



Virtual Session 2: Drawing Conclusions from Data

**Telling Your Story through Data:
A Deep Dive into Process**

DISCLAIMER



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YOUR FACILITATORS



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POLLS



Please respond to each of the following:

Have you reviewed a Y4Y course online?

Yes No

Have you reviewed a Click & Go?

Yes No



AGENDA: WHAT TO EXPECT

- Three live webinars
- Interactive sessions
 - Discussion Board immediately following webinar from 2:00-2:30pm Eastern Standard time
- Links to Y4Y resources
- Peer networking



HOUSEKEEPING



YOU FOR YOUTH



- Tell us if you are sharing a computer
- Chat box
- Web recording

SESSION OBJECTIVES

- Reflect on goals and whether or not they were achieved
- Plan for improvement if necessary
- Complete a reflection chart



WEBINAR 1 REVIEW



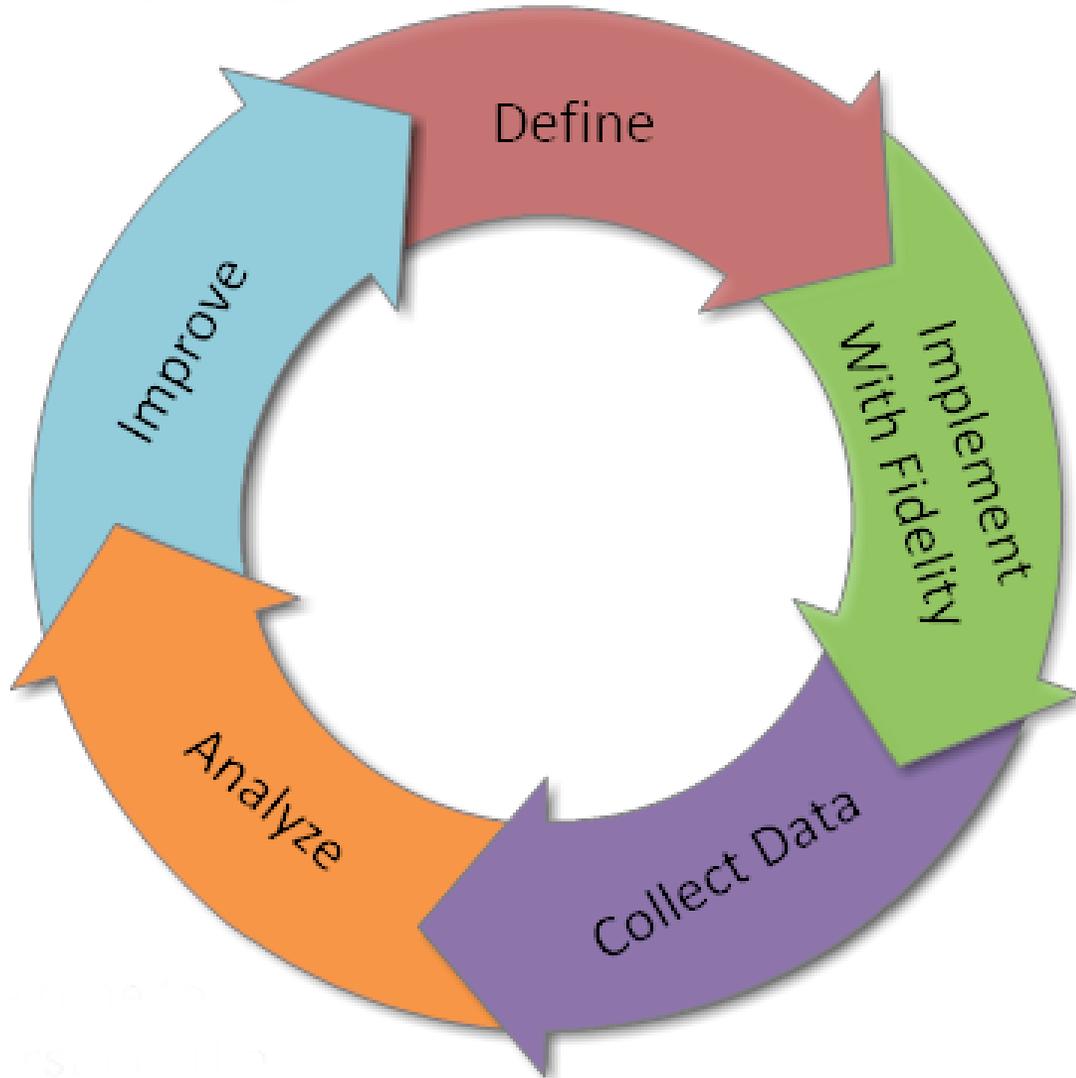
YOU FOR YOUTH



- Reviewed the Continuous Improvement Process
- Surveyed different types of data
- Utilized data to set SMART goals
- Developed a Logic Model
- Investigated how to implement with fidelity



