DATA DRIVEN DECISION MAKING WITH SCHOOL TEAMS

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KSDE ANNUAL CONFERENCE
NOVEMBER 6, 2012

KANSAS SECONDARY CONNECTIONS

www.ksdetasn.org

www.secondaryconnections.org

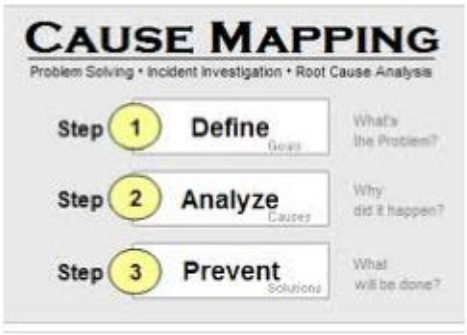
DATA BASE DECISION MAKING TOOLS

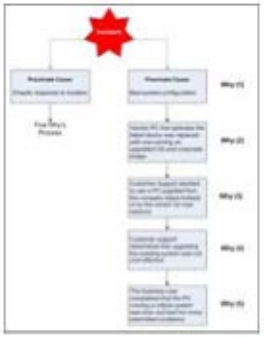
Roots to Resources

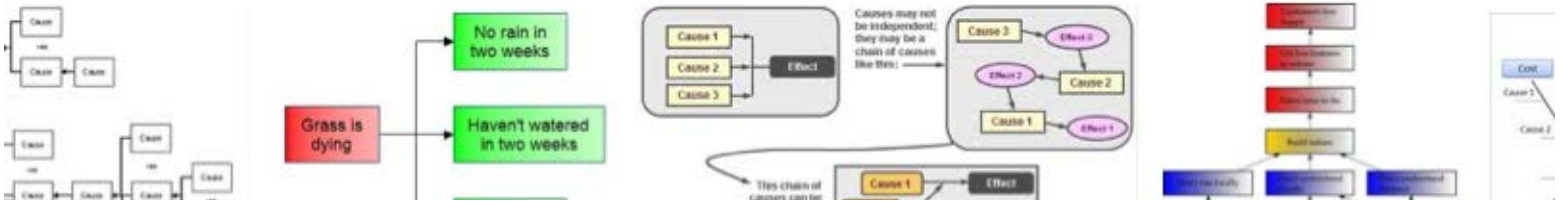
Transition Summit

Early Warning Systems

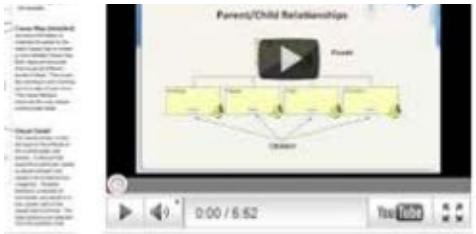
Postschool Data Use Toolkit

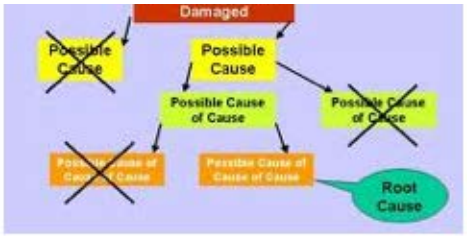


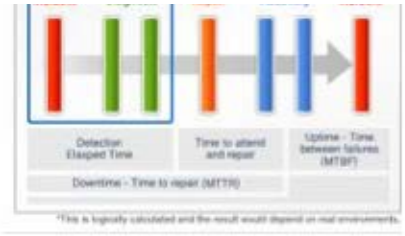


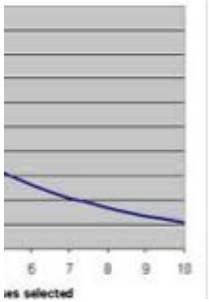


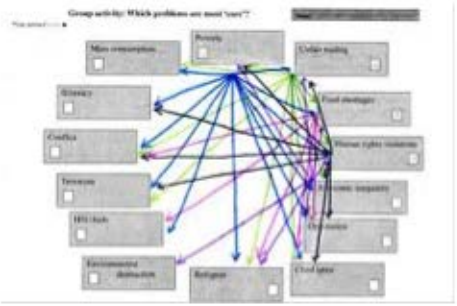
ROOT CAUSE ANALYSIS...

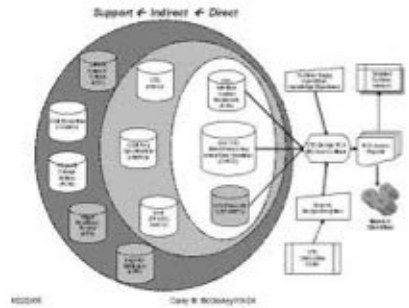












ROOTS CAUSE ANALYSIS: DATA-BASED DECISION MAKING

Effective tool to

- Investigate a problem that has already occurred (Reactive response)
- Analyze and improve processes before the break down (Proactive response) P.G. Preuss (2003)

- Focuses on prevention, not blame or punishment
- Focuses on system level vulnerabilities rather than individual performance E.J. Dunn & D. Renner (nd), http://www.med.cornell.edu/risk-management/best_practices/RootCauseAnalysis.ppt

Specific underlying causes that we have control over (not the weather) and we can make effective recommendations for prevention. Rooney, J.J & Vanden Heuvel, L.N. (2004). *Root Cause Analysis for Beginners.*

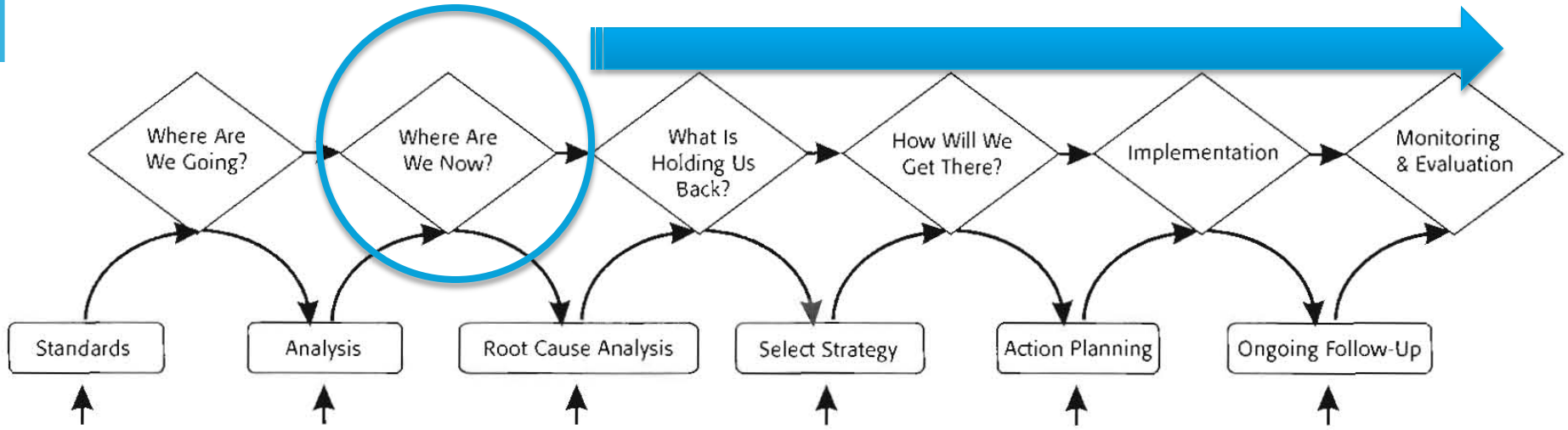
CRITICAL STEPS

- **What happened? (event)**
  - What happened that day?
  - What usually happens? (norms)
  - What should have happened? (policies)
- **Why did it happen?**
- **What are we going to do to prevent it from happening again? (actions/outcomes)**
- **How will we know that our actions improved it?**

E.J. Dunn & D. Renner (nd), http://www.med.cornell.edu/risk-management/best_practices/RootCauseAnalysis.ppt

ROOT CAUSE ANALYSIS PROCESS

P.G. Preuss (2003)



Roots to Resources is supported by
the Kansas State Department of Education
Special Education Services

