

SSD Data Team Process

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Intended Outcomes

Attendees will learn/understand:

- The purpose and value add of data teams
- How SSD data teaming processes function (acknowledging variation in format across districts / schools / workgroups)
- The role of SSD and partner district instructional administrators in supporting the implementation and work of SSD data teams.
- How implementation of SSD data teams is monitored and evaluated
- SSD processes for training staff on data teams and providing ongoing support for data teams

Why Data Teams?

Why Data-based Decision Making

The **value of data** emerges only when analysis provides insights that **direct decisions** for students

Stephen H. White, Beyond the Numbers (2005)

Why Data-based Decision Making

The most successful method that I have encountered is the “data teams” model...teams that use an explicit, data-driven structure to disaggregate data, analyze student performance, set incremental goals, engage in dialogue around explicit and deliberate instruction, and create a plan to monitor student learning and teacher instruction.

John Hattie, Visible Learning for Teachers (2012)

Evidentiary Bases for Data Teams

IDEA & ESSA mandate the use of research-based practices, and SSD has developed a “Research-Based Practices Selection Framework” to ensure our practices have appropriate levels of evidence for use.

The practice of data teams follows the recommendations of the IES Practice Guide regarding [“Using Student Achievement Data to Support Instructional Decision Making”](#) (a level 2 resource in the Selection Framework).

The practice helps grow [collective teacher efficacy](#), as well as incorporates key elements of [Response to Intervention](#), which were both positively reviewed as among the most highly effective research-based practices by Hattie (a level 2 resource), as referenced by the Missouri Educator Evaluation System.

SSD Data Teams Mission Statement

SSD data teams will actively collaborate in a dynamic problem-solving process that utilizes progress monitoring & data analysis to guide instructional practices & inform IEPs, resulting in increased academic, transition, vocational & behavioral/social-emotional success for all students.

Data Team Training

What training / support do SSD staff receive?

- FAST screening
- Progress monitoring (various tools / student populations)
- Introductory training for new staff and annual refreshers for experienced staff
- Data Team Leader cohorts (by level and focus)
- Individual coaching

Training resources

Data Team Processes

Data leader / meeting planning and preparation: SSD Data Team Guidelines Document

Guidelines address features such as:

- Minimum number of meetings scheduled
- Optimal team membership and makeup
- Meeting logistics (time of day, virtual vs. in person)
- Team capacities
- Documentation practices

How do individual teachers / staff prepare for data teams?

- Review current progress of students on caseload
- Identify student(s) to discuss (i.e., students making insufficient progress)
- Prepare data presentation (e.g., progress monitoring charts) as needed
- Complete Data Team Talking Points document for student(s) who will be discussed

Protocol for student data discussions

Data Team TALKING POINTS (incorporating SB IEP goals)

CASE PRESENTATION

- Refer to "SSD Progress Monitoring Data Team – Teacher Record Form."
- I'd like to discuss: _____ (student).
- His/her skill deficit(s) is/are _____.
- The related standards-based IEP goal is/are _____.
- The current intervention(s) is/are _____.
- _____ data indicates _____. (strengths/weaknesses)
- _____ data indicates _____. (strengths/weaknesses)
- _____ data indicates _____. (strengths/weaknesses)

TEAM PROBLEM-SOLVING DISCUSSION & ACTION PLANNING

- The action to be taken is: _____ (select intervention 1—4)
1—Increase goal or difficulty level? _____ 2—maintain current intervention until: _____
3—Modify/supplement instruction: _____ 4—Need more data points to make a decision _____
- The goal remains same/ changed/ altered to: _____.
- **(WHO?) _____ is responsible for implementation of intervention, data tracking & assessment.**

What happens during a data team?

AGENDA

- Warm up and/or check-in with colleagues time
- Review team mission & goals
- Review Norms & assign roles
- Determine time limits for student discussions
- problem-solving discussions
- Resources/high-yield strategies/data leader cohort info
- Plus/delta for Meeting

NORMS

- Problem Solving VS Problem Admiration
- Present only data supported facts
- Summarize your thoughts in 5 sentences or less
- Respect the Process
- Respect the Agenda



Roles & responsibilities

DATA TEAM MEMBER ROLES



Team Leader

- Facilitator
- Asks probing questions
- Communicates with the administrator



Resource Manager

- Asks the question *"Is the intervention we are talking about research-based?"*
- Helps team navigate resources (tools, sites, etc)



"What's the plan?"

- At the end of student discussion asks *"What's our plan?"*
- Asks *"How will we assess whether the student is making progress?"*



Recorder

- Takes minutes
- At the end of student discussions, clarifies decisions made for the notes
- Distributes to Data Team leader, colleagues, administrators



Focus Monitor

- Reminds members of tasks and purpose
- Refocuses dialogue on processes and agenda items



Time Keeper

- Follows agenda time frames and reminds during dialogue
- Allows for & tracks time extensions



