Data Collection and Progress Monitoring

1

"TEACHERS IN GAP CLOSING SCHOOLS USED ASSESSMENTS MORE OFTEN, USED DATA MORE FREQUENTLY, AND WORKED COLLABORATIVELY TO ANALYZE AND ACT UPON THE DATA"

-MARZANO, 2003

The Three BIG Ideas Driving PLC's

- Focus on Learning

- Focus on Collaboration

- Focus on Results

Four Main Questions That Guide PLC's

- What is it we expect them to learn?

- How will we know when they have learned it?

- How will we respond when they don't learn?

- How will we respond when they already know it?

Cultural Shifts in Professional Learning Communities

- From a focus on teaching…..to a focus on learning

- From a focus on what was taught…..to a fixation on what students learned

- From individual teachers determining the appropriate response…..to a systematic response that ensures support for every student

- From isolation…..to collaboration

There is Power in Teams!

Teams bring together complementary skills and experience that exceed those of any individual on the team. Teams are more effective in problem solving. Teams provide a social dimension that enhances work. Teams motivate and foster peer pressure and internal accountability. Teams have more fun.

-Katzenbach and Smith, the Wisdom of Teams

Data Drives Our Decisions

"Something that isn't measured can't be managed"

Versus

Data Collection Resources

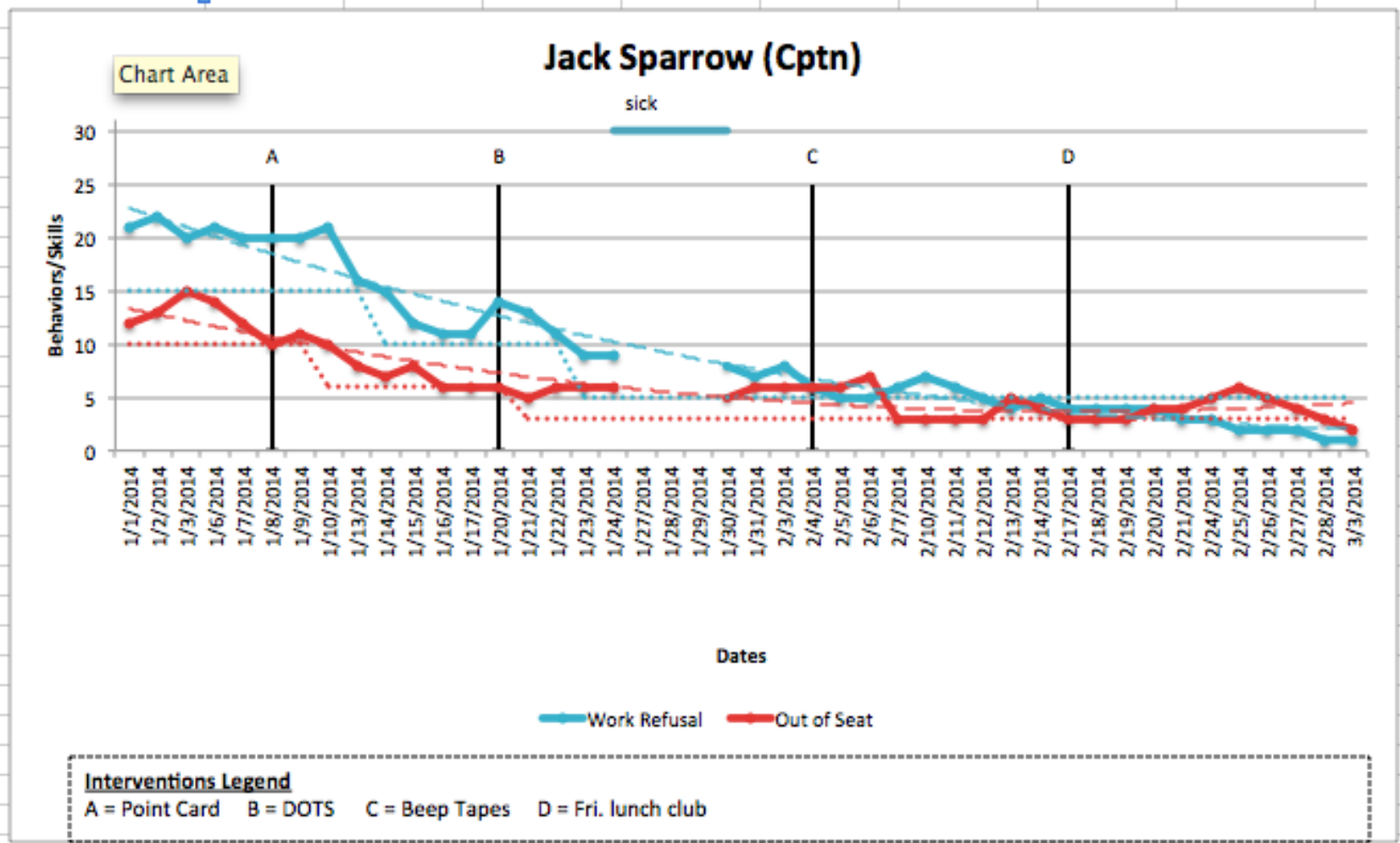Dean's Dynamic Data

PM Focus

Intervention Central

Our Example "Student"

