

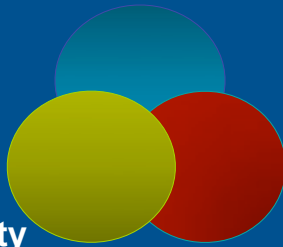
Cause and Effect: How to Determine Results Indicators

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Principles of Decision Making For Results

Antecedents



Accountability

Collaboration

Antecedents

Causes

Teacher behaviors
and routines that effect
student achievement and lend
themselves to replication

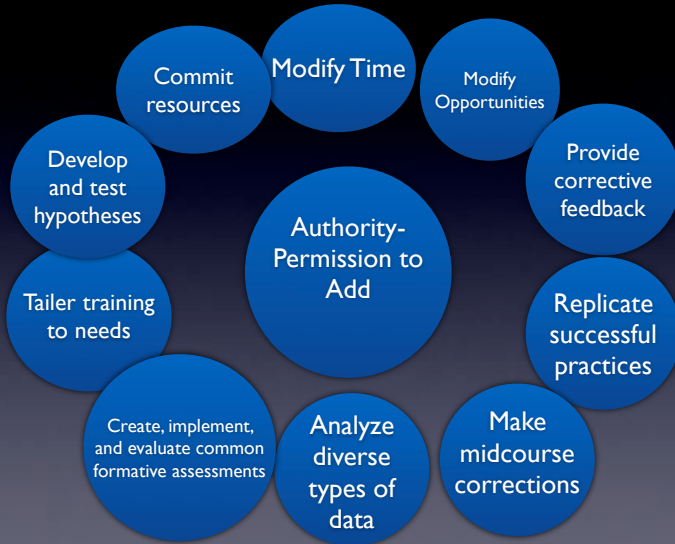
Instructional Strategies

Teacher-student practices that engage
students in thinking; require training, practice, and
ongoing professional development; and lend
themselves to replication

Antecedents

Administrative structures and learning conditions
that precede, anticipate, or predict excellence in performance, and lend
themselves to replication

Ten Actions of Accountability



Part Two Building the Foundation

- Cause data and effect data
- Continuous improvement cycle
- Principles and processes of Decision Making for Results: Data-Driven Decision Making

Definitions and Examples

Effect data:
Outcomes or results

Cause data:
Professional practices that create specific effects or results



The Leadership/Learning Matrix (L2 Matrix)

Effects/Results Data	<p>Lucky</p> <ul style="list-style-type: none"> >High results, low understanding of antecedents >Replication of success unlikely 	<p>Leading</p> <ul style="list-style-type: none"> >High results, high understanding of antecedents >Replication of success likely
	<p>Losing Ground</p> <ul style="list-style-type: none"> >Low results, low understanding of antecedents >Replication of failure likely 	<p>Learning</p> <ul style="list-style-type: none"> >Low results, high understanding of antecedents >Replication of mistakes unlikely

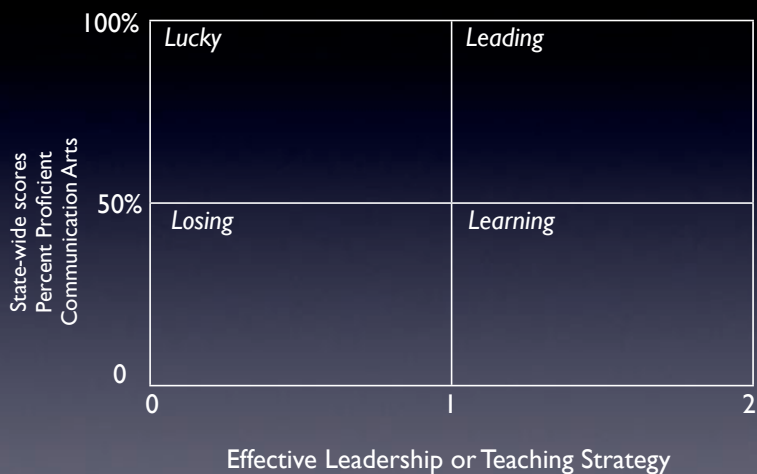
Leadership/Teaching Practices

Effect Data Examples	Cause Data Examples
State Test Data	Teacher-provided feedback for students
District Benchmarks	Collaborative Scoring Opportunities
School Attendance	Alignment of Standards
Formative Assessment	Implementation of PD
Data Team Assessment	Research-based Classroom Instructional Strategies
Common Formative Assessments	Effective Grading Practices

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Leadership Map

Adequate Yearly Progress
2008-2010



Harding Middle School

Data Collection Period: September 13, 2010

Date of Analysis: September 20, 2010

Total Participation

Submitted Logs: 40 out of 41 for 98%

Reflected on Lesson: 40 out of 40 for 100%

Collaborated with Partner: 33 out of 40 for 83%

Included Student Data: 29 out of 40 for 73%

6th Grade

Submitted Logs: 10 out of 10 for 100%

Reflected on Lesson: 10 out of 10 for 100%

Collaborated with Partner: 7 out of 10 for 70%

Included Student Data: 7 out of 10 for 70%

7th Grade

Submitted Logs: 11 out of 12 for 92%

Reflected on Lesson: 11 out of 11 for 100%

Collaborated with Partner: 11 out of 11 for 100%

Included Student Data: 9 out of 11 for 82%

8th Grade

Submitted Logs: 10 out of 10 for 100%

Reflected on Lesson: 10 out of 10 for 100%

Collaborated with Partner: 6 out of 10 for 60%

Included Student Data: 8 out of 10 for 80%

Drilling Down with Effect Data

What content area is our highest priority?

