Using Data to Help Make Decisions

December 7, 2007

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1,595 Teachers took the SEC

Majority of Cohort 2 and 3 teachers are using the SEC data

Larger Science interest

School district pilots SS survey
A leader using data is like…

Because……
Synectics

Using data is like...

Because......
Stoplight Highlighting - Item Analysis

- **Green = Go!** Exceeds or Meets Expectations

- **Yellow = Caution!** Below Expectations

- **Red = Stop! Urgent!** In Need of Improvement … Prioritize curriculum, designate a block of time, and use effective instructional strategies
<table>
<thead>
<tr>
<th>Question #</th>
<th>Standard</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
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<td>1</td>
<td>GE</td>
<td>36</td>
<td>4</td>
<td>15</td>
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<td>58*</td>
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</table>
Ohio’s Statewide Testing

About this Web site
This Web site serves as a starting point for tools that can help in understanding Ohio’s statewide assessments for the Ohio Achievement Tests (OAT) and for the Ohio Graduation Tests (OGT).

Grades 3-8 OAT
Understand what students should know and be able to do by the end of each grade.

Help students in high school get ready for the Ohio Graduation Tests (OGT).

Educator’s Workroom
Access Electronic Reports Here
(Only Grades 3-8 and OGT educators have access to this password-protected site. Please contact your building Principal for password information.)

Access OTELA Ordering System
(Administrator’s password required)

Access OGT TIDE Here
(Administrator’s password required)
How does your school measure up? Version 2.0

How does your school measure up? is a new data tool to assist school leaders to explain their Ohio local report card and to analyze the report card data. This tool provides visual displays and explanations of all data pertinent to determining the report card rating for each District and building in Ohio. That data includes the state indicators, Adequate Yearly Progress (AYP), Performance Index scores, "Safe Harbor" and performance of subgroups. Version 2.0 includes data from Ohio’s 2006-2007 testing.

Key Questions are identified in each frame to guide the analysis of the data. Measure Up has a number of key features that can be used in presentations when delivering key messages about the performance of a school to staff members, parents, school board members, and community members.

Measure Up is a stand-alone application that can be downloaded free from this site.


Installing Measure Up 06 will not change any previous versions. If you have downloaded Measure Up 1.x you will still be able to use it.

AYP

The AYP calculation has changed. Weighted targets are no longer used, instead in each subgroup at each grade level the AYP Benchmark for that grade and subject is compared to the number of students scoring proficient or better in that subgroup. The Measure Up AYP page shows how the calculation is performed. Click on any of the grade levels in the AYP subgroup graphic to see how the values are determined.
DATA DRIVEN DECISIONS FOR ACADEMIC ACHIEVEMENT

NEWS

D3A2 Training Opportunities - Click here for the flyer!
Regional train-the-trainer sessions are being offered throughout October. These sessions are intended for ESC, District and ITC staff that provides professional development to teachers.
Click here to register. Seats are limited.

D3A2 Resource Exchange Has Been Updated!
Find lesson plans, activities, assessment items and instructional resources in a variety of formats from some of Ohio's most trusted content providers by clicking here.

D3A2 Implementation Request Form
Districts interested in using the D3A2 should register their district by clicking here.
Please note that submission of an Implementation Request Form will not provide immediate access to the D3A2 system. Please refer to the project status page to find out the current state of district implementation.
Has my district submitted an Implementation Request Form? Find out here.
Welcome to SEC On-Line

The Surveys of Enacted Curriculum web site.

The purpose of this site is to encourage teacher reflection and conversation about classroom practice and instructional content.

About the Survey

Using a survey data collection and reporting model, teachers can compare their own practice and instructional content to responses by other teachers around the country and within their school or district.

Participating states, schools and districts are able to make use of aggregated teacher reports (individual teacher responses are disclosed only to the teacher) to develop a baseline of information about teacher practice in mathematics, science and English language arts, or to inform professional development or school improvement planning efforts.

Registration Guide

Login

Username:  
Password:  

Register  Login

Forget your Username or Password?

Survey Administrators

1. Contact Us to coordinate survey dates and participation
2. Check with your Computer Lab Director to make sure facilities meet minimum requirements
3. Test the survey on computers to be used by participants
4. Print the Reference Guide (PDF) and make copies for participants
Reading Title: Dardanella
Reading Author: by M.D. Howitt

"Ow! Get me a Band-Aid... quick!" Dardanella yelled to her brother. She sat on the steps and removed her in-line skates. "That's enough for me!"

(Click to read...)

**Question 20**

Suppose Dardanella tries to play soccer and decides she does not like it.

What would Dardanella probably do with the soccer ball?

