



INFORMATION CAPSULE

Research Services

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MIAMI-DADE COUNTY PUBLIC SCHOOLS' DATA/COM

At a Glance

This Information Capsule provides a description of Miami-Dade County Public Schools' (M-DCPS) Data Assessment and Technical Assistance Coordination of Management (DATA/COM) process. DATA/COM is a data-based management process used by the Superintendent and his executive staff to monitor fragile schools' instructional and operational needs and deploy resources to address critical issues in a timely manner. A brief summary of the DATA/COM process and activities is provided.

Miami-Dade County Public Schools' (M-DCPS) Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is a data-based management process used by the Superintendent and his staff to monitor schools' instructional and operational needs, discuss strengths and opportunities for improvement, and deploy resources in a timely manner to address critical issues.

A District Support Formula (DSF) is used to rank the District's schools from lowest to highest, based on their students' academic proficiency in core subject areas. Schools are then divided into three tiers that provide increasing levels of District-based instructional and operational support. Tier 3 schools are the lowest performing schools, while Tier 1 schools are the highest performing schools. DATA/COM meetings are held several times throughout the year to analyze the school-level data of M-DCPS' Tier 2 and Tier 3 schools and align support to their specific needs. During the 2016-2017 school year, 97 M-DCPS schools were identified as Tier 2 or Tier 3 schools – 59 Tier 3 schools and 38 Tier 2 schools.

M-DCPS' Education Transformation Office (ETO) provides ongoing instructional and operational support to Tier 2 and Tier 3 schools by providing direct on-site assistance and coordinating efforts between multiple District offices to ensure school improvement. Through the DATA/COM process, the ETO uses data to evaluate each school's strengths and deficiencies, reports on the assistance being provided, and makes recommendations on the next steps to hold the schools and the ETO accountable for students' success.

Preparation for DATA/COM Meetings

Several activities take place prior to each DATA/COM meeting.

- Before DATA/COM meetings, staff from the ETO meet with staff from the District's Assessment, Research, and Data Analysis office to determine the data sources that will be used to measure school performance, based on the District's strategic goals and objectives.

- A dashboard is designed for each Tier 2 and Tier 3 school. The DATA/COM Dashboard includes a variety of tables, graphs, and charts that display data for the school on key performance indicators. The individual school dashboards are displayed on a large screen during DATA/COM meetings to guide discussions between the Superintendent, his executive staff, and each Tier 2 or Tier 3 principal.
- ETO staff provides training to all Tier 2 and Tier 3 school principals on utilizing the DATA/COM Dashboard to analyze schools' progress on the data points. The training ensures that principals understand all elements of the dashboard. Each table, graph, and chart is explained, including the outcomes being analyzed (for example, reading proficiency, math proficiency, student attendance) and the specific indicators used to measure growth.
- Strategic meetings are held with the ETO, region directors, and the school's leadership team to prepare for DATA/COM meetings. The strategic planning meetings focus on solution-oriented conversations to address the strengths and opportunities for improvement analyzed in the data and plan for improved outcomes.

DATA/COM Participants

The Superintendent, along with his cabinet staff, regional superintendents, ETO staff, and principals from Tier 2 and Tier 3 schools, attend all DATA/COM meetings. Heads of many M-DCPS department are also in attendance to answer questions and immediately resolve any barriers schools may face that are impeding the success of the school. Senior staff from the following departments attend DATA/COM: Assessment, Research, and Data Analysis; Bilingual Education and World Languages; Budget Management; Communications; Curriculum and Instruction; Exceptional Student Education; Facilities; Governmental Affairs; Human Resources; Information Technology; Instructional Technology; School Operations; School Police; Student Services; and Title I.

Frequency of DATA/COM Meetings

DATA/COM meetings are held three times during the school year. Principals from all Tier 2 and Tier 3 elementary, K-8, middle, and senior high schools attend each meeting.

