

Data Wall/Board Instructions for 2013-14 Focused Monitoring Cohort



The primary function of data walls for the Focused Monitoring system is to allow districts to review their identified data of concern, explain nuances of that data that the Connecticut State Department of Education (CSDE) may not easily understand by a review of the data alone, identify strategies that the district has used and is using to address the identified data of concern, and outline improvement activities designed to address the identified data of concern moving forward. Data walls are a method of telling a story about the identified data of concern.

Ultimately, the story told through the data wall about the identified data of concern will serve as the primary method of identifying districts for inclusion in an upcoming Focused Monitoring cohort of districts receiving additional support and technical assistance.

Data walls are not for the purpose of impressing outside observers. While attention to the overall aesthetics may enhance the appearance of the data wall and may enhance an observer's ability to understand the presented material, aesthetics should have no impact on determining a district's inclusion in an upcoming Focused Monitoring cohort. In short, keep it neat and as engaging as possible, but understand that the information you include is what's important.

You may wish to create a team of relevant staff to review the items below as you begin this process.

Construct each panel of the data wall according to the instructions below:

Left Panel (Data of Concern / Root Cause(s)): Tables, charts, graphs of district's identified data of concern for students with disabilities, by school and district, as appropriate. Display specific identified data of concern for the district.

Also include narratives about strengths and needs and possible root causes of the identified data of concern. What is the background/story behind this data of concern that might not be readily understood simply by reviewing the tables, charts or graphs on this panel? What are the root causes of the identified data of concern?

Center Panel (Strategies and Implementation Data): Data and narratives about strategies that have been tried in order to address this district’s identified data of concern. Include both previous and ongoing strategies, if they exist.

Previous Strategies: What are the strategies the district has previously used to improve this data? What were the outcomes? Include additional data as appropriate.

Ongoing Strategies: What are strategies your district is currently using to improve this data? Do you have monitoring data on the progress of these strategies? Include additional data as appropriate.

Include evidence where this information is being shared with parents and other stakeholders, as available.

Right Panel (Improvement Activities): Conclusions related to your data of concern. What activities would you propose to comprehensively address the identified data of concern (either new or continued)? Name the activities, the responsible parties for each activity, timelines for each activity, and how progress monitoring may occur as related to each activity.

Resources for data wall inquiry, data mining and root cause analysis ~

There are several premises under which your data should be considered:

Premise 1: Data of concern related to students with disabilities (SWDs), most often, has roots in both special education **and** general education practices.

Premise 2: Data of concern, most often, has a number of contributing factors; therefore, data must be triangulated in order to identify the root cause(s) of that data.

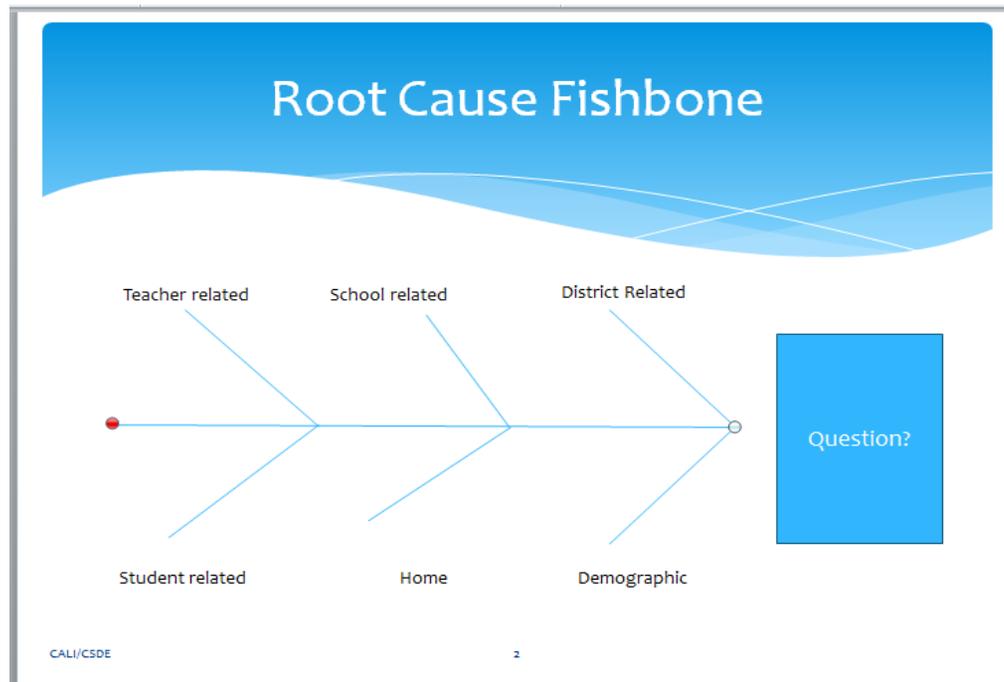
Premise 3: The most useful data in determining true areas of concern include several years or cycles of data collection.