Engaged Participant

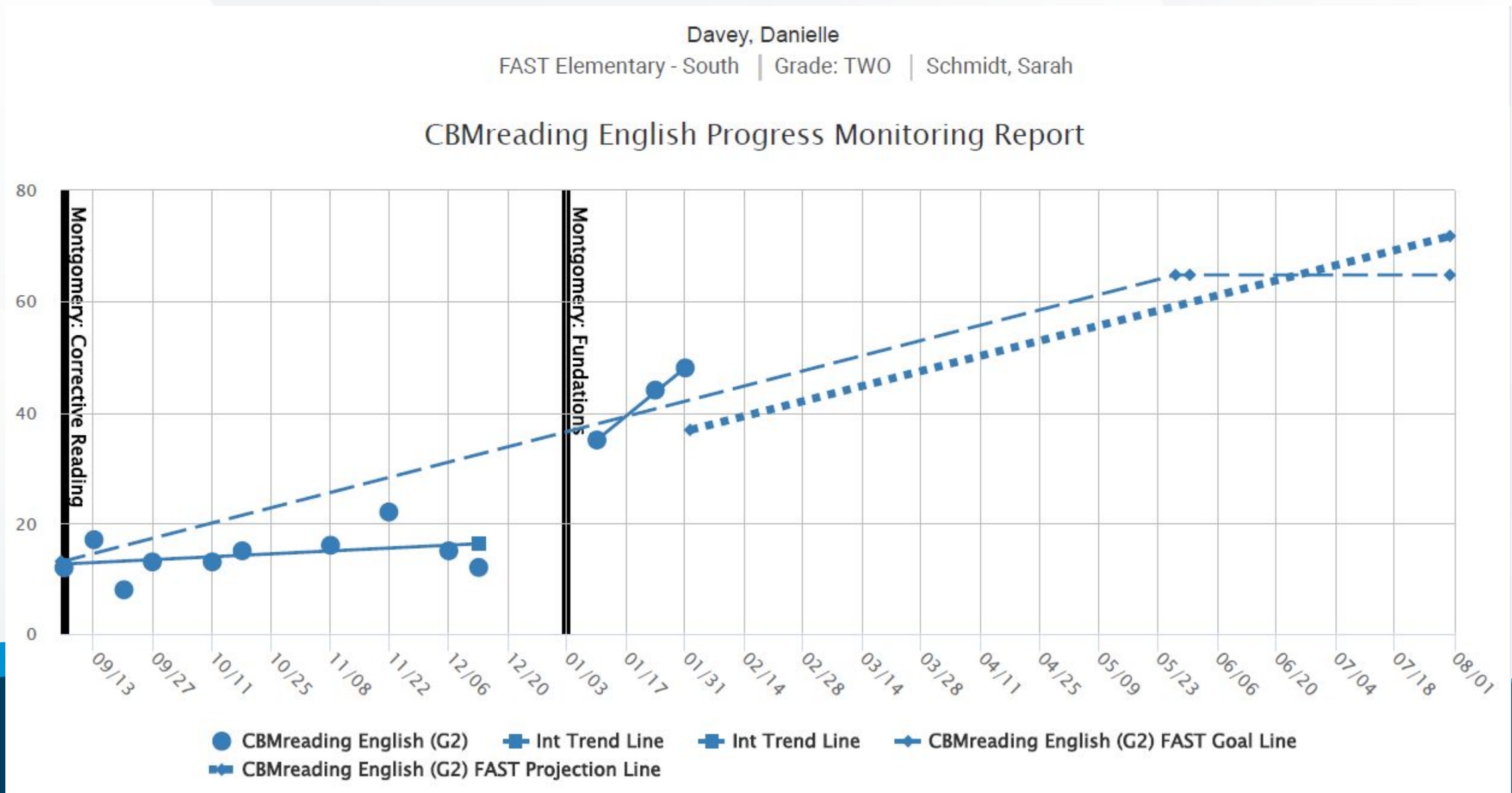
- Listens
- Questions
- Contributes
- Commits

The Steps of the Process

1. Share your data about your student
2. Consider whether the student is on track to meet their goal
3. Collaborate with the group to problem solve next steps
4. Determine your next steps:
 - a. Increase goal or difficulty level
 - b. Maintain current intervention and goal
 - c. Modify or supplement instruction
 - d. Gather more data
5. Document your action steps and determine when you'll review this student again

What types of data are commonly shared and discussed during data teams?

*[FASTbridge](#) is the primary progress monitoring tool



Other forms of data and student concerns that might be discussed

- Academic assessments other than FAST
- Social-emotional-behavioral progress (including discipline, attendance, etc.)
- Course-based progress (e.g., assignment grades)
- Functional academics
- Progress toward student-specific IEP goals (e.g., language skills, executive functioning, social skills, independence, etc.)

Data Team Examples – Teacher Reviewing Student Data

- » https://youtu.be/7AHjV-lVZ_M
- » What did she do well when describing her student?
- » As an administrator or data leader, what might be your (feedback/coaching) response?

Data Team Examples – Data Leader Responding to Data

- » https://youtu.be/l530AmkSI_g
- » What did the data leader prompt?
- » Why do you think the data leader responded like he did?

Data Team Examples – Team Generates Intervention Suggestions

- » <https://youtu.be/1KGmUzoFC5M>
- » Many people seemed to contribute ideas. What did you notice about that process?

Administrator's Role in Data Teams (from data team guidelines)

- **Communicate data team expectations** and changes from CSIP and Region/Area/School Improvement Plans, and ensure linkage between plan & actual practices
- **Ensure staff receives training on data teams** as needed
- **Identify & support data team leaders**
- **Ensure data leaders schedule & plan data team meetings**
- Ensure all required staff attend data team meetings
- Attend & actively participate in admin training sessions on data teams
- **Attend & actively participate in all data teams; if unable to attend, review notes & provide feedback** (as needed)
- Provide follow-up support to teachers regarding intervention & scheduling needs, align staff needs to PL Plan
- Share data team information & results with Area Leadership Team/Building Leadership Team
- Report data team results to Director/Executive Director as requested
- Model and communicate uses of data (such as data type, format for displaying data, etc)
- Share data team information with building administration

How can administrators...

