RESULTS DRIVEN ACCOUNTABILITY

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

TODAY'S OBJECTIVES & NORMS

Objectives

- Review and analyze multiple data sets
- Determine data progression/connection statements
- Determine priority challenges from data analysis
- Complete a root cause analysis
- Develop goals
- Develop an action plan

Norms

- Listen with Engagement
- Honor Confidentiality of Data
- Honor Private Think Time
- Everyone has a Voice
- Be Respectful of All Comments
- Take Care of Your Needs
- Do Not Take it Personally

RDA GOALS

Improve the use of special education data
- Identfy data related to indicators (SD STARS, Child Count, Assessment, Early Childhood, Post-School, etc...).
- Did the district use it in the process?
- Do they know how to access the reports to improve results?

Improve collaboration
- Has collaboration improved (special education staff, general education, parents, student, other stakeholders, etc...?
- What data and activities were used?

Improved Performance Indicator
- One of the risk rubric areas has improved.
- District used data and incorporated activites that improved an area on rubric.

Sustainable Action Plan
- If staff turn over, how to ensure continuity?
- How will the district administration and others support the plan?
- What written process and procedures need to change?

RDA GOALS

Improved Compliance Knowledge.
- Understand how to self-reflect on IEP documentation
- Understand how areas on risk rubric are related to the IEP.
- Understand how action plans are connected with the IEP process.

**District is able to independently...**
District will select a goal to accomplish during the process.

Connect with other initiatives or requirements or develop own data sets.
- Once used data retreat data, the district was able to _____.
- District developed own data resources.
- Connected with other district initiatives or areas of improvement.

BRIEF OVERVIEW OF FLOW OF RDA PROCESS

RDA Data and Coaching Process
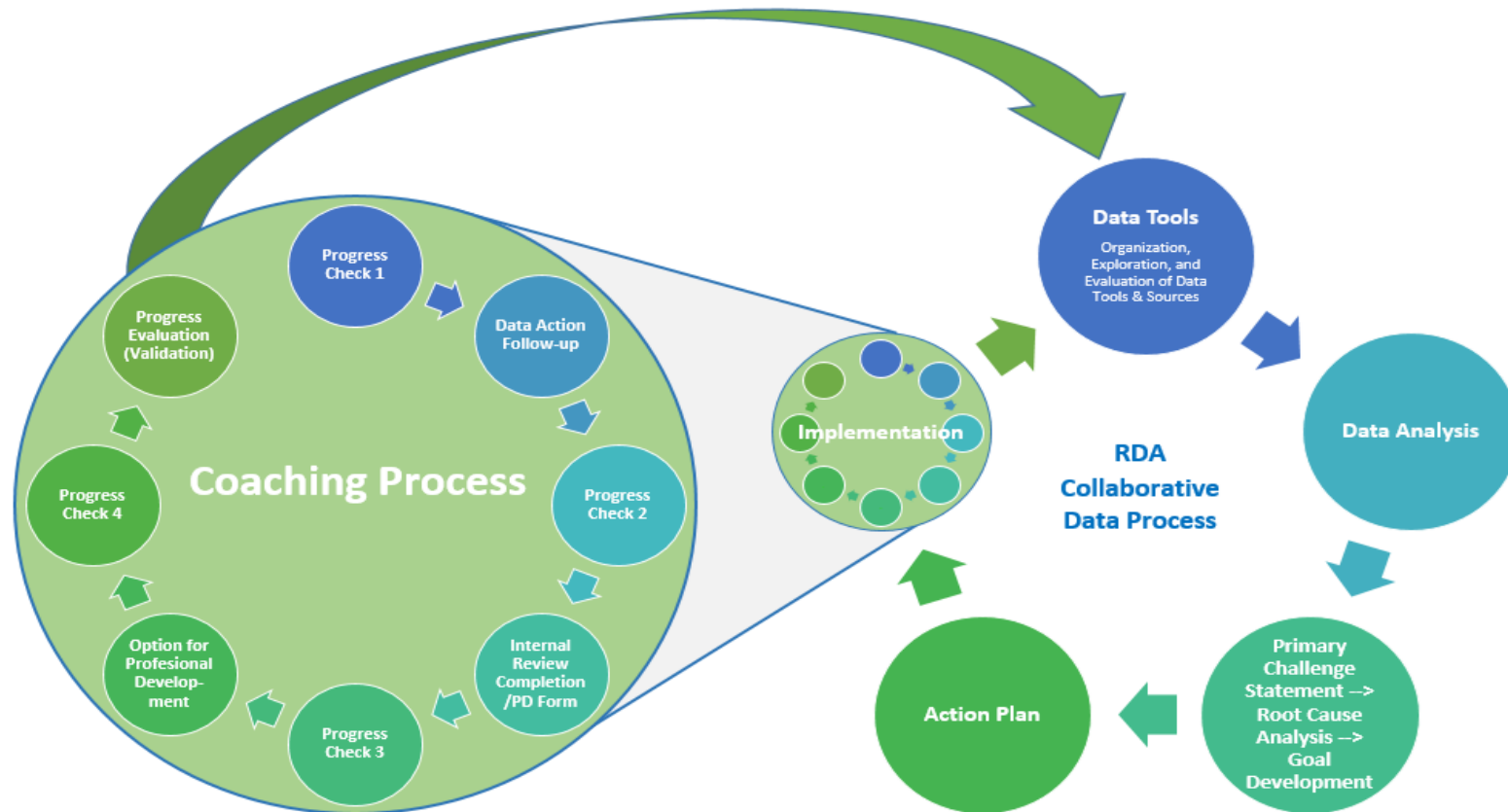
ROLES AND NAVIGATION FOR DATA ANALYSIS

