYS challenging!

Our forms, agendas, etc.

Deciding what data: the new Progress Report

ESSC grant allowed the luxury of trying new things
Successes

Established criteria for group interventions

Progress Report data provides a way to evaluate school counseling interventions

Conversations about consistency of reporting

Counselors get more focused time with students: Data speaks

Counselors systemically impact classroom priorities – agenda use, relaxation strategies
Second Step Work Sample Assessment

4th Grade - Percent of Possible Points

Clark: 70%
Granger: 60%
Phelps: 60%
Robinson: 50%
In schools that have made significant progress in closing the achievement gap, more than three-quarters (77 percent) of respondents report discussing data with colleagues at least a few times a month, with about one-third (32 percent) talking about data a few times a week.

Respondents in non-gap-closing schools discuss data far less frequently - just about one-half (47 percent) only discuss data a few times a year.

~Oberman & Symonds, 2005