Project Success

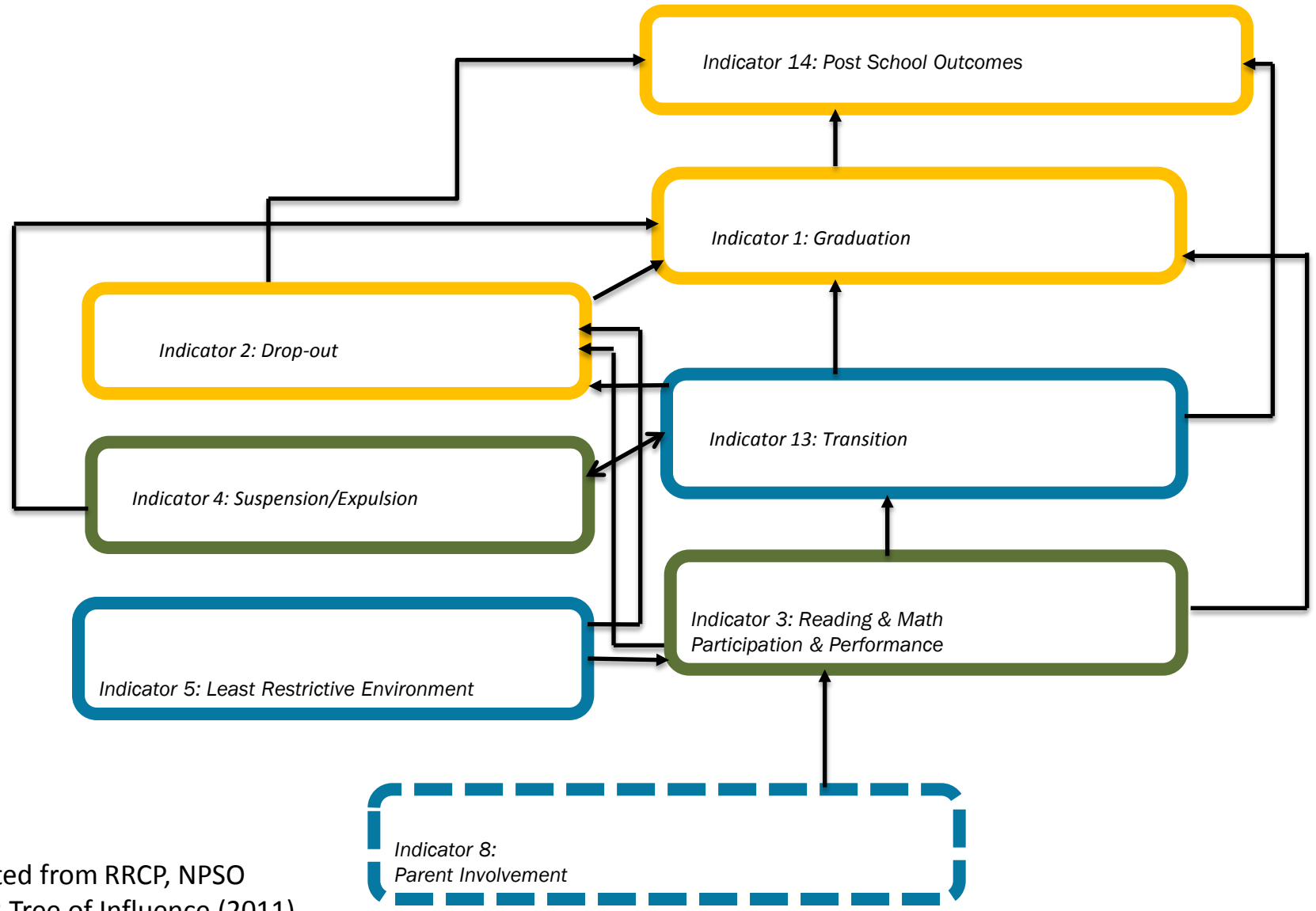
KS SC
SECONDARY CONNECTIONS

TASN
KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK

CLUSTER 1 TARGETS

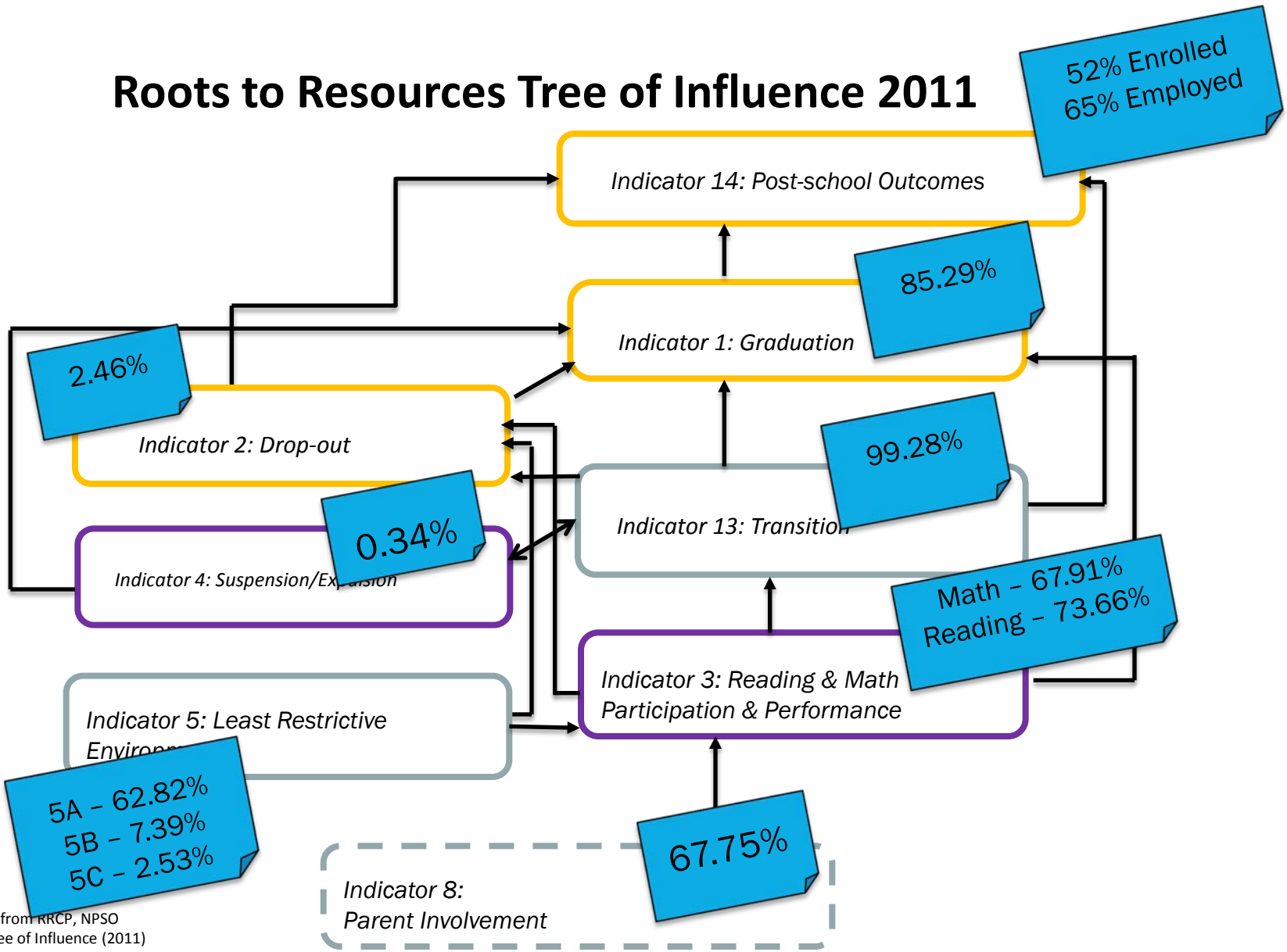
Indicator	SPP Targets	APR 2010	APR 2011
	School Year	2008-09	2009-10
1 Graduation	Percent of youth w/ IEPs graduating	75%	80%
2 Drop-out	Percent of youth with IEPs dropping out	New baseline data year	2.45%
4 Suspensions & Expulsions	Percent of suspensions & expulsions >10 days of youth with IEPs	1.59%	1.40%
13 Transition Services	Percent of youth with IEPs aged 16+ w/ an IEP that meets transition services compliance	100%	100%
14 Post-School Outcomes	Percent of youth w/ IEPs engaged in post-school activities A. Higher education B. Higher ed or competitively employed C. Higher ed, or comp. employed, or some other postsecondary training or some other employment	Baseline data year	48.6% 72.6% 83.2%

Roots to Resources Tree of Influence



Adapted from RRCP, NPSO
Part B Tree of Influence (2011)

Step 1: Examine SPP Data



Adapted from RRCP, NPSO
Part B Tree of Influence (2011)

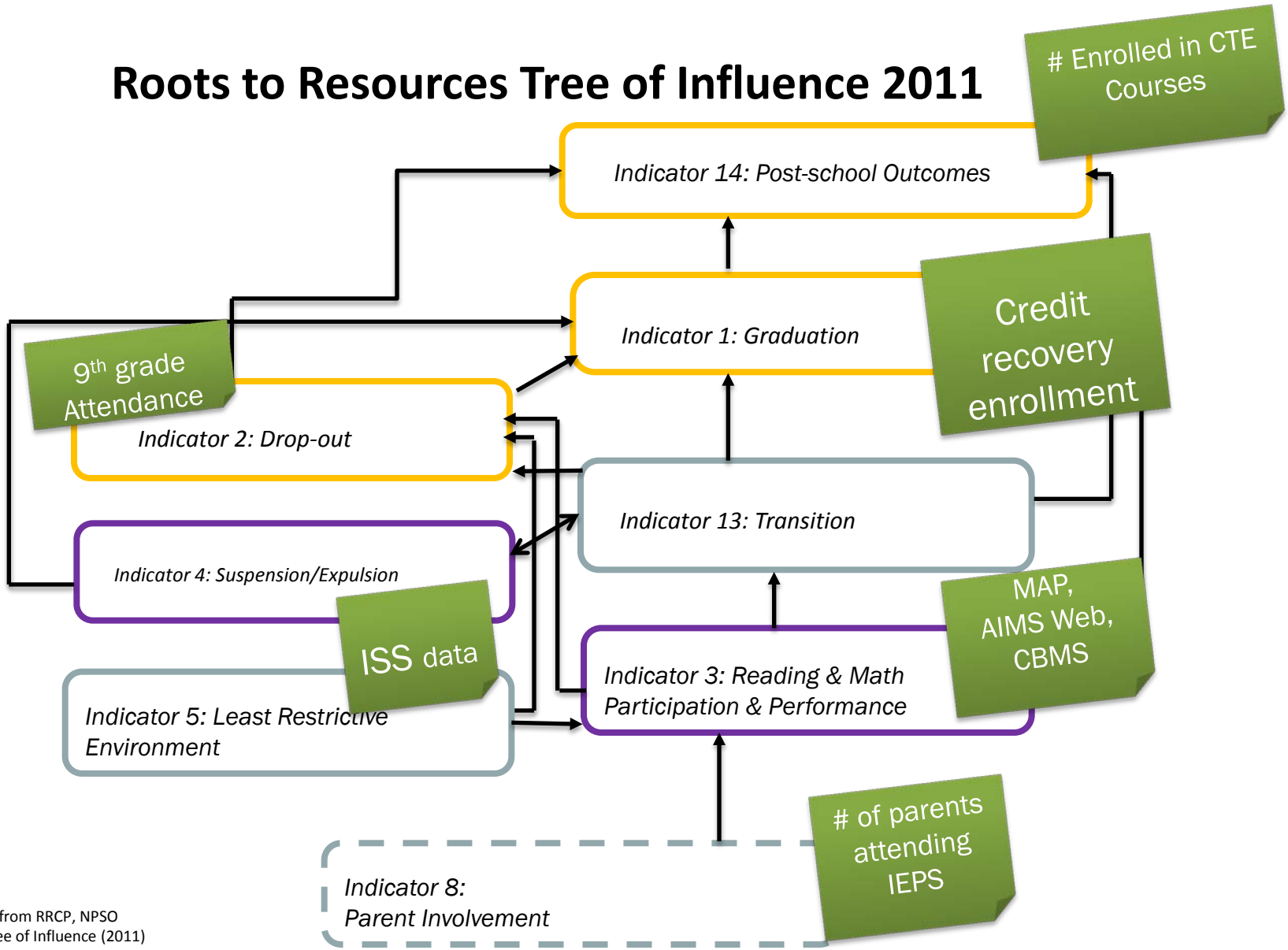
STEP 2: NOTE OTHER DATA

Note Other important data

Consider…

- *Attendance*
- *In-School Suspension Rates*
- *Course Grades*
- *Retentions*
- *Other important local data… such as… ??*

Step 2: Other Data



Adapted from RRCP, NPSO
Part B Tree of Influence (2011)

STOP, THINK, WRITE.

What do I see in our tree?

Where are the strengths?

What concerns me?

What indicators did we miss?

Prioritize the **missed** indicators based on your team's work on the Tree of Influence activity.

