

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

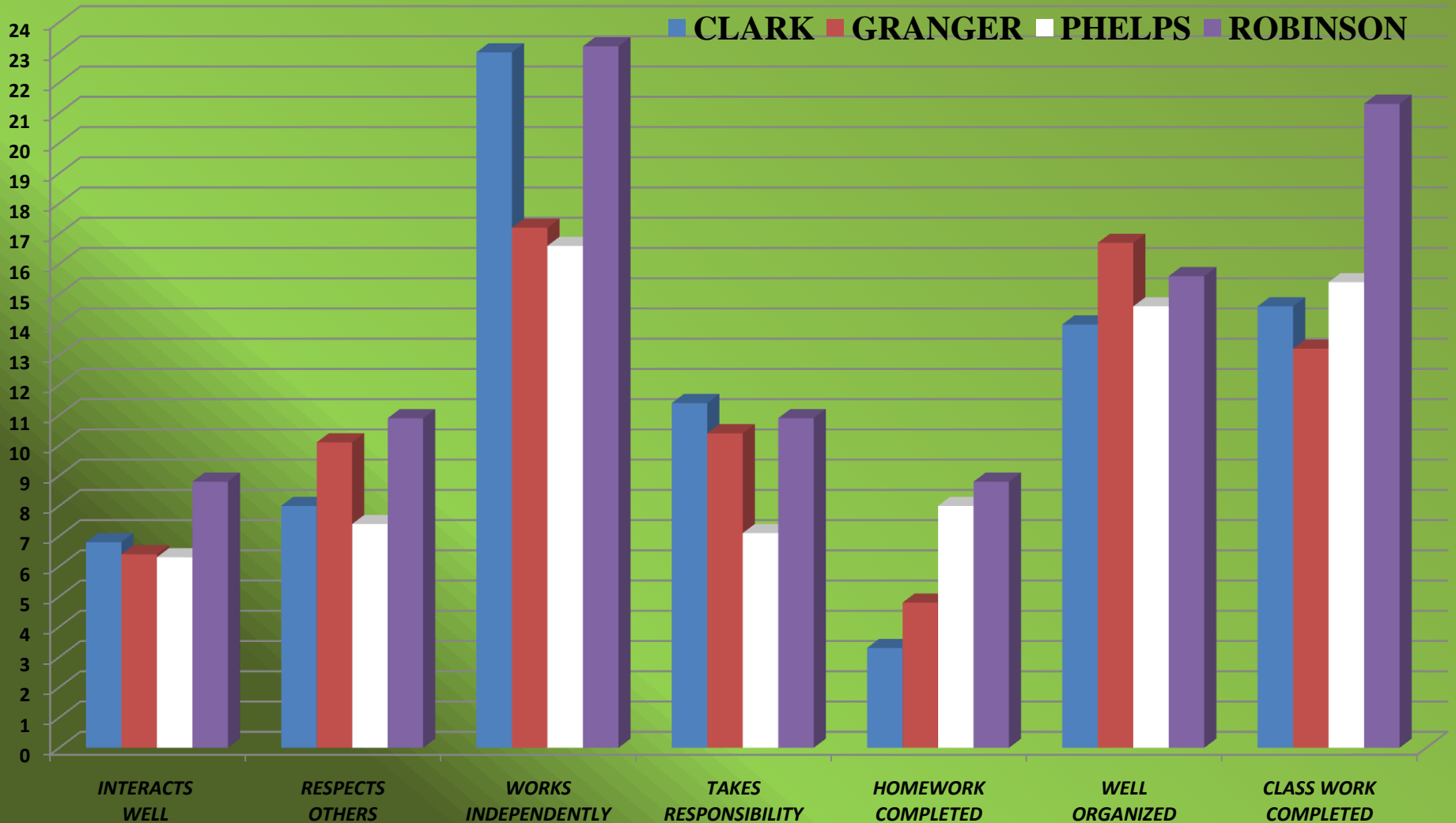
To discuss the unique role of school counselors on these teams