CONTINUOUS IMPROVEMENT PROCESS



- **Define**
- Implement with Fidelity
- Collect Data
- Analyze
- Improve



TYPES OF DATA

- School Level Data
- Student Level Data
- Student Voice





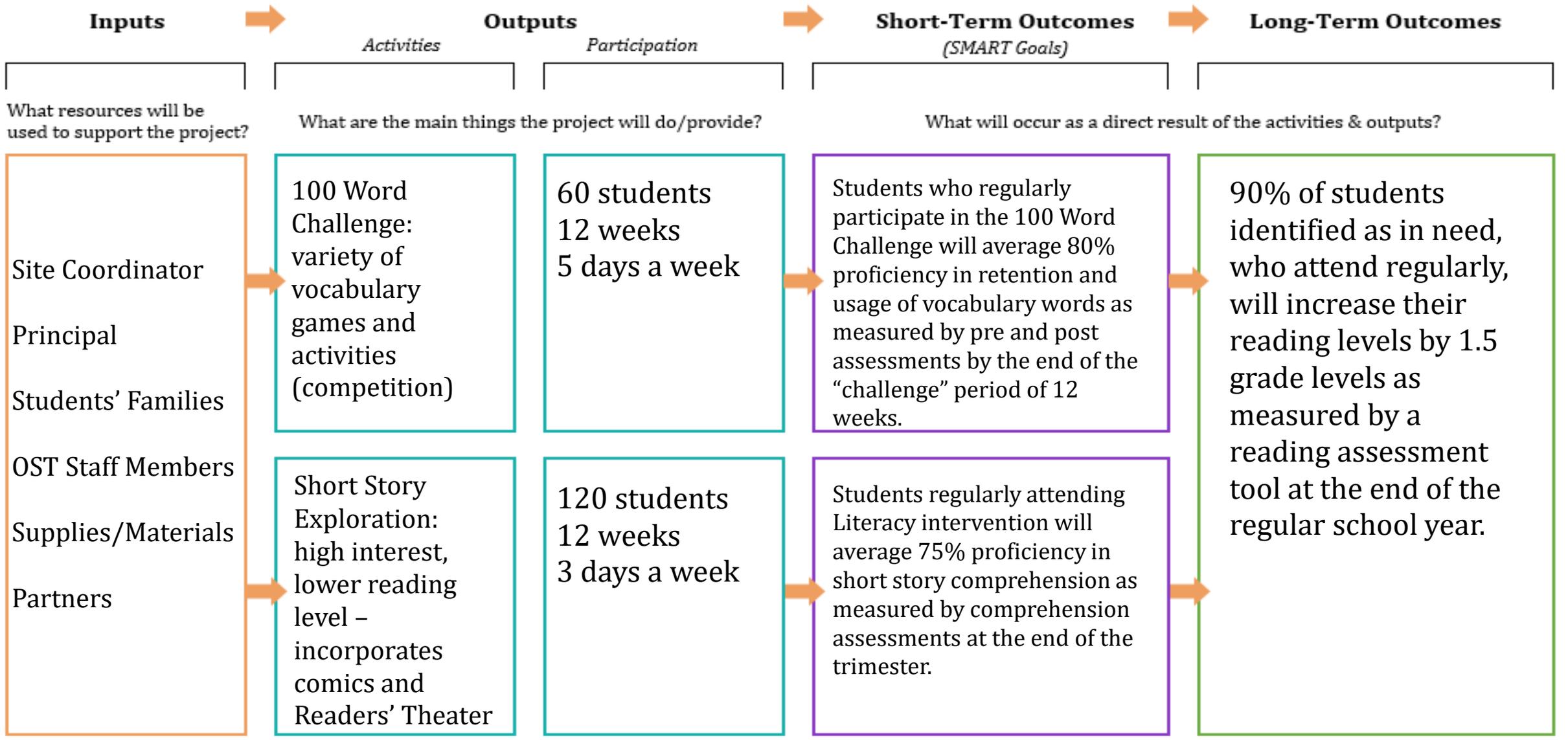
SMART GOALS

Specific
Measurable
Achievable
Relevant
Time bound



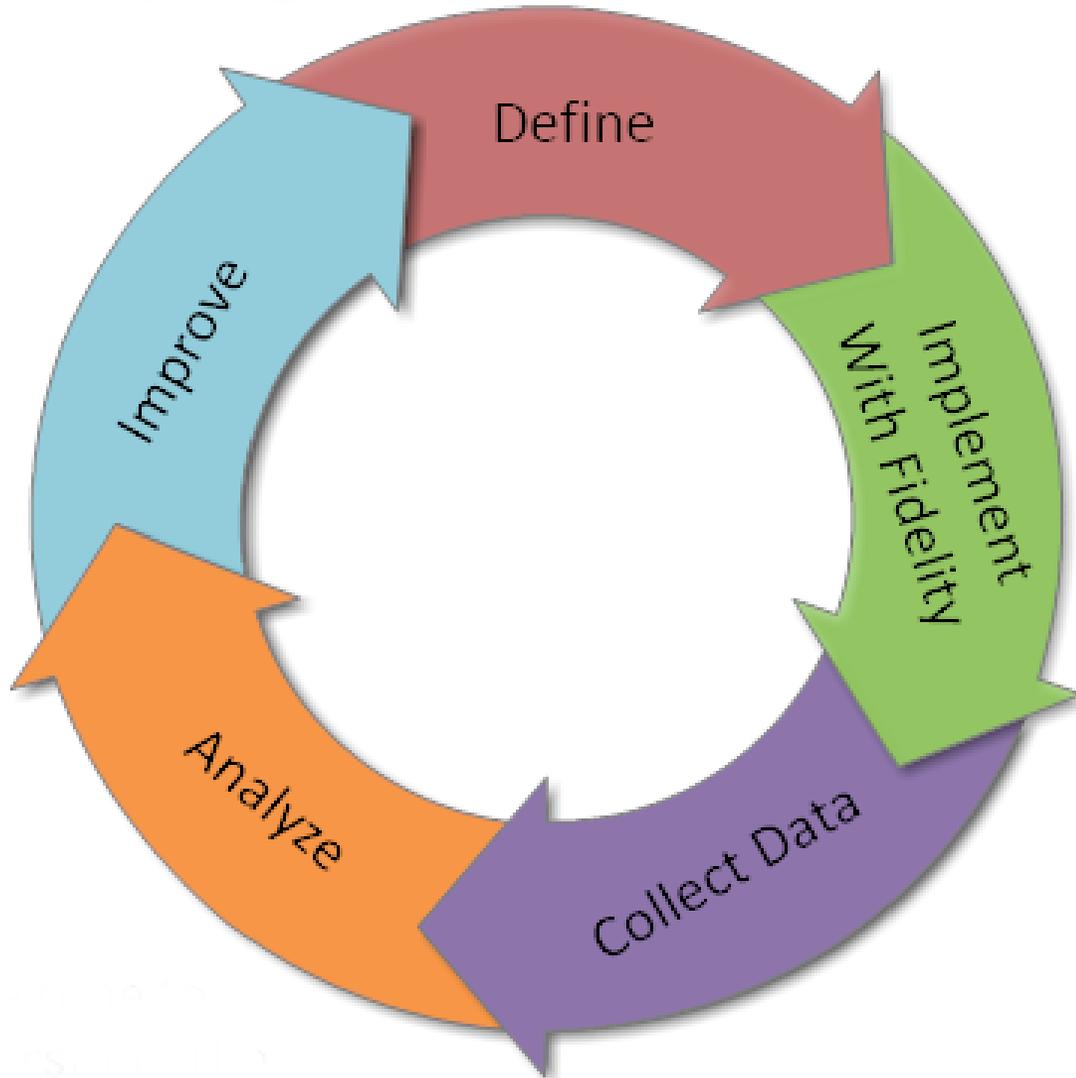


LOGIC MODEL





CONTINUOUS IMPROVEMENT PROCESS



- Define
- **Implement with Fidelity**
- Collect Data
- Analyze
- Improve



IMPLEMENTING WITH FIDELITY GUIDE



You for Youth | Continuous Education Through 21st CCLC Activities

1

Implementing With Fidelity Guide

- Adherence
- Dosage
- Engagement
- Delivery



You for Youth | Continuous Education Through 21st CCLC Activities

1

Implementing With Fidelity Guide

Mindfully implementing with fidelity enables you to evaluate each component of your activity, and adapt and adjust instruction based on student response. Implementing with fidelity also helps to ensure that the outcomes listed below are the areas that will help.

g approach, do
ge and skills as
ct?

Dosage

Definition:
How often a student attends an activity designed to have an impact. This looks at the frequency or the number of times they attend and how long they participate in each session.

Example:
If you've designed your activity to meet twice weekly for 60 minutes each session, you'll measure whether that is the actual dosage students get.

Engagement

Definition:
Students actively participating, asking questions, using critical thinking skills, getting positive feedback from teachers and solving problems in group discussions are a few ways to describe "engagement."

Example:
Students work cooperatively, address the problem and brainstorm solutions. The students are not preoccupied with something else or seem bored.

Delivery

Definition:
Refers to how the facilitator guides the learning. Is the facilitator effectively using guiding questions to help students move to higher levels of thinking, embedding opportunities to apply new skills, or differentiating the learning?

Example:
The facilitator poses guiding questions to help students advance their learning, uses different teaching techniques such as scaffolding, and delivers content through blended learning opportunities.

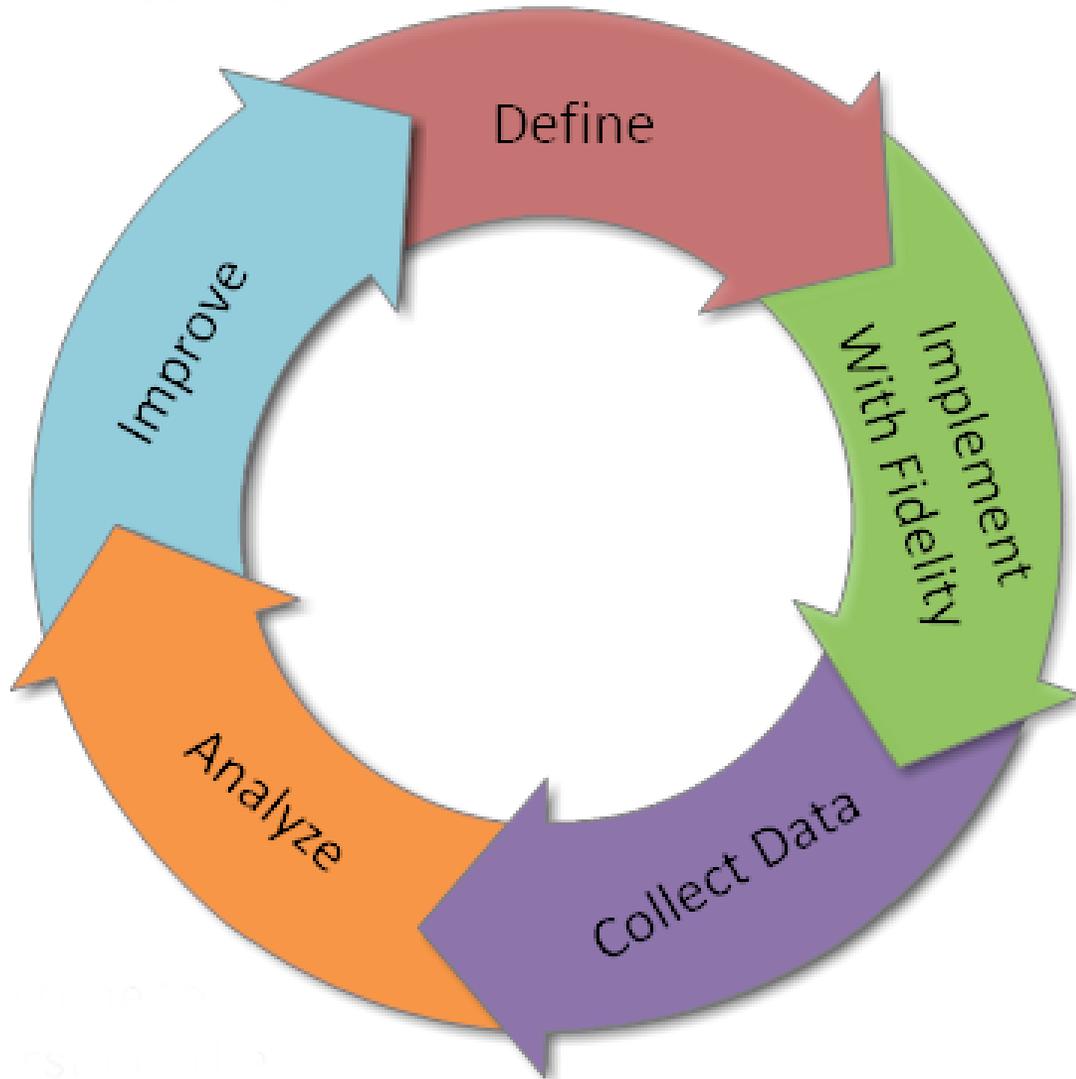


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CONTINUOUS IMPROVEMENT PROCESS



- Define
- Implement with Fidelity
- **Collect Data**
- Analyze
- Improve

CLICK & GO



ADMINISTER FOR SUCCESS: INTENTIONAL PROGRAM IMPLEMENTATION

DATA COLLECTION



- Activity Observation Checklists
- Portfolios
- Rubrics
- Surveys
- Staff Supervision Checklists

You for Youth | Summer Learning 1

Activity Observation Checklists

Leaders and activity developers should work together to determine the indicators that demonstrate high quality in activities and adherence to the design of each activity. Not every activity will have the same indicators. For example, one activity may be designed with a ratio of 1:10 because research indicates that it is at that ratio where most positive outcomes can be expected. Another activity may not require that low of a ratio. There are two samples of Checklists below which you can customize for your own activities. The first is designed for an academic activity and the second for an academic enrichment activity. The data from these observations should be used to guide continuous improvement.