BECAUSE STATEMENT:

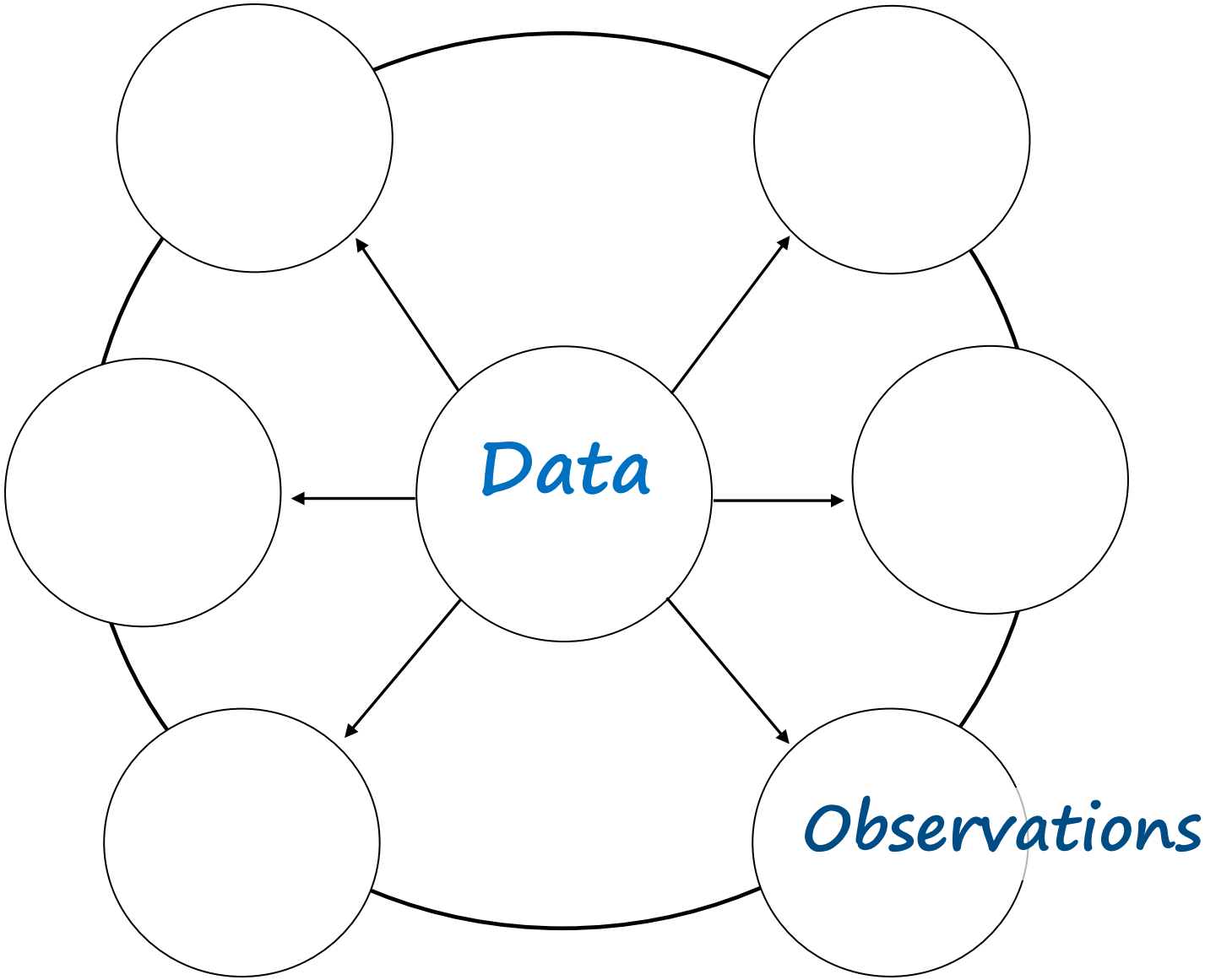
There are pros and cons for prioritizing any particular indicator before another.

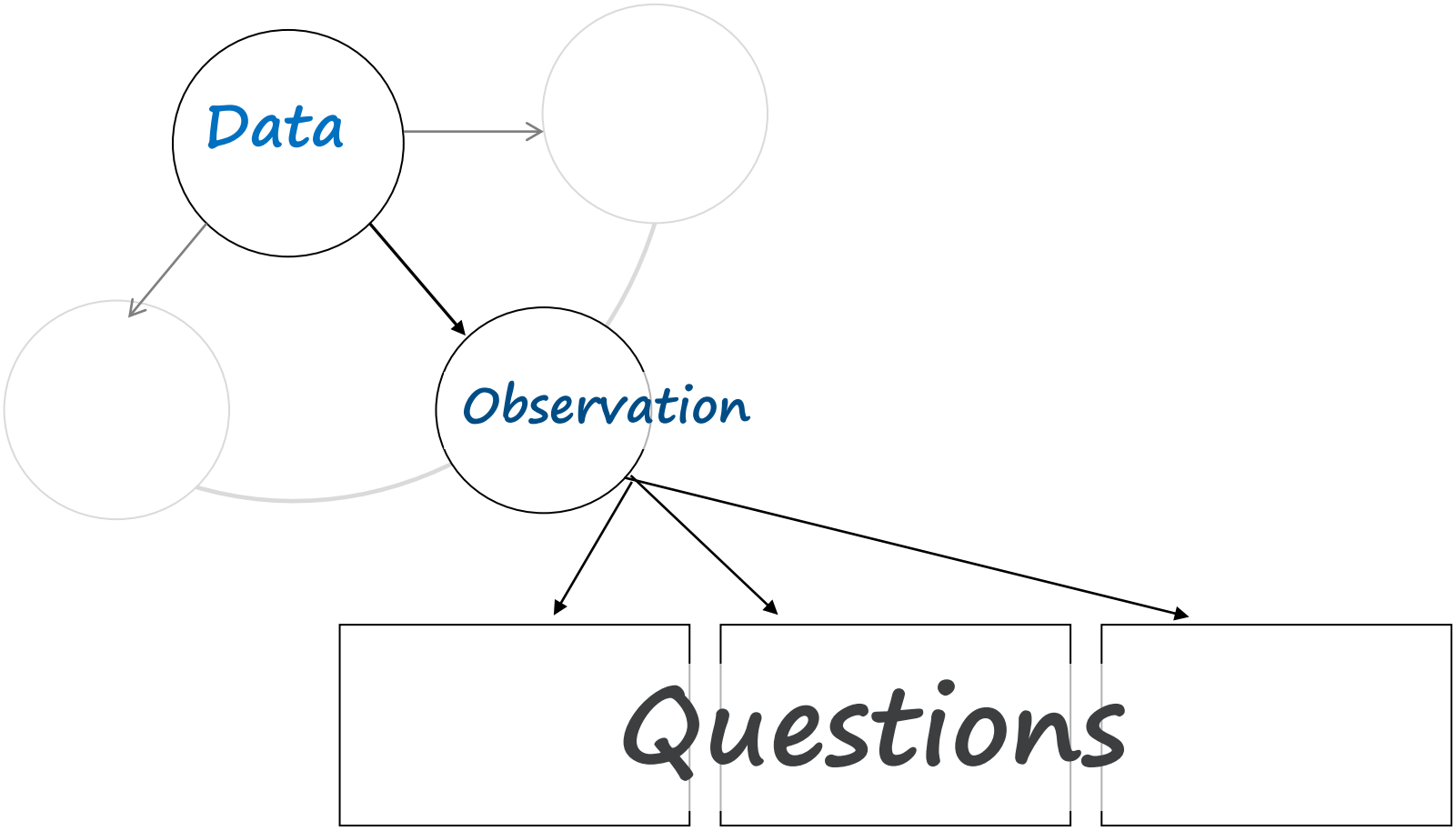
Garner stakeholder buy-in with a *Because* statement

EXAMPLE

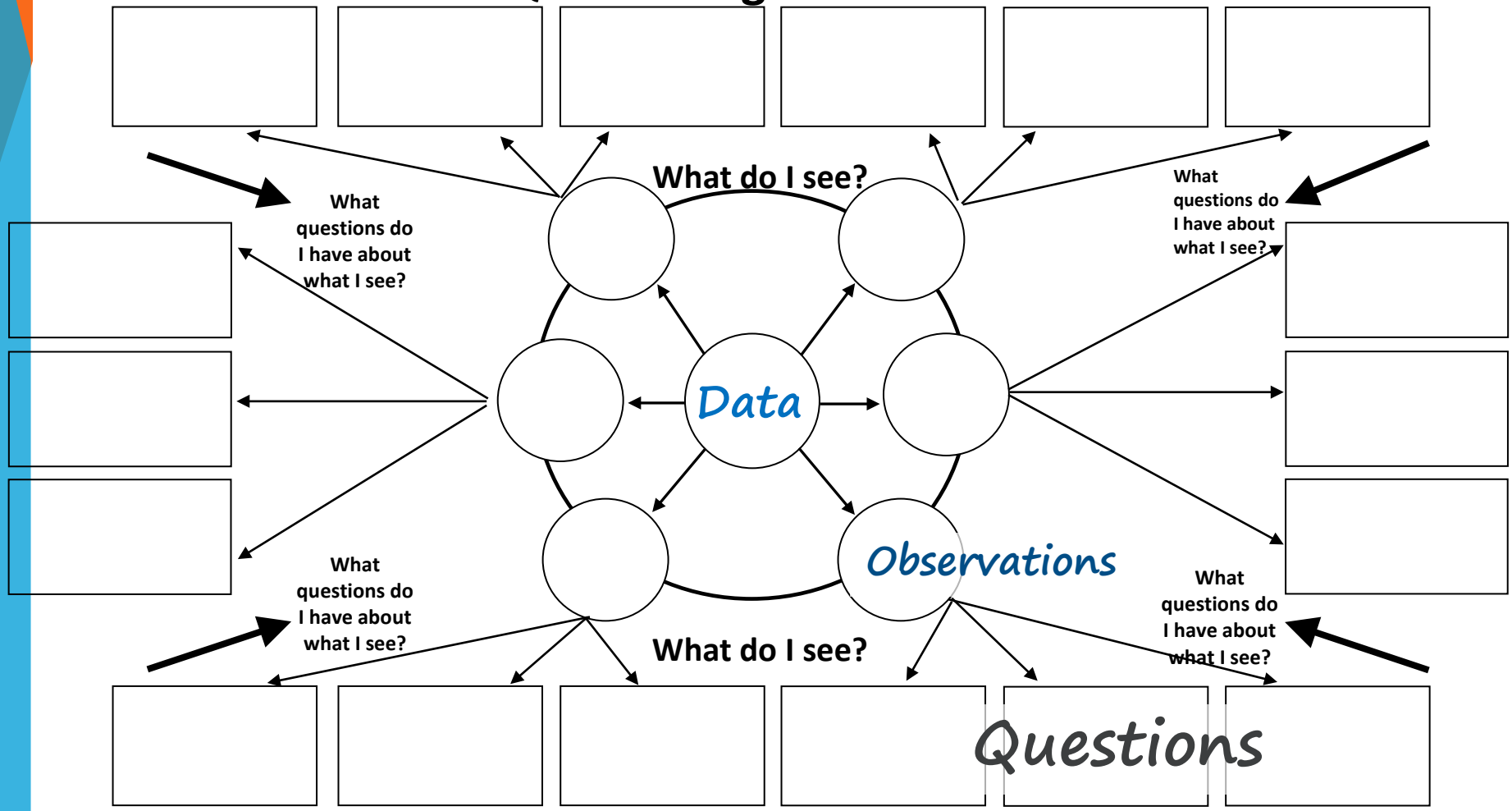
Our team prioritizes SPP Indicator 13 – Transition Services because…

- The factors identified are within our immediate influence.
- Better transition services will improve students' reaching of post-school goals
- Improved transition improves graduation & dropout rates too.