- **Name:**
  - Jack Sparrow (Cptn.)
- **Behaviors:**
  - Work Refusal
  - Out of Seat
- **Interventions:**
  - Point Cards
  - DOTS
  - Beep Tapes
  - Fri. Lunch Club
- **Absences:**
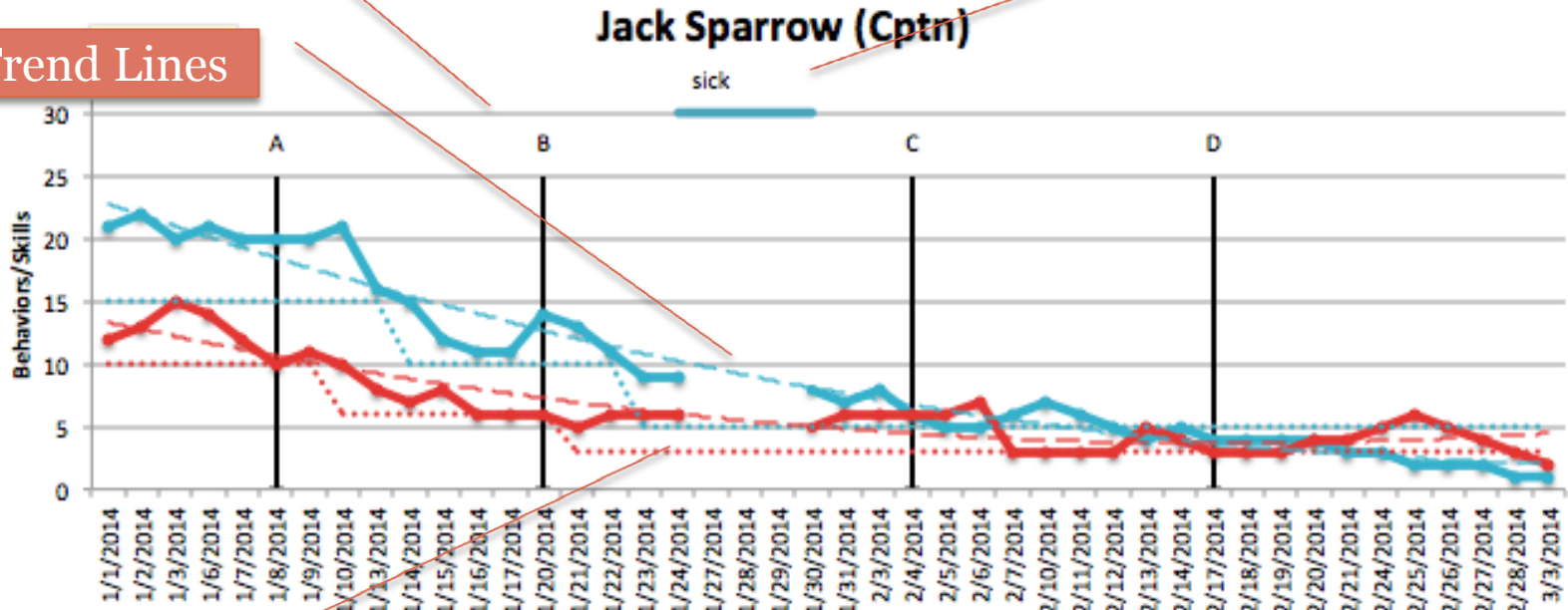 - Sickness

The End (to justify the means)

Jack Sparrow (Cptn)

Interventions Legend
A = Point Card   B = DOTS   C = Beep Tapes   D = Fri. lunch club

The End (Key Aspects)

Intervention(s)

Absence(s)

Data/Trend Lines

Goal Lines

Data Legend

Intervention Legend

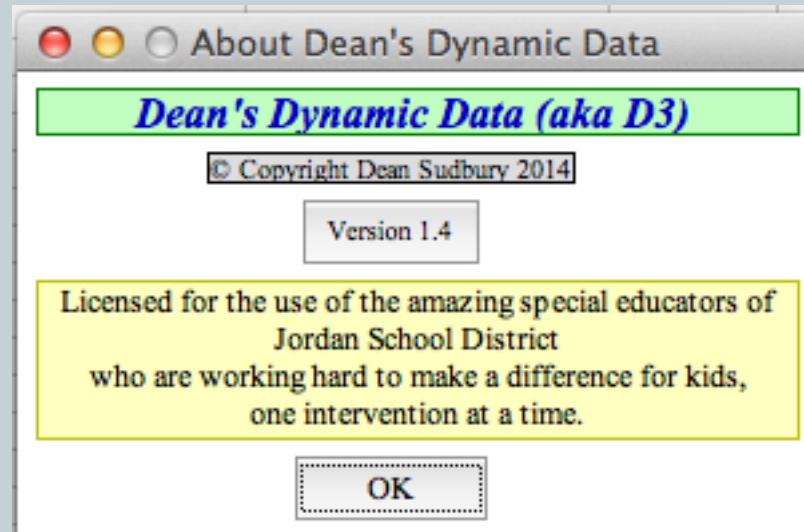**Jack Sparrow (Cptn)**

sick

Legend:
- Work Refusal
- Out of Seat

Interventions Legend
A = Point Card   B = DOTS   C = Beep Tapes   D = Fri. lunch club