Site/Center: _____ Date: _____ Observer: _____

Activity: Math Room: _____

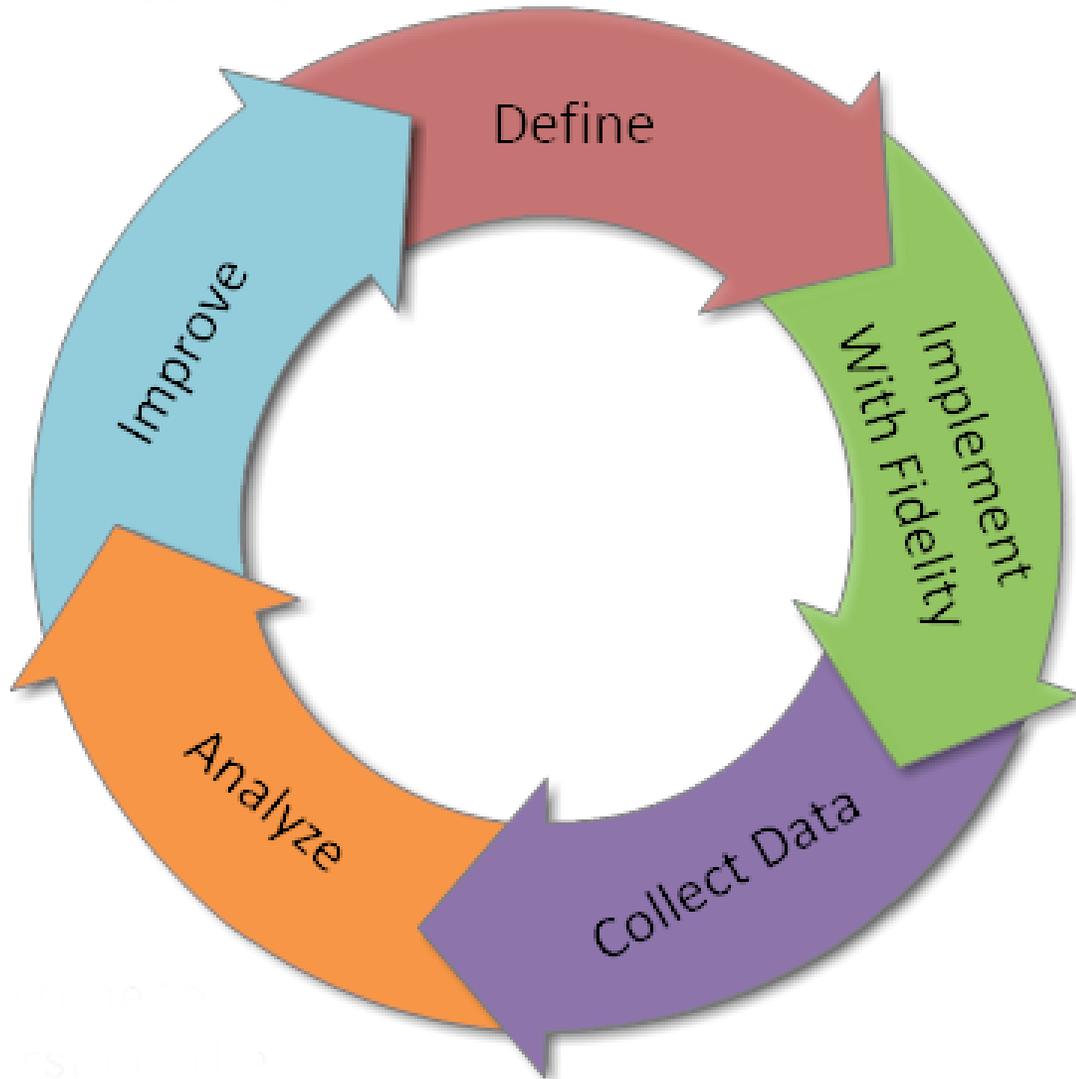
Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	Adherence to and Quality of the Activity as designed – Program components are implemented as prescribed.	
	<i>Activity focus is on targeted skills:</i> <ul style="list-style-type: none">• Skill set #1: Numbers, Operations, and Quantitative Reasoning• Skill set #2: Patterns, Relationships and Algebraic Reasoning	
	<i>Every student is participating in one of 3 stations:</i> <ul style="list-style-type: none">• Students engaged in small group CGI intervention with teacher• Students participating in computer program intervention• Students participating in an interactive learning activity	
	<i>Required materials/resources available:</i>	
	<i>Laptops 1 for every student</i>	
	<i>SMART Boards</i>	
	<i>Math software programs</i>	
	<i>Instructional resources (will include one of following):</i> <ul style="list-style-type: none">• Base Ten Blocks• Manipulatives• Math Games	