To learn the steps needed to establish data teams

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

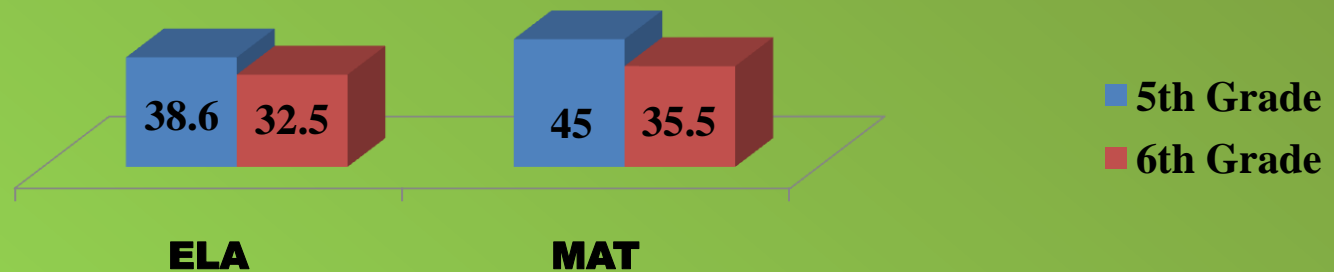
Progress Report Data

Percentage of students scoring below proficient

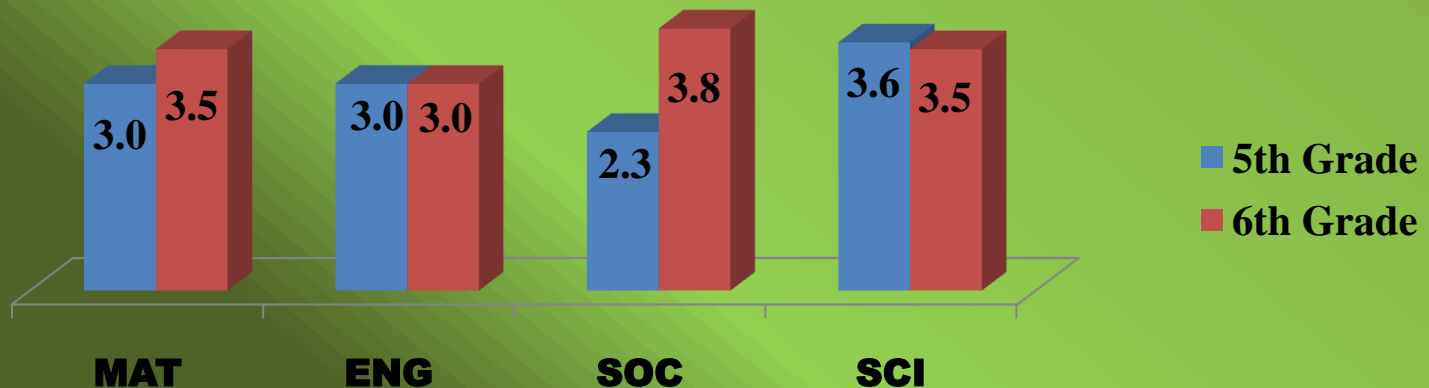


State Standardized vs. Classroom Tests

Percentage of students scoring Needs Improvement or Warning MCAS



Percentage of students with a 70 or below on report card



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 identify and address school-wide issues

