

Data-Based Decision Making: What Our Numbers Are Telling Us



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Definition

Data-based decision making:

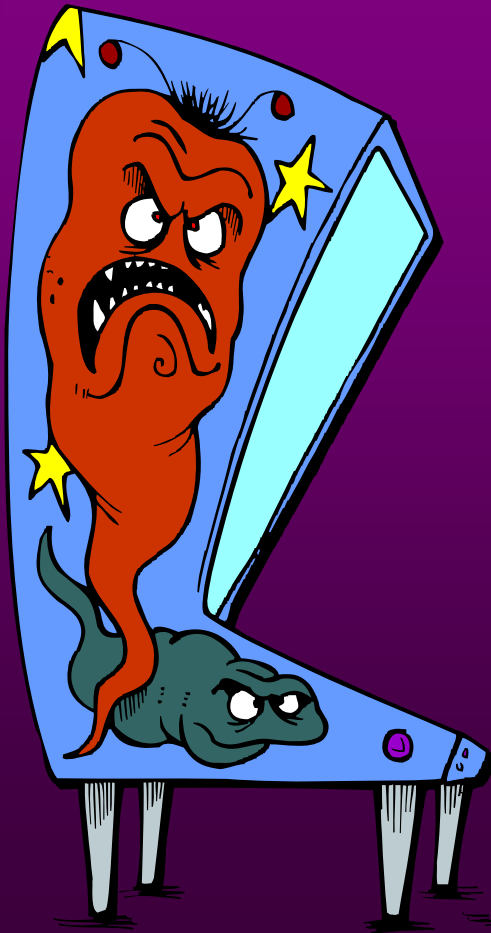
An ongoing process of analyzing and evaluating information to inform important educational decisions and actions



Why Use Data?

The purpose of data-based decision making is to review:

- Systems
- Practices
- Tools



Data Analysis: Necessary Components

Collect high quality data:

- Standardized forms provide an efficient means to gather relevant information



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- * Input data into an efficient storage and manipulation system (Excel, SWIS, etc.)
- * Create a standard process to review, analyze, and problem-solve data



Data Must be Collected Continuously

- * Embed data into the school system
 - *“It’s just how we do things around here”*
- * Summarize data within a team format



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- ★ Only present data when it will be used for decision making purposes
- ★ Don't drown in the data



When Should Data-Based Decisions be Made?

- * Select natural cycles
- * Based on the level of the system being addressed
 - **Individual:** daily, weekly
 - **School-wide:** monthly, quarterly
 - **District:** three times/year
 - **State:** annually



Use Data to Determine:

- * The nature/definition of the problem
- * The scope of the problem
- * The areas and/or systems involved
- * The most effective use of resources to address the defined problem



What Data Should be Collected?

★ Always start with the questions you want answered



★ Find data to answer those questions

★ Balance between reliability and accessibility

★ Consider logistics

Guidelines

- * Use available data
- * Make data collection easy
- * Display data in efficient ways



- * Develop a schedule for frequent data review
- * Utilize multiple data types and sources

Steps to Data Analysis

- ★ Compare data to the expected benchmarks/goals
- ★ Analyze the factors contributing to the area of concern
 - health, curricular, instructional, high ability, emotional, skill gaps, etc.
- ★ Define the problem
- ★ Consider 2-3 options to address area of concern



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- ★ **Develop an action plan:**

Address factors hypothesized for the concern

- ★ **Determine the timeframe to evaluate effectiveness**

- ★ **Implement the developed plan with consistency**

- ★ **Evaluate the impact of the action plan:**

If necessary, develop a new plan



Types of Data to Analyze

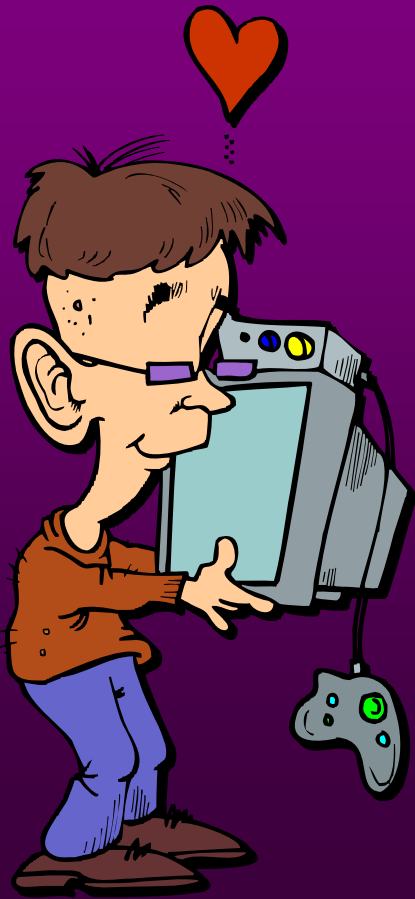
* Demographics

- Total number of students enrolled
- Ethnic percentages
- Percentage of students on free/reduced lunch
- Percentage of English learners

* Academic Performance Index (API)

* Academic Yearly Progress (AYP)

* Average Daily Attendance: staff/student



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★ Number of substitutes on campus

★ Office Referral data:

- *Average per Day per Month*
- *By Problem Behavior*
- *By Location*
- *By Time*
- *By Staff*
- *By Student*
- *By Function (Motivation)*
- *By Environment*
- *By Ethnicity*



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* Suspensions:

- *Total count: month/month, team/team, grade/grade*
- *By violation*
- *By student/staff*
- *By administrator*
- *By time of day*



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★ Expulsions:

- *Total count: month/month, team/team, grade/grade*
- *By violation*
- *By student/staff*

★ School Police Contacts:

- *Total number of responses*
- *Type of request: proactive/reactive*
- *Outcome*



Remember

★ Data is good...but only as good as the systems in place to:

- *Collect*
- *Summarize*
- *Analyze*
- *Make decisions*
- *Make action plans*
- *Implement interventions*
- *Sustain implementation*



Data Analysis Through the Tiers

Data-based decision making is the engine which drives a Response to Intervention (RtI) system. Without accurate data which is accessible in a timely manner, it will be impossible to build and maintain effective academic and discipline systems. As schools learn to "own their data," they will be able to implement relevant interventions to address the challenges identified through the systematic review of data. The following chart outlines the data which may be analyzed as schools build, modify, and maintain their academic and discipline systems.