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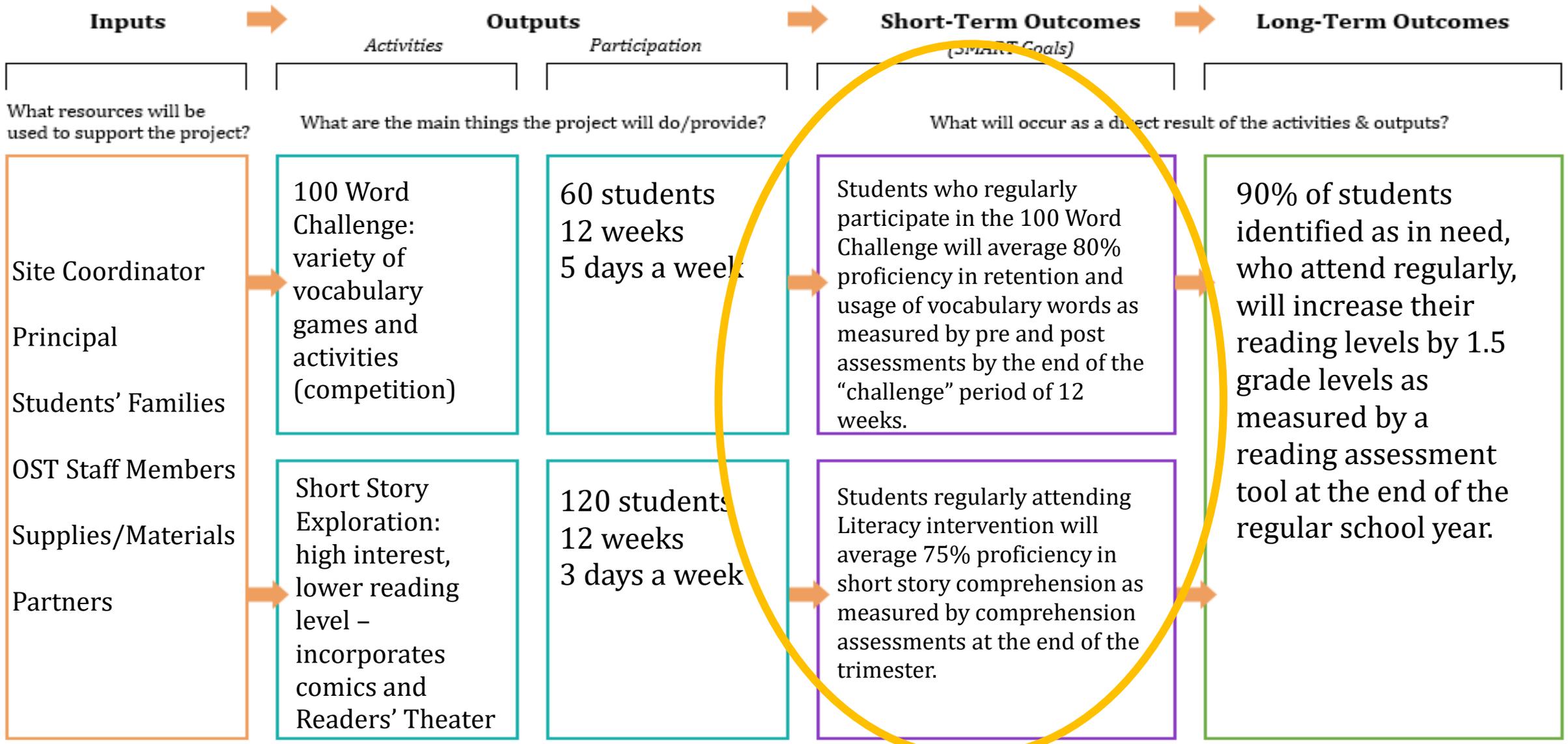
CONTINUOUS IMPROVEMENT PROCESS



- Define
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- Improve



LOGIC MODEL



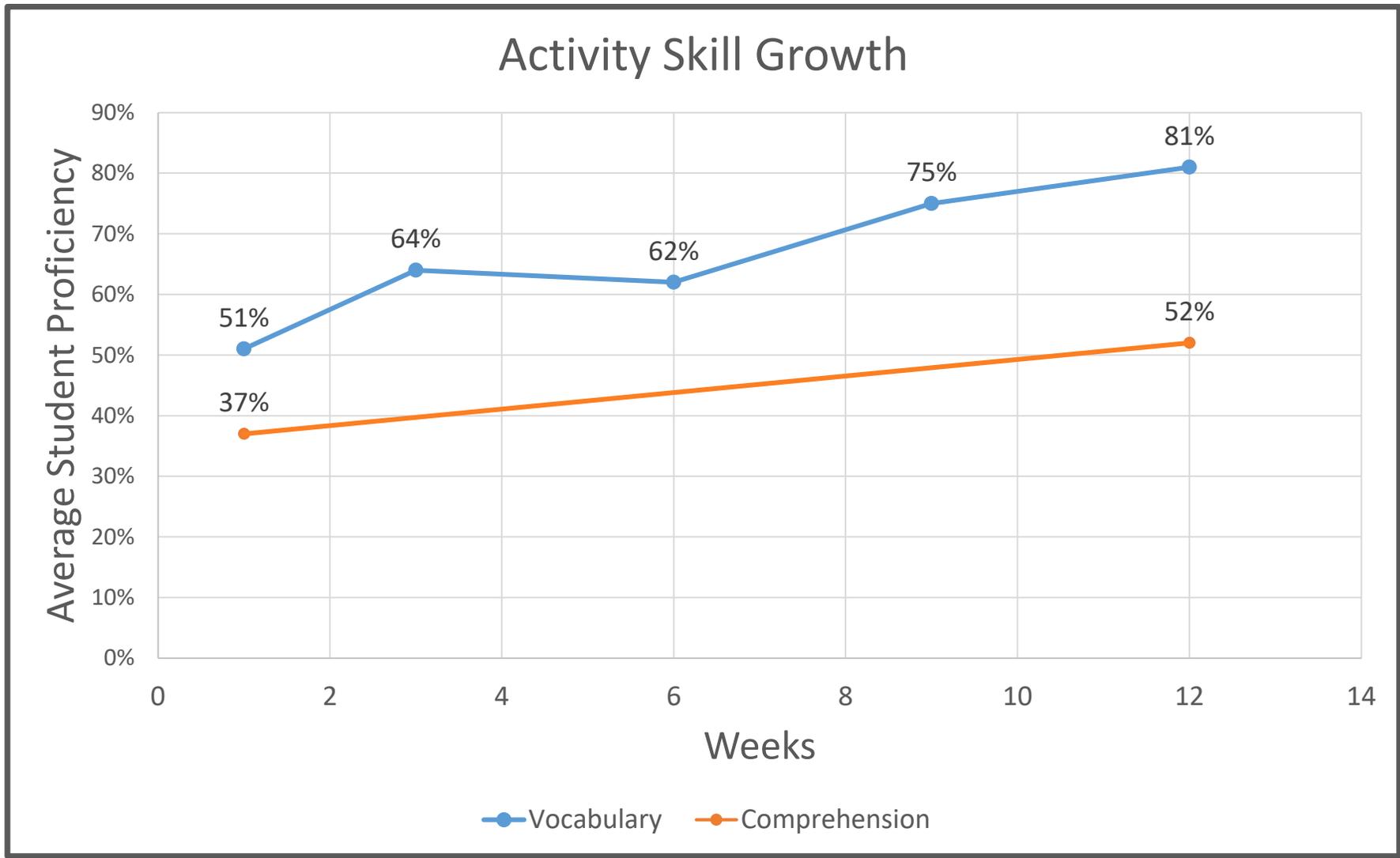
ACTIVITY SMART GOALS

Example: Students who regularly participate in the 100 Word Challenge will average 80% proficiency in retention and usage of vocabulary words as measured by pre and post assessments by the end of the “challenge” period of 12 weeks.