- Assign one team recorder

- Keep all involved

- Assign specific data sets to team members

- Keep discussions for template at building level

- **Idea for large groups**

  - Break into small groups
  - Analyze
  - Return to large group to discuss and summarize on template

INTERACTIVE TEMPLATE TIPS

- All buildings using same template
- It's important to stay in your own row
  - Having recorder helps control this
- If the box turns gray, someone is typing in that cell
  - If you accidentally type over someone else, click out of cell and click undo
- As we are analyzing the data, check for similarities
 - Possible areas for cross building collaboration

YEAR 2 & 3 SIGN-IN AND REFLECTION

Sign-in and answer reflection questions

The purpose of this is to get everyone into data analysis 'mode' and start to function as a data team.

- **Review Last year's Goal, Action Plan and Validation** (linked on your agenda)
  - **Document any discussion on the data analysis template, and then answer the remaining reflection questions.**
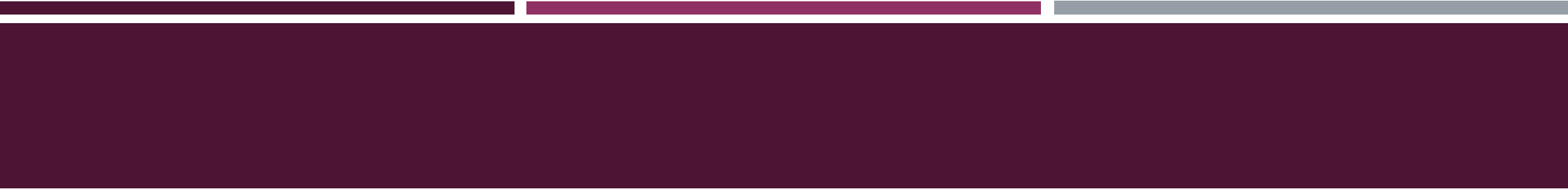
SPP Data Tree

If…Then… Warm Up Activity

- If my pet could talk, then…

- If my friend orders pineapple on our pizza, then…

- If I could breathe underwater, then…

- If my favorite movie was real life, then…

Risk Analysis Rubric Sample

Risk Analysis Rubric

This tab guides you through analyzing the Risk Analysis Rubric, which provides an overview of your district's scores.

