



Data & Assessment Approach

MT. DIABLO UNIFIED SCHOOL DISTRICT – EDUCATIONAL SERVICES

SIR Analysis



- Inconsistent use and understanding of data and assessments across the district has led to variance in collaboration using cycles of inquiry, curriculum implementation, and student outcomes.
- Student achievement data is not regularly discussed at the site level and used with cycles of inquiry, shared, or acted upon across and within principal and other leadership meetings.

Data

FLEXIBLE & POWERFUL

Challenges

- Information gathered from analyzing data was not useful
- Not timely
- Time consuming
- Unreliable
- Not convenient
- Not comfortable with the process
- Cons outweigh the Pros
- Overwhelming--There can be too much data



Data-Driven Decision Making

Data-driven decision making is the “systematic collection, analysis, examination, and interpretation of data to inform practice and policy” (Mandinach, 2012, p. 71).

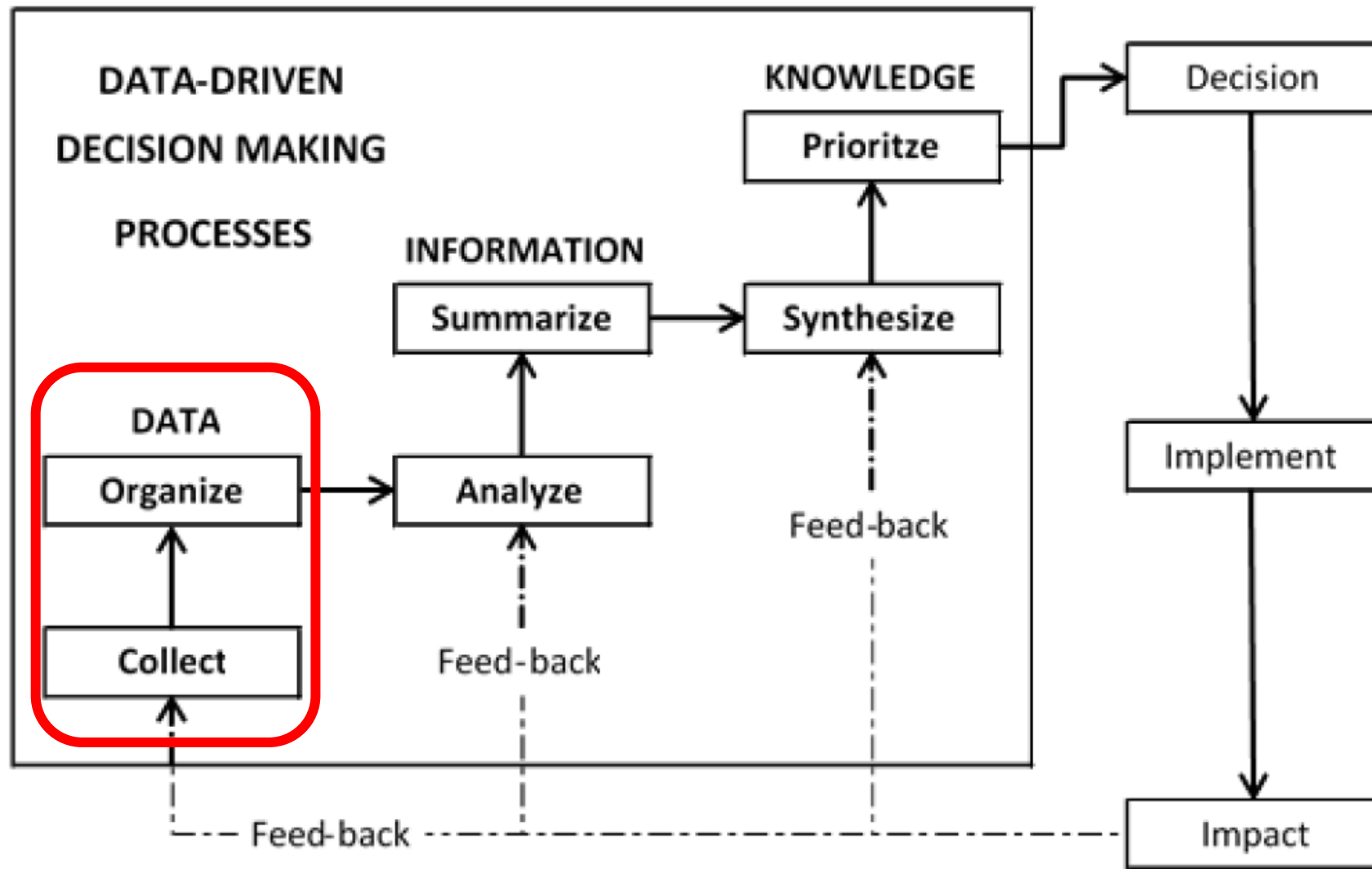


Figure 2. Data-Driven Decision Making Framework (Mandinach et al., 2006).

Collection of Data

- Academic Performance
 - ELA
 - Math
- Chronic Absenteeism
 - Attendance
 - Types of Absences
 - Truancies
- College/Career Readiness
 - Criteria for College Readiness
 - Criteria for Career Readiness
- English Learner Progress
 - District Classification
 - Assessment Performance
- Graduation
 - Grad Progress
 - Grades
 - Meeting A-G Requirements
- Suspensions
 - Violations
 - Incidents

Organization of Data

- Overall Performance
 - Disaggregated by Student Groups
 - Discrepancy ratios between Student Groups
- Response Frequencies/Patterns
 - By Grouping
 - By Item
- Trend Data
 - Repeated Measures
 - Longitudinal

Next Steps

- Build Analytic Capacity
 - Make Connections to Applications/Practice
 - Determine Informed Decisions and Defined Actions
- Build the Culture and Practice
 - Professional Development
 - Designed Workshops
 - Consistency
 - Collaboration



Assessments

DIRECTION AND MEANS FOR COLLECTING DATA



Challenges

- Too many assessments
- Do not do anything with the results
- Not helpful
- Too time consuming
- Not assessing what is being taught
- Not invested
- Not informative



Alignment and Coherence

Standards

Assessments

Instruction

Alignment and Coherence

Standards

- Review Process
- Updated Priority Standards

Instruction

- Reviewed Pacing
- Updated Scope & Sequence

Assessments

- Aligned with Priority Standards and Scope & Sequence

Next Steps

- Build Analytic Capacity
 - Make Connections to Applications/Practice
 - Determine Informed Decisions and Defined Actions

- Build the Culture and Practice
 - Professional Development
 - Designed Workshops
 - Consistency
 - Collaboration