Effect Data:
% of 8th grade students scoring proficient or advanced on the state assessment

Which sub-group of students are most in need of improvement?

Effect Data:
% of ELL students

In what sub-content/skill area(s) do most students need to improve?

Effect Data:
% of ELL students who will likely be proficient in literary response

What skill set needs additional support or intervention?

Effect Data Source:
% of students who will need extensive support in literary response

Activity: Drilling Down with Effect Data

What content area is our highest priority?

District/school response:

Which sub-group of students are most in need of improvement?

District/school response:

In what sub-content/skill area(s) do most students need to improve?

District/school response:

What skill set needs additional support or intervention?

District/school response:

Drilling Down with Cause Data

What content area is our highest priority?

Adult action: Percentage of instructional time focused on the high-priority content area.

Which sub-group of students are most in need of improvement?

Adult action: Number of meetings held for the purpose of making student achievement decisions with relevant, timely data.

In what sub-content/skill area(s) do most students need to improve?

Adult action: Frequency of team meetings focused on differentiated learning/instructional groups for specific concepts and skills.

What skill set needs additional support or intervention?

Adult action: Number of effective teaching strategies implemented to support specific concepts and skills.

TM 34-35

Activity: Drilling Down with Cause Data

What content area is our highest priority?

Adult action:

Which sub-group of students are most in need of improvement?

Adult action:

In what sub-content/skill area(s) do most students need to improve?

Adult action:

What skill set needs additional support or intervention?

Adult action:

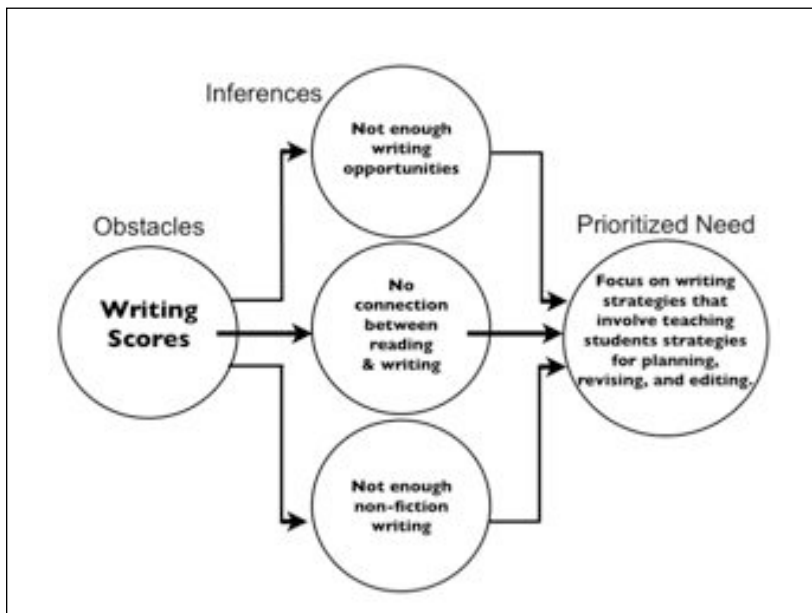
Better Assessments Lead To...

Better Inference Making

Better Prioritized Student Needs

Better Instructional Strategies

Better Student Achievement



Step 5 Determine Results Indicators

Why? To monitor the degree of implementation and evaluate the effectiveness of the strategies



Results Indicators

- **Considerations**

- Serve as an interim measurement
- Used to determine effective implementation of a strategy
- Used to determine if strategy is having the desired impact
- **Help to determine midcourse corrections**

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Homework	Get Started	What We'll Learn
To review and imbed the work covered during the day	3-4 min. exercise <small>A pen to paper quantifiable activity that requires work, involves no talking and no movement!</small>	Must relate to assessed needs, standards, or test prep 1. Go over "Get Started" 2. Go over homework 3. Do frontal teaching skills 4. Have students practice skill 5. Summarize and review

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1. If we use the last block of the day for homework and intervention, then we will see increased student attendance, engagement, and completion of work.

2. If we use questioning as a strategy to access prior knowledge, then we will see students including inferences in their responses and teachers explicitly planning opening questions.

3. If we use data teams as a tool for monitoring our school improvement plan, then we will see, the staff continually reviewing and revising our plan to reflect the cause/effect.

Targeted Goal 1 (what the students will do):

The percentage of all fifth-grade students, based on current Writing Strategies scores, will increase from 44 percent to 54 percent correct by the end of the 2009-2010 school year as measured by the California Standards Test administered in April 2010.

Strategies (What Adults Will Do)	Results Indicators (Measurement and Accountability Tool)	Persons Responsible, Resources, Start and End Dates
Teachers will provide nonfiction writing prompts of one or more paragraphs to summarize science or social studies concepts a minimum of once each week.	If teachers provide nonfiction writing prompts in social studies or science content areas, then we will see increased writing opportunities and higher writing scores.	Fifth-grade team Classroom Instruction That Works, social studies and science teacher's manuals September 2009-April 2010
Once per quarter, teachers will exchange a representative sample of student papers to grade based upon an applied rubric.	If teachers exchange a sample of student work and apply a scoring guide and/or rubric, then there will be consistent application of scoring and an agreement on what "proficient" work looks like.	Fifth-grade team Classroom Instruction That Works, social studies and science teacher's manuals October 2009-April 2010
The teachers will model peer-editing techniques for a specific writing convention once per quarter.	If teachers model peer-editing techniques, then students will accurately identify peer mistakes a minimum of 70 percent of the time.	Fifth-grade team Classroom Instruction That Works, Scott Purdy October 2009-April 2010

[End Exhibit 3]

Questions and Comments

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