The Montana Data Use Survey
2017:

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• **Essential Questions**

1. What do teacher/administrator data use practices look like in MT?
2. Do data use practices differ by experience, age, school size, grade/subject taught? (Not addressed in this presentation)
3. What effective data use practices are used most?
4. What are the barriers to effective data use for student growth?
5. What do educators recommend to improve data literacy for student growth?
<table>
<thead>
<tr>
<th>Communicate</th>
<th>Communicate MT educators’ data use practices.</th>
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<tbody>
<tr>
<td>Identify</td>
<td>Identify ways in which educators effectively use data.</td>
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<tr>
<td>Determine</td>
<td>Determine the barriers that prevent or interfere with educators’ use or understanding of data.</td>
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<tr>
<td>Suggest</td>
<td>Suggest policies/procedures that might improve data literacy.</td>
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<tr>
<td>Design</td>
<td>Design professional development activities which would improve teachers’ use of data for continuous school improvement.</td>
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Montana Data Use Survey for Teachers and Administrators

- Electronic survey open May 5 – May 30, 2017
- Invitation emails sent to 70+ professional colleagues, former students across all school classifications - asking them to find 5-10 colleagues in their schools to take survey.
  - “Conveniently Random Sample”

569 partial responses
464 complete responses
95% Confidence Level; + or - 4 points
Survey Respondent Characteristics

- **Gender:** Female - 75%   Male 25%
- **Role:** Teachers - 83%   Administrators – 17%
- **Ethnicity:** White - 94%   American Indian – 3%   All Others 3%
- **Years Tch. Exp:** - 0-3 yr. = 13%   4-10 yr. = 29%   11-20 yr. = 28%   21 yr. and over = 30%
- **Years Adm. Exp:** - 0-5 yr. = 49%   6-10 yr. = 14%   11-15 yr. = 13%   16 yr. and over = 24%
- **Highest Ed Level:** - B.A./B.S. = 40%   M.A./M.S./M.Ed. = 57%   Ed.D./Ph.D = 2%
- **Number Data Lit/Stats Courses Taken:**  0=29%   1-2 = 52%   3 or more = 18%
Percentage Respondents by Number of Students in School District

• 0-100 Students = 7%

• 101-350 Students = 44%

• 351-700 Students = 26%

• 701-1200 Students = 11%

• 1201 Students and over = 10%
% Respondents by Grade Level Taught

- Independent K-8 Elementary: 8%
- Middle School: 14%
- High School: 38%
The Survey

- Demographics of respondents and schools – 14 questions
- Kinds of assessments used; other data collected – 14 questions
- How teachers use data - 7 questions
- How schools use data – 13 questions
- Feedback about how improve data literacy – 11 Questions

59 total questions (45 address data use practices)

Over 20,000 data points
Assessments/Other Data Collection Sources

Weekly - Monthly - Quarterly - 2-3x/yr. - Once/yr. - We don’t use

- Q16- National standardized assessments (MAP, STAR, Aimsweb, etc.) 87% use at least 2-3x/Yr.
- Q17 - Academic school wide assessments locally developed. 34% don’t use; 50% quarterly
- Q19 – Retention rates. 60% don’t use; 7% use at least quarterly
- Q20 – Course failure rates. 58% use only once/yr. or not at all
- Q21 – Graduation rates. 46% once/year; 44% - don’t use at all
- Q22 - Student attendance. 65% at least quarterly; 24% once/yr. or not at all
Assessments/Other Data Collection Sources

Weekly - Monthly - Quarterly - 2-3x/yr. - Once/yr. - We don’t use

- Q23 – Discipline records 60% at least quarterly; 24% once/yr. or not at all
- Q24 – Social/emotional climate surveys. 11% at least quarterly; 44% only yearly; 33% don’t use
- Q25 – Post secondary trends. 23% once/yr.; 70% don’t use
- Q26 – Faculty /staff surveys about school climate. 51% once/year; 28% don’t use
- Q27 – Parent/community surveys about school /dist. effectiveness. 49% yearly; 37% don’t use
Highlights and Opportunities

What MT Teachers/Schools Are Doing Well

• 87% Use nationally normed assessments (MAP, STAR, AimsWEB, etc.) at least 2-3x/yr.
• 51% Use locally developed (grade level or school wide) quarterly.
• 76% Use attendance rates at least 2-3x/yr.
• 70% Use discipline records at least 2-3x/yr.
• 67% Use social/emotional climate surveys with students at least yearly.
• 72% Use climate surveys with teachers at least yearly.

Opportunities for Continued Growth and Discussion

• 35% Don’t use locally developed (school-wide) assessments
• 60% Don’t use retention rates as data collection (more than just high schools)
• Course failure rates - 58% use once/yr. or not at all.
• Post secondary trends – 70% don’t
• 33% Don’t use Social/emotional climate/surveys with students
• 37% Don’t use parent/community surveys addressing school effectiveness/climate
How *Teachers* Use Data – Questions (28-35)

**Weekly – Monthly – Quarterly – 2-3x/yr. –  Once/yr. –  I don’t use data for this.**

- **Q28** - Place students by skill level. **60% at least quarterly**
- **Q29** - Group Students for instruction. **36% weekly;  72% at least quarterly**
- **Q30** - Adjust instruction to meet individual students needs. **71% weekly**
- **Q31** - Adjust instruction to meet group needs. **68% weekly**
- **Q33** – Chart progress of individual students. **81% at least quarterly**
- **Q34** – Chart progress of sub-group (Sped, Am Indian, etc.). **63% do not use this way**
- **Q35** – Identify trends over time ( How have reading proficiency rates of my third-grade classes changed over 5 years?). **39% once/yr.  36 % don’t use this way**
How *Schools* Use Data - Questions (36-41)