Promote an environment / meeting structures that result in effective problem solving and candid discussions?

Ensure data teams run effectively and efficiently?

Help support / coach data team participants in interpreting student trends accurately and making effective intervention decisions?

Maintaining Process Fidelity: Data team self-assessment

Evaluation of Attributes of High-Functioning, Effective Data Teams

School: _____

Please read each attribute of a high-functioning, effective data team. Then, rate you or your data team's present level of each item.

N=Never R=Rarely S=Sometimes O=Often A=Always

| Participation | N | R | S | O | A |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| All team members present & on time, actively engaged in the process | | | | | |
| Administrator is present and engaged, provides input, and supports intervention adjustments (scheduling, etc) | | | | | |
| Related professionals are invited & participate as appropriate (Literacy Coach, Facilitator, School Principal or Counselor, etc) | | | | | |
| Collaboration | N | R | S | O | A |
| Members really embrace team roles (recorder, focus monitor, time keeper, etc) | | | | | |
| Teachers willingly share student information & instructional details | | | | | |
| All members express an interest in other teachers' data – ask questions, volunteer ideas | | | | | |
| Teachers are open to consideration of intervention changes & suggestions from others | | | | | |
| Data Use | N | R | S | O | A |
| Members focus on observable data rather than "feelings, thoughts, impressions" | | | | | |
| Teachers set aggressive/ambitious goals for their students | | | | | |
| Teachers indicate that they are analyzing graphs frequently, both in between & prior to data team meetings | | | | | |
| Teachers can independently identify when a student needs a change in instruction/intervention based on the data | | | | | |
| Teachers conduct weekly progress monitoring | | | | | |
| Teachers share data/show graphs to students | | | | | |
| Members consider multiple sources of data | | | | | |
| Members recognize the need and appropriateness for more diagnostic assessments to determine areas of weakness and strength to target instruction | | | | | |

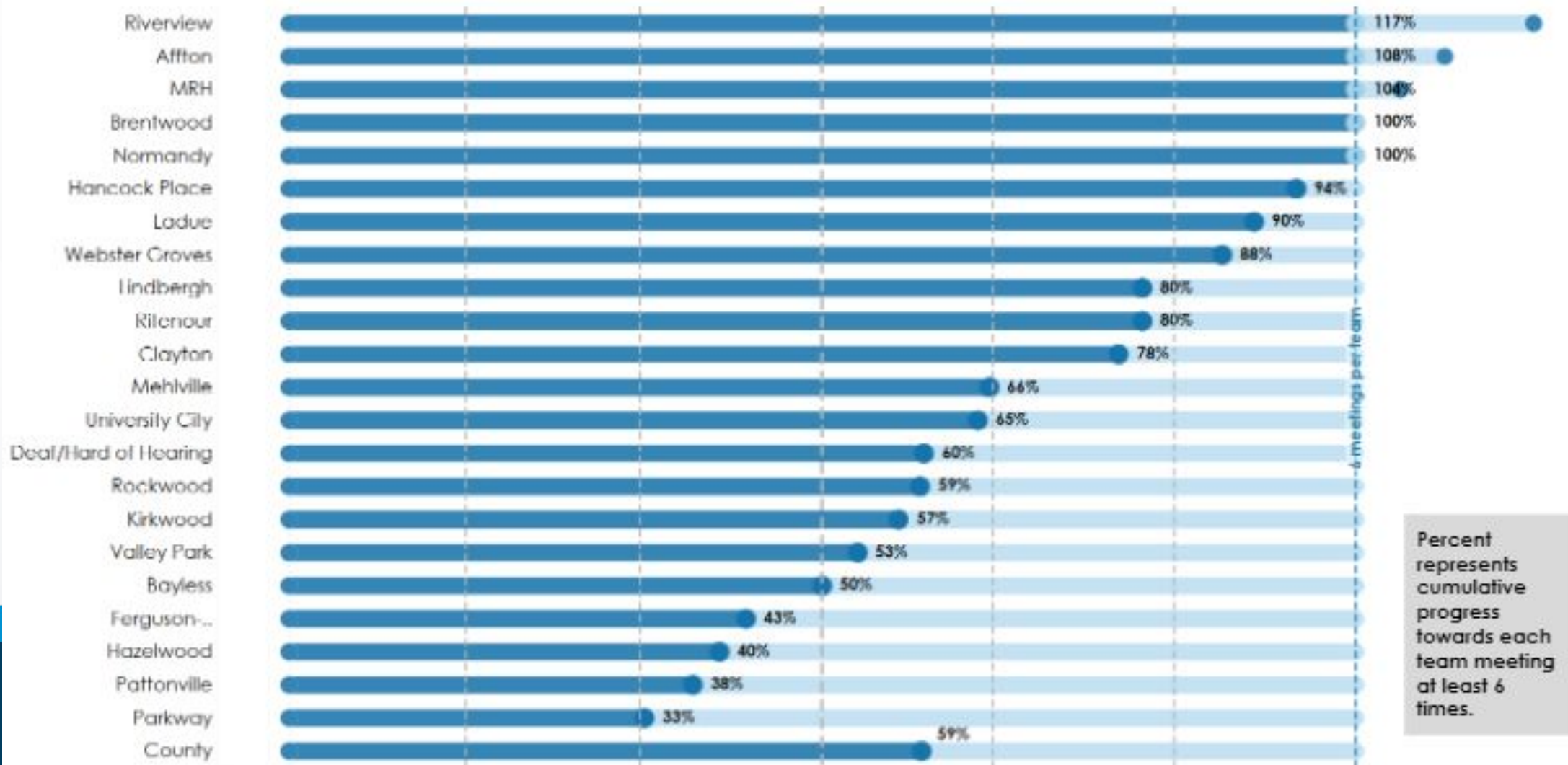
Data Team Summary Form / Self-reflection

