

Understanding the Data

Parents as Leaders

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Parents use data every day

- How much do I weigh today?
- How much money is in my wallet?
- Does my child have a temperature?

Need to use background knowledge to turn data into information so that can make decisions and take action based on data.

By learning educational vocabulary and concepts, parents increase their ability to understand school related data.

Information....

- Will engage other parents
- Will lead to questions, the desire for more information
- Is the first step in solving problems

Uses for data/information

- Data driven instruction (Data Director)
- Race to the Top – teacher and principal evaluations
- PUSD Accountability system (Tier I, II, III)
- State & Federal Accountability – ‘Failing’ schools, State ranking of schools
- School improvement efforts – SSC, ELAC

School Improvement Committees

- School Site Councils – primary functions are to develop a Single Plan for Student Achievement and then monitor the implementation of that plan, including the expenditures of categorical funds (decision making body)
- English Learner Advisory Councils – primary functions are to advise the principal and staff on the English Learner program and to advise the SSC on the development of the Single Plan

API vs AYP

- API is growth model – schools need to meet annual growth targets

API is a calculated number that averages together scores from all students in all test subjects

- AYP is benchmark model – schools need to meet benchmark – which will increase each year until it reaches 100% proficient in 2014

Each component must meet the AYP target – participation and proficiency in ELA and Math school wide and for each subgroup (also graduation for High Schools)

Subgroups

What is a subgroup?

Current subgroups used by the state are the different ethnicities (African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, White), English Learners (EL), Socio-Economically Disadvantaged (SED) and Students with Disabilities.

Subgroups

- Subgroups may include other students. The EL subgroup includes students who have been reclassified. The Students with Disabilities includes students who have exited Special Education in the last two years.
- Students are counted in each subgroup they fit into – for instance, the same student's scores can be counted in Hispanic, English Learner and Students with Disabilities.
- Not all subgroups are significant (count in meeting targets).

Other types of data to consider

- Enrollment, attendance, discipline (suspension/expulsion), GATE identification
- Number of EIs, students reclassified each year
- Class size, staffing ratios, teacher credentials
- Graduation rate, dropout rate
- AP, SAT, IB results
- PE Fitness results
- Parent Involvement measures – Open House, Back to School, and Parent/Teacher conference attendance, number of volunteers, volunteer hours

Places to find data

- Your child's STAR report (2nd and up)
- School Accountability Report Cards (SARCs)
- California Department of Education website (www.cde.ca.gov) - Data & Statistics tab
- Ed-Data – also on CDE website
- Educational Results Partnership (formerly Just for the Kids) – www.edresults.org

How to use the data

- Look at data from both a schoolwide perspective and by subgroup
- Look at both percentages and numbers
- Compare actual results to targets
- Cohort data vs non-cohort data
- Formative, intermediate, summative assessments

How to use the data

- Multi-year data is more meaningful than a one year snapshot. Allows for analysis of growth over time.
- Compare subgroups to each other and to school as a whole. Look for gaps between subgroups.
- Focus on what the data says about educational practices and not just on the tests.