

Michigan ESSA: Feedback Report

Using Data to Inform Instruction and Leadership



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Information	MDE ESSA Action Team Page: Using Data to Inform Instruction and Leadership
Key Ideas (summary)	The Using Data to Inform Instruction and Leadership Action Team will review current assessment reports and create guidance for enhancing and building a robust reporting system throughout the state; will identify, create, and provide training for Michigan Educators; and will create guidelines around appropriate protocols and practices for data use in education.
Key Question 1 Number of responses: 182	Version 1: What information is useful when looking at a student report? External Advisory Committee (EAC) and Tactical Review Committee (TRC): 4 responses Version 2: If you are a public school teacher in Michigan, please indicate the level of helpfulness of the following data elements in understanding student performance on the state assessments and using the information to guide instruction and student supports. Public Survey: 178 responses
Where respondents agreed	EAC/TRC <ul style="list-style-type: none">• growth over time, comparison (Intermediate school districts local districts, schools, time), “on-track” for graduation, weakness Public <ul style="list-style-type: none">• student performance by standards, claim, and/or target• student growth percentile• student performance level
Key Question 2 Number of responses: 171	Where do you access student reports? EAC/TRC: 4 If you are a public school or district administrator in Michigan, please indicate the level of helpfulness of each of the following data elements below in understanding student performance on the state assessments and using the information to guide curriculum, instruction, and student support decisions for the school or district. Public: 167

<p>Where respondents agreed</p>	<p>EAC/TRC:</p> <ul style="list-style-type: none"> • Student Information System (SIS), local school district website, MiSchoolData.org, MDE Secure Site <p>Public:</p> <ul style="list-style-type: none"> • student performance by content standard, claim, and/or target • student growth percentile • student performance level
<p>Key Question 3</p> <p>Number of responses: 137</p>	<p>What training is needed to understand data and reports?</p> <p>EAC/TRC: 4</p> <p>What specific information should the MDE consider when developing student, parent, school, and district reports of student performance on assessments?</p> <p>Public: 133</p>
<p>Where respondents agreed</p>	<p>EAC/TRC:</p> <ul style="list-style-type: none"> • proficiency vs. growth • assessment tool(s) and statistics • group size (n-size) <p>Public:</p> <ul style="list-style-type: none"> • progress/growth • comparison (state, national, district assessments, subgroup) • subgroup data, student strength/weakness • alternative data (foundation allowance) • attendance • programming • economical • released items
<p>Key Question 4</p> <p>Number of responses: 208</p>	<p>In what format should this training be delivered?</p> <p>EAC/TRC: 4</p> <p>Information and data about student achievement, school and district performance, student attendance rates, and other information is provided to educational stakeholders in many ways by different sources. When you are looking for information on a school or district, where do you access data or information?</p> <p>Public: 204</p>
<p>Where respondents agreed</p>	<p>EAC/TRC:</p> <ul style="list-style-type: none"> • local • continued • varied <p>Public:</p> <ul style="list-style-type: none"> • state (state-wide website) (70.1%) • schools (newsletters, teacher/principal reports, online systems) (59.8%) • district (board, superintendent) (47 %) • media (40.2%) • qualitative: social media, realtors, third-party (greatschools.org), word-of-mouth

Key Question 5

Number of responses: 214

Who should receive training on data use for instruction and leadership?

EAC/TRC: 5

In collaboration with educational organizations, regional, and district personnel, and other stakeholders, the MDE can provide training and assistance in understanding student reports and data. What topics should this training cover, in order to best support schools, districts, and communities in understanding and using student reports and data?

Public: 209

Where respondents agreed

EAC/TRC:

- school leaders
- teachers
- support staff (counselors, media specialists, coaches)
- community members

Public:

- using data to inform instructional practices, curriculum and student support (73.68%)
- understanding different data reports (60.77%)
- data literacy (60.29%)
- qualitative: data literacy (digital literacy), assessment literacy (formative and classroom included)

Key Question 6

Number of responses: 70

Please share examples of districts/programs that have been successful in using data to inform decision-making

EAC/TRC: 5

What other information would you find useful for training around student, school, and district data and information?

Public: 65

Where respondents agreed

EAC/TRC:

- Lincoln HS (WISD) – data team approach
- Scotch Elementary (West Bloomfield), ILC Using data to guide instruction and improve student learning

Public:

- connection to classroom (reports for instruction)
- external factors (whole child)
- addressing Subgroups
- communicating the results
- assessment format/test blueprint
- informational literacy

<p>Key Question 7</p> <p>Number of responses: 204</p>	<p>In order to effectively provide supports and training to educators across Michigan, in what format should training on student, school, and district data and information be delivered by MDE?</p> <p>Public: 204</p>
<p>Where respondents agreed</p>	<p>Public: (in order of preference)</p> <ul style="list-style-type: none"> • blended (face-to-face and online) (67.16%) • face-to-face (39.22%) • resource documents (technical documentation) (37.25%) • online (29.41%) • qualitative: varied to meet diverse needs, hands-on practice
<p>Key Question 8</p> <p>Number of responses:</p>	<p>How important is it for each of the following groups to receive training on data use for instruction and leadership?</p> <p>Public: 207</p>
<p>Where respondents agreed</p>	<p>Public: (in order of importance on a weighted scale from 0-4, with 4 being “very important”)</p> <ul style="list-style-type: none"> • school administrators (e.g. principals) (3.71) • teachers and paraprofessionals (3.66) • superintendents (3.49) • regional ISD/ESA staff (3.37) • legislators (3.36) • district/central office staff (3.15) • parents and community members (2.92) • ancillary staff (technology department, schools psychologists, social workers, etc.) (2.82)