Dean's Dynamic Data Walk-through

- **Special Education Department Web site > Staff Information > Training in a Bag > Data Collection & Progress Monitoring**

- http://specialed.jordandistrict.org/staff/training/

- **There is a user manual you may use to fill in the gaps and provide additional features not covered specifically in this training.**

Create a copy of D^3 for each student

- Access the Website and download a copy of D^3
- Create a 'home' for this spreadsheet
  - Open "Finder" and navigate to where you will create a copy of D^3 for this student, e.g. Desktop
  - Create a new Folder (e.g. 'Data')
  - Create a new folder for class (e.g. '6th Grade)
  - Drag D^3 from Downloads to this folder
- Rename the spreadsheet to match the student

Where Does It All Begin?

- There are 3 main sheets
  - Configuration
  - Data
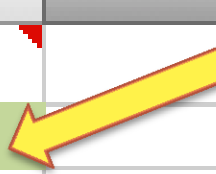 - Chart

- Everything starts with the configuration sheet.
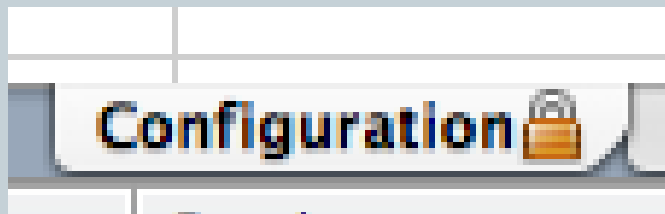
Enter Student's Name/ID

- In the green input box enter the student's name
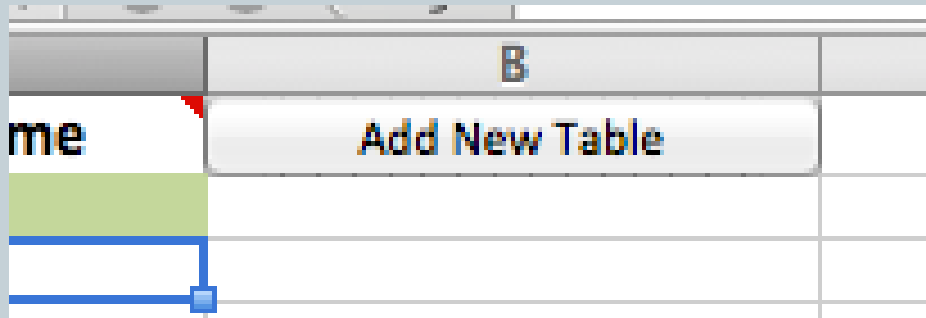 - Hint: This name will be used as the title on the chart

  - For our example, the student will be named…
    "Jack Sparrow (Cptn)"

Create New Table(s)

- Click the "New Table" button
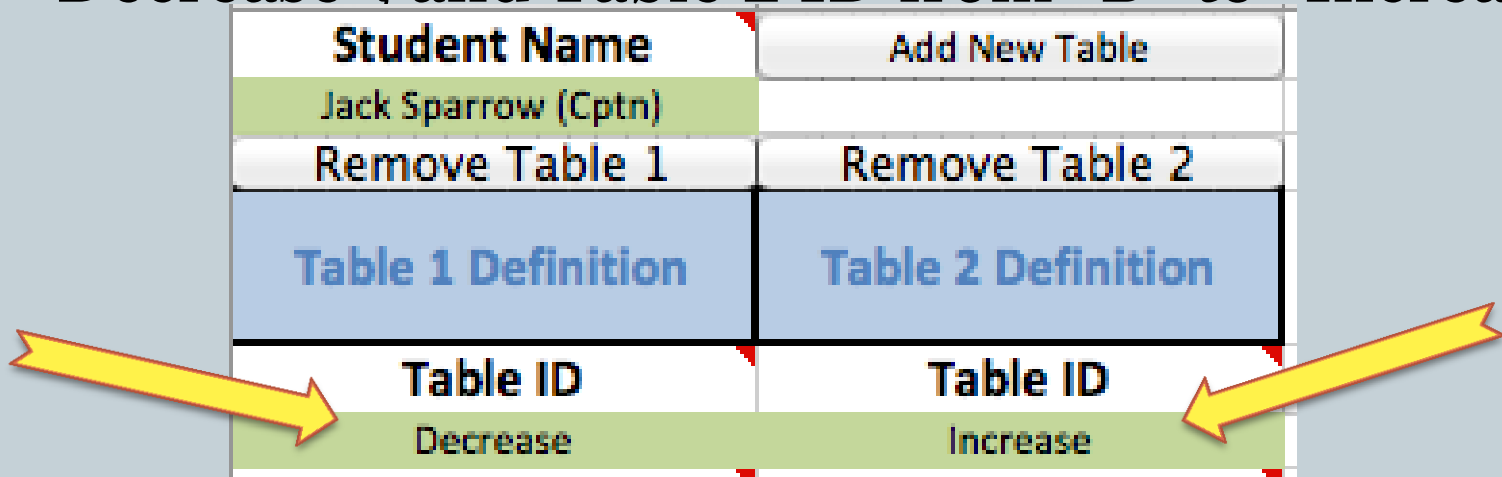 - Hint: Each new table can track multiple behaviors/skills