- Qualtrics self-reflection survey completed by teams following each meeting
- *Example rating items:*
 - Was an administrator present?
 - Were roles assigned?
 - Were team norms/values established (or reviewed)?
 - Did team briefly review notes from prior meeting and follow up on students discussed?
 - How many students did your team problem solve for?
 - How many students discussed had multiple sources of data available for review?
 - How many discussions resulted in an action plan involving instructional changes?

Data Team Evaluation

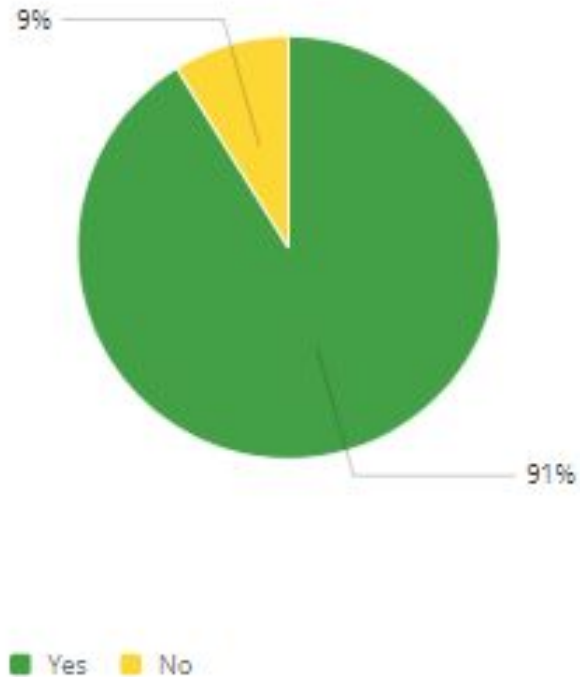
Data Team Evaluation: Meetings Held

SSD Data Teams are expected to meet at least 6 times yearly, yet county-wide we only held **59%** of expected data teams.

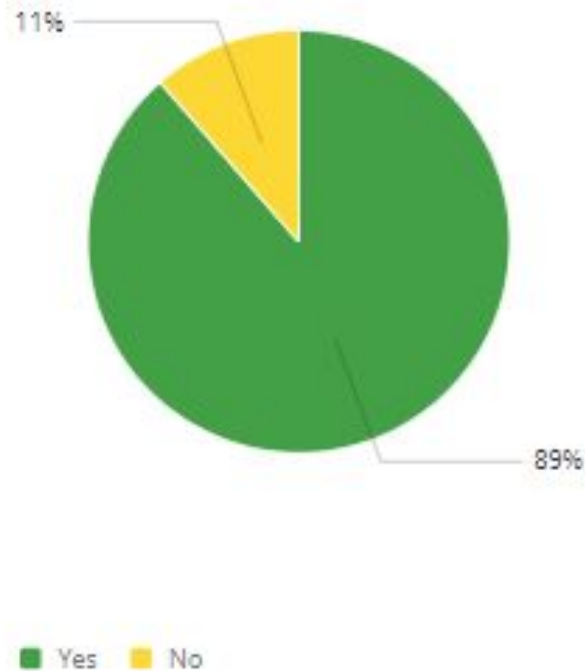


Data Team Evaluation: Data Team Summary Survey

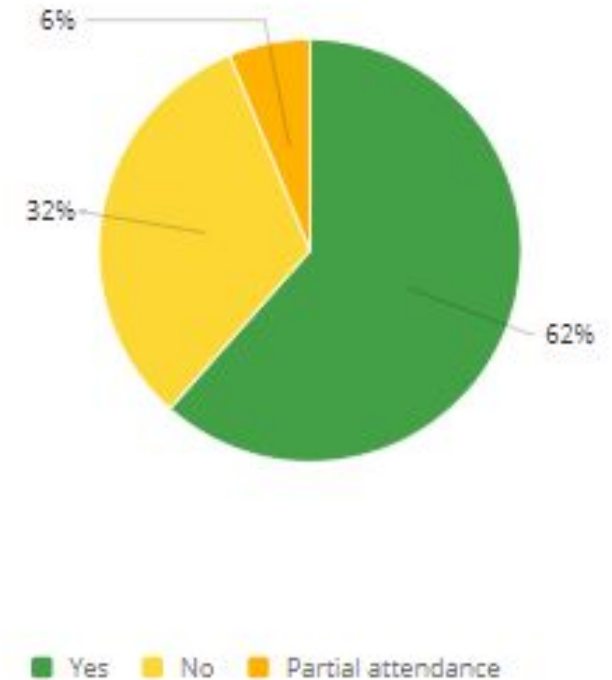
Norms/Values Set? 869



Roles Set?