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

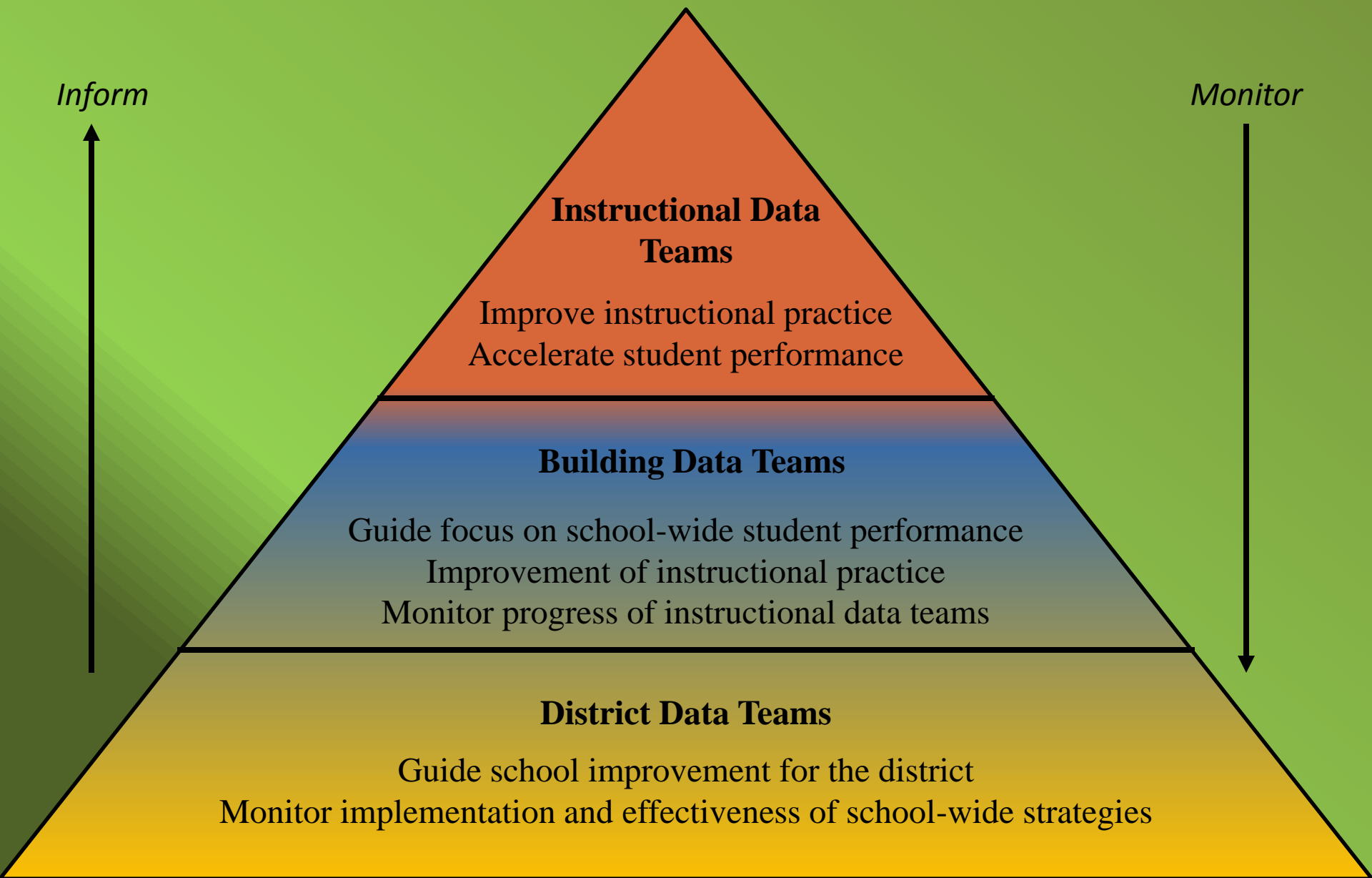
The purpose of Data Teams:

To change
ADULT
behavior

**We close the achievement
gap by closing the
implementation gap**

~McNulty and Besser

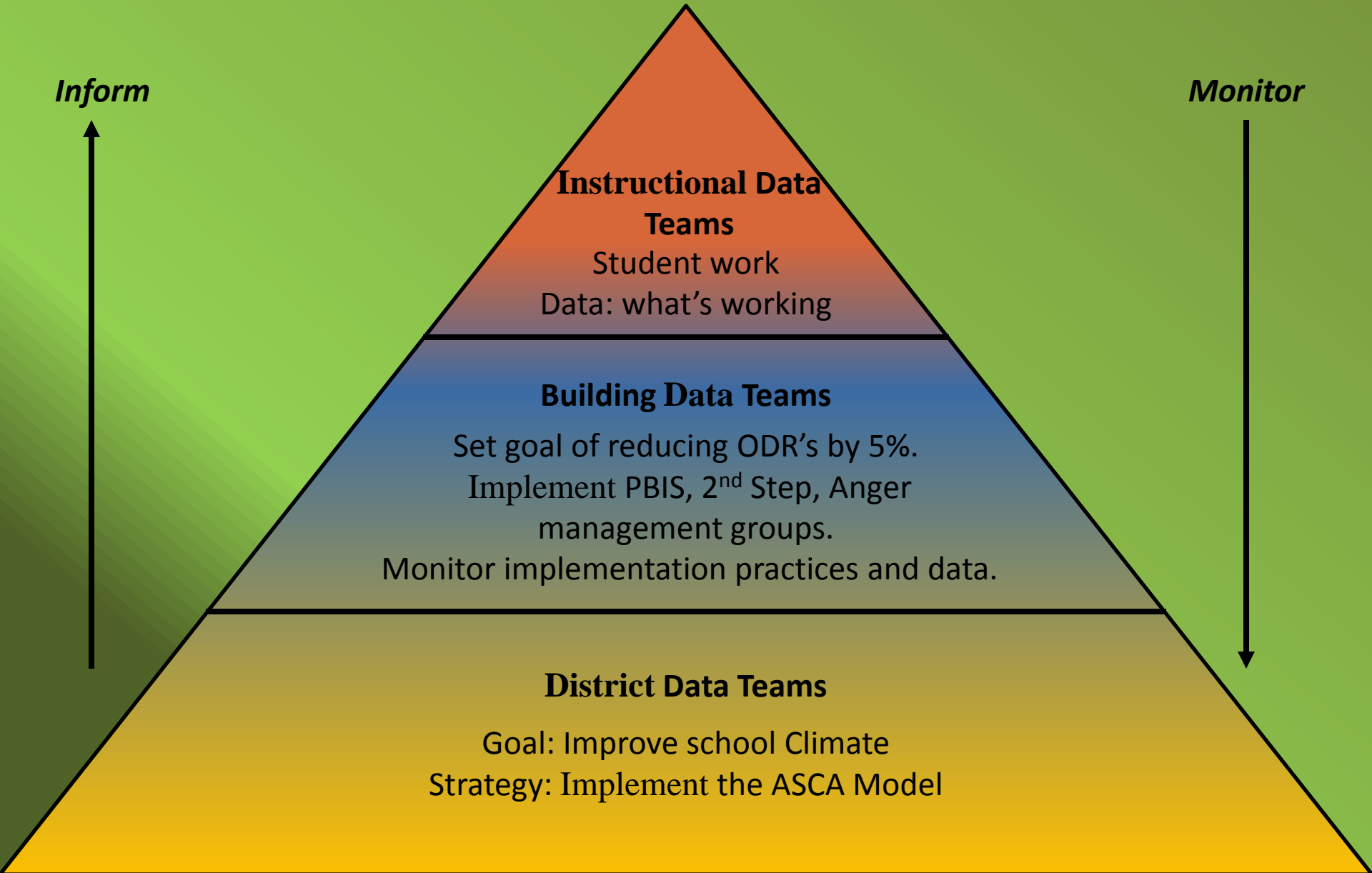
3 Kinds of Data Teams



An Example

Inform

Monitor



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

DST Challenges and Solutions

Finding meaningful, quantifiable indicators based on what research shows is important.

Progress report data based on these important constructs.

