Dallas Independent School District

Data Analysis Model and Process Survey

Report Summary

Presented by: Instructional Support Services (Data Coaching Program)

Last updated February 8, 2012

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Dallas ISD Data Coaching Program

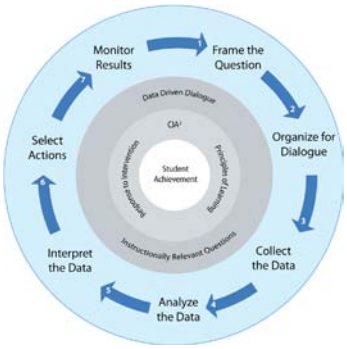
Orient Campuses to Data • Assist in Data Analysis • Provide Feedback System

Background

The purpose of the Data Analysis Model and Process Survey was to collect feedback related to the experience of CILT members as learners in using the Data Analysis Model and Process. The responses of the survey were kept anonymous and the data will be used to improve and finalize the Data Analysis Model and Process. Additionally, the survey will provide input for professional development modules and other resources to support the adoption and understanding of the Data Analysis Model and Process.

Survey Content and Questions

The content for the Data Analysis Model and Process Survey was based on the CILT professional development session that introduced the Data Analysis Model and Process (below).

Data Analysis Model and Process	
Survey Questions	*1) What is your position?* *2) What is your school level?* *3) I found the data analysis model and process clear and easy to navigate.* *4) I will use the model and process to analyze data and guide classroom instruction.* *5) In following the entire process, did steps two through seven enable me to answer the framed question in step 1?* *6) I need additional training on the model and process to clarify my understanding.* *7) I will take and implement the model and process at my campus.* *8) The training provided on the model and process is useful and relevant to my campus assignment.* *9) What key ideas will you take away about data-driven decision making on your campus?* *10) To improve your understanding of the data analysis model and process, what additional tools, training or materials would be beneficial?*

Survey Administration Process

All CILT members from Reading, Math, Science, Social Studies, RTI, and MLEP who participated in the January 30- February 3, 2012 training were given the survey at the end of their professional development session in which the Data Analysis Model and Process was presented. The surveys were distributed, completed, and then collected by Teaching and Learning staff for pickup by the Data Coaching Program staff. The Data Coaches compiled the results and prepared a report for the appropriate staff during the week ending February 10, 2012.

Key Points from Open-Ended Questions

Question 9: What key ideas will you take away about data-driven decision making on your campus?

Successes

- All steps in model important to the improvement of student achievement. It is a process, cyclical in nature.
- Analysis of data will lead to improvement in educational practice and should drive instruction.
- The guiding questions provided for each step helped to understand those steps and clarify expectations.
- Several respondents felt the first step Framing the Question helps in the data analysis by giving focus and direction to the process.
- Identifying a data team and using PLCs for data analysis is useful in Organize for Dialogue.
- In the Collect Data step, using multiple sources of data for comparison and to build an overall picture is critical to the process.
- Analyze Data resonated among respondents that it is necessary to identify strengths and weaknesses as well as disaggregating data.
- Many liked the idea of SMART goals as part of the Select Actions step to provide direction.
- Select Actions and Monitor Results are necessary for completing the cycle and require attention for student success.

Areas for Improvement

- The data used in the training should've been at the campus level and included the actual assessment instrument to delve more deeply into the data analysis.
- Some campuses felt they were already using data at their campus to drive instruction and would continue to use the process that was working on the campus.
- The model seemed cumbersome and perhaps should be simplified.
- The process appeared similar to the Dallas Collaborative Model and/or a compilation of several models.

Question 10: To improve your understanding of the data analysis model and process, what additional tools, training or materials would be beneficial?