Example: Students regularly attending Literacy intervention will average 75% proficiency in short story comprehension as measured by comprehension assessments at the end of the trimester.



DATA SAMPLE



DATA DETECTIVE



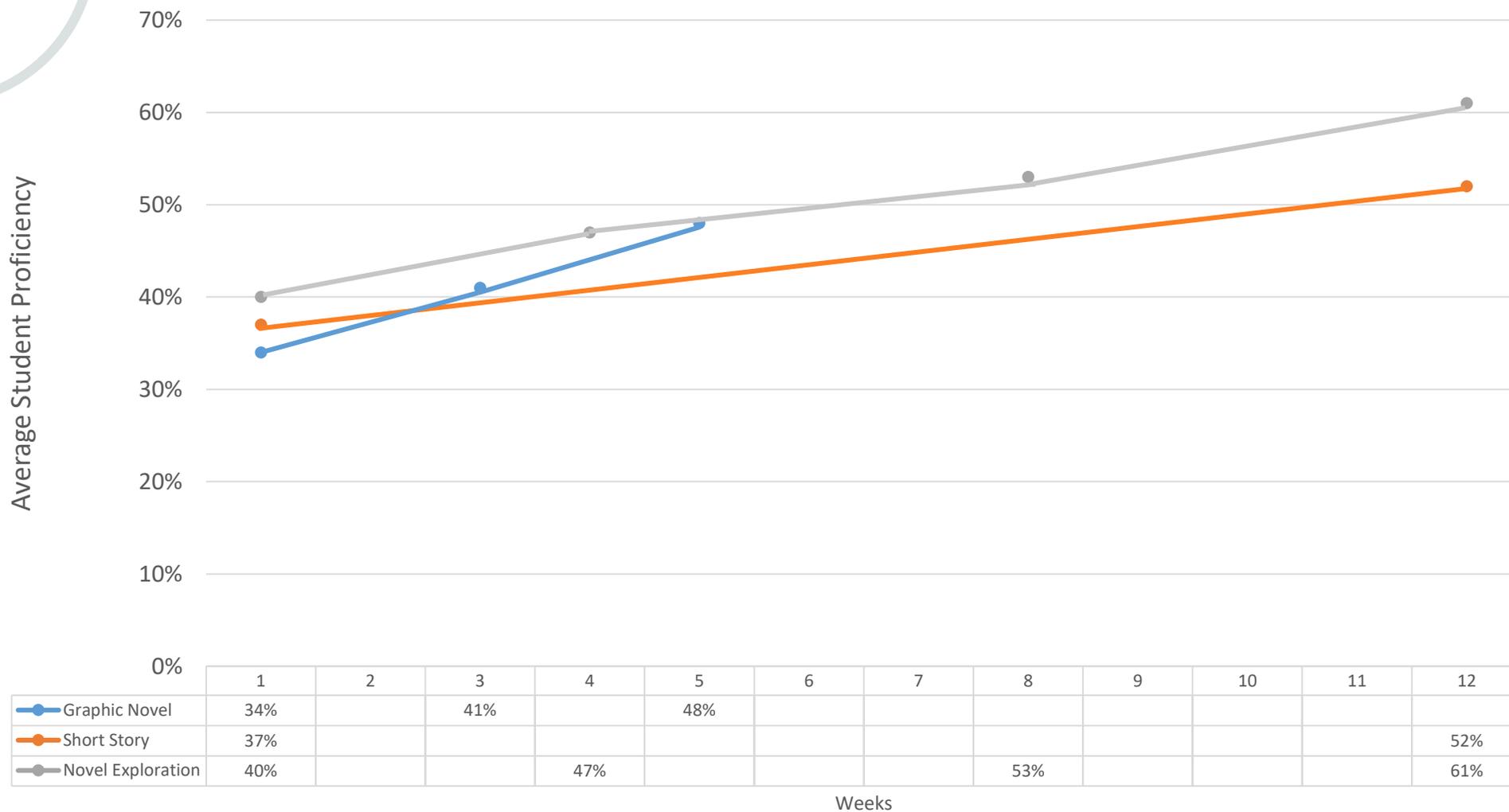
- Activity Observation Checklists
- Portfolios
- Rubrics
- Surveys
- Staff Supervision Checklists