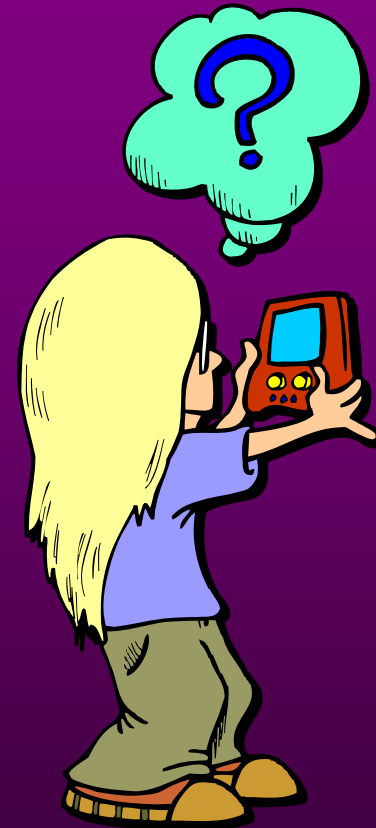
School-wide Data	Group Data	Individual Data
<p>Tier One data (academic and discipline) will typically be shared by the PBS, administrative and/or leadership team within a staff meeting setting. Review of Tier One data should occur on at least a monthly basis in order to drive school-wide processes, instruction, and support planning.</p>	<p>Tier Two data will typically be reviewed within a grade-level or team setting by an administrator, counselor, behavior interventionist, or team leaders. Review of Tier Two data should identify staff and/or students who require targeted skill development and/or additional monitoring and feedback.</p>	<p>Tier Three data will typically be reviewed within a team setting by an administrator or specialist (academic, behavioral). Review of Tier Three data should be used to evaluate and modify interventions designed for high risk individuals.</p>
<p>Academic</p> <ul style="list-style-type: none"> • Standards-based <ul style="list-style-type: none"> ✓ State/federal proficiency data — California Standards Test ✓ District benchmark data ✓ District common assessment data — by grade (elementary), by subject (secondary) • Skills-based <ul style="list-style-type: none"> ✓ Universal screening data (Fall, Winter, Spring) — AIMSweb <p>Discipline</p> <ul style="list-style-type: none"> • School climate data <ul style="list-style-type: none"> ✓ Positive to negative ratio — all classes and locations ✓ Staff and student ADA • School Police data <ul style="list-style-type: none"> ✓ Total number of responses ✓ By type of request • Office Referral data <ul style="list-style-type: none"> ✓ Total count — year to year, month to month, team to team ✓ Average Referrals per Day per Month ✓ By time/period ✓ By team ✓ By location ✓ By problem behavior ✓ By environmental factors ✓ By functional factors • Suspension data <ul style="list-style-type: none"> ✓ Total count — year to year, month to month, team to team ✓ By location ✓ By education code violation ✓ By team 	<p>Academic</p> <ul style="list-style-type: none"> • Standards-based <ul style="list-style-type: none"> ✓ District/grade/team common assessment data • Skills-based <ul style="list-style-type: none"> ✓ Diagnostic data — AIMSweb ✓ Progress monitoring data (bi-monthly) — AIMSweb, program-based assessments <p>Discipline</p> <ul style="list-style-type: none"> • Climate data <ul style="list-style-type: none"> ✓ Identified locations • Classroom Management data <ul style="list-style-type: none"> ✓ Selected teams/classes — room environment, classroom climate, behavior expectations, behavior interventions, procedures, bell to bell instruction • Office Referral data <ul style="list-style-type: none"> ✓ Selected teams/staff/staff — time of day, students, problem behaviors, environmental factors, functional factors • Suspension data <ul style="list-style-type: none"> ✓ Total count — year to year, month to month, team to team ✓ Selected locations ✓ Selected education code violations ✓ Selected teams/staff ✓ Selected students 	<p>Academic</p> <ul style="list-style-type: none"> • Standards-based <ul style="list-style-type: none"> ✓ Common assessment data — essential standards • Skills-based <ul style="list-style-type: none"> ✓ Diagnostic data — AIMSweb ✓ Progress monitoring data (bi-monthly) — AIMSweb, program-based assessments <p>Discipline</p> <ul style="list-style-type: none"> • Climate data <ul style="list-style-type: none"> ✓ Identified classrooms • Specialized Classroom Management data <ul style="list-style-type: none"> ✓ Daily/weekly progress monitoring sheets, behavioral charts, individual student goals • Office Referral data <ul style="list-style-type: none"> ✓ Identified staff — time of day, students, problem behaviors, environmental factors, functional factors ✓ Identified students — time of day, staff, locations, problem behaviors, environmental factors, functional factors • Suspension data <ul style="list-style-type: none"> ✓ Identified staff — total count, violations, patterns & trends ✓ Identified students — total count, violations, patterns & trends

Where do we begin?



Thank You!

Suzy Johns



Jacquelin Patrick