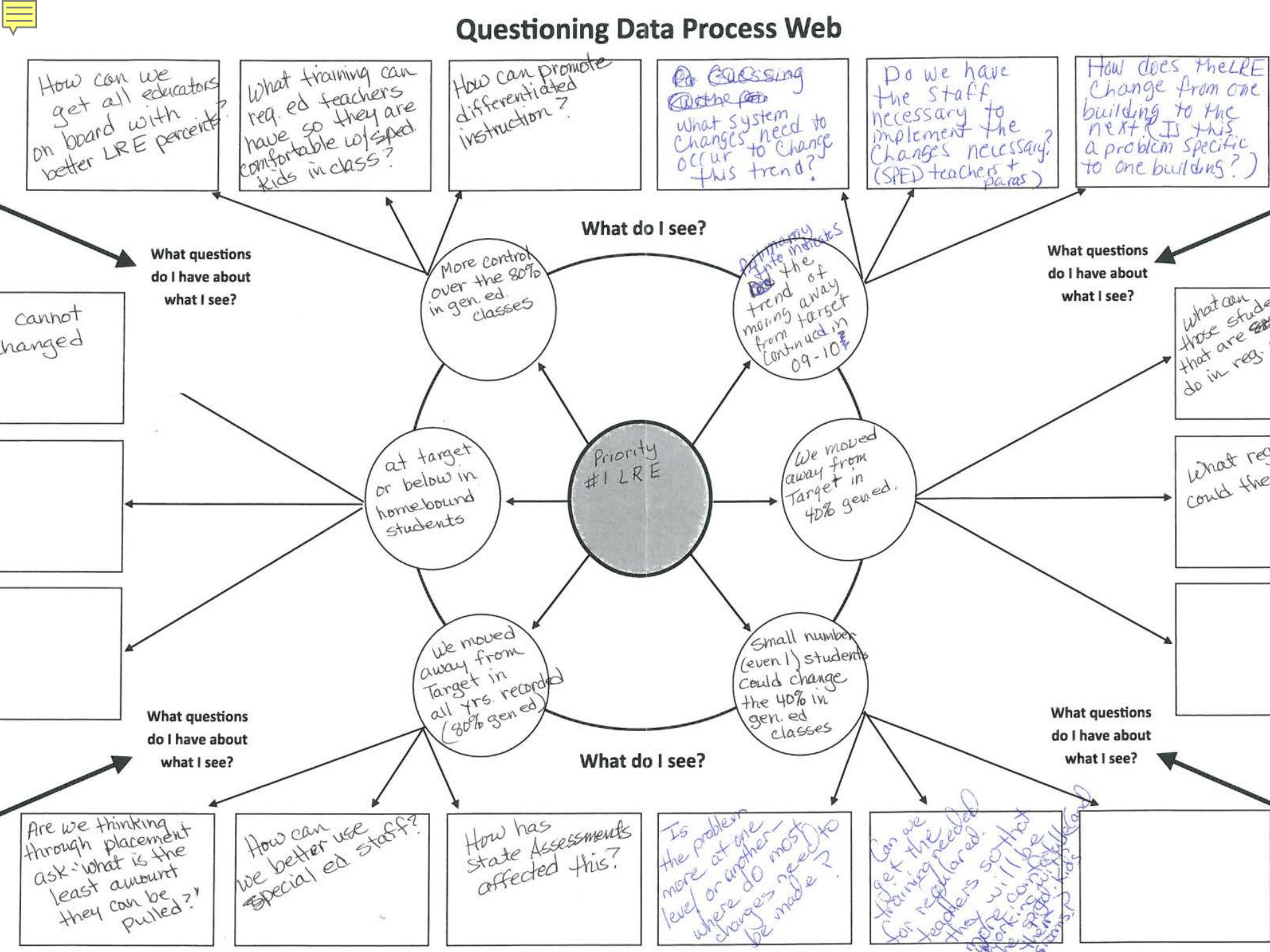

Data
Observations


Data
Observation
Questions

Questioning Data Web



Questioning Data Process Web



EXAMPLE: PURPOSE/ ACTIONS

I/We Do It

Exploration Phase Purpose Statement: The Roots to Resources Team will share the responsibility of gathering Math teachers to discuss priority consensus and Math CBM data to evaluate for further root cause analysis.

Action Step	Who	When	How
Meet with Curriculum Director about CBM Data Access	Team Facilitator	Oct. 4	Roots team will have access to CBM data.
Meet as Roots team to review CBM data	Roots Team	Oct. 7	Completed Questioning Data Web on Math CBM data
Identify Math teachers, Math team in decision making	Team Administrator, Math Team Members	Oct. 7	District List is highlighted with Math teachers names and emails for contact

KANSAS SECONDARY CONNECTIONS SUMMIT

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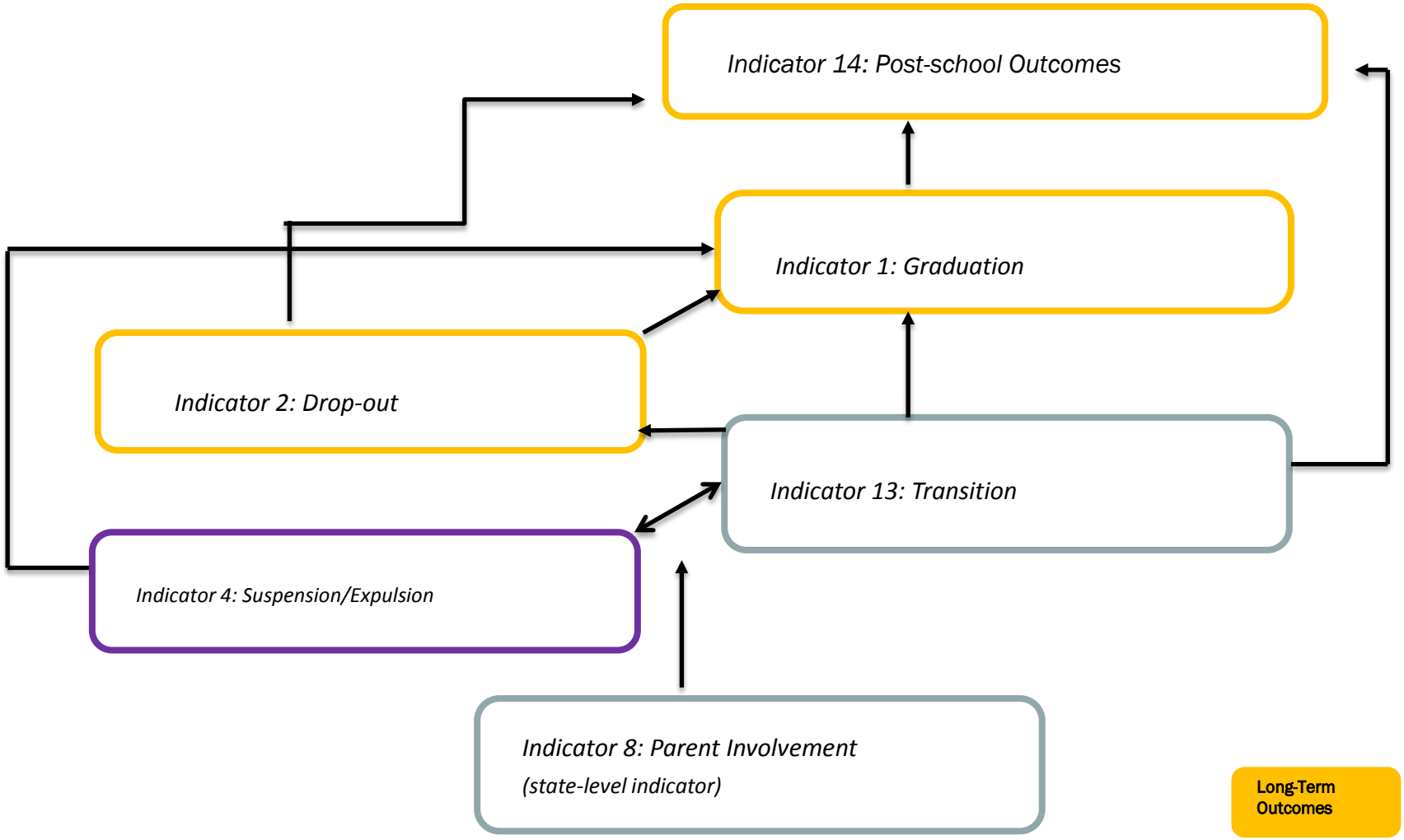
KSSC Transition Tree of Influence for Cluster 1



Long-Term Outcomes

Intermediate Outcomes

Outputs

Adapted from RRCP NPSO Part B Tree of Influence (2011)

2 STEP PROCESS: DATA ANALYSIS

Step 1: SPP Data: APR data Data source: Team District Data Portfolio, or data online. (SPP/APR data for each district can be found at http://ddesurvey.com/kansasAPR/

Step 2: Other Data: attendance or in-school suspension, the percentage of student-led IEPs, teacher in-service training and professional development, etc… Data sources: District Data Portfolio, or district's own data systems.

Step 3: Key Factors: positive &negative- qualitative data, policies, programs or procedures, community factors, climate, or any other important aspect school that may influence SPP performance. Data source: team knowledge, District Data Portfolio, district's own data systems.

STEP 4: CONNECTIONS & PRIORIZING

Consider all the information on *completed* Tree of Influence.

- What do you see? What stands out?
- Are there any gaps?
- What do you want to see?

- Team members generate 3 reasons why an indicator should be prioritized ("pros") and writes them on post-it note.
- Each team member picks the best reason and "sticks it" on the indicator
- Teams discuss the overall "pros".
- Teams then look at each indicator again and decide together on 2 reasons *not* to prioritize an indicator ("cons")?
- Team uses this information to prioritize your indicator

STEP 5: GUIDED DISCUSSION OF IDENTIFIED INDICATOR AREA

Graduation and Dropout Guiding Questions: SPP Indicators 1 and 2

The following questions address issues related to graduation and dropout for students with disabilities in the district or school.

District Procedures and Data

- What district-wide policies and/or procedures contribute to students with disabilities graduating from high school? What are the barriers to their graduating?
- What district-wide policies and/or procedures contribute to students with disabilities dropping out of high school? What are the barriers to their dropping out?
- Can students who dropout re-enter high school? What strategies are in place to encourage this?
- How does our graduation rate compare with the state's graduation rate?
- Considering the overall graduation and dropout rates for youth with disabilities from our school/district, what surprised us?
- Are some groups of students (i.e., gender, disability groups, race/ethnicity, or age) graduating or dropping out of school at a higher rate than we expected?
- How is data collected on school leavers?
- Do we need to utilize data systems that support a realistic diagnosis of the number of students who drop out and that identify individual students at high risk of dropping out?

Attendance

- How do we monitor absences?
- How many days must a student be absent to t
  student?
- Does the district or school have targets for att
- What was the attendance rate?
- What patterns are visible in the attendance rat

Question or data area for further research	Person responsible	Date to Complete

STEP 6: CREATING A VISION FOR SUCCESS

A vision statement is a convincing description of how student outcomes are improved in various ways through school services.. The school leader is the "shepherd" of the vision and the facilitator of its development through the mission and goals.

Teams reflect on:

- Where has the school/program been?
- Where is it presently?
- Where do you want it to be or what do you want it to become?

Team Vision Statement:_____

_____

STEP 7: GOAL SETTING

S	Specific	Clear and well-defined; who what, where, when
M	Measurable	How much, How many, How often
A	Attainable, achievable	Can you achieve this?
R	Resources	Feasibility; consider available resources, staff, funds, and time
T	Time-based	Practical completion date and benchmark dates

- View pages 13 and 14 for additional graphic organizers and SMART questions that may help teams develop a SMART team goal.