A. put it with her guitar, skates and ballet shoes
B. ask her mother to take the ball back to the store
C. give it to her brother, Charlie, so that he can learn to play

<table>
<thead>
<tr>
<th>What knowledge do students need to understand this concept?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use details about what actually happens in the story to infer, or conclude, what might happen in the future. For example, an author might include details like:</td>
</tr>
<tr>
<td>• Matthias found an apple and ate it.</td>
</tr>
<tr>
<td>• Matthias found a cookie and ate it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does this question measure Ohio's academic standards?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong> Reading Process</td>
</tr>
<tr>
<td><strong>Benchmark:</strong> Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did Ohio students do on this question?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 78% of total students who took this test got this question right</td>
</tr>
<tr>
<td>• 5% of total students who took this test chose “B” as their answer</td>
</tr>
<tr>
<td>• 16% of total students who took this test chose “C” as their answer</td>
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</tbody>
</table>
Where did that data come from?

Taking the Survey

DILBERT • Scott Adams

I need some data from an unreachable guy named Ed. What should I do?

Just make up a bunch of data like everyone else does.

Everyone else does that? Are you doubting my data?
Data driven Dialogue

PHASE 1
Predict

Surfacing experiences, possibilities, expectations

• With what assumptions are we entering?
• What are some predictions we are making?
• What are some questions we are asking?
• What are some possibilities for learning that this experience presents us with?

PHASE 2
Observe

Analyzing the data

• What important points seem to “pop out”?
• What are some patterns or trends that are emerging?
• What seems to be surprising or unexpected?
• What are some things we have not explored?

PHASE 3
Infer/Question

Generating possible explanations

• What inferences and explanations can we draw?
• What questions are we asking?
• What additional data might we explore to verify our explanations?
• What tentative conclusions might we draw?

Where do you put the most emphasis in your content?

At what expectation level?
<table>
<thead>
<tr>
<th>SEC ELA Expectations for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B</strong></td>
</tr>
<tr>
<td><strong>Memorize / Recall</strong></td>
</tr>
<tr>
<td>Reproduce sounds or words</td>
</tr>
<tr>
<td>Provide facts, terms, definitions, conventions</td>
</tr>
<tr>
<td>Locate literal answers in text</td>
</tr>
<tr>
<td>Identify relevant information</td>
</tr>
<tr>
<td><strong>Describe</strong></td>
</tr>
<tr>
<td>Describe</td>
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<td></td>
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</tbody>
</table>


Sophistication of knowledge

Students use the same basic skills but in a more sophisticated way.

Same rules, higher level game....
Cognitive Demand

- State standards and assessments have an inherent cognitive demand.
- Instructional activities also have cognitive demand.
- The SEC intend to measure the cognitive demand relative to content instruction.
And The Survey Says….

Let’s look at Ohio SEC data
Let’s Look at SEC Data

• Three phases of data-driven dialogue
• Interpreting the data charts
  ▪ Contour maps
  ▪ Tile charts
  ▪ Floating Bar charts
Reading SEC Tile Charts

- State standards and/or assessments
- Instructional content
- Two dimensional matrix where curriculum defined by intersection of content/topic and level of cognitive demand
- Coarse grain charts represent major topics or content strands; while fine grain charts represent the topics within the strands.
- Deeper and darker the color -- the more emphasis and/or time spent
- Need Minimum of three responses or no data will show
Interpreting Coarse Grain Scales

Percentage of Overall English Language Arts Instructional Time

- White = Not Covered
- Yellow = < 2.5%
- Orange = < 5.0%
- Red = < 7.5%
- Red-orange = >= 7.5%

Interval is 2.5

White = Not Covered
<2.5% = Between 4 & 5 class periods
<5.0% = About 9 class periods
<7.5% = 13 to 14 class periods
>=7.5% = More than 14 class periods
## Topic Level: Fine Grain Scale Conversions

<table>
<thead>
<tr>
<th>Percentage of Overall English Language Arts Instructional Time</th>
<th>White</th>
<th>= Not Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;= 0.5%</td>
<td>&lt;0.5%</td>
<td>= about 1 class period</td>
</tr>
<tr>
<td>&lt;= 1.0%</td>
<td>&lt;1.0%</td>
<td>= about 2 class periods</td>
</tr>
<tr>
<td>&lt;= 1.5%</td>
<td>&lt;1.5%</td>
<td>= about 3 class periods</td>
</tr>
<tr>
<td>=&gt; 1.5%</td>
<td>&gt;1.5%</td>
<td>= about 4 class periods</td>
</tr>
</tbody>
</table>

Interval is .5
Ohio Indicators English Language Arts

• Grade Three
  Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

• Grade Seven
  Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.