- In this walk-through we will need 2 tables
  - One for behaviors for which we wish to **Increase** Frequency
  - One for behaviors for which we wish to **Decrease** Frequency

Table Identification

- If you prefer you may change the name of the table's ID.
  - Hint: Table ID is used to name the data and chart sheets

- For our example, we will change Table 1 ID from "A" to "Decrease", and Table 2 ID from "B" to "Increase"
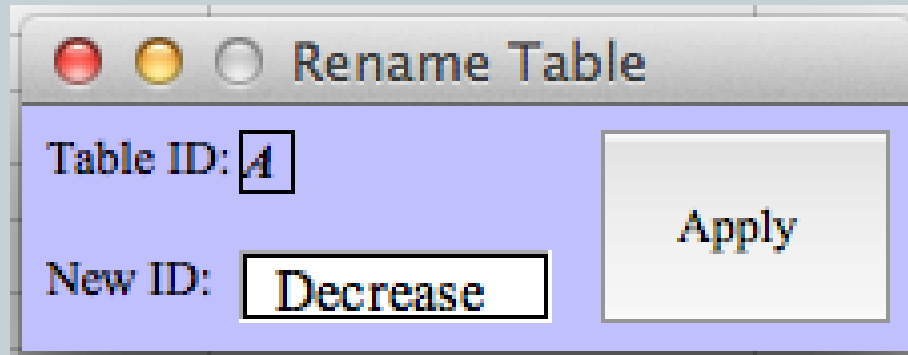
Student Name	Add New Table
Jack Sparrow (Cptn)	
Remove Table 1	Remove Table 2
Table 1 Definition	Table 2 Definition
Table ID	Table ID
Decrease	Increase

Table Rename Pop-up

- A pop-up form helps you change the ID of the tables:

- Click Apply to change the Table ID: field.
  - Hint: If there is an error you will be notified that the new ID is not valid.

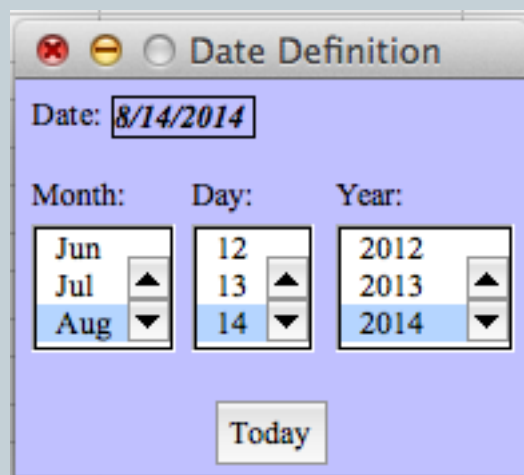- Close the pop-up form to start using the new ID.

Enter Date Range

- Enter the Range of Dates in the 'Start' and 'End' fields.
  - Hint: You can increase the range at any time if needed

- For our example we chose 4 months.

Table ID	Table ID
Decrease	Increase
Date Range Start	**Date Range Start**
1/1/2014	1/1/2014
Date Range End	**Date Range End**
5/1/2014	5/1/2014

# Date Definition Pop-up

- A pop-up form helps define the start date.

- Note: There is always 31 days in the day column so use care when selecting your date.

- Click the Today button to load the date for 'Today".
- Close the pop-up form to start using the new ID.

Deleting Previous Data?

- When a valid date range is entered, you will see this question:

Clean Slate?

Do you want to delete previously entered data?