SMART Team Goal:

_____

_____

GOAL ATTAINMENT SCALE (GAS)

Level of Attainment	Target Item for Improvement: Formal and informal assessment measures are available to school staff in order to develop transition plans that target postschool goals and outcomes (employment, post-secondary education, independent living).
Much less -2 than expected	All secondary special education teachers have access to at least four formal and four informal assessments but are not utilizing any assessments prior to a student's transition planning meeting.
Somewhat less -1 than expected	Secondary special education teachers are using at least one of the available assessments prior to a student's transition planning meeting for 20% of the students eligible for transition assessment.
Expected level 0 of outcome	All secondary special education teachers have access to at least four formal and four informal assessments staff in order to develop transition plans that target postschool goals and outcomes (employment, post-secondary education, independent living).
Somewhat more +1 than expected	Secondary special education teachers are using at least one assessment prior to a student's transition planning meeting for 50% of the students eligible for transition assessment.
Much more +2 than expected	Secondary special education teachers are using at least two assessment measurements prior to a student's transition planning meeting for 50% of the students eligible for transition assessment.

STEP 8: ACTION PLANNING

- What other stakeholders might need to join the team to help us meet our expected outcome?
- What other data do we need to gather to be informed about our expected outcome?
- What resources and initiatives currently address our expected outcome?

Probing Questions

- Are there other ways to achieve the same expected outcome? If external factors come up, what are some alternative strategies?
- Consider potential barriers. What strategies can we employ to address these barriers?
- What other community or district resources are available to assist with this expected outcome?

STEP 9: SUSTAINABILITY

Sustainability: The ability of a program to withstand shocks over time while maintaining core beliefs and values and using them to guide its adaptations to change.

- Leadership
- Collaboration
- Program results
- Strategic funding
- Staff
- Program Responsivity

EARLY WARNING – EARLY RESPONSE

COHORT OF KANSAS SCHOOLS PREDICTING & PREVENTING DROPOUT USING READILY AVAILABLE DATA

KANSAS SECONDARY CONNECTIONS (KSSC)

A KSDE TASN PROVIDER AT THE UNIVERSITY OF KANSAS CENTER FOR RESEARCH ON LEARNING

DATA ANALYSIS FOR DROPOUT PREVENTION

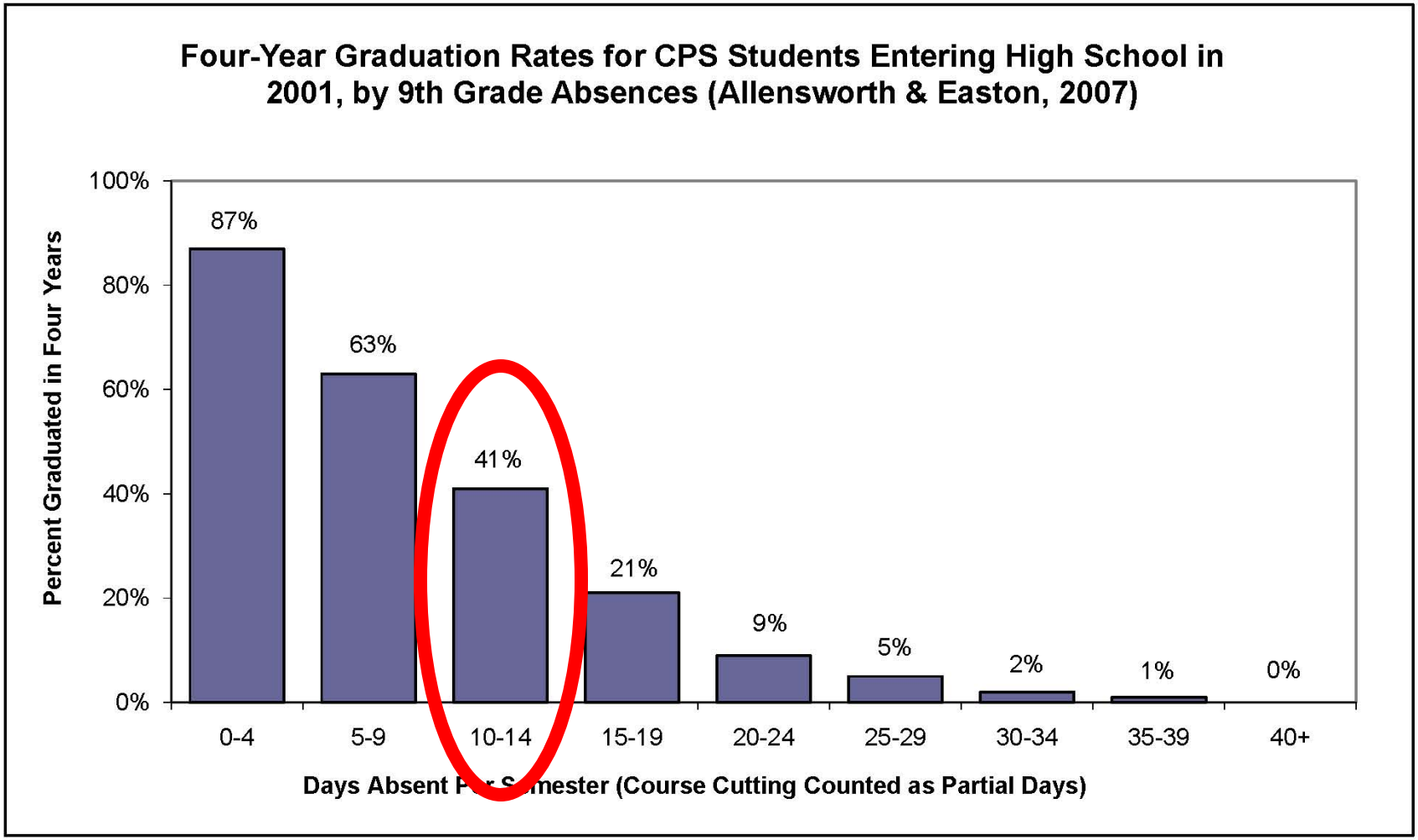
Alterable⇨ Actionable

- ❑Attendance
- ❑Achievement
- ❑Attainment

From: Heather Blagg Thornton (2012) Early Warning -- Early Response. TASN: Kansas Secondary Connections.

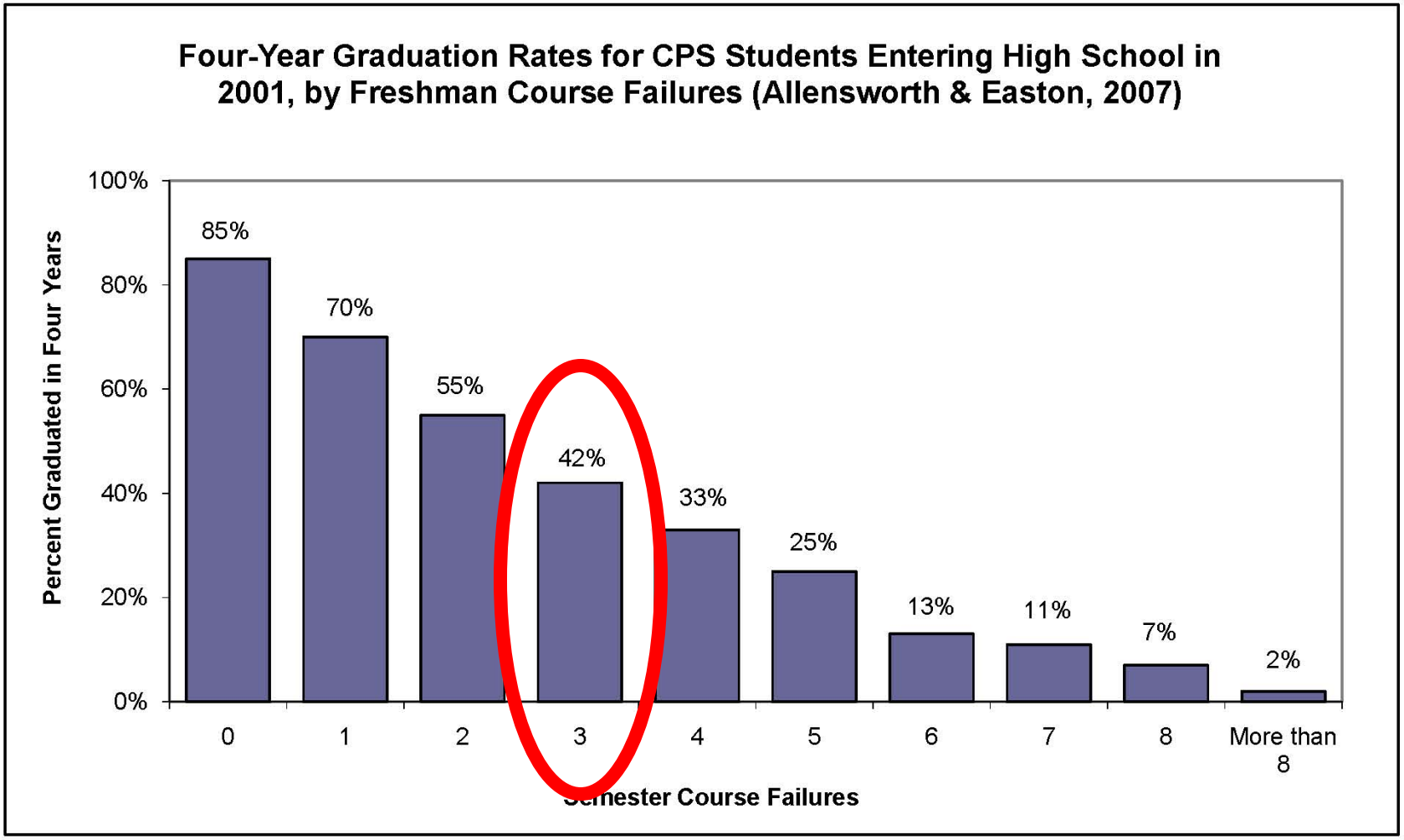
National High School Center
betterhighschools.org