• Grade Ten
  Compare and contrast an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
Reading SEC Floating Bar Charts

- Instructional activities and practices
- Color coding for various levels and/or groups
- Length of the bar indicates the range of responses
- Scales vary for each chart and are noted at the top of each chart
- Black line in the bar represents the mean
- Less than three responses -- no data will show
Best Evidence Encyclopedia

Which educational programs have been successfully evaluated in valid research? This website presents reliable, unbiased information on high-quality evaluations of educational programs. It includes:

- Brief, readable "educator's summaries" of research on educational programs, using symbols like those used by Consumer Reports
- Full-text reviews on each topic

- Elementary Mathematics
  - Educator's Summary
  - Full Report
- Middle and High School Math (NEW!)
  - Educator's Summary
  - Full Report
- Technology in Reading and Math
  - Educator's Summary
  - Full Report

- Comprehensive School Reform - Elementary (CSERQ)
  - Educator's Summary
  - Full Report
- Comprehensive School Reform - Secondary (CSERQ)
  - Educator's Summary
  - Full Report
- Comprehensive School Reform - K-12 (Borman)
  - Educator's Summary
  - Full Report

- Education Service Providers (CSERQ)
  - Educator's Summary
  - Full Report
- Reading for English Language Learners
  - Educator's Summary
  - Full Report
- Secondary Reading (NEW!)
  - Educator's Summary
  - Full Report

- Review Methods (NEW!)
  - Educator's Summary
  - Full Report

About the Bee | Contact Us | Get BEE e-mail updates
Floating Bar Charts - Details

• Two columns supports comparing two cohort groups of result.
• Scale: percentage of class time
• Standard deviation and the mean (represents roughly 2/3 of the respondents)
• (n): no results if n <3
• No difference between online and printed survey format for results.
Home Page
www.seconline.org

Welcome to SEC On-Line

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Registration Guide

Steps to preparing for teachers to take survey

Procedure to register

Email for your forgotten PW or UN
### SEC GUIDES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Description</th>
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| ![Icon] | 65 KB | SEC Online Registration Instructions
Step-by-step instructions for teachers to register for the SEC online survey |
| ![Icon] | 40 KB | Guidelines and Procedures for Using the Surveys of Enacted Curriculum
This SEC guide provides basic information on the steps and procedures necessary to collect, analyze and report information on classroom practice, or the "enacted curriculum". The guide is divided into five sections: introduction to the SEC toolbox, data collection and surveys administration; data entry and data integrity; data preparation for analysis; data analysis and reporting. |
| ![Icon] | 1,011 KB | Surveys of Enacted Curriculum: Data Tools for Curriculum Alignment to Enable High Student Achievement
The brochure for the Surveys of Enacted Curriculum, outlining the basic processes involved. |
| ![Icon] | 548 KB | Surveys of Enacted Curriculum: A Guide for SEC Collaborative State and Local Coordinators
This guide on Surveys of Enacted Curriculum (SEC) contains information on the following: what SEC is; educational application of SEC; available SEC tools and services; membership in the SEC collaborative and its benefits; steps in planning a state or local SEC project and; steps in SEC data collection process. |
| ![Icon] | 277 KB | Using Data on Enacted Curriculum: A Guide for Professional Development
Outlines a series of professional development activities based on the use of the enacted curriculum data. It provides examples and illustrations of how professional development workshops and activities can be organized and implemented with teachers and administrators. |
SEC Reports

Accessing your data, looking at alignment to state standards, comparing results to others
Content Analysis

You have the ability to look at all assessments and standards that have been content analyzed.

Content Analysis Results

For access to content maps of Standards and Assessments analyzed thus far, click here.

Content Analysis Demonstration (coming soon)

In the pages to follow you will have an opportunity to review and then "content analyze" a small selection of mathematics, science or ELAR related assessment items or standard strands. The procedures you will use reflect the content analysis procedures used to content analyze all national and state standards or assessments in the areas of mathematics, science, and English, Language Arts & Reading. Such analyses allow comparisons between assessments, standards and/or instruction, providing teachers a "road-map" for comparing standards and assessment content with reports of content taught.

The items used in the content analysis examples have been selected from national standards and released items from recent NAEP and/or other available national assessments.
Registrars - teachers/ facilitators

Surveys of Enacted Curriculum
State Collaborative on Assessment and Student Standards

Registered Users

Username: 
Password: 

Login  Guest

Forgot your Username or Password?

Not Registered?

Select your State or Other Affiliation:

(Select State/Other) 

Register

WCER · registrar@education.wisc.edu
Facilitators have the ability to see if teachers have completed the survey- but DO NOT have access to teacher data.
Help!

SYSTEM REQUIREMENTS

Macintosh Users
Preferred:
- Web Browser*: Netscape 7, Safari or Mozilla
- Macromedia Flash Player 7
- Operating System: Mac OS X
- High Speed Internet Connection (DSL, Cable or Ethernet)

Minimum:
- Web Browser*: Netscape 4.5
- Macromedia Flash Player
- Operating System: Mac OS 9
- Modem Internet Connection (56k)

* Due to a bug in Internet Explorer for Macintosh, it cannot be used with the SEC Online Surveys.

SURVEY OVERVIEW (HOW-TO)

Teachers, click here for an online guide to completing the SEC Survey. Administrators can also download the survey and interpreting the results.

SEC REPORTS TUTORIAL

This online tutorial demonstrates how to get to and navigate the SEC Report Generator and goes over the types of charts currently available on the SEC site.
Based on Your Learning in This Training…

What might you…

• Stop doing
• Continue doing
• Start doing