No   Yes
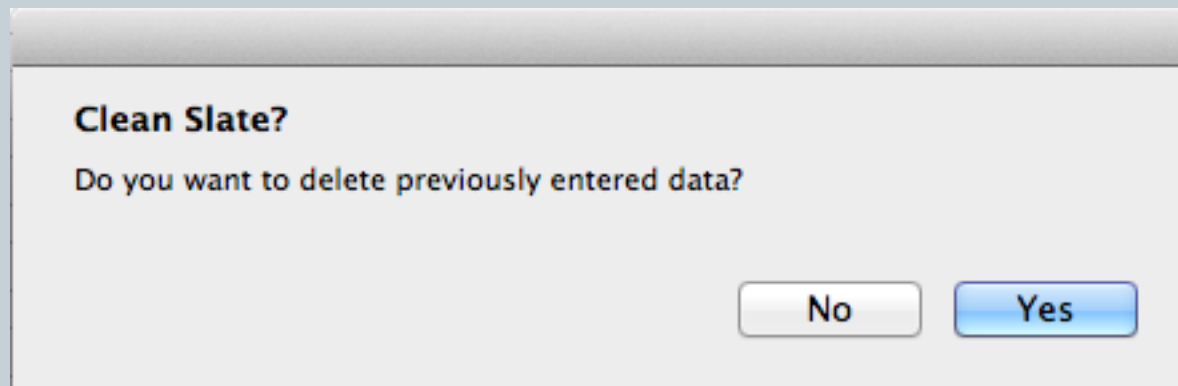
- Yes - All data entered will be removed, and the Data Table will be reset/cleared.

- No - Keep previous data and just adjust the dates.
  - Hint: This question is asked any time a major adjustment is made to the configuration.

Select an Appropriate Date Period

- Click on the cell to bring up the selection form:

Date Period Definition

Range Type: *SchoolDays*

- ● School
- ○ Daily
- ○ Weekly
- ○ Bi-Weekly

☑ Mon ☑ Tue ☑ Wed ☑ Thur ☑ Fri ☐ Sat ☐ Sun

- ○ Every *N* Days: [ ]
- ○ Import from [ ] Browse
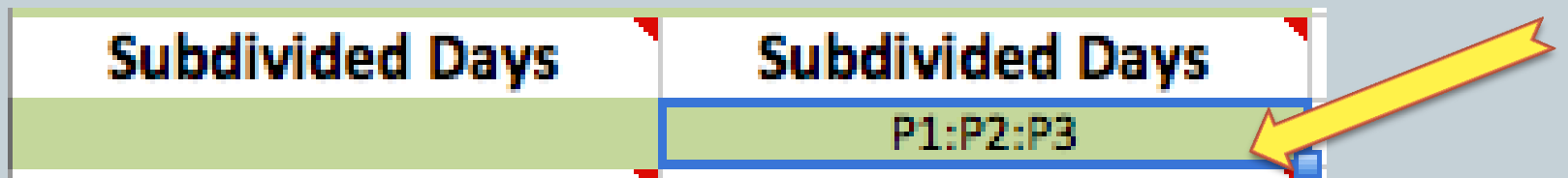
- For our example we will choose "School Days" and "Weekly-M/W/F"

Date Period	Date Period
SchoolDays	Weekly:Mo,We,Fr

- ○ Hint: Dialog won't open? Click away from the cell, then retry

Subdivided Days

- Only use this feature if you want to define periods within each day.

Define Daily Periods Pop-up

- This pop-up form will help you define the periods.

- Add a period definition and click the "Add" button.

- To change the order or remove an entry, select the entry in the list and use the "Delete" or "Move" buttons.

- Close the form to accept changes.

Trend Lines

- Trend Lines are very useful for showing trends in seemingly random data
  - Hint: The Comment for this section shows valid entries that will trigger trend lines (For example: Yes, Y, X, 1)

Goal Lines

- Creates dotted lines on the chart showing target values.

- Enable using the same options as Trend Lines.
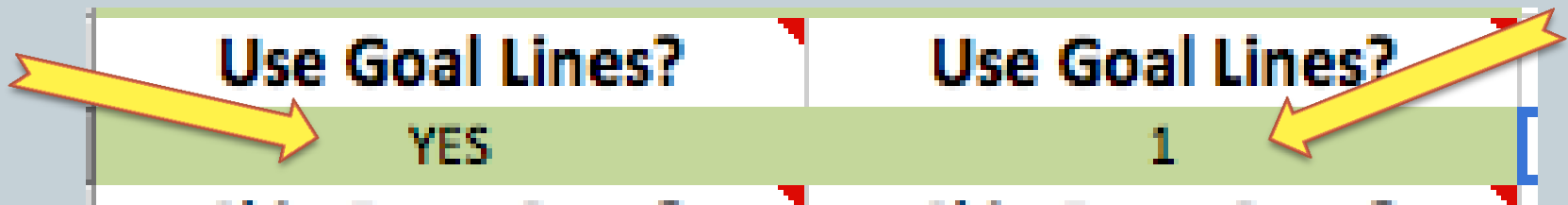
Skip Gaps

- If data isn't entered on a given day, it isn't included in the chart.

