

2010 ABE Directors' Meeting
Wednesday, September 22, 2010
Strengthen Your Data Analysis Skills
1:30 – 3:00

Agenda

Session Description:

This session will provide participants an opportunity to view both the new Cognos Manual and some of the newest reports that will assist directors in using data for instructional leadership. The session will focus on reviewing class level reports, viewing some “Favorite” reports developed by the SABES regional field technologists in response to user requests, and new dashboard reports at the “Site” and “State” levels. Participants will learn about joining a “Data Use Learning Community,” a new opportunity for programs to share strategies around promoting data use, fostering communication around performance data, and sustaining a culture of data use at the local level.

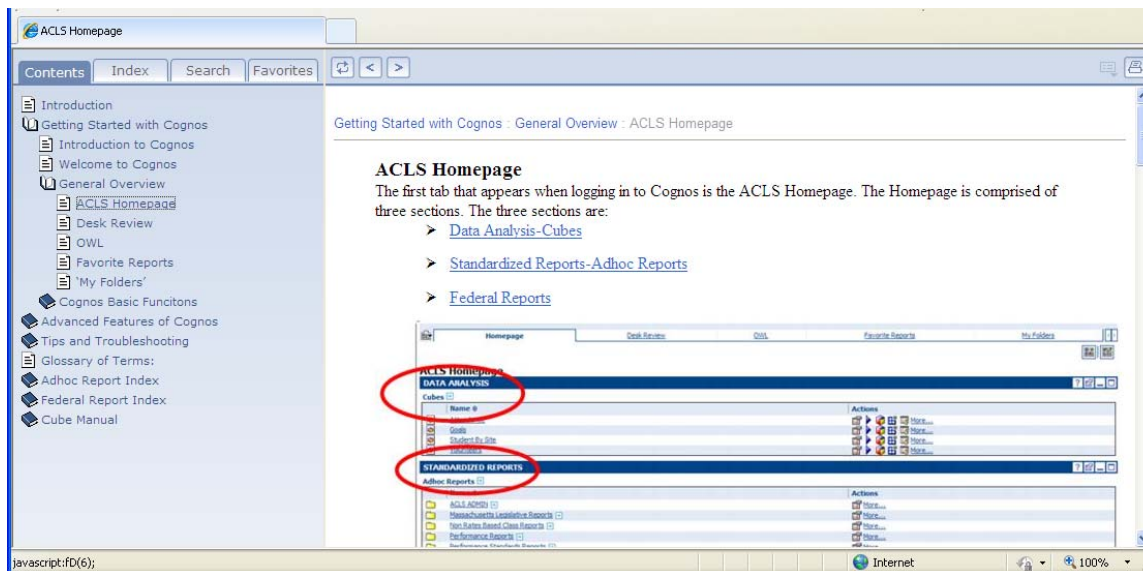
Presenter: Donna Cornellier, Executive Office of Education

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| I. Introduction to the New Cognos Manual | <i>15 minutes</i> |
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| II. Newest Reports | <i>30 minutes</i> |
| Class Level | |
| <ul style="list-style-type: none">• Pre Post• Learning Gains | |
| EFL Comparison | |
| <ul style="list-style-type: none">▪ Students by Site By NRS Levels | |
| MAPT Score Reports | |
| <ul style="list-style-type: none">▪ Math | |
| Federal Report Table | |
| <ul style="list-style-type: none">▪ Table Selection Enhancement | |
| Dashboard | |
| <ul style="list-style-type: none">▪ Students▪ Community ALC Performance Standards | |
| Interactive | |
| <ul style="list-style-type: none">▪ OWL Demographics | |
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| III. Favorites | <i>10 minutes</i> |
| Goals by Classes | |
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| IV. Want to Join a “Data Use Learning Community”? | <i>20 minutes</i> |
| <ul style="list-style-type: none">• What is a “Data Use Learning Community”?• How might we use it?• What questions would you like to discuss with others in the ABE field? | |
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| V. Questions and Answers | <i>15 minutes</i> |

Introduction to the New Cognos Manual

The Cognos manual is published in WebWorks which is a very user friendly web publishing tool. The intent is for users to view the sections of this manual online without having to flip through multiple pages to find a section. Users can use the index to navigate to sections and then view, print or save the section. The manual is always available online and saves from printing hundreds of unnecessary pages that will never be used.