Admin Attendance



Data Team Evaluation: Data Teams Summary Survey

In Data Teams, the use of **multiple sources of data** and **creation of action plans** has **increased** from Winter 2022 to Spring 2022!

As of 2/8/22:

*1,685 students were discussed in
523 meetings...*

80%

had multiple sources of data

75%

had action plans created

As of 5/20/22:

*2538 students were discussed in
790 meetings...*

84%

had multiple sources of data

81%

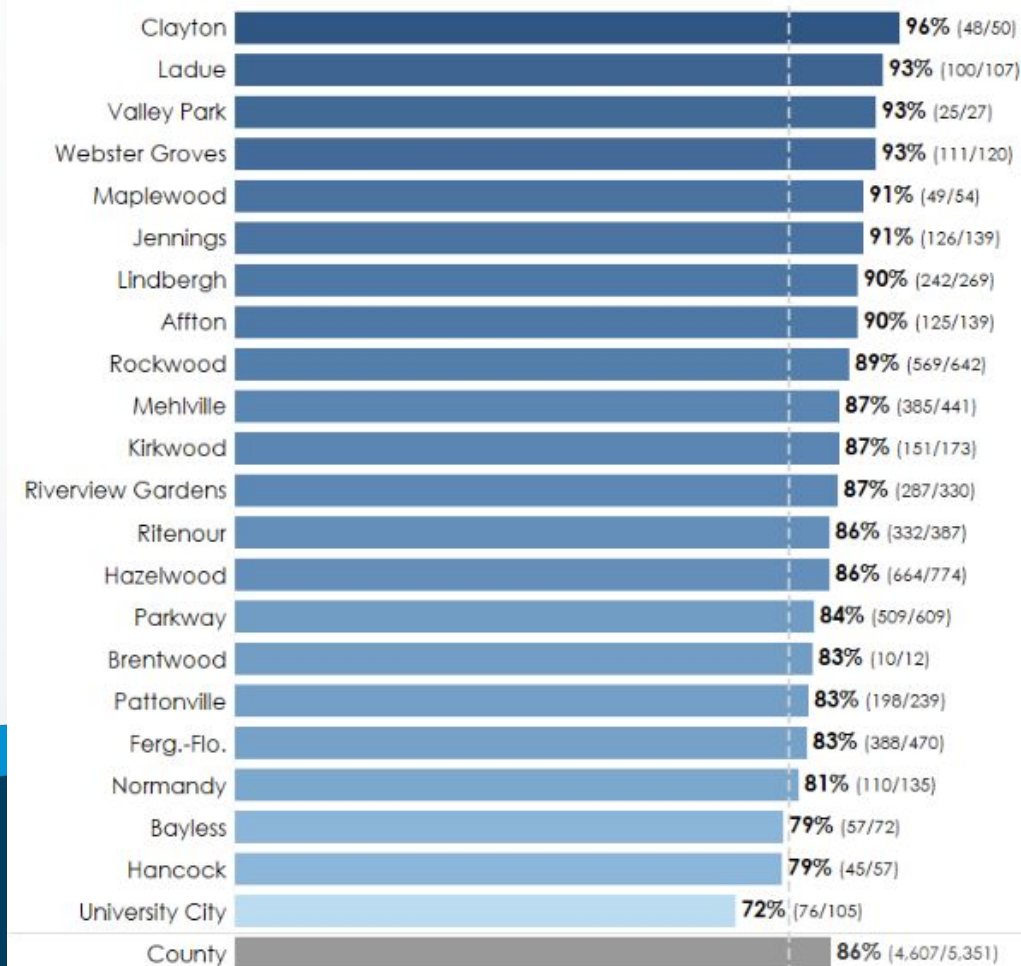
had action plans created

*A potential target would be 85% for both indicators

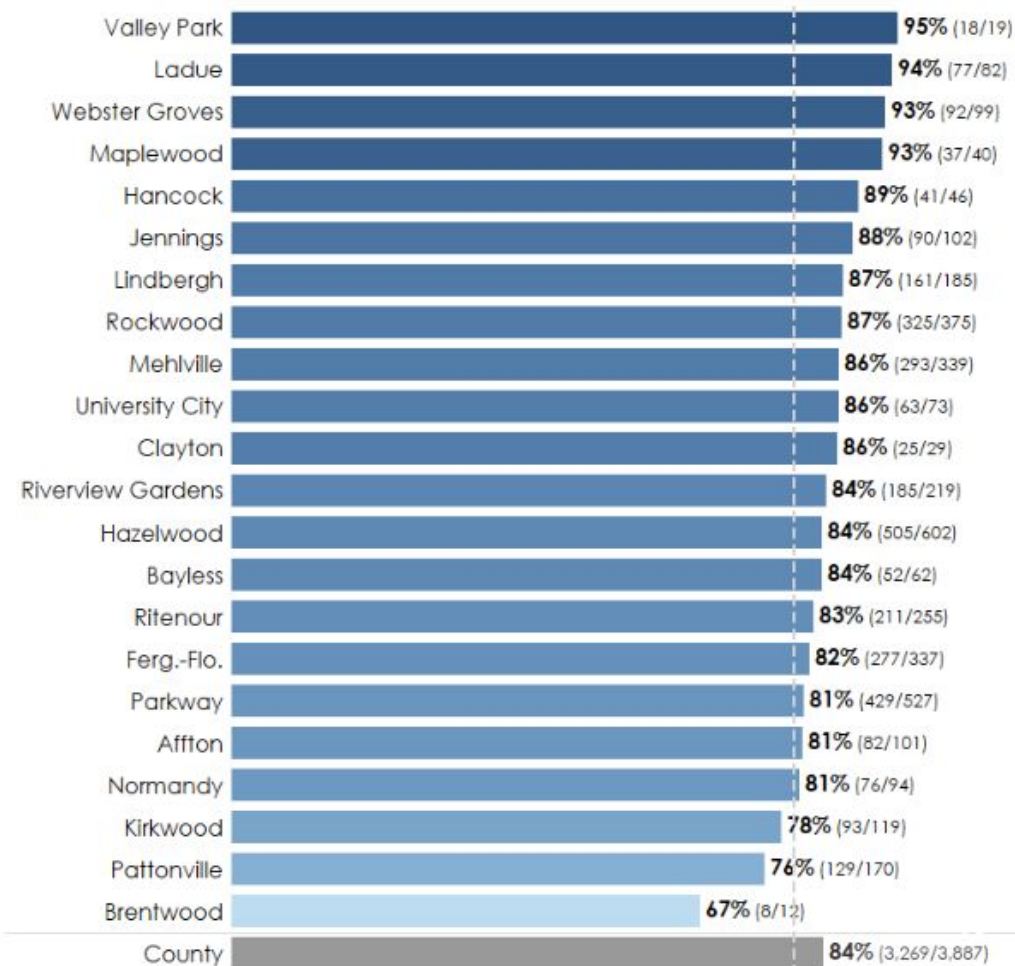