- Prevents gaps in the plot lines
  - Hint: Absences are handled another way
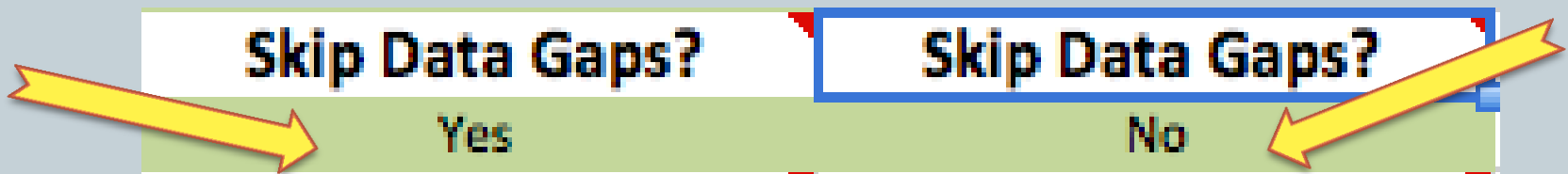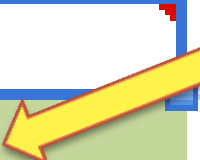
Y Axis Label

- If desired, change the default title for the Y Axis of the chart

- For our example, we changed Table 2 to "Tallies"
  - Hint: Use 'Percentage' if values are percent values

Behavior/Skills

- Here we enter at least one item we are collecting data for.

- For example we have 2 real-world examples in each table

  - Hint: Use consecutive lines, no blank lines
  - Hint: Only the first cell is 'green'
  - Hint: Each entry is a new plot line on the chart

Behaviors/Skills	Behaviors/Skills
Work Refusal	On Task Behavior
Out of Seat	Following Teacher Instructions

Well Done…Hardest Part is Over

- Congratulations!
- At this point you have configured all your Data and Chart Sheets
  - Hint: These sheets are automatically generated by changes to the Configuration sheet
  - Hint: The Data and Chart Sheets are grouped by Data then Chart.

| Configuration🔒 | Data-Decrease | Data-Increase | Chart-Decrease | Chart-Increase |

Data Sheets   Chart Sheets

Show Me The Data!

- Data Sheet has 3 main sections:
  - Absences/Interventions
  - Dates – Generated automatically
  - Data

Abs/Intv   Dates   Data

	A	B	C	D	E
	Intervention	Absences	Dates	Work Refusal	Out of Seat
			1/1/14		
			1/2/14		
			1/3/14		
			1/6/14		

Hint: Notice the gap for non-school days
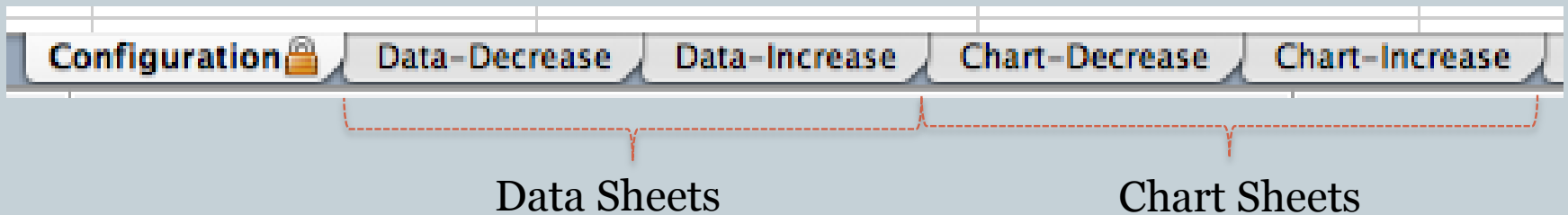
Data Columns - Data

- Simply enter your data into the data column(s)

C	D	E
Dates	Work Refusal	Out of Seat
1/1/14	21	12
1/2/14	22	13
1/3/14	20	15
1/6/14	21	14
1/7/14	20	12
1/8/14	20	10
1/9/14	20	11
1/10/14	21	10

  - Hint: The chart redraws every time a new value is entered anywhere on the Data Sheets

Data Column - Goals

- Enter Goal values on the row for the day the goal starts

Intervention	Absences	Dates	Work Refusal	Work Refusal Goal	Out of Seat	Out of Seat Goal
		1/1/14	21	15	12	10
		1/2/14	22		13	
		1/3/14	20		15	
		1/6/14	21		14	
		1/7/14	20		12	
Point Card		1/8/14	20		10	
		1/9/14	20		11	
		1/10/14	21		10	6
		1/13/14	16		8	
		1/14/14	15	10	7	
		1/15/14	12		8	
		1/16/14	11		6	
		1/17/14	11		6	
DOTS		1/20/14	14		6	
		1/21/14	13		5	3
		1/22/14	11		6	
		1/23/14	9	5	6	

- Hint: Goal stays in affect until a new value is entered

Enter Interventions

- When an Interventions begin, enter it in the Interventions column next to the corresponding date

		1/7/14	20	12
Point Card		1/8/14	20	10
		1/9/14	20	11
		1/10/14	21	10

- o Hint: You do not need to skip lines between interventions.
- o Hint: Don't worry about the length of he description for the interventions.