Premise 4: Effective change is rooted in adult actions and usually takes multiple years or school cycles to implement and begin to see significant change.

Identified data of concern is simply a “starting point.” The next step involves looking holistically at a district/school and examining broader areas, which may or may not hold embedded practices that are contributing to the identified data of concern.

The following are items and questions that may be helpful in reviewing your district's data. These are not necessarily items or questions that need to be represented on your data wall/board unless you find that they are significant in telling the 'story' of your district's data.

- 1) When conducting the data wall process, the district should determine the extent to which your focus will be on a specific grade, a particular school, or across multiple buildings.
- 2) What does the team believe are root causes creating barriers to successfully addressing the identified data of concern? (For example, if the identified data of concern is related to achievement and the team believes students with disabilities are not achieving due to disciplinary issues such as suspension and detentions, then review the district's discipline data.
- 3) Are there gaps between different groups of students as related to the identified data of concern?
- 4) Are there adult actions that impact the identified data of concern?
- 5) What trends over time does the district observe related to the identified data of concern?
- 6) The Root Cause Fishbone method, developed by the CSDE for CALI training, may be helpful in reviewing your data.



Purpose of Fishbone Method: To generate multiple possible root causes for given data or concern.
 (The following has been partially adapted for use with Focused Monitoring data analysis).

Process:

1. Identify a question related to your data of concern or other relevant data
2. Write the question at the “head” of the fish
3. Brainstorm possible root causes to the question and write on the “bones” of the fish
4. Circle the root causes you can control.
5. Use those root causes for a prioritization conversation.

Considerations:

1. What is the impact of the problem?
2. What conditions are allowed for the problem to occur?
3. What sequence of events lead to the problem?
4. What Adult Actions impede:
 - a. Policies, procedures and practice (systemic)?
 - b. What can contribute to improving the implementation (with fidelity)?

7) The following table may assist districts in data mining efforts:

What data do you wish to review?	Where can this information potentially be found?
Achievement on statewide assessments	CT Education Data and Research (CEDaR) CT Reports at district level Bureau of Student Assessment web page District APR-Indicator 3c
Participation rates on statewide assessments	District Test Coordinator District APR-Indicator 3b
Testing accommodations on statewide assessments (MAS, Skills Checklist)	District Test Coordinator

What data do you wish to review?	Where can this information potentially be found?
Attendance data (student and staff)	CEDaR School-based info. management system (e.g., PowerSchool)
Discipline data (sanctions not including suspension/expulsion)	ED 166, CEDaR School-based info. management system (e.g., PowerSchool)
Suspension/expulsion data	ED 166 CEDaR District APR-Indicator 4a,b School-based info. management system (e.g., PowerSchool)
Rate of graduation with standard high school diploma data	CEDaR District APR-Indicator 1 Bureau of Data Collection, Research and Evaluation
Dropout data	CEDaR District APR-Indicator 2 District Superintendent through secure CEDaR

**** Focused Monitoring Data Wall/Board Evaluation Rubric ****

District:	Scorer:
Date:	Total Score:
Indicator	Score and comment
<i>Left Panel: Data of Concern / Root Causes</i>	
District has presented the identified data of concern	0 1 2
District has comprehensively discussed the identified data of concern (charts, tables, graphs, narrative/background story)	0 1 2
District has identified the potential root cause(s) of the identified data of concern	0 1 2
<i>Center Panel: Strategies and Implementation Data</i>	
District has identified strategies that have been used to address the identified data of concern	0 1 2
District has provided evidence that information related to strategies to address the identified data of concern is being shared with parents and other stakeholders	0 1 2
District has conclusively demonstrated that successful strategies have been used and the identified data of concern is being remediated	0 1 2
<i>Right Panel: Conclusions and Improvement Activities</i>	
District has identified improvement activities to address the data of concern moving forward	0 1 2
District's improvement activities name: the activities, the responsible parties for each activity, timelines for each activity, and how progress monitoring may occur as related to each activity.	0 1 2
<i>Professional Judgment:</i>	
District's plan of improvement activities is comprehensive and well-related to the identified data of concern	0 1 2 3 4 5
District has identified an adequate system to monitor progress toward improved data of concern	0 1 2 3 4 5