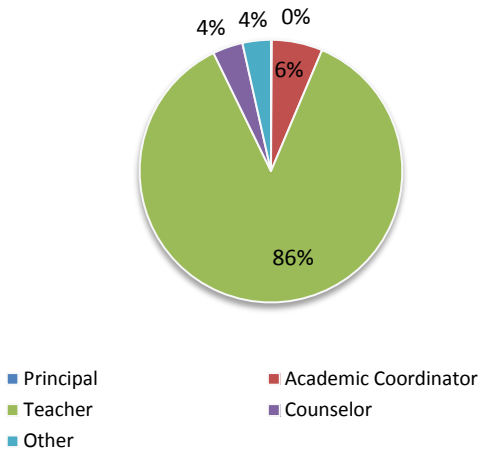
Recommendations

- Provide additional training on the process for a thorough understanding and time to practice.
- Utilize campus specific data and assessment instrument during training sessions.
- Include data analysis training for CILT during the summer and provide it for all campus staff.
- Develop a video or webinar of the process or for specific steps. Show the model in action within the district.
- Provide a completed example of the Data Analysis Tool.
- Post the PowerPoint and handouts on Curriculum Central.
- Allot time for data analysis on the campus.
- Provide training on how to access the various sources of data. (Exceed, MyData Portal, etc.)

Data Analysis Model and Process Survey
TOTAL RESULTS

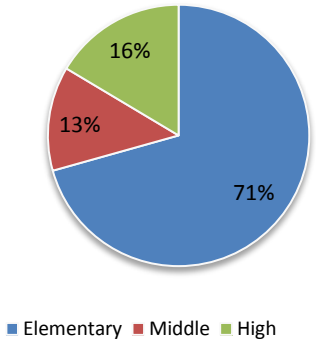
Total Results - Data Analysis Model and Process Survey

1) What is your position?



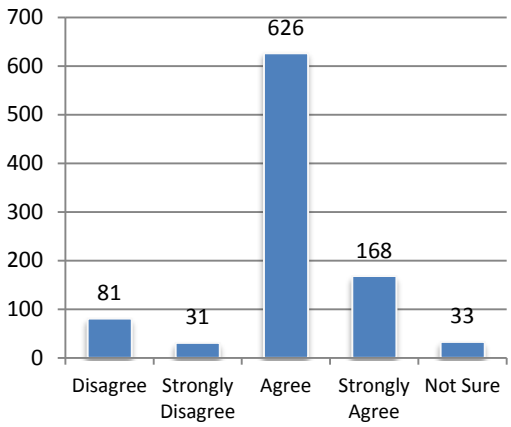
Position	Counts	Pct
Principal	1	0.1%
Acad. Coord.	59	6.3%
Teacher	815	86.4%
Counselor	35	3.7%
Other	33	3.5%
Total	***943***	

2) What is your school level?



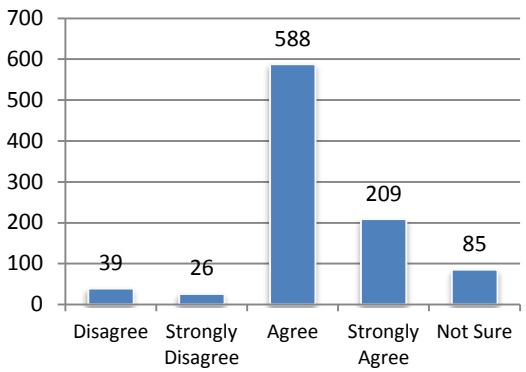
Level	Counts	Pct
Elementary	662	70.7%
Middle	121	12.9%
High	154	16.4%
Total	***937***	

3) I found the data analysis model and process clear and easy to navigate.



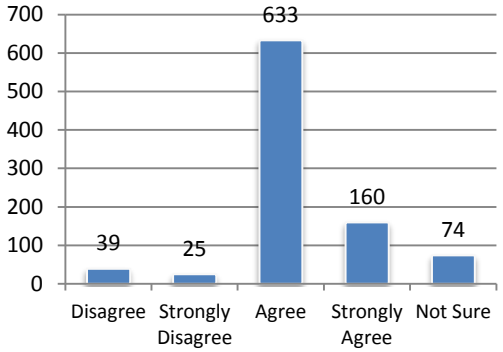
Scale	Counts	Pct
Disagree	81	8.6%
Strongly Disagree	31	3.3%
Agree	626	66.7%
Strongly Agree	168	17.9%
Not Sure	33	3.5%
Total	***939***	

4) I will use the model and process to analyze data and guide classroom instruction.