To view the contents of this manual, click on any section and select a sub-section to view its contents. Click on the Search tab to search for a topic. Click on the Print Icon, located in the upper right hand corner of the screen, to print an area of the manual. (Beware, the document contains over 300 pages.) If you are viewing a sub-section and click the Print Icon, all the pages within the sub-section will print. To eliminate this, click on the sub-section until you are viewing the topic or report you desire and then click the Print Icon. This will print only what is showing on the screen.



This manual is designed to explain how and why to use the different parts of Cognos and it includes a [Tips and Troubleshooting](#) section that can help resolve some of the most commonly reports issues. Technical problems that are not covered or resolved by following the steps included in this section should be addressed with local SABES technology coordinators. Use this link <http://www.sabes.org/smartt> to contact your local SABES office. The Tips and Troubleshooting section also provides a link to a SABES webpage that contains many valuable training tools including videos that can provide additional detailed information on using Cognos.

The SMARTT Cognos Manual separates Cognos into categories according to topic. Each section is designed to help you learn what Cognos is and how to use it. The [‘Introduction’](#) section is designed to explain how Cognos works and how it can help you run your program. [‘Getting Started with Cognos’](#) introduces you to all the parts of Cognos and provides you with basic information. The [‘Advanced Features’](#) section provides step by step instructions on how to use certain features of Cognos while the [‘Glossary’](#) provides definitions for the most commonly used terms. The [Adhoc Report Index](#) provides a list of every report available in this section. The reports included in this section were developed to help programs monitor their program

performance measures. This section is organized in the same way to what is seen in Cognos. Each report folder contains a list of the reports included within it and includes a brief description of the report and how it can be used. Each time you select a report, you find out how to access this report, what prompts are used, where the data used to generate the report is located in SMARTT and what data is illustrated in the report. In addition, the performance reports folder includes all the program performance benchmarks that are required for all programs.

Similarly, the '[Federal Report Index](#)' gives detailed explanations of the reports available within this section and provides you with all the Federal tables that are used to determine these reports. The federal report section is extremely important where funding is determined. The reports contained in this section are determined by the federal government and all programs are included in these reports. The index sections of this manual were designed to help you understand the reports within Cognos and how they can help you monitor your programs performance measures.

The final section is the [Cube Manual](#). This section of the manual is designed to help you navigate the Cubes sections of Cognos and create and save your own customized reports. This section of Cognos is geared for the more advanced user but can be used in conjunction with SABES trainings. The Cube manual is its own separate manual complete with an Introduction, Overview and an Advanced User section. It includes step by step instructions on how to complete the most basic tasks and also provides detailed explanations of how, when and why you would use certain functions. This section includes explanations of the different Cube sections and what type data that can be found in each section and the measures available. For example, if you were trying to find out the total number of students within a Project or Site, you would access the Student by Site Cube. This section provides step by step instructions for creating and customizing both Class and Student level reports.

What is a Professional Learning Community?

Professional Learning Community (PLC): NRS National Training

A professional learning community is a group of teachers, administrators, and other staff that meets regularly, reviews practice, asks questions, and focuses on learning, then uses this learning to implement program improvement. The group's main purpose is to enhance members' practice and the delivery of services to students.

The NRS guide offers the *community of learners* approach to professional development as the framework for promoting data use at the local level. Like school reform efforts, promoting the use of NRS data focuses on providing professional development to help educators make programmatic improvements that ultimately will make teaching and learning more successful. For the NRS, the data use learning community focuses on collaborative efforts to promote professional development around using data and on applying that knowledge to program management and improvement.

A Community of Learners: Definitions

A purposeful gathering of individuals who share common interests and goals for learning, improvement, or professional development. Individuals within the learning community are committed to supporting one another's and their group's development (NSDC, 2001).

A way to transform personal knowledge into a collectively built, widely shared, and cohesive professional knowledge base (Wikipedia).

Professional Learning Community: Massachusetts Department of Elementary and Secondary Education Second Annual Summit on Curriculum, Instruction, and Assessment

Why Professional Learning Communities?

“Professional learning communities have emerged as arguably the best, most agreed-upon means by which to continuously improve instruction and student performance.”

- ✓ Form a **collaborative learning community** that focuses on student learning
- ✓ **Understand new content** in a deeper, more conceptual way
- ✓ **Closely examine student work** and formative assessments in order to determine progress and instructional needs
- ✓ **Reflect on classroom practice**, share strategies, discuss best practices, and expand professional expertise

What is a “Data Use Learning Community”?