Data Team Evaluation: Assessment Implementation (benchmark and progress monitoring)

FAST Screening: We met our target of screening 80%+ of students with reading and math goals in grades 2-8!

How many students with **reading** services did we **screen**?
(grades 2nd-8th)



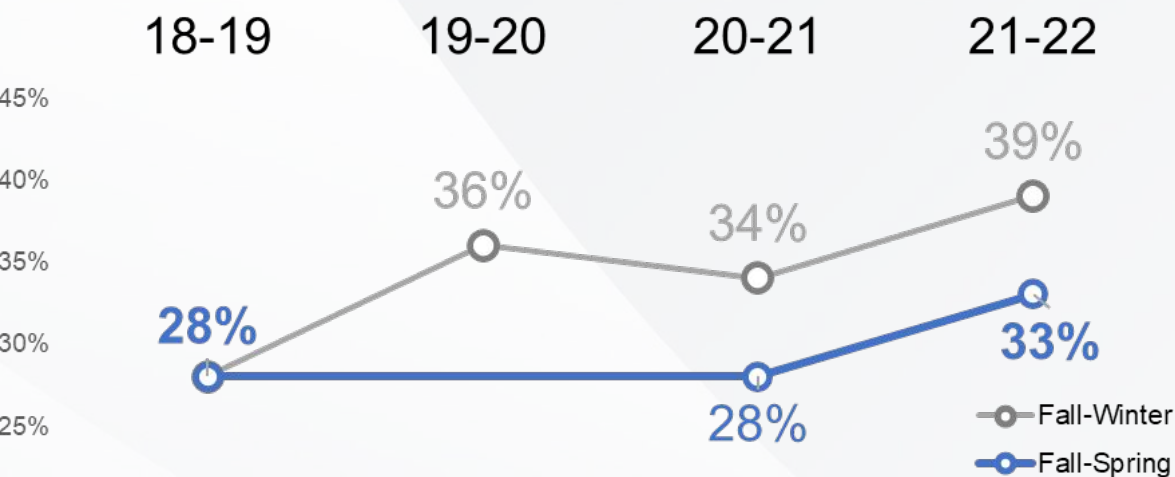
How many students with **math** services did we **screen**?
(grades 2nd-8th)



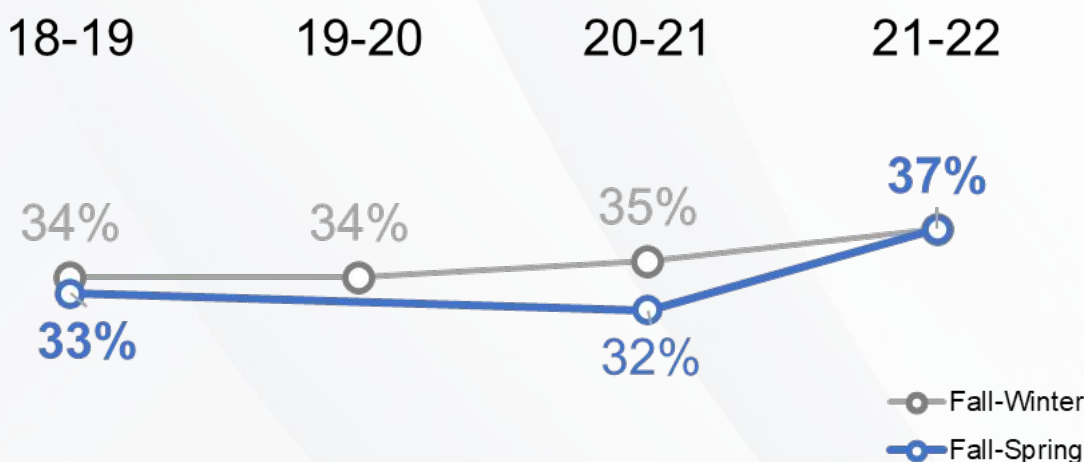
Data Team Evaluation: Student Growth (on FAST benchmarks)

Typically students show more growth fall to winter, than fall to spring. However, this spring our students **maintained** growth in **math**.