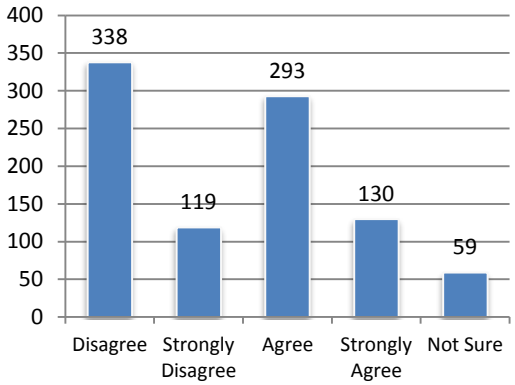
Scale	Counts	Pct
Disagree	39	4.1%
Strongly Disagree	26	2.7%
Agree	588	62.1%
Strongly Agree	209	22.1%
Not Sure	85	9.0%
Total	***947***	

5) In following the entire process, did steps two through seven enable me to answer the framed question in step 1?



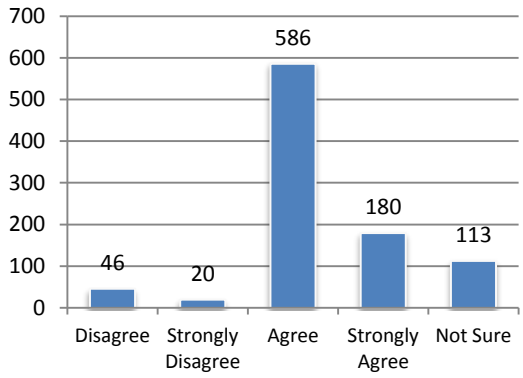
Scale	Counts	Pct
Disagree	39	4.2%
Strongly Disagree	25	2.7%
Agree	633	68.0%
Strongly Agree	160	17.2%
Not Sure	74	7.9%
Total	***931***	

6) I need additional training on the model and process to clarify my understanding.



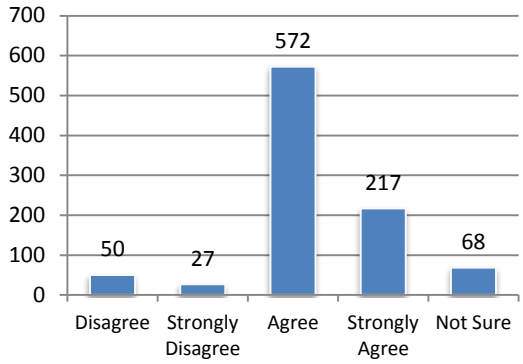
Scale	Counts	Pct
Disagree	338	36.0%
Strongly Disagree	119	12.7%
Agree	293	31.2%
Strongly Agree	130	13.8%
Not Sure	59	6.3%
Total	***939***	

7) I will take and implement the model and process at my campus.



Scale	Counts	Pct
Disagree	46	4.9%
Strongly Disagree	20	2.1%
Agree	586	62.0%
Strongly Agree	180	19.0%
Not Sure	113	12.0%
Total	***945***	

8) The training provided on the model and process is useful and relevant to my campus assignment.



Scale	Counts	Pct
Disagree	50	5.4%
Strongly Disagree	27	2.9%
Agree	572	61.2%
Strongly Agree	217	23.2%
Not Sure	68	7.3%
Total	***934***	

Data Analysis Model and Process Survey
RESULTS BY LEVEL

Elementary Schools - Data Analysis Model and Process Survey

The purpose of this survey was to collect feedback related to the experience of CILT members using the Data Analysis Model and Process. (Elementary Level = 672 Total Respondents).

Please circle what best describes your position.

1. What is your position?	Principal	Academic Coordinator	Teacher	Counselor	Other
	1% (1)	**8.2% (55)**	**82% (551)**	**5.2% (35)**	**4.5% (30)**
2. What is your level?	**Elementary**				

Please circle your response.

