

E2D2-U

Using Data Analysis for Efficiency & Effectiveness

Amanda McCabe
Huron Superior Catholic District School Board



Literacy Lessons S21 pg 180

“The patterns of progress made by children will be very different from child to child... As the child gains control of the various components of the reading process the observant teacher begins to realise that a faster pace up through text difficulty levels is now possible. However, for some children and some teachers this does not seem to happen.”



“There is only one position to take in this case. The lesson series has not been appropriately adapted to the child’s needs, whatever they were. It is time to take a close look at possible reasons for this...”



Instructional Efficiency & Effectiveness

- How efficient were the sessions per week?

Determined by the sessions per week

- What were the outcomes for all students?

Determined by the discontinuation rate %



Data as a Catalyst

Two key areas for analysis ~

- Intervention status of ALL Reading Recovery Students served within the last three years
- Weeks and sessions of Reading Recovery instruction within the last three years



How effective was the instruction?

District	Discontinued		Effective?
	n	row %	
TA			
TB			
TC			
TD			
TE			
TF			
TG			

Weeks and Sessions of Reading Recovery Instruction within Three Years

Teacher	Weeks Mean	Weeks Max	Weeks Min	Sessions Mean	Sessions Max	Sessions Min
TA						
TB						
TC						
TD						
TE						
TF						
TG						

How efficient was the instruction?

- Take the average number of sessions and divide by the number of weeks to get the sessions per week

57 session / 15 weeks = 3.8
sessions per week



Data as a Catalyst: How we use the data

Teacher	Weeks Mean	Sessions Mean	Divide Sessions by Weeks
TA			
TB			
TC			
TD			
TE			
TF			
TG			

How efficient was the instruction?

Teacher	Weeks Mean	Sessions Mean	Divide Sessions by Weeks	Efficient?
TA				
TB				
TC				
TD				
TE				
TF				
TG				



Effective + Efficient = ?

	Effective?	Efficient?
TA		
TB		
TC		
TD		
TE		
TF		
TG		

Other data to consider:

- First day of roaming
- Last day of roaming
- First day of lessons
- Last day of lessons
- Student absence
- Student unavailable
- Teacher absent
- Teacher unavailable



Challenge of Working with New or Vintage Sites

- Effectiveness
 - Old Methodology
 - Routinization
 - Drift
- Efficiency
 - Other duties
 - Missed lessons



Planning

- Missed lessons
- Goal setting
- Meetings with stakeholders
- Observation Survey
Summary Sheet – side 1 & 2
- Predictions of Progress



Goal Setting Form

Goal	When and How Measured	Evidence

Sample Planning/Goal Setting

Goal	When and How Measured	Evidence
Fewer missed lessons	Planning ahead for missed sessions; proactive Calculating sessions per week weekly	Increase in sessions; double up dates
Higher discontinuation rate	More colleague visits; partnerships for problem solving	Book graph acceleration or increase in vocabulary, exit intervention earlier
Shorter series of lessons	Start dates, end dates	Recommendations for discontinuing shared sooner

Sample Planning/Goal Setting

Goal	When and How Measured	Evidence
Improve 'explicit' instructional language' during lesson	Daily analysis of running records Record evidence of student initiation of R&W prompts	Student acceleration due to strategic activity in reading and writing on text level graph Comments on lesson record
Increase sessions per week	During the week, double up daily lessons when possible (absence, assembly, fieldtrip etc.)	Increase number of sessions from previous year student data, Record of awareness/record of # sessions missed & why

Additional ideas...

- Reading Recovery Data Review – Longitudinal Data
- Building Action Plans with principal, Reading Recovery teacher, Special Education teacher and K-1 teachers
- Building Review with Liaison Coordinator, Language Arts Consultant, Reading Recovery Teacher, Principal & Building Team

Action Plan

- Meet with principals and Reading Recovery teachers about school data
- Contact principals on school visits
- Action plans with teachers
- Advocacy glass
- Parent and teacher feedback

What does this mean?

- Using data makes the process less personal
- Data brings an awareness to create an effect
- Creating goals and action plans focused our group
- Working toward improvement is on-going

Added benefits

- Collegiality
- Shared ideas
- Focused all year long

Next steps....

- Continuing to use data to improve
- What needs attention next year?

- What questions do you have?