Can your team explain what each of these indicators are? If not, there are indicator TA sheets linked within each indicator's tab and ask your RDA Coach any questions you might have. *Please note: these sheets are currently being updated, so some have not been included.

Team share out: Are there any question or concerns about this data set?

"WHO ARE OUR STUDENTS"

SPP/APR Reports

This tab guides you through analyzing a couple of data sets regarding

Required Data Sets:

- Big Picture - Data Drill-Down 2A and Snapshot 2 and 3

This tab guides you through analyzing SPP/APR Reports.

- This data comes from SPP/APR Indicator data and Dec. 1 Child Count

DATA PROGRESSION

If your team were to select a piece of data from this section for a goal, what data piece stood out to you? Write it in a data statement (23% of students are in the general education classroom)

How does this data connect back to "Why Are We Here?"

What are some possible action steps that could be taken to impact this data?

What would be the overarching goal you're hoping to impact with these action steps?

INDICATOR 1: GRADUATION RATES

This tab guides you through analyzing a couple of data sets regarding Indicator 1: Graduation Rates in your district.

Data Sets:

- Snapshot 7, Data Drill-Down 7A - SPP/APR
- Early Warning Report - SD-STARS (this data comes from Infinite Campus)

DATA PROGRESSION

If your team were to select a piece of data from this section for a goal, what data piece stood out to you? Write it in a data statement (23% of students are in the general education classroom)

How does this data connect back to "Why Are We Here?"

What are some possible action steps that could be taken to impact this data?

What would be the overarching goal you're hoping to impact with these action steps?

INDICATOR 3: SD ASSESSMENT SCALE SCORES AND TARGETS

This tab guides you through analyzing a couple of data sets regarding Indicator 3: SD Assessment Targets in your district.

Data Sets:

- Indicator 3 - Quick Look Report 4A for all grades - SPP/APR

- SD Assessment Scale Scores - SD Assessment Portal
- SD Assessment Targets - SD Assessment Portal
  - Both organized by Grade Level for ELA & Math
  - Targets are comparing performance on each target to the performance on the test as a whole in the district - so a "+" for a target means students performed better on that target compared to the test as a whole

Tools for Teachers

DATA PROGRESSION

If your team were to select a piece of data from this section for a goal, what data piece stood out to you? Write it in a data statement (23% of students are in the general education classroom)

How does this data connect back to "Why Are We Here?"

What are some possible action steps that could be taken to impact this data?

What would be the overarching goal you're hoping to impact with these action steps?

INDICATORS 6 & 7: PREK LRE & ACQ. OF K AND S

This tab guides you through analyzing a couple of data sets regarding Indicators 6 & 7: Child Outcomes Summary.

Data Sets:

- Data Drill Down 8A and Snapshot Report 8 - SPP/APR
- Data Drill-Down 9A & Snapshot Report 9 - SPP/APR
- Indicator 7 Child Outcomes Summary - SD-STARS (this data comes from Infinite Campus)
- Children with No Assignments - SD-STARS (this data comes from Infinite Campus)

If you have questions, refer to the TA guide linked on the data analysis template.

DATA PROGRESSION

If your team were to select a piece of data from this section for a goal, what data piece stood out to you? Write it in a data statement (23% of students are in the general education classroom)

How does this data connect back to "Why Are We Here?"

What are some possible action steps that could be taken to impact this data?

What would be the overarching goal you're hoping to impact with these action steps?

INDICATOR 14C: POST-SCHOOL OUTCOMES

This tab guides you through analyzing a couple of data sets regarding Indicator 14c: Post-Secondary Outcomes. This exiter data is reported by the district - students are contacted by either the district or BHSU a year following exiting the district.

Data Sets:

- ○ Longitudinal Report - Indicator 14 Site

DATA PROGRESSION

If your team were to select a piece of data from this section for a goal, what data piece stood out to you? Write it in a data statement (23% of students are in the general education classroom)

How does this data connect back to "Why Are We Here?"