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Data Use Learning Community Questions

I. Attendance Percentage

- 1) If your program's rate has changed over time, why might this be?

- 2) Are there specific patterns or trends you can see, for example:
 - a) Are there times of the year when attendance is particularly strong or weak in your program? If yes, why might this be?
 - b) Are there class times, class levels or class locations where attendance is particularly strong or weak in your program? If yes, why might this be?

- 3) Does your program have clear attendance policies? If so, what are they and how are these communicated to students?

- 4) What barriers to attendance are your students experiencing?

- 5) How is counseling time used to address attendance challenges?

- 6) What factors contribute to good attendance? How/what can your program celebrate about your students' attendance?

- 7) In addition to your Performance Standards data, are there other quantitative and qualitative data sources that might help you to understand what is happening within your program in this area?

- 8) What could your staff work on to improve in this area? How could staff development and program development resources be used for this purpose?

Data Use Learning Community Questions

II. Average Attended Hours

- 1) If your program's rate has changed over time, why might this be?
- 2) What aspects of your program design may be impacting your program positively or negatively in this area?
- 3) How many hours per year can your students realistically participate? Is this consistent for most students or is there a range?
- 4) Are students "stopping out" of your program? If yes, why?
- 5) How is counseling time used to address these challenges?
- 6) Do your students typically take part in a variety of program activities/classes or do most take just one class?
- 7) What are the challenges to increasing program intensity? How might these be overcome?
- 8) In addition to your Performance Standards data, are there other quantitative and qualitative data sources that might help you to understand what is happening within your program in this area?
- 9) What could your staff work on to improve in this area? How could staff development and program development resources be used for this purpose?

Data Use Learning Community Questions

III. Pre- and Post-Test Percentage

- 1) If your program's rate has changed over time, why might this be?
- 2) Which assessments does your program use? What are the pros and cons?
- 3) Does your program have a good system for tracking student assessments? Who is/are responsible for this?
- 4) Does your program regularly use the assessment reports available in SMARTT?
- 5) How often are assessments administered? How/when do you decide to schedule testing?
- 6) How quickly are students in your program post-tested, once they are eligible for a post-test?
- 7) How long do students typically stay enrolled in the program?
- 8) Does your staff usually know in advance when a student will be leaving or "stopping out" from the program?
- 9) In addition to your Performance Standards data, are there other quantitative and qualitative data sources that might help you to understand what is happening within your program in this area?
- 10) What could your staff work on to improve in this area? How could staff development and program development resources be used for this purpose?

Data Use Learning Community Questions

IV. Learner Gains

- 1) If your program's rate has changed over time, why might this be?
- 2) How might curriculum and instruction be impacting your program positively or negatively in this area?
- 3) Do you have policy and practice in place that connects lesson planning to your curriculum and the MA Curriculum Frameworks?
- 4) What role do students have in shaping curriculum and instruction?
- 5) What are the qualifications of your teaching staff? Is this consistent or is there a range?
- 6) Have teachers in your program pursued licensure?
- 7) Do teachers in your program have opportunities to share ideas and approaches with one another? If so, provide examples.
- 8) How successful is your program at retaining teachers?
- 9) Are students staying in your program long enough to make measurable gains?
- 10) Does your program offer enough program intensity for students to make meaningful gains?
- 11) Do you have a program-wide policy identifying what informal assessments are used for each student? What is it?
- 12) In addition to your Performance Standards data, are there other quantitative and qualitative data sources that might help you to understand what is happening within your program in this area?
- 13) What could your staff work on to improve in this area? How could staff development and program development resources be used for this purpose?

Data Use Learning Community Questions

V. Setting and Meeting Student Goals

- 1) If your program's rate has changed over time, why might this be?
- 2) How might curriculum and instruction be impacting your program positively or negatively in this area?
- 3) How does your program's curriculum align with the goals of your students? How are learner goals integrated into classroom instruction?
- 4) How is counseling used to support students in achieving their goals?
- 5) Are there particular goals that your students regularly choose or avoid?
- 6) Are there certain goals that your staff is more or less comfortable supporting students with?
- 7) Are there certain goals that your staff is more or less comfortable documenting?
- 8) How/what can you celebrate about your students' goal achievement?
- 9) In addition to your Performance Standards data, are there other quantitative and qualitative data sources that might help you to understand what is happening within your program in this area?
- 10) What could your staff work on to improve in this area? How could staff development and program development resources be used for this purpose?