"High-Yield" Academic Indicators: Attendance

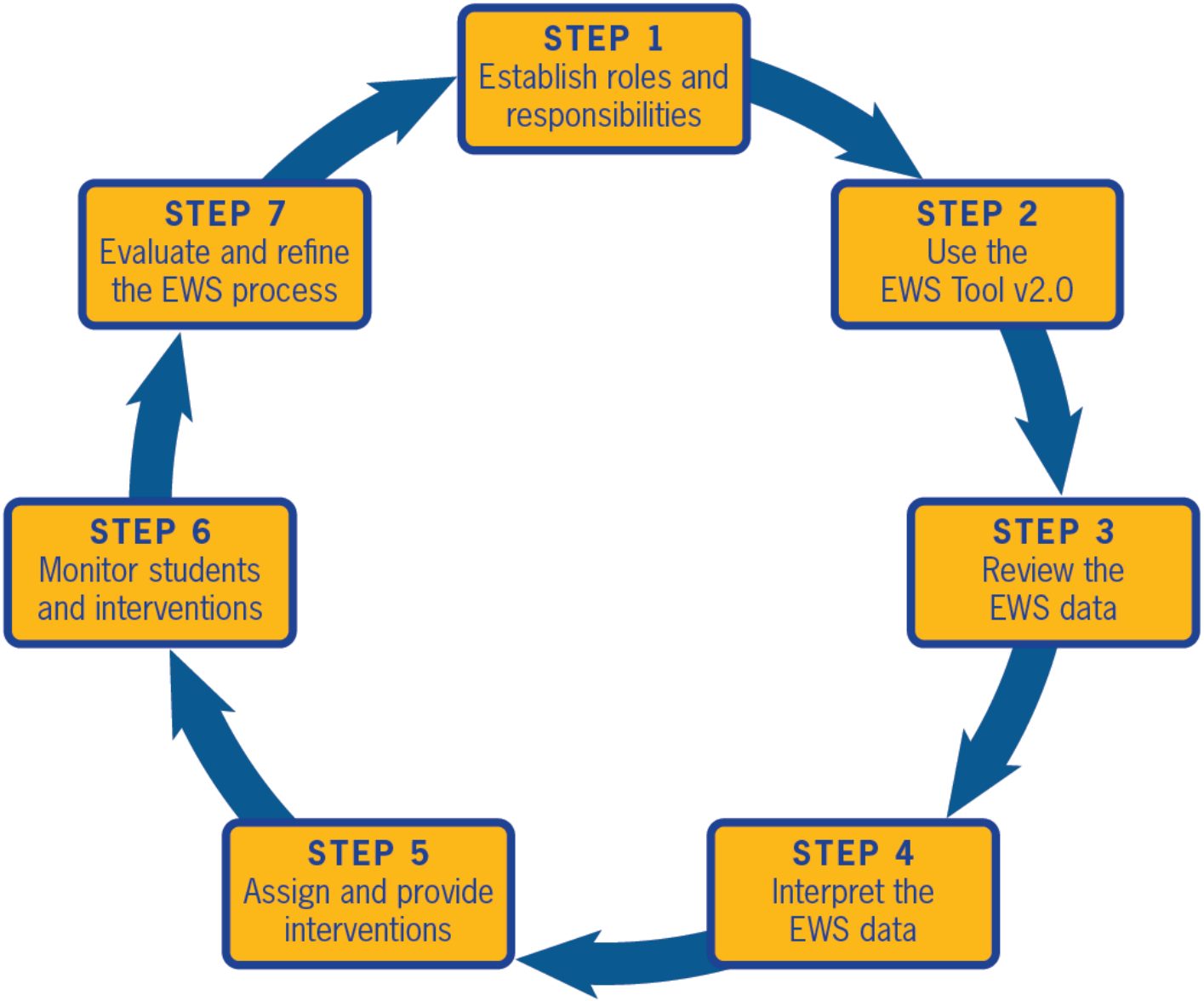


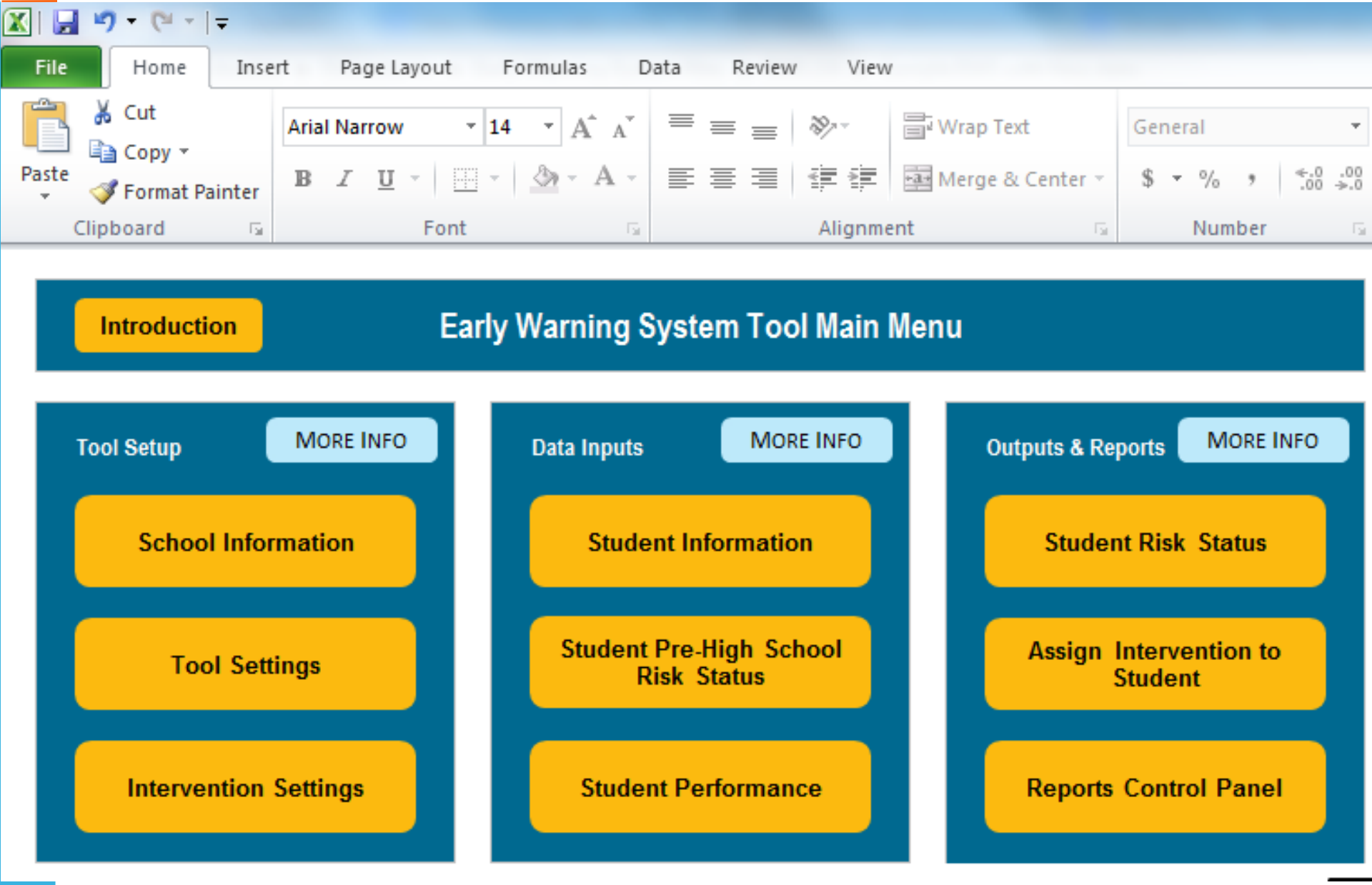
National High School Center
betterhighschools.org

"High-Yield" Academic Indicators: Course Failures



EWS FRAMEWORK

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Wrap Text
Merge & Center
Alignment
General
Number
Introduction
Early Warning System Tool Main Menu
Tool Setup
MORE INFO
School Information
Tool Settings
Intervention Settings
Data Inputs
MORE INFO
Student Information
Student Pre-High School Risk Status
Student Performance
Outputs & Reports
MORE INFO
Student Risk Status
Assign Intervention to Student
Reports Control Panel

Data Input 1/3 | Pre-High School

Student Information

MORE INFO

Main Menu | Export Data | Import Data

View: All

Student Details						Student Demographics	
First Name	Last Name	Student ID	Grade	DOB (mm/dd/yyyy)	Gender	Race/Ethnicity	Disability
Giulietta	Adams	1122100	9	5/15/1996	F	American Indian or Alaskan Native	
Greta	Andrews	1122101	9	4/5/1996	F	White	Learning Disabil
Peter	Andreou	1122102	9	11/18/1995	M	White	
Katherine	Barkauskas	1122103	9	4/15/1996	F	Asian or Pacific Islander	Learning Disabil
Chad	Barna	1122104	9	10/16/1995	M	Hispanic	
Denise	Boyles	1122105	9	4/16/1996	F	Black	
Mimi	Cao	1122106	9	4/6/1996	F	Asian or Pacific Islander	
Claire	Cartwright	1122107	9	11/5/1995	F	White	Learning Disabil
Andrea	Crowder	1122108	9	12/25/1995	F	Black	
Linda	Day	1122109	9	12/17/1995	F	Black	
Bradley	Dietrich	1122110	9	3/13/1996	M	White	Emotional disturba
Jennifer	Dunn	1122111	9	9/15/1995	F	Black	
Kimberly	Eaton	1122112	9	7/17/1996	F	White	
Sharon	Fanning	1122113	9	8/18/1996	F	White	
Ginger	Gattis	1122114	9	3/13/1996	F	White	

Student Risk Status

MORE INFO

Main Menu

Filter by Demographics: All

Time Frame: All

o assign a student to an intervention, either 1) right-click the student's name nd select "Assign to Intervention" or 2) click the "Interventions" button at the p of this page and enter the student's ID number.

Student Details			Pre-High School Indicator of Risk	Quarter 1 Indicators of Risk				Quarter 2 Indicators
Student ID	First Name	Last Name	Flag for Pre-HS Indicator	Flag for First 20 Day Attendance	Flag for Attendance	Flag for Course Fails	Flag for GPA	Flag for Attendance
1122100	Giulietta	Adams	No	No	No	--	--	No
1122101	Greta	Andrews	Yes	Yes	Yes	--	--	Yes
1122102	Peter	Andreou	No	No	No	--	--	No
1122103	Katherine	Barkauskas	Yes	Yes	Yes	--	--	Yes
1122104	Chad	Barna	No	No	No	--	--	No
1122105	Denise	Boyles	No	No	No	--	--	No
1122106	Mimi	Cao	No	No	No	--	--	No
1122107	Claire	Cartwright	No	No	No	--	--	No
1122108	Andrea	Crowder	Yes	--	--	--	--	No
1122109	Linda	Day	Yes	No	No	--	--	Yes
1122110	Bradley	Dietrich	No	Yes	Yes	--	--	Yes
1122111	Jennifer	Dunn	No	No	No	--	--	No
1122112	Kimberly	Eaton	Yes	--	--	--	--	--
1122113	Sharon	Fanning	No	Yes	Yes	--	--	Yes
1122114	Ginger	Gattis	No	No	No	--	--	No
1122115	Juanita	Gomez	No	No	No	--	--	No
1122116	Christopher	Hahn	No	No	No	--	--	No
1122117	David	Hendricks	Yes	Yes	No	--	--	Yes
1122118	Jonathan	Ivry	Yes	No	No	--	--	No

Student Risk Status

Student Interventions

Main Menu

To assign an intervention to a student, either 1) enter the student's ID number below, or 2) go back to the S
click the student's name, and select "Assign to Intervention".

Student ID:	1122100	First Name:	Giulietta		
		Last Name:	Adams		
		Disability:			
		Disadvantaged:		ELL:	
		Interventions Found:		1	

Assign Intervention to Student

Import Data

Export Data

Flags

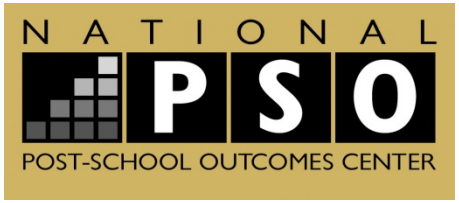
Pre-HS:	No	Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year
First 20 Day Attendance:		No	--	--	--	--
Attendance:		No	No	--	--	No
Course Fails:		--	No	--	--	No
GPA:		--	No	--	--	No
CCSR End of Year:		--	--	--	--	Yes

Enter the start and end dates of the student's participation in the intervention. If the start date of the intervention occurs before the first day of grading period 1, the tool recognizes this as a pre-high school intervention.