What are some possible action steps that could be taken to impact this data?

What would be the overarching goal you're hoping to impact with these action steps?

GOAL PRE-WORK

This tab guides you through compiling all of your findings so far. Considering all of the data you've analyzed so far, answer the Goal Pre-Work questions.

After these pre-work discussions, complete the If…Then… activity.

Examples might include:

- If students are not meeting [target], then district needs…
- If teachers don't have access to training for [insert topic], then…

SMART GOAL PRE-WRITING

After these pre-work and if…then… discussions, complete the SMART goal section:

- **Specific** - what specifically is your team wanting to impact?
- **Measurable** - what are you going to use to measure the progress of this goal?
- **Achievable** - what would be an achievable change for your team within your chosen timeline? (indicator measurement considers at least 2% to be growth)
- **Relevant** - what is the relevance of working towards this improvement?
- **Time-bound** - what is the timeline for completing this goal? (set for at least 3 years from now)

GOAL PRE-WORK

SMART Examples:

- **Specific** - We want to increase our district SD General Assessment proficiency scores - currently at 11% for Math and 13% for ELA
- **Measurable** - SD General Assessment scores
- **Achievable** - We want to increase our proficiency rates by a minimum of 5%
- **Relevant** - Improving ELA and Math outcomes for our students
- **Time-bound** - We want to achieve this by Spring of 2025

PARAPROFESSIONAL SURVEY

This tab guides you through analyzing the results of the perception survey sent out to certified staff.

- Data Sets:
  - Paraprofessional Survey Results

PERCEPTION SURVEY

This tab guides you through analyzing the results of the perception survey sent out to certified staff.

- Data Sets:
  - Perception Survey Results
  - For Year 2 & 3 Schools: Perception Survey Comparison

DATA PROGRESSION

If your team were to select a piece of data from this section for a goal, what data piece stood out to you? Write it in a data statement (23% of students are in the general education classroom)

How does this data connect back to "Why Are We Here?"

What are some possible action steps that could be taken to impact this data?

What would be the overarching goal you're hoping to impact with these action steps?

SYSTEMIC COLLABORATIVE DATA PROCESS:

ROOT CAUSE ANALYSIS

ROOT CAUSE ANALYSIS:

OVERVIEW

ROOT CAUSE ANALYSIS

- A Root Cause Analysis is a method to explore a problem in a systematic way to gain a consensus about what most likely is causing the problem and what course of actions should be taken. Once a "cause" has been identified, there is a realistic hope that it can be reduced or dissolved in the future – Preus 2003

- Probable Root Cause

- Not definitive until affected

- Monitoring and Evaluation Required

ROOT CAUSE ANALYSIS OVERVIEW

- Connect Data Progression with Data Analysis

- Develop Priority Challenge Statement

- Circle Map Activity

- ICEL Activity

- Root Cause Validation

- Goal Writing

- Strategies Input Gallery Walk

- Develop Building Action Plans

CONSENSUS

- Root Cause Analysis activities will be done in building teams

- What is consensus to your team?

Root Cause Analysis:

