
Using Data to Support Students

— Back on Track Institute —
June 9, 2017

Measurement and Improvement Philosophy

Student-centered

Commitment to advancing racial equity

Respect for staff--those who are closest to the work know best how to make it better

Looking for problems (or critical thinking about how to better serve students) is how we improve; problems are helpful!

Data Use Protocol...and then...

“As hypnotic as information can be, one of its unsung dangers is that it drives further curiosity more than action. Questions beget questions, but don't often move the needle.”

-Adam Nathan, Building the K-12 Strategic Map

<https://www.linkedin.com/pulse/does-k-12-have-reporting-backwards-adam-nathan>

Continuous Improvement



www.create-learning.com

KAIZEN

1 改 2 善

1) Kai = Change 2) Zen = Good

Definition: Good Change or Continuous Improvement

What is Continuous Improvement?



Strive Together
Every child. Cradle to career.

**LEARNING
IS A TREASURE THAT
WILL FOLLOW ITS
OWNER EVERYWHERE.**

- Chinese Proverb



Using Data Strategically

- Set a measurable goal. Start with your North Star.
- Develop a plan for reaching the goal.
- Conduct the activities you've planned.
- Assess and reflect by monitoring and checking results against the plan
- Adjust your plan by solving the problems



Assess and Reflect



Compare what should have happened with what actually happened.

Assess and Reflect Best Practices

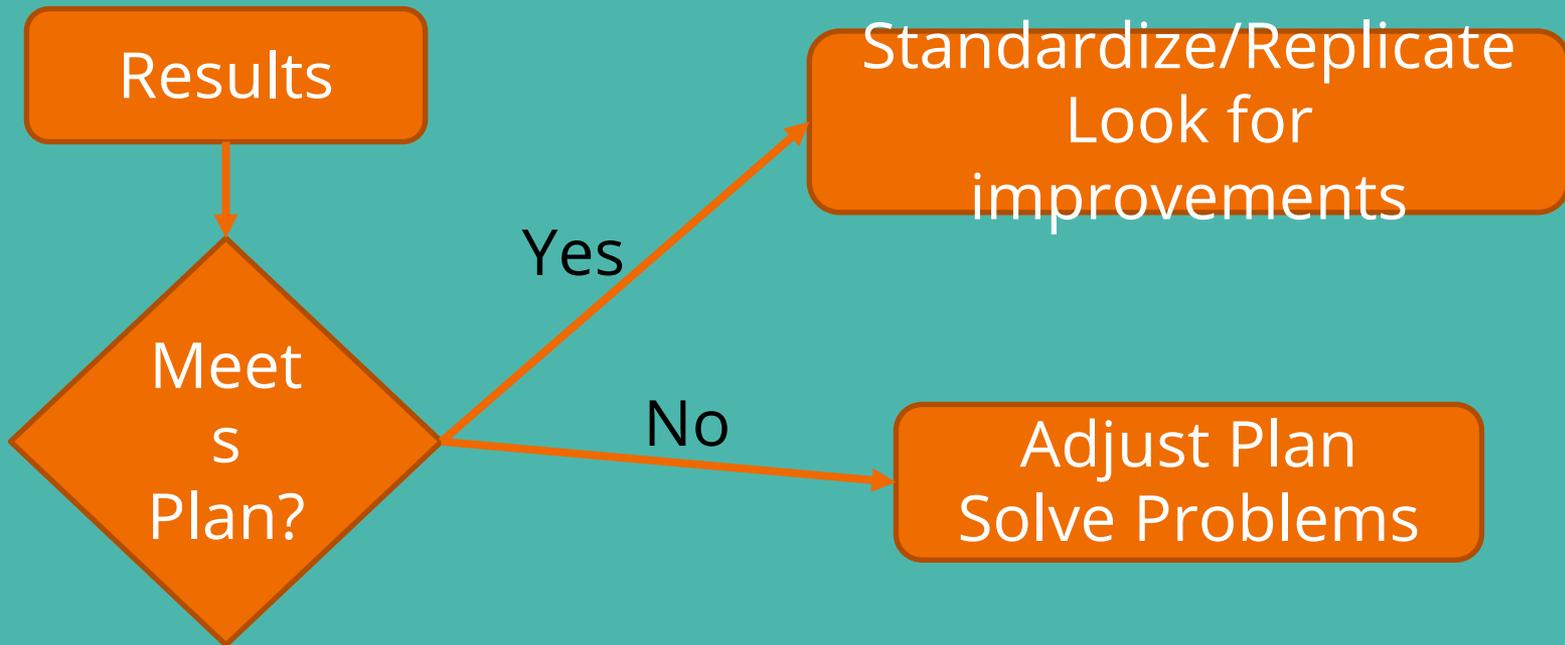
- Create a culture that supports learning and making problems visible; checking shows respect for staff and students
- Review key metrics as a team
- Have a standard process for meetings to review data and meet regularly
- Use some kind of visual display of information to show the status of the data compared to your goal. It's helpful to have a target, label each status as red/yellow/green, and provide details in a comment box.
- Focus on hot spots, where are things not going according to plan? What are we doing about it?