DST Challenges and Solutions

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

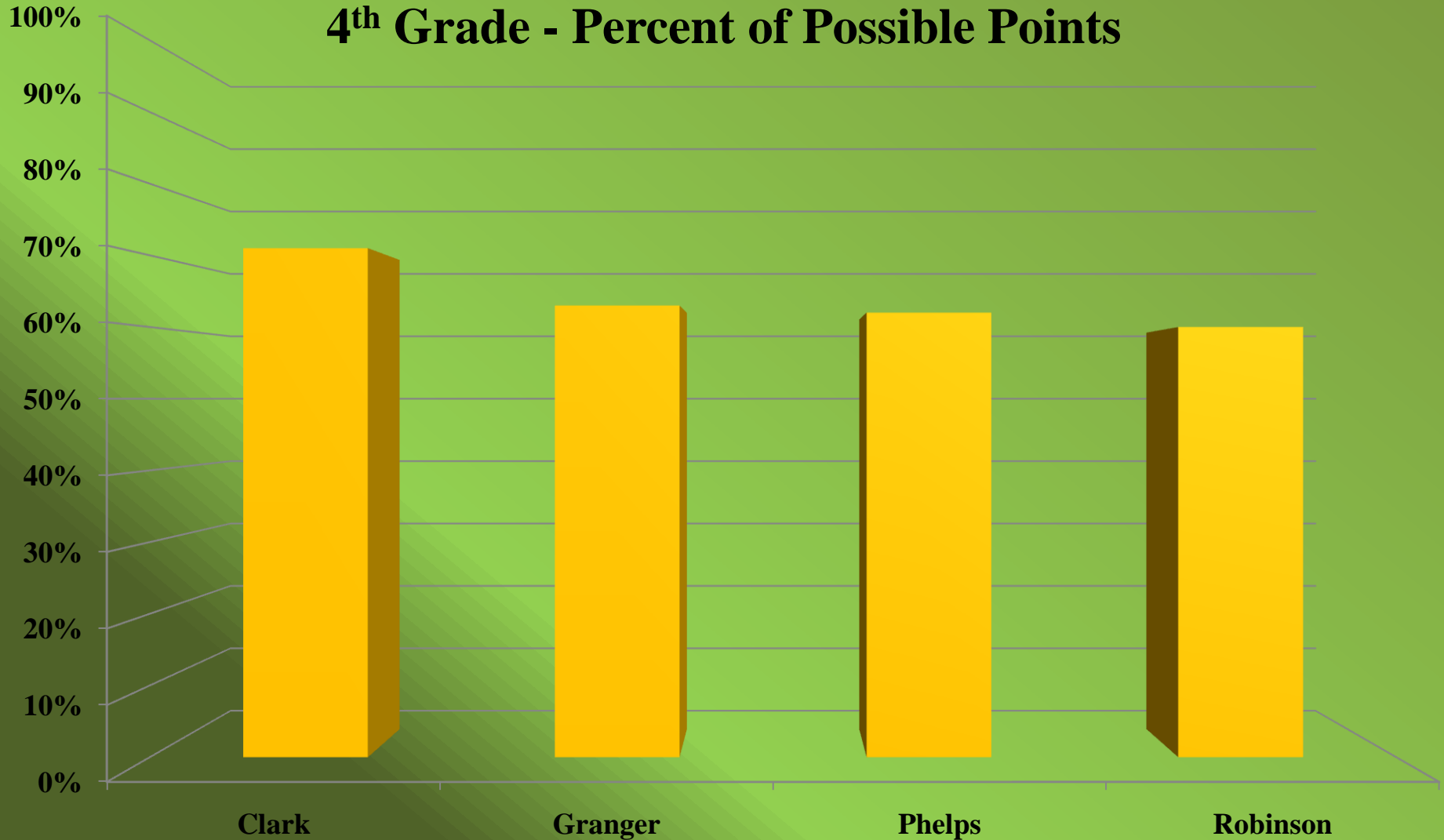
Conversations about consistency of reporting

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



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

Concluding Remarks...