- **Weekly – Monthly - Quarterly - 2-3x/yr. - Once/yr. - Don’t do that at our school.**

- Q36 - Place students appropriate to their skills/need – **55% at least quarterly**
- Q37 - Monitor general progress of all students for comparison to state or national populations – **86% at least once/yr.**
- Q38 - Implement/revise a policy or program to address issues of concern. (Example: Change tardy policies to maximize instructional time.) – **72% use at least yearly; 27% don’t do that.**
- Q39 - Evaluate the effectiveness of a program (Example: Is the afterschool tutoring program having a positive effect on students’ GPA?) **72% use at least yearly; 27% don’t do that.**
- Q40 - Intersect two types of data (Example: How does gender affect performance in math of high school students? – **68% don’t do that.**
- Q41 - Intersect three types of data (Example: How does family income and attendance affect graduation rates? **70% don’t do that.**
How *Schools* Use Data Questions (42-48)

- **Q42 - Intersect four types of data (Example: How do pre-school attendance, kindergarten attendance and after-school reading groups affect 1st grade reading skill?** 74% *don’t do that in our school*
- **Q43 - Teachers at our school analyze and discuss student data in Professional Learning Communities (PLC’s) or grade level/department teams.** 67% *at least quarterly; 32% 2x/year or less*
- **Q44 - Our school uses the input of all teachers to make decisions based on school data.** 61% *at least 2-3x/yr. 39% don’t do that in our school*
- **Q45 - Our administrator leads productive meetings on student data.** 60% *at least 2-3x/yr. 31% don’t do that in our school.
- **Q46 - Teachers in our school receive professional development training to enhance our data literacy skills.** 53% *1-3x/yr. 45% don’t do that in our school.*
- **Q47 - Share data with parents to inform them about their child’s’ progress.** 87% *at least 2-3x year (62% at least quarterly)*
- **Q48 - Our school posts schoolwide data such as (ACT scores, SBAC scores, attendance rates) on our website.** 67% *don’t do that in our school.*
What We Learned....
Effective Data Use Practices

• 71% of teachers use data weekly to adjust instruction.
• 87% of schools give multiple academic assessments.
• 76% of schools use behavioral data to help students.
• 72% of schools use data to evaluate programs/policies.
• 49% of schools survey parents about district effectiveness.
What We Learned.....

Barriers to Effective Data Use

• 31% of teachers report that their administrators do not lead effective data meetings.
• 39% of teachers report that their input is not used in decision making.
• 45% of teachers report that they get no data lit training/PD.
• 68-74% of schools do not use demographic data to intersect with academic/behavioral data (how attendance affects reading).
• 27% of schools don’t use data to evaluate policies or programs.
How to Improve Data Literacy for Enhanced Student Outcomes (Q49-53)

- **Strongly Agree; Agree; No Opinion; Disagree; Strongly Disagree**
  
  Q49 - Adopt new assessments that provide better information about students’ academic performance.  **72% Strongly Agree to Agree**

- Q50 - Reduce the number of assessments we give.  **66% Strongly Agree to Agree; 26% Disagree to Strongly Disagree**

- Q51 - Spend more time collaboratively analyzing the data we obtain from current assessments.  **86% Strongly Agree to Agree**

- Q52 - Develop assessments that help us understand students’ noncognitive (grit, mindset) skills.  **80% Strongly Agree to Agree**

- Q53 - Create a school data team that oversees data decision-making practices in our school.  **73% Strongly Agree to Agree; 12% Disagree; 12% No Opinion**
How to Improve Data Literacy for Enhanced Student Outcomes (Q54-59)

• Q54 - Increase data literacy skills for administrators. 79% Strongly Agree to Agree; 13% Disagree
• Q55 - Provide training to help teachers organize classroom data (data walls, data notebooks). 81% Strongly Agree to Agree; 12% Disagree
• Q56 - Provide training about how to think about and analyze more complex student data. 84% Strongly Agree to Agree; 10% Disagree
• Q57 - Provide more training about how to use the school’s data management system (Infinite Campus, PowerSchool, etc.) effectively. 81% Strongly Agree to Agree; 12% Disagree
• Q58 - Provide more training about how to use the MT data management system (GEMS). 66% Strongly Agree to Agree; 11% Disagree; 22% No opinion
• Q59 - Provide training to teachers about how to help parents understand their child’s data. 83% Strongly Agree to Agree;
What We Learned about Ideas for Improvement

- 72% of respondents suggest adopting new assessments that provide better information for instruction.
- 86% of teachers want more time to collaboratively analyze/discuss.
- 79% of respondents report that administrators need more data literacy training.
- 81% of respondents suggest more training with schools’ data systems.
- 81% of respondents feel they need more data literacy training.
- 84% of teachers feel they need more complex data understanding.
- 73% report wanting a school data team to drive decision making practices.
- 80% report wanting to develop assessments to help us understand students non-cognitive skills.
Final Thoughts....

• Most schools are collecting enough data, BUT...
  – Are they the ‘right’ data to help inform instruction/ programs?
  – Do some schools collect too much data?

• There is an opportunity to look more deeply at the data we already have; we just need to know what to ask and how to do it. (And where to go for help)

• Giving more assessments isn’t helpful if there isn’t adequate time to analyze and discuss the results collaboratively. (And more than 2x/yr.)

• Everyone can benefit from on-going data literacy training.
  – Low hanging fruit – teach people to better utilize their district’s data management system.
  – More low hanging fruit - develop a “commonly misunderstood data” handout to share with parents. EX.: percentile rank vs. percent right; meaning of grade level equivalent.

• Non-academic data (social/emotional assessments, school climate surveys, parent/community satisfaction surveys) can provide another lens to help us understand our kids and schools to a much deeper level.
Questions?????

• Thank you for attending.

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