



TITLE I DATA ANALYSIS 2013

What do participants need to bring?

1. WAMS ID Log In and access to WISE tools (SAFE-School Report Card AMOs (all reports-all schools), WISEdash-tier 3) <http://dpi.wi.gov/lds/index.html>
2. Turnleaf login - <https://wsasors.turnleaf.com/Logon.aspx>
3. Title I Local Achievement Data Sources: Title I assessment results, MAPS, universal screening data, progress monitoring data, etc....any local data sources that are used to place and exit Title I students, evidence used to measure learning gains of exited Title I students
4. Title I Program and Structure Data: Pupil/Staff Ratio, Time Efficiency, Routines and Procedures, Team Structures, School Environment Data
5. Title I Professional Practices Data: Certification, Professional Development Data, Teacher Perception Data, Teaching Strategy Data (Daily 5, Differentiation, Strategies (before, during and after reading...))
6. Title I Family & Community Data: Parental Involvement Data/Evidence, Parent Perceptions Data, Community Involvement and Perceptions Data
7. A wireless computer – PC laptops work best!
8. An LCD if working with a team
9. A power strip

AGENDA

Data Analysis: Connecting Title I Programs to School Improvement

Welcome & Introductions

Step 1: Teaming & Data Inquiry Process

- Purpose and Vision
 - What factors led you to want to bring a team to a data analysis workshop?
 - What do you hope will happen during the data analysis workshop?
 - What outcomes do you hope to achieve during the data analysis workshop?
- Leadership Team Membership and Confidentiality
 - How is the composition of this team representative of Title I program in the school?
 - How empowered will this team be to roll out the data analysis improvement plan to the rest of the school staff?
 - Pledge of Confidentiality

Step 2: Data Sources: list all of the data sources you have available

- WISEdash scavenger hunt
- Current Perceptions
- Achievement Data Sources - State and Local
- Other Data Sources - Family & Community, Program/Structures, Professional Practices



Step 3: Analysis of Student Data

(We will be utilizing the interactive WISEform.)

- Overview of Longitudinal Data System
 - How do Title I students perform compared to students in their cohort? Achievement gaps? (State & Local data)
- What percent of Title I students are released from the program? (Local data)
 - Are learning gains of released students maintained? (State & Local data)
- What data system does your Title I and school have in place to ensure programming is meeting student's needs? (Local Program/Structures data)
 - How can Title I connect to the bigger picture of School Improvement? (State & Local data)
- What is the data telling me/us about school programming?
 - What is the data telling me/us about Title I programming? ELL programming? Other subgroups?
- What is the data telling me/us about student learning within our school?
 - What is the data telling me/us about Title I student learning? ELL learning? Other subgroups?

School Improvement Approach to Title I Data (processing template)

What universal measures and benchmark assessments within each grade level/course are you using? When and how often are these assessments administered? Where is this data currently being stored? How is it being used?

How can this data be used to measure maintenance of learning gains of students exited from Title I?

What does your school and/or district need to do in order to extend your current assessment system to include measuring maintenance of student learning of exited Title I students?

Date/Task/Completed by whom?

- Where will this information be housed?
- How will this information be used?
- Who will use this information?
- How often will this information be analyzed?

Family & Community

Guiding Questions for Parent and Community Participation and Involvement Review (Handout)

- Discuss questions 3.1-3.6 and cite evidence

Programs and Structures

Curriculum Review (Handout)

Guiding Questions for Program and Structures Review (Handout)

- Discuss questions and complete the worksheet

Resource Allocation and availability (Handout)



Professional Practices

✓ **Professional Development**

- Professional Development Team Survey (handout)
- Professional Development Statutory Requirements
- Professional Development Processing Template
- Professional Development Log

✓ **Staff Qualification**

- Staff Qualifications and Assignment Statutory Requirements (handout)
- Key Question: Does “highly qualified” equal highly effective instruction?
- Qualifications of Paraprofessionals (handout)
- Paraprofessional Qualifications and Assignments (handout)
- Highly Qualified Teachers-What documentation proves teachers working within Title I programming are highly qualified?

Step 4: Improvement Planning

- Hypothesis of Practice (Handouts)
- Action Planning