Using Data to Prepare Students for a Successful Future

Data Governance and Analysis Branch
Stephanie Frank, Diane Yoshimura

@hidoedata
Introduction
Event

Attended *Using Data* session

Outcomes

- Link data use and student success with Thinking Maps
- Build a story using multiple measures of data
What are some things you learned in school that help in your work today?
HAWAII STATE DEPARTMENT OF EDUCATION

Attendance

State Assessments

Incidents And Suspensions

Enrollment

English Language, IDEA, Low SES, 504 Migrant, MVA

Report Card Marks and General Learner Outcomes
What path do we take to make data use training meaningful?

- Navigation
- Reports
- Build a story using different types of data
## Thinking Maps®

<table>
<thead>
<tr>
<th>Questions from Texts, Teachers and Tests</th>
<th>Thinking Processes</th>
<th>Thinking Maps as Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you defining this thing or idea? What is the context? What is your frame of reference?</td>
<td><strong>Defining in Context</strong></td>
<td>Circle Map</td>
</tr>
<tr>
<td>How are you describing this thing? Which adjectives would best describe this thing?</td>
<td><strong>Describing Qualities</strong></td>
<td>Bubble Map</td>
</tr>
<tr>
<td>What are the similar and different qualities of these things? Which qualities do you value most? Why?</td>
<td><strong>Comparing and Contrasting</strong></td>
<td>Double Bubble Map</td>
</tr>
<tr>
<td>What are the main ideas, supporting ideas and details in this information?</td>
<td><strong>Classifying</strong></td>
<td>Tree Map</td>
</tr>
<tr>
<td>What are the component parts and subparts of this whole physical object?</td>
<td><strong>Part-Whole</strong></td>
<td>Brace Map</td>
</tr>
<tr>
<td>What happened? What is the sequence of events? What are the substages?</td>
<td><strong>Sequencing</strong></td>
<td>Flow Map</td>
</tr>
<tr>
<td>What are the causes and effects of this event? What might happen next?</td>
<td><strong>Cause and Effect</strong></td>
<td>Multi-Flow Map</td>
</tr>
<tr>
<td>What is the analogy being used? What is the guiding metaphor?</td>
<td><strong>Seeing Analogies</strong></td>
<td>Bridge Map</td>
</tr>
</tbody>
</table>

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HawaiiPublicSchools.org
Thinking Maps® Training → Created PD using Thinking Maps® → Thinking Maps® Trainer Feedback

Revisions → Trainer observation and feedback → Revisions

Took the training on the road!
We trained 895 school, complex area, and state personnel from Oct. 2016 to April 2017.
How did we use Thinking Maps®?
Flow Map

Identifying the **steps** in a process

Planning for data collection → Selecting data → Collecting data

Analyzing data → Interpreting data → Communicating findings

Acting

Circle Map

Identifying the defining **characteristics** using a **brainstorming** process
Tree Map

Classified and sorted data into categories

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Achievement</th>
<th>Marks</th>
<th>Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>15-16 SBALA</td>
<td>16-17</td>
<td></td>
</tr>
<tr>
<td>88 students</td>
<td>8.06% Exceed</td>
<td>46 Suspensions</td>
<td></td>
</tr>
<tr>
<td>72.13% low SES</td>
<td>27.42% Met</td>
<td>15-16</td>
<td></td>
</tr>
<tr>
<td>6.82% ELL</td>
<td>37.10% Not Met</td>
<td>44 Low Risk</td>
<td></td>
</tr>
<tr>
<td>20.45% IDEA</td>
<td>15-16 SBA Math</td>
<td>57 Suspensions</td>
<td></td>
</tr>
<tr>
<td>47.73% Female</td>
<td>4.17% Exceed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52.27% Male</td>
<td>4.17% Not Exceed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56.82% Pacific</td>
<td>29.03% Nearly Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.18% White</td>
<td>15-16 HSA Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.50% Hispanic</td>
<td>3.12% Exceed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Tab - Data Profile</td>
<td>10.94% Exceed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>95.31% Approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40.62% Well Below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

POV: Counselor

Challenge:

I wonder...
I notice...

- Of the students suspended, what are they suspended for and are there any trends?
- What supports are in place for the suspended group?
- What is the reason for attendance risk for this cohort?
Activity: School Circle Map

- Work in a table group.
- Choose a recorder and someone who will present.
- Draw the outline of the Circle Map.
- Record the longitudinal data from the Data Profile dashboard.
- Highlight **strengths in green** and **needs in pink**.
School Story

LDS '17/17
Plan Tab - Data Profile
Admin Tab
Operations Tab
Daily Teacher Dashboard

Ethnicity
- 16-17 Pacific Islander 56.63%
- 15-16 Pacific Islander 54.62%

Gender
- M 55.72% F 49.24%
- 16-17 55.7% F 49.2%
- 15-16 57.17% F 42.83%
- 14-15 56.61% F 43.39%

ELL
- 16-17 23.06%
- 15-16 20.51%
- 14-15 19.25%
- 13-14 16.76%

SBA 15-16
- LA 10.17% Exceeded
- HATH 19.11% Exceeded
- Mathematics 23.85% Nearly Met
- Science 16.76%

Enrollment
- 16-17 373
- 15-16 390
- 14-15 374
- 13-14 376
- 12-13 335

So What:
The Plan Tab
+ Operations Tab
+ Supports
+ Attendance
+ IDEA
+ ELL

Strengths - Challenges
POV: Leadership Team

So Why: Knowing this data helps us to understand the unique strengths and needs of our school. We can use this data to plan for supports and interventions for our student population.
Let’s be a data storyteller...
Flow Map: Next Step for a Successful Future
95.22% of trainees say, “I am Satisfied with this session.”

*Based on 272 responses from October 2016 to April 2017. 895 total participants.*
“The story of the school activity was **very helpful for me to practice** navigating and seeing what's in the system.”

–Complex Area Leader

“My takeaways are **analyzing the trends** to give my Core Team and me a **better** picture of a student's story. Any background information will help the teachers to **better understand the student**.”

–Middle School Teacher
LDS usage has **increased significantly this year** compared to **last year**.
Reflection

Engaging

Meaningful

Multiple Measures

Scaffolding

Strengths and Challenges

Different Role Groups

Easy Transfer

Tool
Our next steps

- Monitor usage
- Strategic data use
- Connect to federal, state, and school level reporting
- Enhance the database
Talk Story Time

I made a connection when...

This was mostly about...

I wonder...
Thank you!

LDS@notes.k12.hi.us

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