Percent of 2nd-8th grade students meeting the growth target (60th growth percentile by start score).

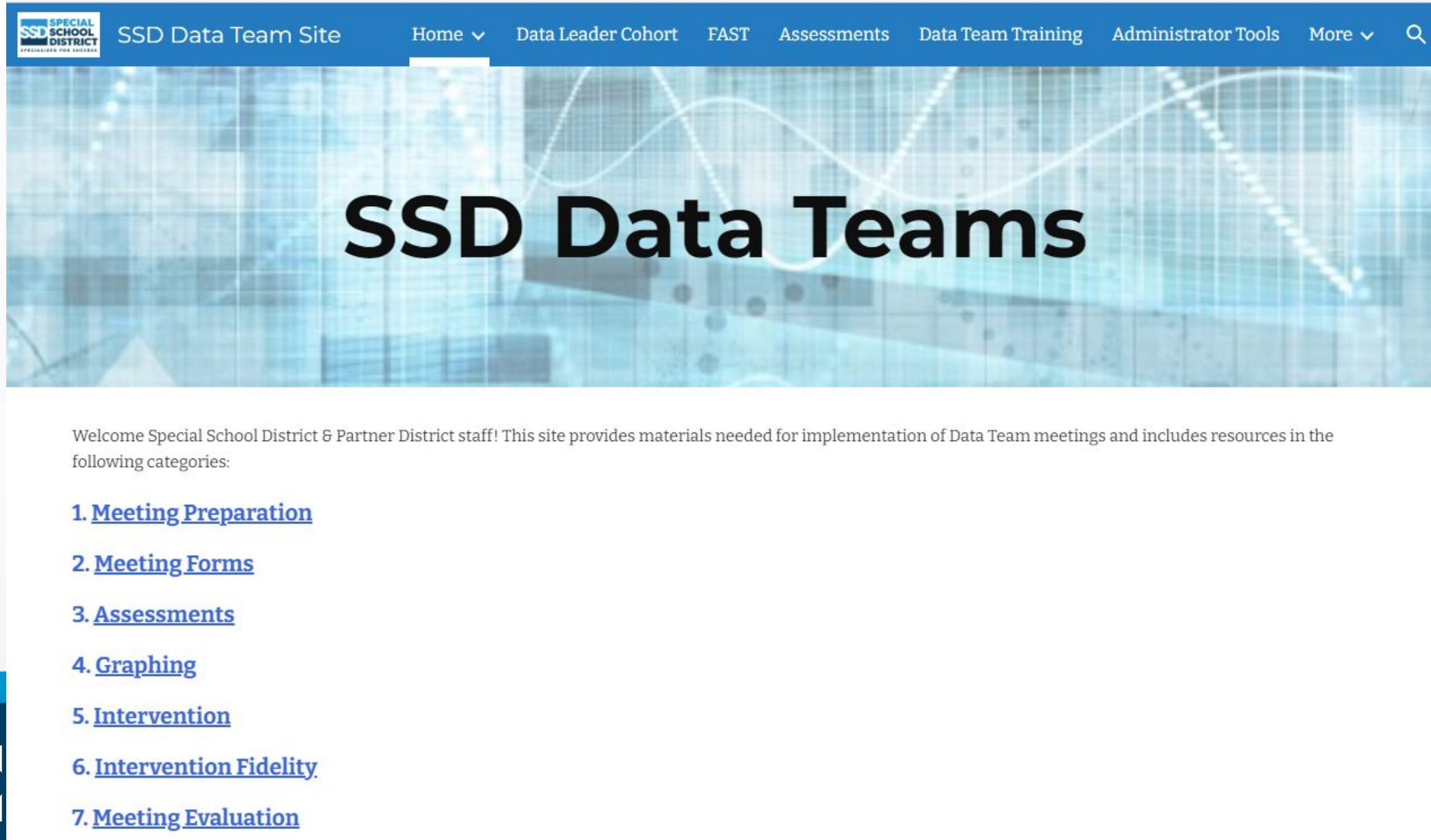


In **reading** this year 39% of students met the target for fall to winter, but only 33% met the target for fall to spring.



In **math** this year 37% of students met the target for both fall to winter and fall to spring.

Data Team Resources



The screenshot shows the homepage of the SSD Data Team Site. The header is blue with the SSD Special School District logo on the left and navigation links: Home, Data Leader Cohort, FAST, Assessments, Data Team Training, Administrator Tools, and More. A search icon is on the right. The main banner features a blue grid background with white data lines and the title 'SSD Data Teams' in large black font. Below the banner, a welcome message states: 'Welcome Special School District & Partner District staff! This site provides materials needed for implementation of Data Team meetings and includes resources in the following categories:'. A list of seven categories follows, each as a blue underlined link: 1. Meeting Preparation, 2. Meeting Forms, 3. Assessments, 4. Graphing, 5. Intervention, 6. Intervention Fidelity, and 7. Meeting Evaluation. The SSD logo is in the bottom left corner.