Enter Absences

- If the student is absent, so data cannot be collected, enter the reason next to each day the absence persists.

		1/24/14	9	6
	sick	1/27/14		
	sick	1/28/14		
	sick	1/29/14		
		1/30/14	8	5

- Hint: Repeat the entry for each pertinent date.
- Hint: A blank line or new reason must be entered to indicate a break in the absences. For example, "sick" followed by "ill" will generate 2 distinct absence bars.
- Hint: Use short absences descriptions.

The Chart

- Each column of data results in a line
- Trend lines are drawn (if requested) as dashed lines
- Goal lines are drawn (if requested) as dotted lines
- Interventions are identified with vertical lines
  - Vertical lines have A-ZZ labels
  - Intervention legend maps labels to ('wordy') phrase
- Absences are shown by horizontal lines
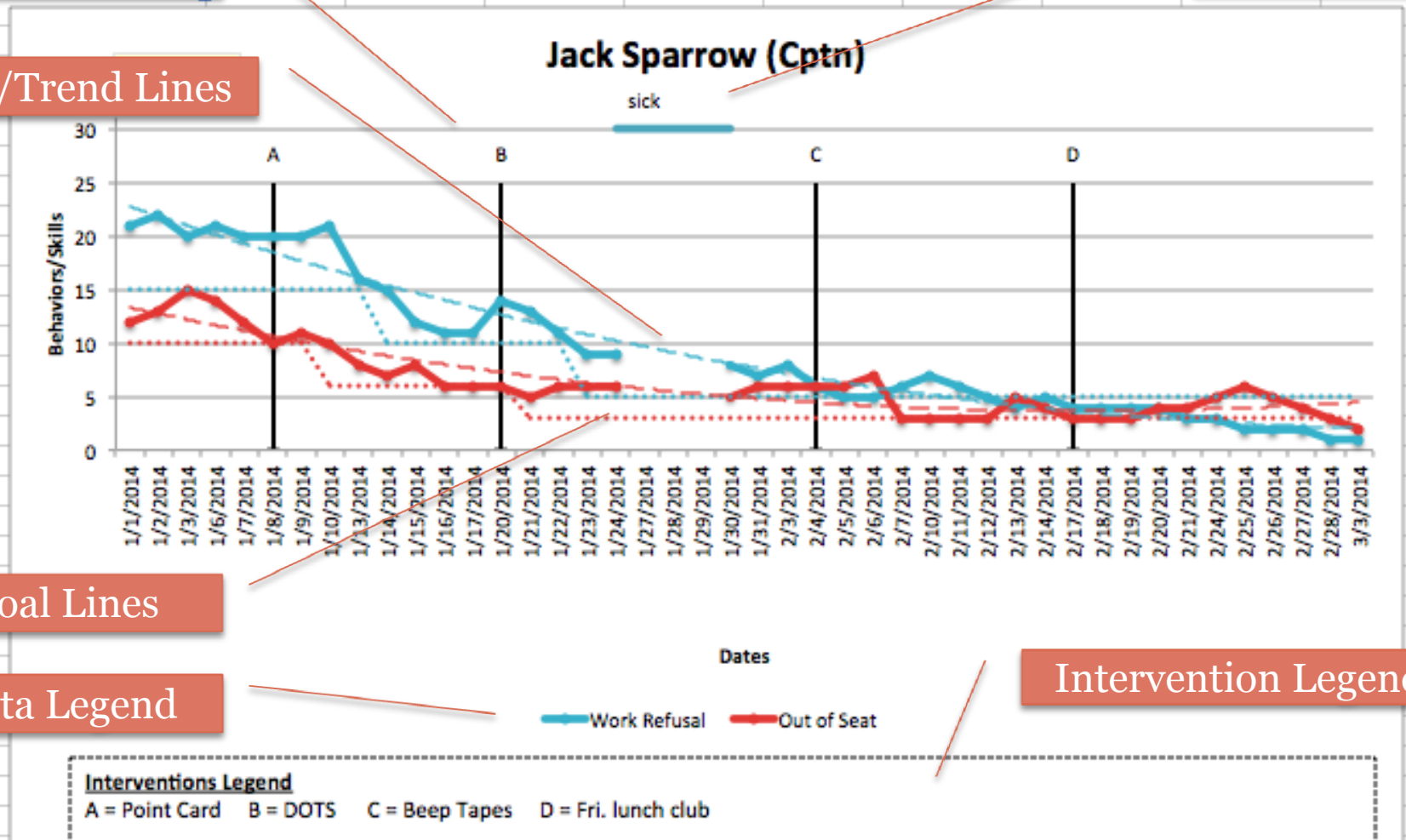 - This version doesn't have 'labeled' absences (with legend) so don't be 'wordy'