CHALLENGE STATEMENT
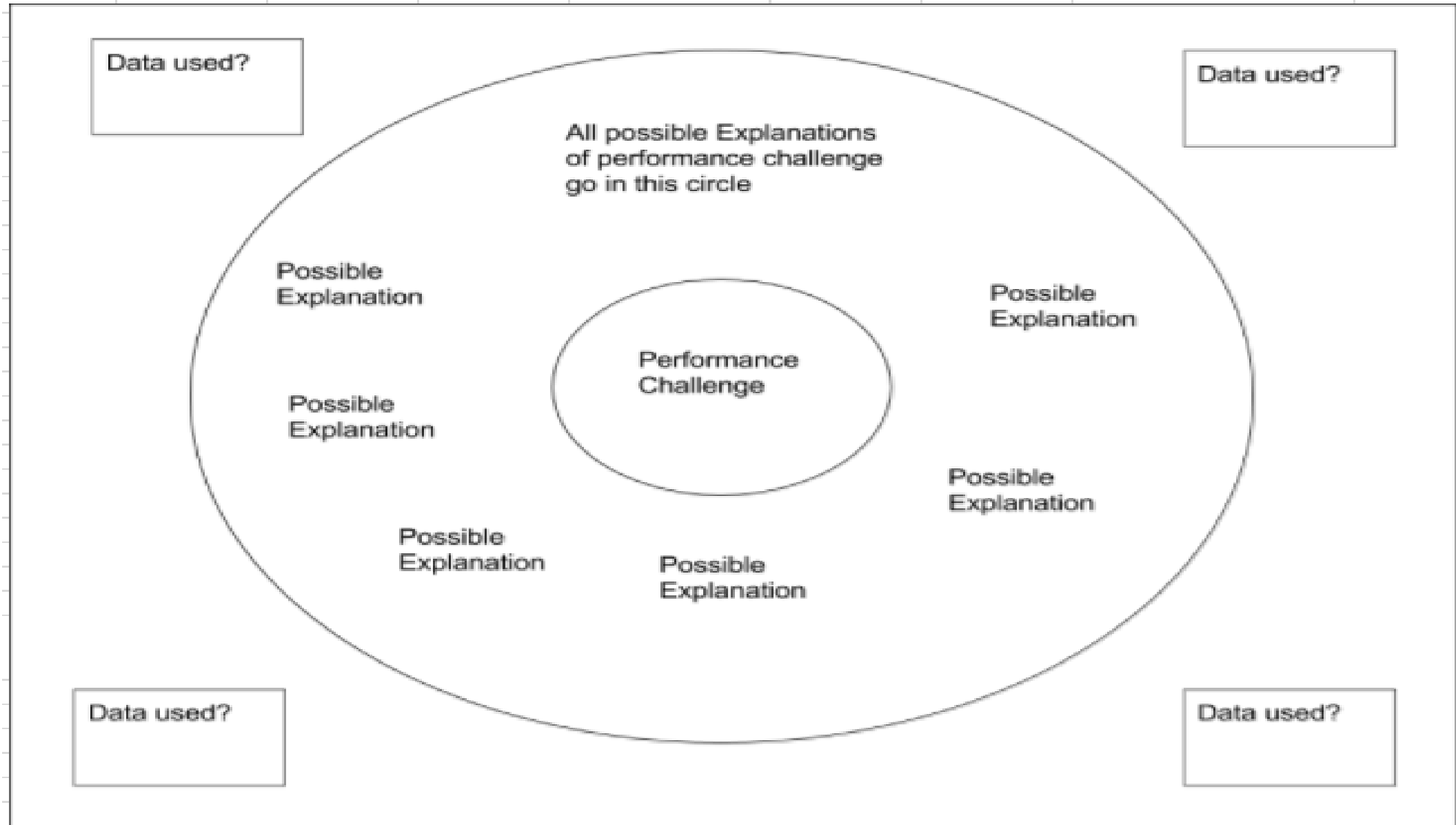
WHAT IS A CHALLENGE STATEMENT?

- Drawn from trends that are a concern for the school/district

- Should be specific statements about student performance

- Provide the strategic focus for improvement efforts

- Challenge Statements are *NOT* what caused the performance

- Statements of what the performance *IS*

- Root causes are always focused on at least one challenge statement

CHALLENGE STATEMENT

- Based on your Data Progression Connection

- 2-3 Data points that can be related to each other

- Write an overall challenge statement connecting all data used

- Example: *We have 14% more students in the resource room placement compared to the state average. Our staff was 10% lower in agreement to the district percentage in regards to implementing students accommodations and modifications effectively.*

CIRCLE MAP ACTIVITY – STEP 1

- One Circle Map poster paper for each challenge statement

- Smallest circle – write priority challenge statement

- Larger Circle – List All Possible Explanations for Challenge statement

- Use Sticky Notes

- Capture ALL Voices

- More is better

- Explanations will guide towards a Root Cause

Data used?