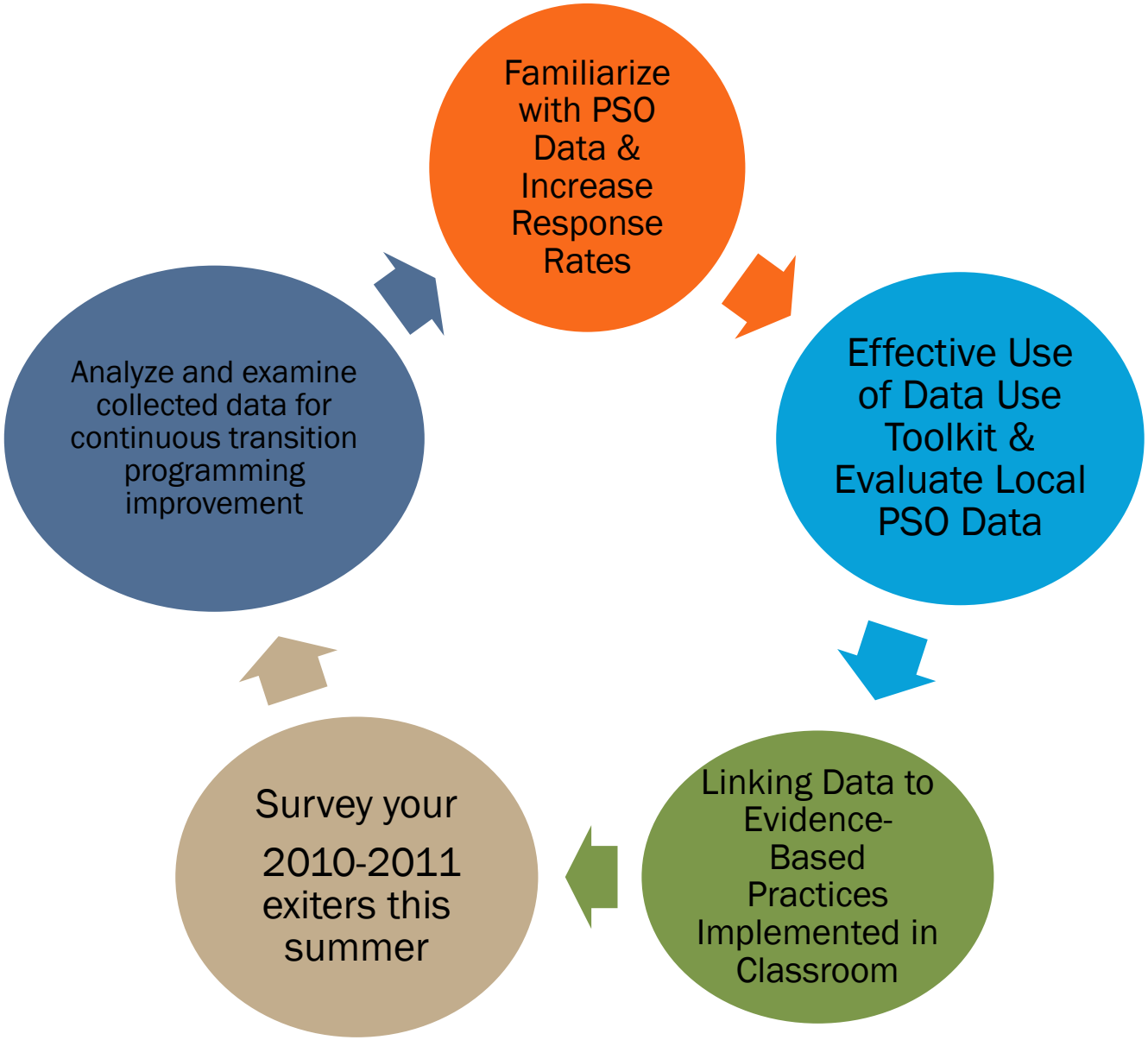
Intervention Details

Student ID	First Name	Last Name	Intervention	Start	End	C
1122100	Giulietta	Adams	Behavior Monitoring			

POST-SCHOOL OUTCOMES DATA USE TOOL KIT



KSSC'S POST-SCHOOL OUTCOMES IMPROVEMENT ACTIVITY



PSO DEFINITIONS

Higher Education

- **full- or part-time**
- **community college** (2-year program)
- **college/university** (4- or more year program)
- **one complete term**

Competitive Employment

- pay at or above **the minimum wage**
- **setting with others who are nondisabled**
- **At least 20 hours** a week
- for at least **90 days (includes military)**

Other Postsecondary Education or Training

- **full- or part-time**
- at least **1 complete term**
- **education or training program** (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a 2-year program)

Other Employment

- Employed for pay
- at least **90 days.**

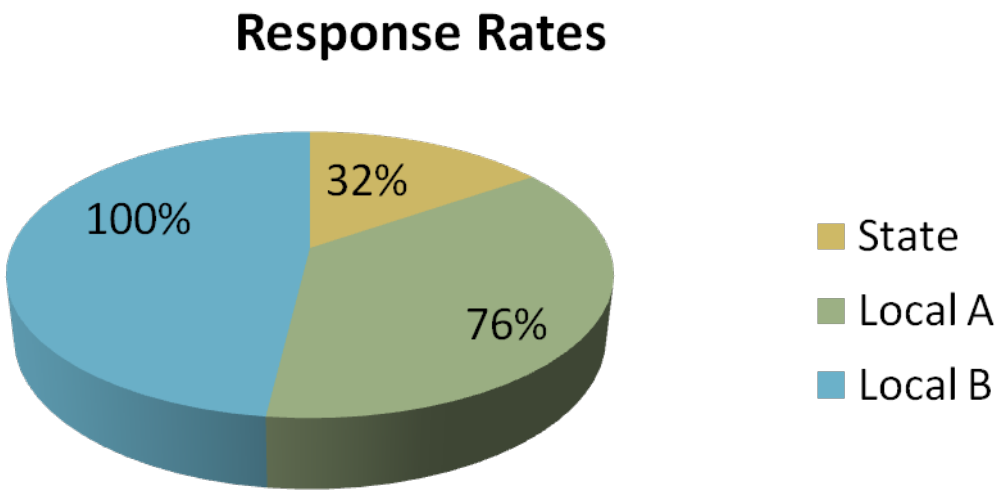
WHY SURVEY OUR OWN STUDENTS?

Personalizing the data

- There are students behind those numbers

Reconnection

- Connect to needed services
- Personally follow up with them



WHAT DATA ARE COLLECTED?

WE COLLECT DATA FROM YOUTH WHILE THEY ARE IN SCHOOL AND ONE YEAR AFTER THEY HAVE LEFT SCHOOL.

In school

Senior Exit Survey:

- Demographic data (e.g., disability, race/ethnicity)
- Program data (e.g., post-school goal, type of program they attended)
- Achievement data (e.g., formative & summative)
- **Contact Info!**

Out of school

PSO Survey:

- Work and school experiences
- Type of job or school
- Number of hours working or in school
- **Individual High School Experiences**

USD ### PSO DATA

THESE DATA REPRESENT YOUTH WHO LEFT SCHOOL DURING THE [2009-10] SCHOOL YEAR.

Of the 24 youth who left high school in our district, 17 or 71% of the leavers contacted responded to the telephone interview.

Of those who responded, 94.1% were engaged.

Specifically, 47.1% were in higher education, 23.5% competitive employment, 0% postsecondary education or training, and 23.5% in some other employment.

That leaves 5.9% of our youth not engaged.

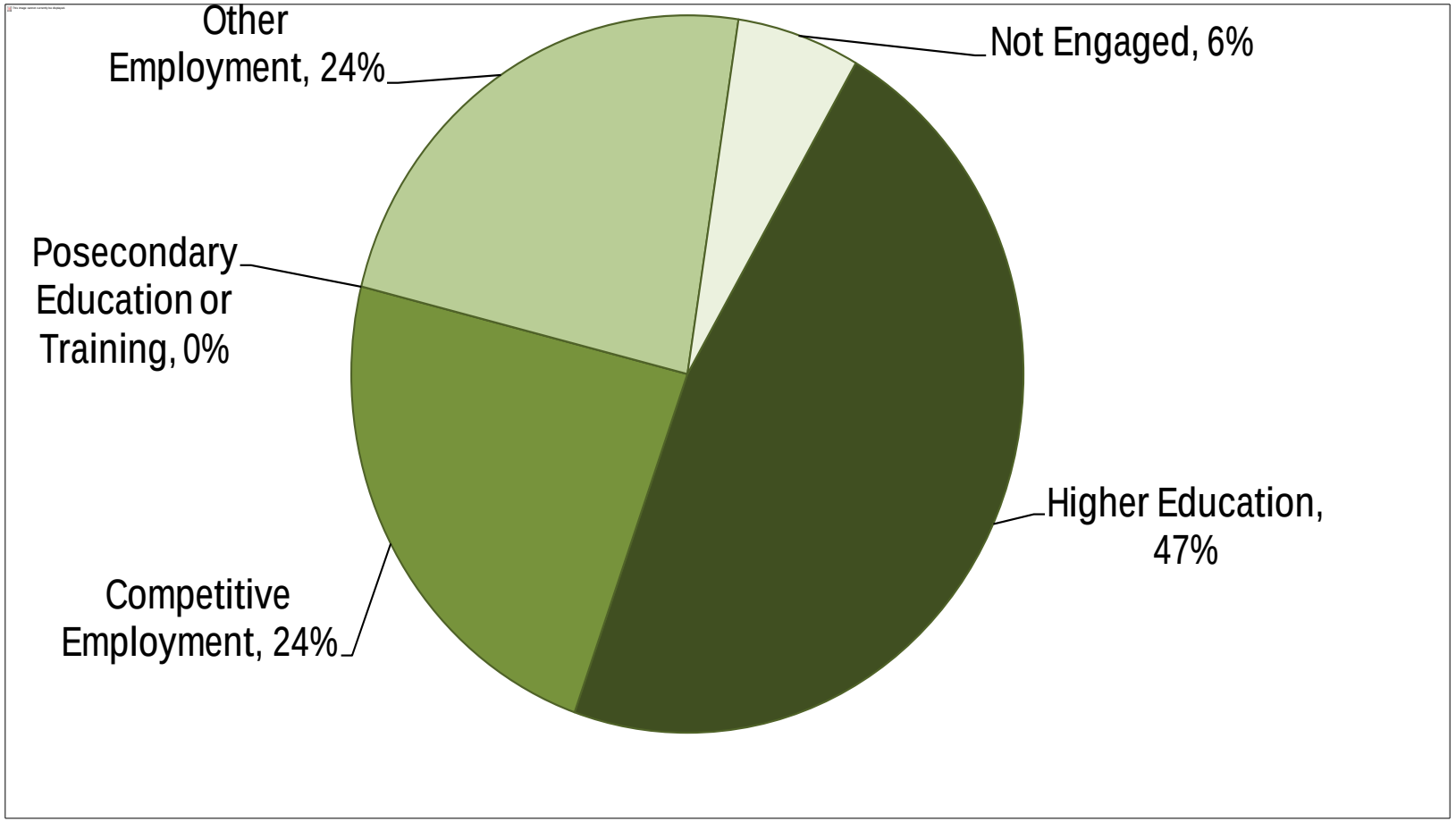
WHAT QUESTIONS DO YOU WANT TO ANSWER?

