

Focused Monitoring Academic Achievement
Session II: Data Showcase and Root Cause Analysis

Activity Code

11-42-152

Date, Time, Location

November 10, 2010

9:00 a.m. - 3:30 p.m. (Registration begins at 8:30 a.m.)

ITBD/IJET, CCSU Downtown Campus, New Britain

***Parking will be validated**

***You will have one hour for lunch on your own**

To register for this session, or if you have questions about registration, please contact Nikki Hendry, Education Services Specialist, at SERC:

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Objectives

- Demonstrate assessment and/or progress monitoring data for students with disabilities via data wall and root cause analysis.
- Understand expectations and preparation for focused monitoring site visit.

Required personnel

Director of Special Education

Whomever oversees curriculum and instruction for the district

One other selected by the district (optional)

Data Wall Instructions

1. The district has data from the spring 2007, spring 2008 and spring 2009 CMT assessments for students with disabilities, as enclosed. This data is also from indicator 3 of the State Performance Plan and Annual Performance Report.
2. A copy of the handout, "Guidelines for Data Walls," by Doug Reeves at the Leadership and Learning Center can be found at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321744>. This can also be done by going to the Connecticut State Department of Education Web site, click on "more" under Quicklinks and go to Accountability and Improvement. From there, click on CALI and then Data Driven Decision Making/Data Teams. Scroll down and you will see the handout.
3. Construct the first two panels of a data wall to demonstrate the following:
 - Left panel: Tables, charts, graphs of CMT data for students with disabilities, by school and district. You may include additional district level assessment data to demonstrate achievement for students with disabilities, if it is relevant. Some examples may be oral reading fluency, MAZE, or curriculum based assessments. Also include narratives about strengths and needs and possible root causes of student difficulties. Prioritize needs to reflect those that will have an impact in multiple areas. See attached rubric for information.

- Middle panel: Data and narratives about teaching strategies for students with disabilities that have had an impact on achievement. If this cannot be done for students with disabilities, speak to all students. Notate where these strategies align with standards/GLEs, curriculum or school climate goals, and/or district improvement plans. Include evidence of monitoring these strategies for their effectiveness. Also include evidence where this information is being shared with parents and community members. See attached rubric for information.
4. The right panel is strictly optional, as districts may not be able to draw conclusions about what has worked or not worked as of yet. It is expected that districts could complete this panel after an improvement plan or strategies have been implemented with fidelity over a period of time, and monitored for progress. Districts are strongly encouraged to develop this panel, but it is not required for this activity. See attached rubric for information.
 5. Complete the Root Cause Analysis questions below. It is strongly recommended that this be completed with a team of relevant staff. Give the team ample time to complete this since in some instances, the team may find themselves restarting as they get deeper into the analysis. Bring the completed Root Cause Analysis to be shared with the district's data wall.
 6. You will also find an enclosed Data Wall Rubric. This will be used on November 10th to provide districts with feedback and confirm which districts may benefit from a site visit.
 7. **Make two (2) copies of the completed root cause analysis and printouts on your data wall. These will be collected by Department staff.**

Root Cause Analysis Questions

1. What are possible root causes as to why students in special education are not achieving?
2. What evidence is there to suggest that these are root causes? (Go back to your data wall, as well as other qualitative and/or anecdotal information you have.)
3. What factors contribute to the root cause?
4. What other data do you need to collect to understand reasons why root causes occur, if any?
5. What are the potential reasons the root causes occurred?
6. What strategies can you use to proactively address the root causes to make sure they don't continue?

Ideally, the answer to this question would surface through an improvement plan or strategic plan. These strategies would be implemented and monitored for progress. The district would then be able to develop the right panel of the data wall to demonstrate successes or weaknesses.