DATA COMPARISON

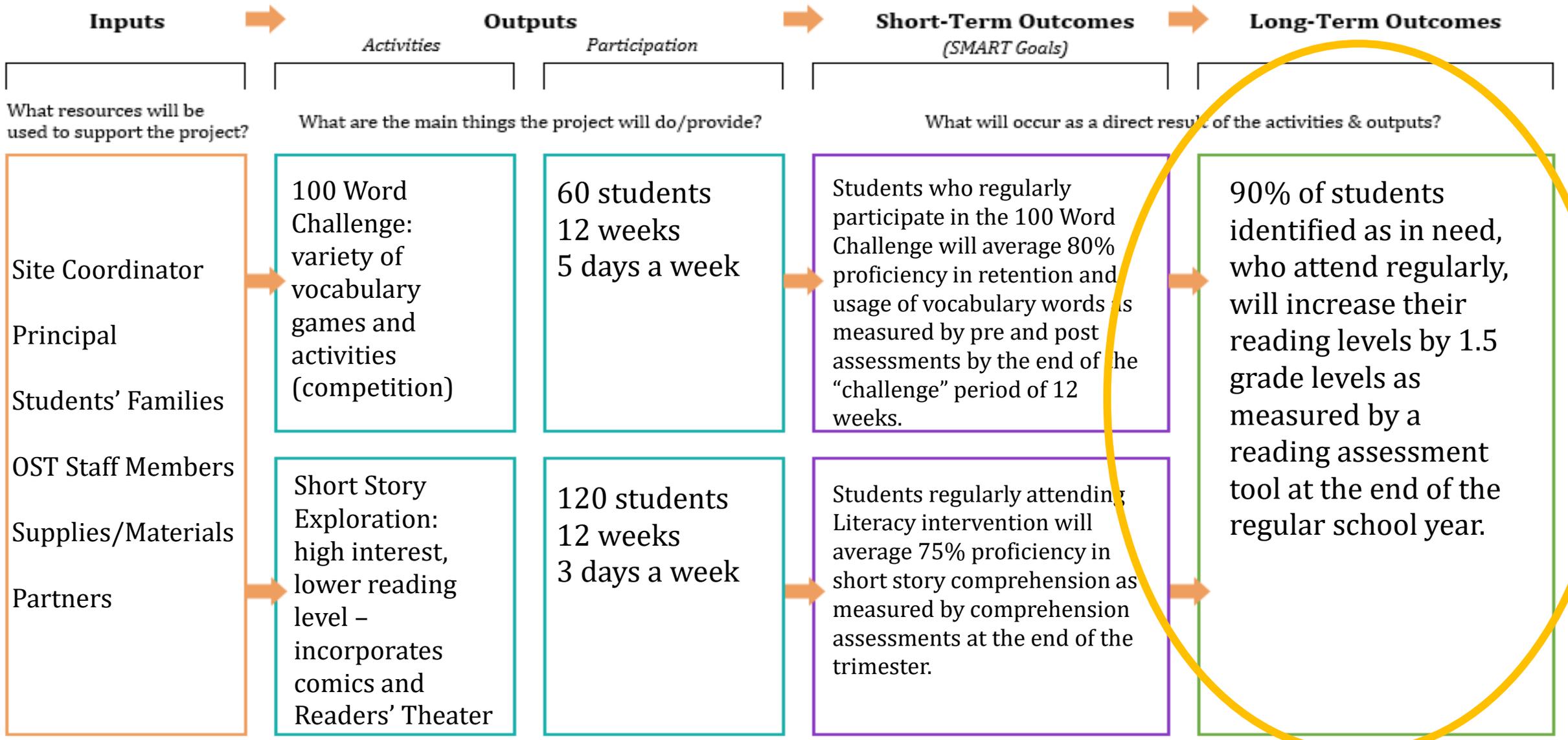
Activities that Assessed Comprehension



—●— Graphic Novel
 —●— Short Story
 —●— Novel Exploration

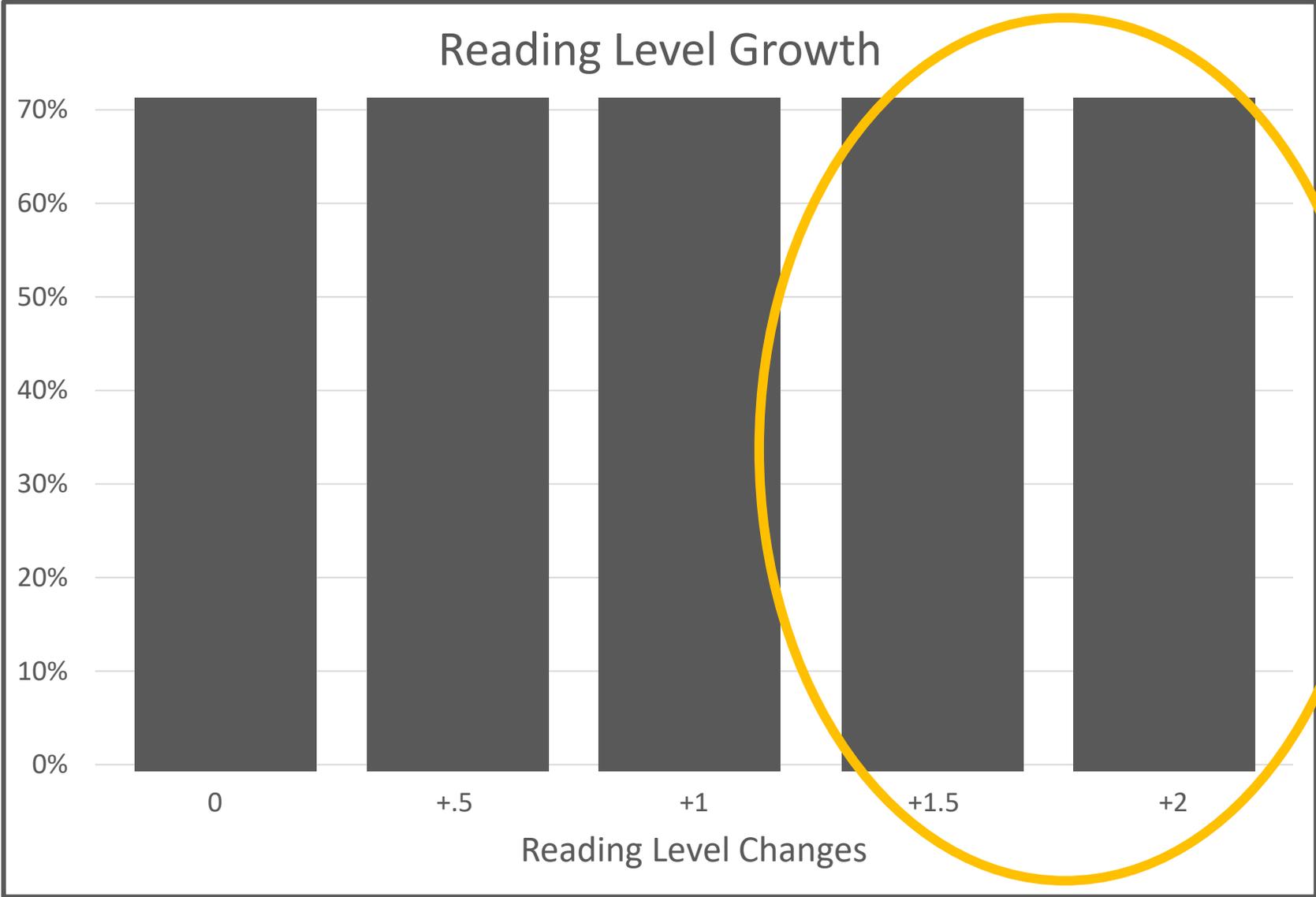


LOGIC MODEL





PROGRAM DATA SAMPLE



DATA DETECTIVE

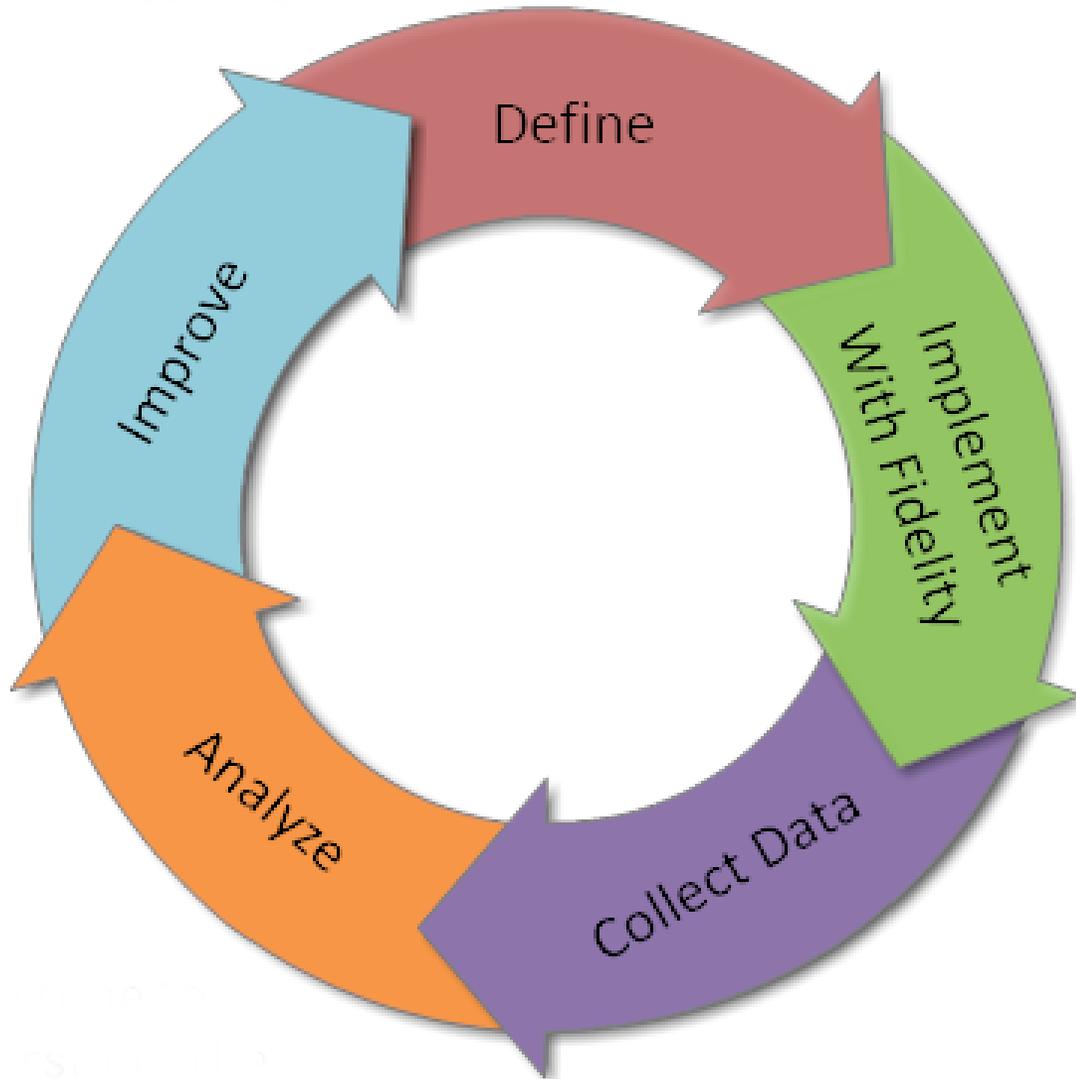


What would we want to know about the 13% of students that achieved less than year of reading growth in a regular school year?





CONTINUOUS IMPROVEMENT PROCESS



- Define
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- Collect Data
- Analyze
- **Improve**



DATA REFLECTION TOOL

Performance Measures	Measurement Tool	Time Frame	Actual Outcomes	Reflection
<i>Enter program and activity SMART Goals</i>	<i>What will be used to measure effectiveness?</i>	<i>When will measurements be taken?</i>	<i>What did the data tell you? Restate your SMART goal using actual measurements.</i>	<i>Explain the progress that was made, and the challenges that you faced. If your goal was not met, describe how you will overcome your challenges next year.</i>



DATA REFLECTION TOOL

Performance Goals	Measurement Tool	Time Frame	Actual Outcome	Reflection
Program Goal 1: 90% of students identified as in need, who attend regularly, will increase their reading levels by 1.5 grade levels as measured by a reading assessment tool at the end of the regular school year.	Reading Level Assessment Tool	First and last week of program	Program Goal #1 Outcome: 70% of students identified as in need, who attended regularly, increased their reading levels by 1.5 grade levels or more as measured by a reading assessment tool at the end of the regular school year.	While we did not meet our goal, we feel that 70% of students is a good outcome when factoring that only 57% of students achieved that amount of growth last year. Our goal is to strategically support struggling students more next year and use our data to expand the most successful and engaging activities.

IMPROVE



- What did work?
- What can I tweak and refine?
 - Expand dosage for comprehension activities
 - Incorporate more comprehension activities
 - Target students in need more efficiently

SESSION OBJECTIVES

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UNTIL NEXT TIME...

Go to the [Virtual Institute Page on Y4Y](#), **BE SURE TO LOG IN...**

- Courses
- Links to Y4Y Resources
- Discussion Board

Office Hours Today: 2:00-2:30 PM Eastern

NEXT TIME...

- Topic: Crafting a Compelling Narrative

Thursday, July 12: 1:00-2:00 PM Eastern