Brainstorm questions the group has about…

- Graduation & dropout rates
- Overall engagement rates in employment and post-secondary education

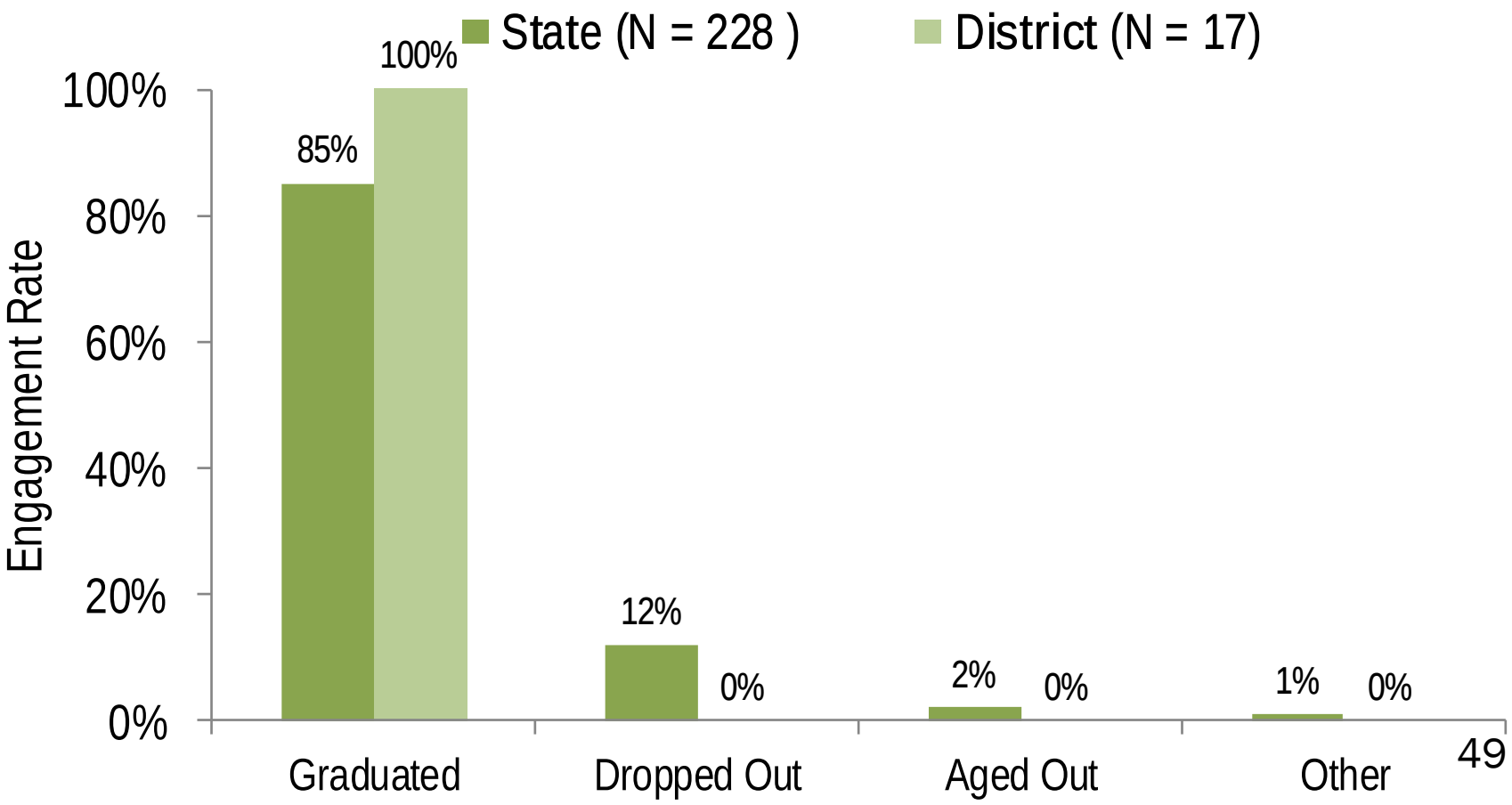
USD ### Engagement Rates

Of the 17 youth who responded to the interview/survey across the district…

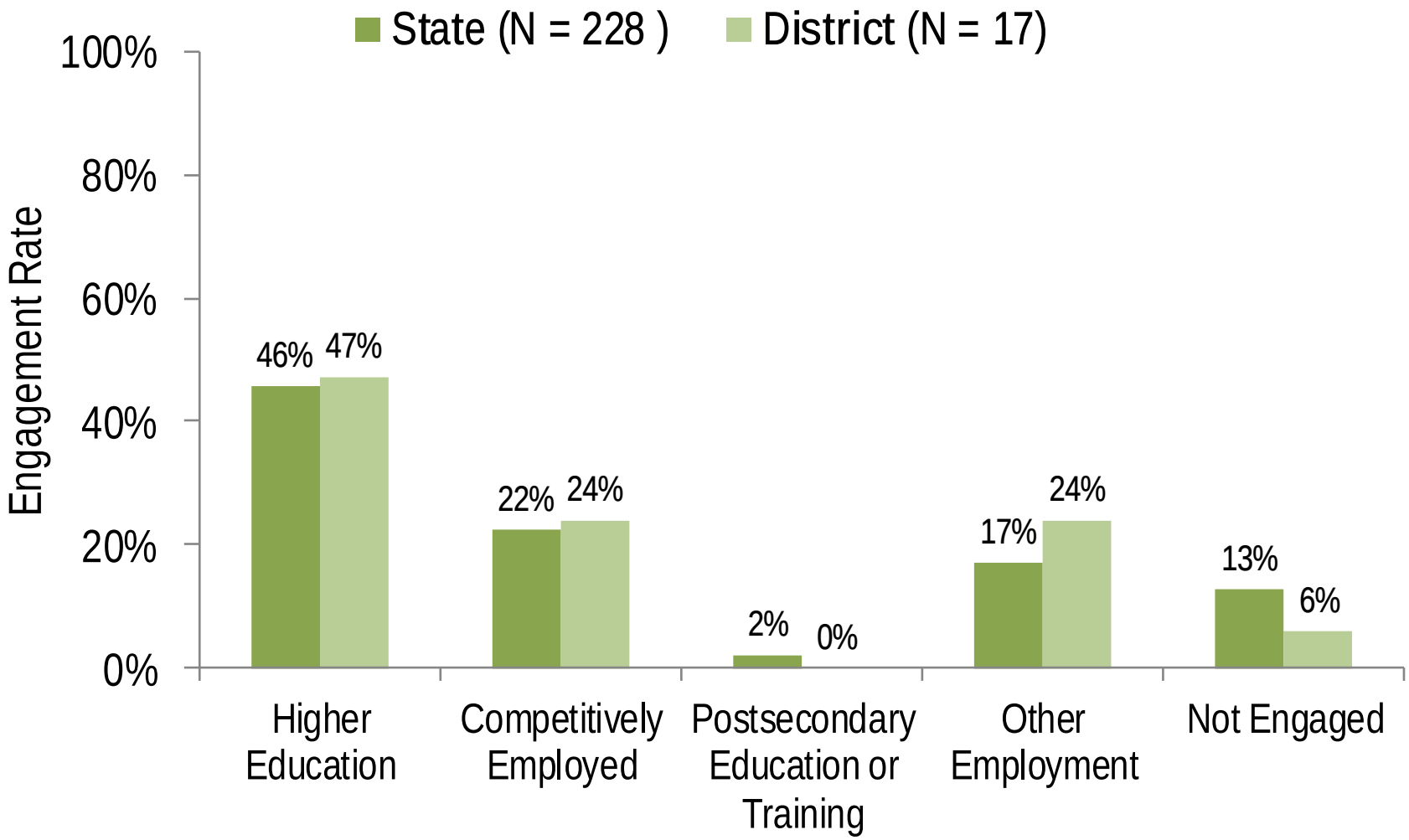


Data Source: Sample PSO SY 2009-10

STATE & DISTRICT ENGAGEMENT RATES BY METHOD OF EXIT



State and District Engagement Rates



Data Source: Sample (SY 2009-10)

DRILLING INTO THE DISTRICT'S ENGAGEMENT RATE:

LET'S LOOK AT THE PERCENT OF YOUTH ENGAGED IN THE POST-SCHOOL ACTIVITIES BY THE FOLLOWING CATEGORIES:

- **Females v. Males**
- **Graduates v. Dropouts**
- **Various Races/Ethnicities**
- **Disability Categories**
- **What other groups do you want to look at?**

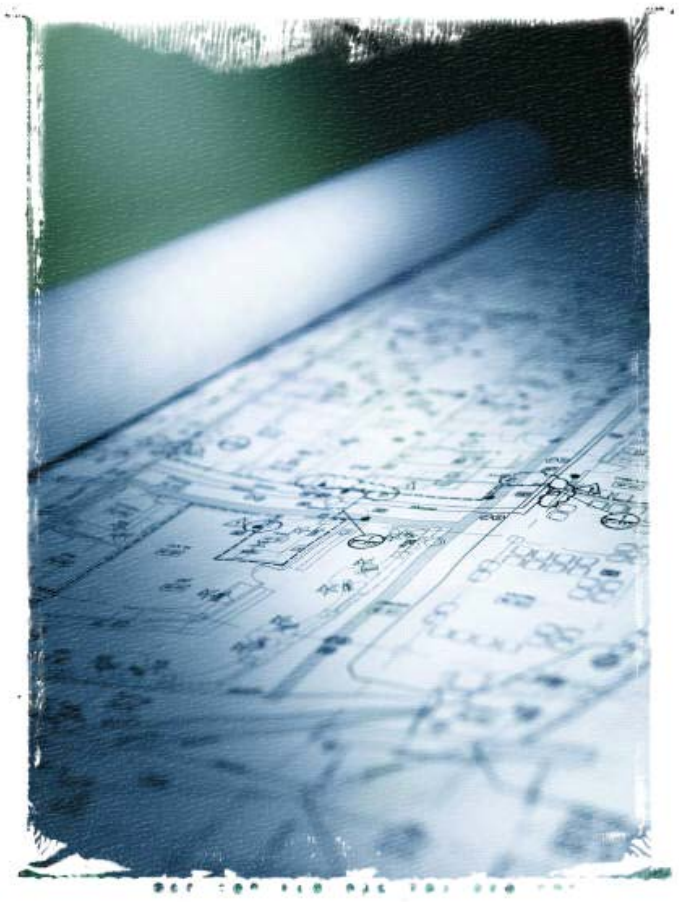
THINKING ABOUT TRANSITION RELATED PROGRAM IMPROVEMENT

In what areas are youth with disabilities doing well?

What areas need improvement?

What is the district doing well?

What does the district need to improve?



PROGRAMMATIC STRENGTHS

THINK ABOUT THE 16 PREDICTORS OF POST-SCHOOL SUCCESS AND OUR HIGH SCHOOL TRANSITION AND ACADEMIC PROGRAMS:

- Why does USD ### have positive outcomes for some leavers and not others?
- What attributes can be associated with the outcomes, positive and negative?
- What changes need to be made?

ACTION PLANNING

What are our next steps?

What do we need to do to improve the positive outcomes for our youth with disabilities?

Questions and Next Steps

What questions do we still have?

Where do we go from here?

- When will we answer the unanswered questions?
- Are other additional data needed to answer the unanswered questions?
- When will we meet again?
- What resources do we need to gather before we meet again?
- What are the specific action steps we will take between now and our next meeting?
- Who is missing?