SSD SPECIAL SCHOOL DISTRICT
SPECIALIZED FOR SUCCESS

SSD Data Team Site

Home ▾ Data Leader Cohort FAST Assessments Data Team Training Administrator Tools More ▾ 🔍

SSD Data Teams

Welcome Special School District & Partner District staff! This site provides materials needed for implementation of Data Team meetings and includes resources in the following categories:

1. [Meeting Preparation](#)
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3. [Assessments](#)
4. [Graphing](#)
5. [Intervention](#)
6. [Intervention Fidelity](#)
7. [Meeting Evaluation](#)

SSD

Assessment Recommendations

Recommended Assessments

- (1) Predicting and Planning
- (2) Progress Monitoring

*Updates to recommendations and screening expectations
being initiated in 2022-23

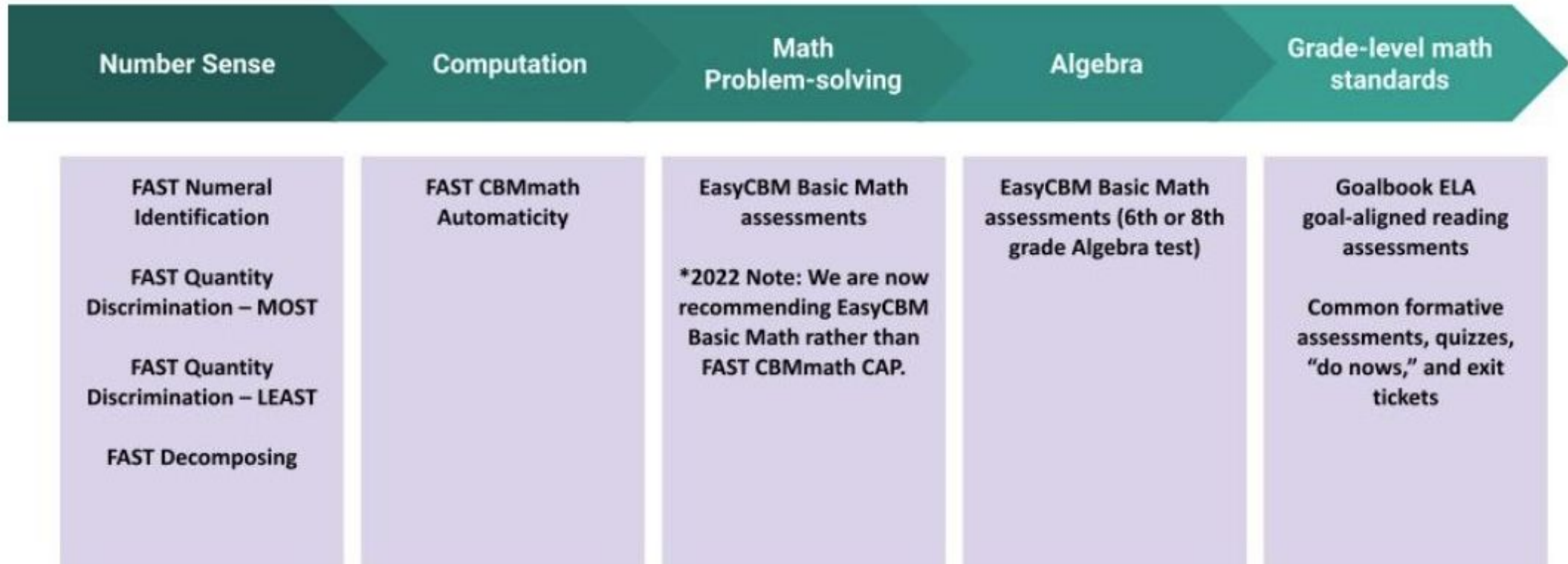
Example progress monitoring recommendations

K-8 Mathematics Progress Monitoring Recommendations

The SSD **expectation** is that any student with a math IEP goal in grades K-8 should be assessed using at least one of the below approved progress monitoring tools on a regular basis, as appropriate (typically weekly or every other week, but with alternative options depending on the assessment tool).

Note: You may utilize additional assessments (beyond this list) to track progress on individual students' IEP goals. However, it is expected that you utilize at least one of these tools to allow for frequent monitoring & adjustment of instruction.

Preferred tools (Short list)



Intervention Selection Tools

How to use this page: Consider the selections below before browsing available resources. Resources are presented in the outlined sequence.



Research Behind Programs

Use the [SSD Research-Based Practices Selection Framework](#) to guide selection of programs and strategies on pyramid



Recommended Program or Strategy

Select specific interventions from your [Literacy Pyramid](#), [Math Pyramid](#), [Behavior Pyramid](#), and [Recommended High-Yield Strategies](#)



Specific Activities

See below for additional key intervention activities and resources

SSD Measurement and Assessment Support

Zone 1: Scott Crooks

Affton, Bayless, Ferguson Florissant, Hancock, Kirkwood, Ladue, Lindbergh, Maplewood
Richmond Heights, Mehlville, Webster Groves, Early Childhood Special Education

Zone 2: Amber Del Gaiso

Normandy Schools Collaborative, Parkway, Pattonville, Ritenour, Rockwood, Valley
Park, Deaf / Hard of Hearing (DHH), Special Non-public Access Program (SNAP), SSD
Schools

Zone 3: Christy Mirth beginning in 2022-23 (previously Allison Harris)

Brentwood, Clayton, Hazelwood, Jennings, Riverview Gardens, University City

Questions?