Example

Students	Overall	Letter Knowledge	Phonemic Awareness	Vocabulary	Alphabetic Decoding	Comprehension	Spelling
Amanda	1	1	1	1	1	2	2
Amber	1	2	1	2	1	1	1
Chris	2	1	2	2	2	1	1
Clarence	1	1	1	2	1	1	2
Darrell	2	2	1	3	1	1	1
Isabel	2	1	1	2	1	2	2
Jocelyn	2	2	2	3	2	1	1
Joe	2	1	2	1	2	1	2
Kyle	2	2	2	2	1	2	3
Lydia	2	2	3	1	2	1	2



Adjust



What is a problem?

What should be happening?
(goal or plan for outcomes)



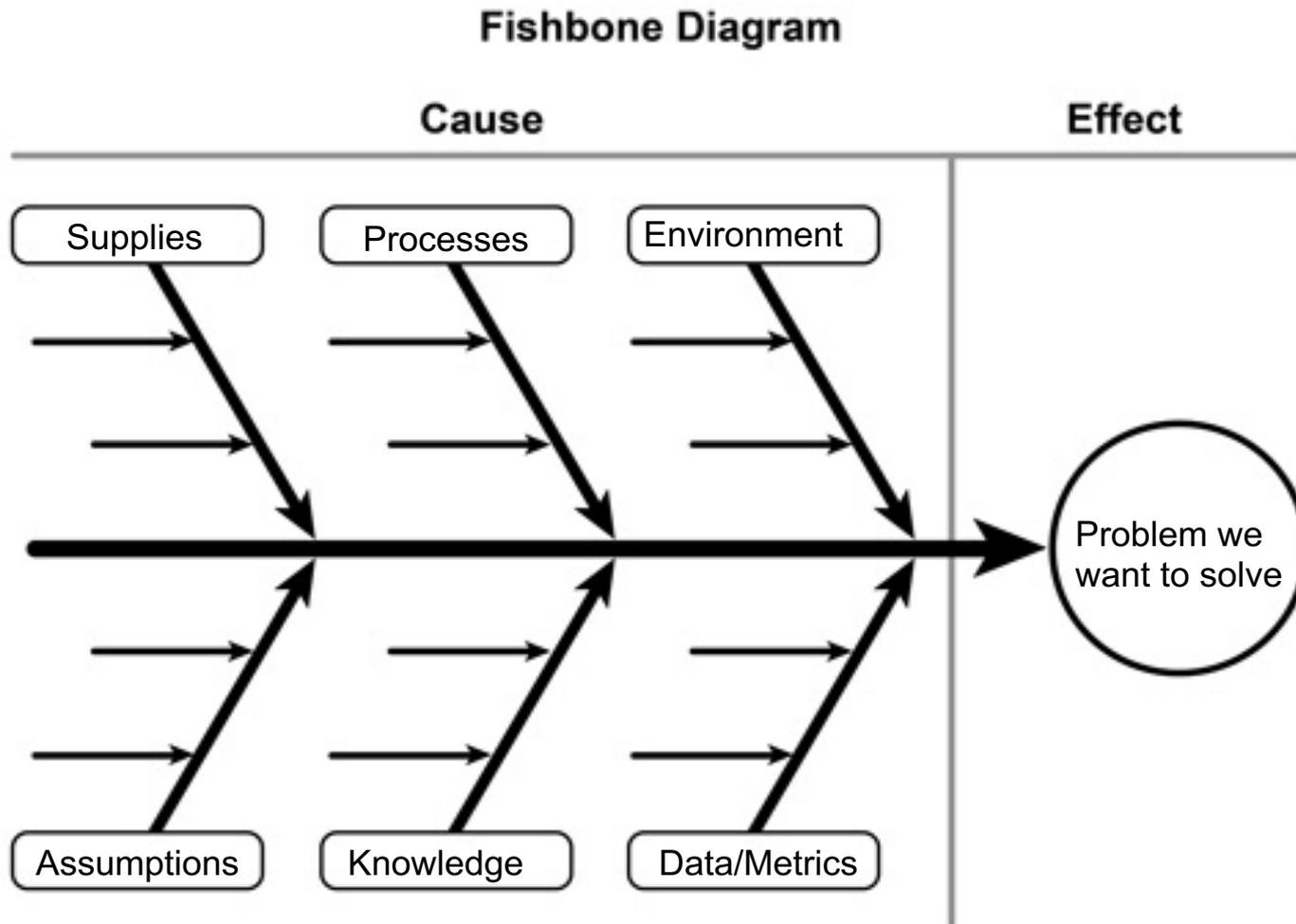
The gap = problem



What is actually happening?



Finding the Immediate Cause(s)



Finding the Root Cause(s)

5 Why's Technique

What is the first cause?

Why is that happening?

What are the root cause or causes?

Make Each Day an Experiment

Each day or program session can be run like an experiment:

1. At the beginning, review the daily objective
2. At the end of the day, reflect on what actually happened.
3. Identify what the team learned and what will happen differently tomorrow.