	Disagree	Strongly Disagree	Agree	Strongly Agree	Not Sure/ N/A
3. I found the data analysis model and process clear and easy to navigate.	**10.3% (69)**	**1.6% (11)**	**66.7% (448)**	**16.4% (110)**	**5.1% (34)**
4. I will use the model and process to analyze data and guide classroom instruction.	**3.6% (24)**	**1.9% (13)**	**61.6% (414)**	**22.6% (152)**	**10.3% (69)**
5. In following the entire process, did steps two through seven enable me to answer the framed question in step 1?	**4% (27)**	**1.3% (9)**	**65.5% (440)**	**18.6% (125)**	**10.6% (71)**
6. I need additional training on the model and process to clarify my understanding.	**35.6% (239)**	**9.8% (66)**	**31.5% (212)**	**15.3% (103)**	**7.7% (52)**
7. I will take and implement the model and process at my campus.	**4.6% (31)**	**1.2% (8)**	**62.4% (419)**	**18.8% (126)**	**13.1% (88)**
8. The training provided on the model and process is useful and relevant to my campus assignment.	**4.2% (28)**	**2.2% (15)**	**60.9% (409)**	**23.7% (159)**	**9.1% (61)**

Middle Schools - Data Analysis Model and Process Survey

The purpose of this survey was to collect feedback related to the experience of CILT members using the Data Analysis Model and Process. (Middle School Level = 123 Total Respondents).

Please circle what best describes your position.

1. What is your position?	Principal	Academic Coordinator	Teacher	Counselor	Other
	0% (0)	**1.6% (2)**	**95.9% (118)**	**0% (0)**	**2.4% (3)**
2. What is your level?	**Middle**				

Please circle your response.

	Disagree	Strongly Disagree	Agree	Strongly Agree	Not Sure/ N/A
3. I found the data analysis model and process clear and easy to navigate.	**3.3% (4)**	**9.8% (12)**	**56.9% (70)**	**26.8% (33)**	**3.3% (4)**
4. I will use the model and process to analyze data and guide classroom instruction.	**2.4% (3)**	**5.7% (7)**	**60.2% (74)**	**26% (32)**	**5.7% (7)**
5. In following the entire process, did steps two through seven enable me to answer the framed question in step 1?	**2.4% (3)**	**4.9% (6)**	**70.7% (87)**	**14.6% (18)**	**7.3% (9)**
6. I need additional training on the model and process to clarify my understanding.	**36.6% (45)**	**21.1% (26)**	**23.6% (29)**	**11.4% (14)**	**7.3% (9)**
7. I will take and implement the model and process at my campus.	**1.6% (2)**	**6.5% (8)**	**53.7% (66)**	**26.8% (33)**	**11.4% (14)**
8. The training provided on the model and process is useful and relevant to my campus assignment.	**4.1% (5)**	**4.9% (6)**	**59.3% (73)**	**27.6% (34)**	**4.1% (5)**

High Schools - Data Analysis Model and Process Survey

The purpose of this survey was to collect feedback related to the experience of CILT members using the Data Analysis Model and Process. (High School Level = 157 Total Respondents).

Please circle what best describes your position.

1. What is your position?	Principal	Academic Coordinator	Teacher	Counselor	Other
	0% (0)	**1.3% (2)**	**95.5% (150)**	**0% (0)**	**3.2% (5)**
2. What is your level?	**High**				

Please circle your response.

	Disagree	Strongly Disagree	Agree	Strongly Agree	Not Sure/ N/A
3. I found the data analysis model and process clear and easy to navigate.	**6.4% (10)**	**5.1% (8)**	**68.8% (108)**	**15.9% (25)**	**3.8% (6)**
4. I will use the model and process to analyze data and guide classroom instruction.	**7.6% (12)**	**3.8% (6)**	**63.7% (100)**	**15.9% (25)**	**8.9% (14)**
5. In following the entire process, did steps two through seven enable me to answer the framed question in step 1?	**5.7% (9)**	**6.4% (10)**	**67.5% (106)**	**10.8% (17)**	**9.6% (15)**
6. I need additional training on the model and process to clarify my understanding.	**34.4% (54)**	**17.2% (27)**	**33.1% (52)**	**8.3% (13)**	**7% (11)**
7. I will take and implement the model and process at my campus.	**8.3% (13)**	**2.5% (4)**	**64.3% (101)**	**13.4% (21)**	**11.5% (18)**
8. The training provided on the model and process is useful and relevant to my campus assignment.	**10.8% (17)**	**3.8% (6)**	**57.3% (90)**	**15.3% (24)**	**12.7% (20)**