

**We now have data.
What do we do next?**

What is the state's role?

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What is the state's role?



The Continuous Improvement Model

The “No Fear” Model

Data,

Data,

Data

Where are we?

What should be our goals?

Help with....

Organizing for Data Analysis

- Who should be involved in...
 - Collecting Data
 - Displaying Data
 - Analyzing Data
 - Sharing Results of Data
 - Other Local Uses of Data
- Involve All - 100% have a voice

Help with....

Organizing For Data Analysis

- Grouping for Involvement
 - Grade Levels
 - Departments
 - Subject Areas
 - Staff, Students, Parents, Support Staff, Community Members, Board Members

Help with....

Organizing For Data Analysis

- When?
 - Pre-service, early out, late starts, mid-year, summer, common planning times
- How Often?
 - Frequency
 - Multiple Sessions
- Format?
 - Big Picture – District Data – 1st Session
 - Building, grade level disaggregated – 2nd session
 - By standard by student – 3rd and subsequent sessions

Help with....

Understanding Data Basics

- Data Sources
- Data for Specific Purposes
- Clarification of Data Types

DEMOGRAPHIC CHARACTERISTICS

Considerations for student performance:

- Receiving special education services.
- Learning the English language.
- Qualifying for free/reduced meals.
- Moving in and out of a district (mobility).
- Gender.
- Ethnicity.

Purpose: To provide information about student characteristics that impact learning.

PERCEPTUAL DATA

- Climate surveys.
- Teacher perceptions.
- Student perceptions.
- Community perceptions.
- Graduate surveys.

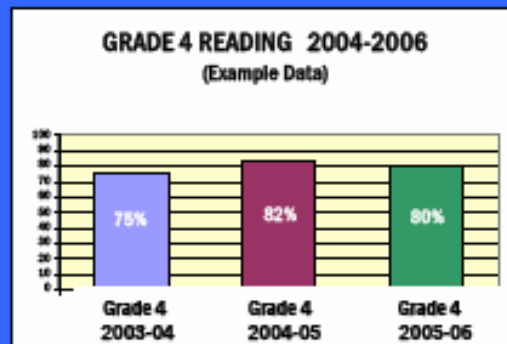
Purpose: To provide information about what people believe to be true.

ENROLLMENT/ATTENDANCE/ BEHAVIOR DATA

- Attendance rate.
- Drop-out rate.
- Graduation rate.
- Courses taken.
- Preschool.

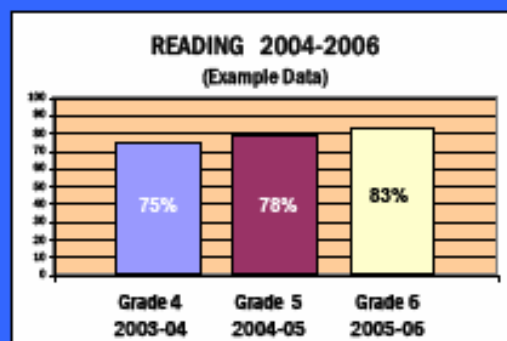
Purpose: To provide additional information to support student performance.

EXAMPLE OF PROGRAM DATA



- Measures the effectiveness of programs over multiple years.
- Focuses the same grade level over multiple years, not the same students.
- Displayed on the State of the Schools Report.

EXAMPLE OF COHORT DATA



- Represents a monitoring of one group of students over time.



QUICK FACTS



ABOUT DATA

**School-based
Teacher-led Assessment
and Reporting System
(STARS)**

Student Performance Data

CRT-Criterion-Referenced Tests and Classroom-based Assessments

- Teacher-developed.
- Measures state approved standards.
- Measures student performance on standards.
- Measures local curriculum.
- Reflects classroom instruction.
- Not based on bell-curve.
- All students can achieve the standards.

Purposes:

- ✓ *To see how students perform on standards taught in local curriculum.*
- ✓ *To review and adjust classroom instruction.*
- ✓ *To inform possible areas for school improvement.*
- ✓ *To measure a district's performance on the standards.*
- ✓ *To compare a district's performance to overall state-wide performance, not to compare one district to another.*

Student Performance Data

STATEWIDE WRITING ASSESSMENT

- Developed by Nebraska educators.
- Scored by the state.
- Measures student performance on state writing standards.
- Individual student writing is scored.
- Students have two 40-minute blocks of time to write and make revisions.
- Not based on bell-curve.
- All students can achieve writing standards.

Purposes:

- ✓ *To check how well students write on a given assignment.*
- ✓ *To provide additional statewide information about student writing.*
- ✓ *To promote quality instruction of writing in Nebraska schools.*



Student Performance Data

NRT Norm-Referenced Test

- Developed by testing company.
- Measures student performance in comparison to other student performance.
- Measures only 30% of state standards.
- Measures only parts of local curriculum and instruction.
- Based on bell curve.
- Test design sorts students into performance categories---high, medium, low.

NATIONAL TESTS

- National Assessment of Educational Progress (NAEP)
- ACT --- SAT

Purposes: *(of NRT & National Tests)*

- ✓ *To provide a standardized look at student performance across the nation.*
- ✓ *To serve as a validation measure.*

Help with....

Ground Rules

- No blaming students
- No blaming teachers
- Data is just information
- Use data for instructional purposes
- “De-emotionalize” data

Help with....

Analyzing Data

- **What** do these data show?
 - ❑ Factual Information
- **Why** might this be?
 - ❑ Hypotheses
- **How** should we respond?
 - ❑ Planning for action

Question One: What do these data show us?
(Factual Information)

- 1.How many students are involved?
- 2.How many students met the standards?
- 3.How many students are in each proficiency level?
- 4.How great are the differences in grade levels?
- 5.What stands out in the data?

Reading

Writing

Question Two: Why Might This Be? (Hypotheses)

- 1.Does the assessment measure what we teach? Why/why not?
- 2.How does the timing of assessment impact the outcomes?
- 3.What trends do we see in the data? Why?
- 4.Skill strengths? Weaknesses?
- 5.What differences are there in grade level or sub-groups? Why?

Reading

Writing

Question Three: How should we respond?
(Planning for Action)

1. How do we match instruction to skill needs? Do we have the skill as a staff to do that?
2. How can we obtain the knowledge of instructional strategies for all staff?
3. In what ways do we offer remediation or acceleration? In classroom, summer, flexible grouping, curricular adjustment?
4. How can we effectively monitor, support, and evaluate classroom effectiveness?

Reading

Writing