Data used?

All possible Explanations
of performance challenge
go in this circle

Possible
Explanation

Possible
Explanation

Possible
Explanation

Performance
Challenge

Possible
Explanation

Possible
Explanation

Data used?

Data used?

ICEL ACTIVITY

As a team, organize all sticky notes into the following four categories of factors:

- Instruction
- Curriculum
- Environment
- Learner

Once sorted, consider if there's an area that needs more "attention."

CIRCLE MAP ACTIVITY – STEP 2

- Building team – Select 2 "Best" Explanations
  - Remove explanations:
    - Similar/duplicates
    - Things we cannot change
    - Outside the schools circle of influence
    - Opinions
    - Not based on data or data cannot support it
    - Can not be tested or verified
- Keep explanations:
  - Things we can change or impact (instructional strategies)
  - Within the schools circle of influence (district curriculum/interventions)
  - Supported by data

Root Cause Analysis:

DISCOVERING A ROOT CAUSE

WHEN IS A ROOT CAUSE, A ROOT CAUSE?

- Criteria: Root cause or Contributing Cause?
  - Would the problem have occurred if this cause had not been present?
  - Will the problem reoccur even if the cause is corrected?

- If you answer *no* to both questions, this is a possible root cause.

- If *yes* to either question, then it is a contributing cause.

- Can be difficult, if not impossible to identify a single, specific cause

DETERMINING POSSIBLE ROOT CAUSE

- Looking at the causes selected from the Circle Map activity, ask yourselves the following questions:

    - ***Would the problem have occurred if this cause had not been present?***
    - ***Will the problem reoccur even if this cause is corrected?***

- If you answer "no" to both questions, this is your possible true root cause.
- If you answer "yes to either or both of these questions, ask yourselves why this cause might be happening, and then ask yourselves the questions again.

Root Cause Analysis:

GOAL WRITING

GOAL WRITING

- Remember your SMART Goal Pre-Work:
    - Specific
    - Measurable
    - Achievable
    - Relevant
    - Time-Bound

- Use your Challenge statement and two root causes to update these SMART pieces and write a draft goal.

GOAL WRITING

Examples:

- **Priority Challenge Statement:** *In the perception survey, 22% of the staff said that they did not fully understand how to effectively implement modifications and accommodations, and current proficiency rates across the district are 16% for ELA and 11% for Math*

- **Goal***: By the Spring of 2025, we will increase SD General Assessment proficiency rates by a minimum of 5% in both ELA and Math.*

- **Potential Action Steps:**
    - *Provide professional learning for teachers regarding accommodations and modifications*
    - *Review current LRE placements and consider how to increase inclusion*

ROOT CAUSE ANALYSIS:

STRATEGIES INPUT GALLERY WALK

STRATEGIES INPUT GALLERY WALK

- Write the goal on the top of your poster paper

- Using sticky notes:
  - Write down ANY - idea, task, comment, question, strategy, intervention, anything that you feel could positively impact or "move the needle" forward!

- Gallery walk w/sticky notes – each individual writes their own
- Write sticky notes for your goal and all other teams

STRATEGIES INPUT GALLERY WALK

- Back with your Building…

  - Review and organize sticky notes

  - Review previous solutions/strategies on template

  - Discuss strategies

- Document these on data analysis template when done

ROOT CAUSE ANALYSIS:

ACTION PLANNING

ACTION PLAN

- Use Strategies to Develop Action Plan

- Input action steps, completion dates, person responsible, evidence

NEXT STEPS

- Complete action plan for the remainder of year
  - Mark deadlines
  - Include ideas from strategies input gallery walk
  - Include contact person responsible for every action step
- Discuss and plan out first steps in more detail with RDA Coach(es)
- Determine roles and responsibilities for first steps with RDA Coach(es)
- Schedule next meeting date with RDA Coach(es)
  - Discuss what meeting will be about - is someone going to create an agenda?
- Communicate any additional need/supports with RDA Coach(es)
- If time, begin to develop/complete first action steps