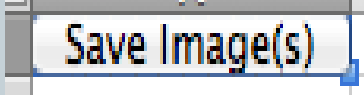# The Chart (identified)

Intervention(s)

Absence(s)

Data/Trend Lines

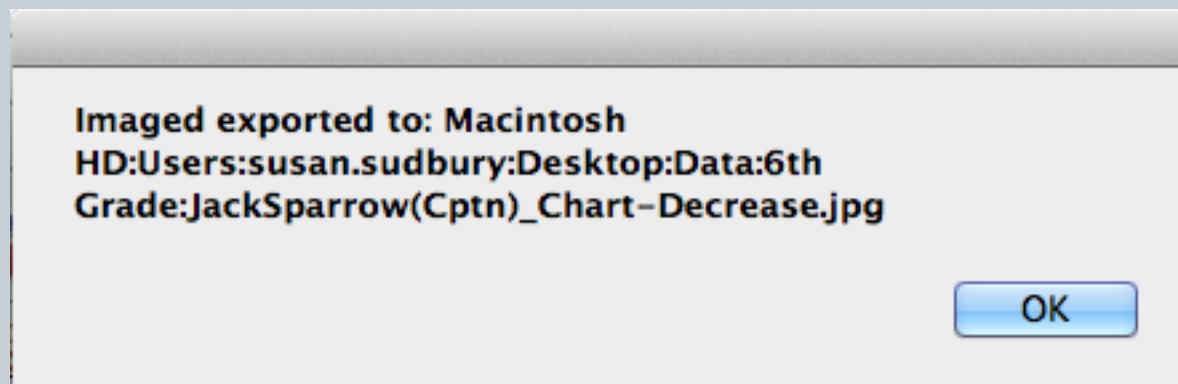**Jack Sparrow (Cptn)**

sick

Goal Lines

Data Legend

Intervention Legend

Work Refusal   **Out of Seat**

Interventions Legend
A = Point Card   B = DOTS   C = Beep Tapes   D = Fri. lunch club

JSD Special Education Department (v1.4)

Save Image

- Each chart sheet has a **Save Image(s)** button
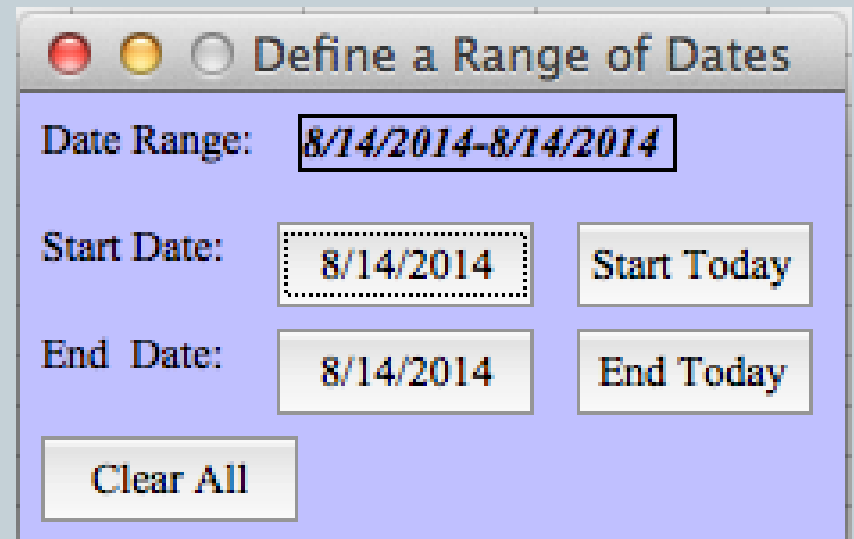
- Click to save a copy of each chart on the sheet to the directory where your workbook is saved.

  - Hint: Popup message provides path where file was saved
  - Hint: Name of the file is the students name and the table ID
  - Hint: Previous/Old files are automatically removed

Imaged exported to: Macintosh HD:Users:susan.sudbury:Desktop:Data:6th Grade:JackSparrow(Cptn)_Chart-Decrease.jpg

OK

Zooming In

- Each chart sheet has a Zoom Range: button.
- Click to define a range of data to zoom in on your data.
  - Hint: Useful if you have a lot of dates
  - Hint: Useful to show parents data since last conference

- Click "Clear All" to remove the zoom range, to show all the data.

Adjustments

- You can adjust the date range to remove or add dates.
  - Hint: Remember to NOT delete previous data
- The "Remove Table N" buttons removes not only the configuration column but **ALSO** the Data and Chart sheets
  - Hint: Always use the Add/Remove buttons, don't add/delete configuration information yourself

Analyze Your Data

- What does the trend line show?

- Were your interventions effective?

- Brainstorm as a group possible interventions for your identified target behavior/skill

Least Restrictive Environment

- Go to our District Special Education Web site: (specialed.jordandistrict.org)

  Staff Information

  Forms

  LRE Packet