1. Opening of Schools DATA/COM: This meeting is held prior to the opening of schools each year, usually in August. Presentations by school principals summarize planned strategies for increasing student achievement. Since students are not in school yet, the Opening of Schools DATA/COM meeting relies on test scores and School Performance Grades from the prior school year to gauge schools' instructional needs and opening readiness. Potential operational challenges that may arise once school begins, such as teacher vacancies, transportation issues, and allocation of resources, are also addressed.
2. Baseline DATA/COM: The Baseline DATA/COM meeting is typically held in October of each school year. Principals' presentations focus on student achievement, based on baseline achievement data (from assessments taken during the first few weeks of school). The principal discusses new or refined systems that have been put into place to ensure

continued improvement. Any operational issues that are hindering success are also discussed and resolved.

3. Mid-Year DATA/COM: The Mid-Year DATA/COM is held in January or February. Principals' presentations focus on using locally developed mid-year assessments and other diagnostic tools to gauge end-of-year performance. The key element of this DATA/COM meeting is to make necessary personnel and instructional adjustments to the core instruction and ensure that strong structures for interventions and acceleration for all students are developed and then monitored with fidelity for improved student achievement.

Data Used in DATA/COM Meetings

DATA/COM meetings focus on multiple performance indicators. The data pertaining to these measures are included in a dashboard created for each Tier 2 and Tier 3 school. The dashboard is displayed on a large screen at the front of the meeting room during each school's presentation. Both student proficiency levels and student growth measures are considered. Each school's outcomes are compared to the M-DCPS average and the average of all Tier 2 and Tier 3 schools. Two years of data, when applicable, by grade level, are presented on the dashboard.

Sources of performance data included in schools' dashboards are listed below.

- Baseline DATA/COM meeting:
 - Florida Standards Assessment – state achievement test, administered in grades 3-10 in English Language Arts and grades 3-8 in Mathematics.
 - Statewide Science Assessment in grades 5 and 8.
 - End-of-Course (EOC) assessments in Algebra 1, Algebra 2, Geometry, Biology, U.S. History, and Civics.
- Mid-Year DATA/COM meeting:
 - iReady – a computer-based adaptive program, administered in reading and mathematics to students in kindergarten through grade 8. iReady diagnostic tests are given three times a year - during the first week of school, mid-year, and at the end of the school year. iReady data are also used to predict performance on end-of-year state assessments.
 - Mid-Year Assessments in the core content areas, created by M-DCPS to predict performance on end-of-year state assessments.
 - At the high school level, the percentage of juniors and seniors that have met the graduation requirement in reading and mathematics.

In addition to measures of academic achievement, DATA/COM Dashboards also include the following data:

- Each school’s demographic information, such as number of students enrolled; percentage of students with special learning needs; percentage of English Language Learners; and number of students in accelerated courses.
- Student attendance rates.
- Student suspensions and withdrawals.
- Percent Least Restrictive Environment (inclusion rate of ESE students in classrooms with their non-disabled peers).
- School operations, such as staff vacancies, budget issues, transportation, security, and supplies (for example, books, computers, computer carts).

The DATA/COM Agenda

The performance of M-DCPS’ underperforming (Tier 2 and Tier 3) schools is addressed by the Superintendent, his executive team, and all Tier 2 and Tier 3 principals using a multi-step process.

1. Each DATA/COM meeting focuses on issues related to schools’ instructional or operational needs. A set of predefined questions is provided to the principals that guide the conversation. There is also follow-up on issues that have been the focus of past DATA/COM meetings, which may include “Least Restrictive Environment” and “Student and Teacher Attendance.”
2. Based on the questions and outcome data that are the focus of each DATA/COM meeting, every principal makes a three- to five-minute presentation. The principal explains the strategies he/she is using to improve student achievement and to assist students in making learning gains. Areas of concerns are flagged by the Superintendent and/or District staff. Each school’s dashboard, illustrating the relevant data, is displayed during the principal’s presentation. Principals stay for the full DATA/COM meeting to listen to other principals’ presentations and learn about best practices in similar growth areas.
3. The Superintendent poses questions to the principal for reflection and response about areas that have shown improvement and areas that need to be addressed. The Superintendent makes appropriate recommendations to the principal or directs staff to provide assistance to the school. Interventions are jointly designed with an emphasis on increasing achievement in the core content areas (reading, writing, mathematics, and science). The interventions also focus on operational issues, such as staff vacancies and budget shortfalls.
4. Principals are given an opportunity to request additional support that is needed to meet the needs of all students. Any barriers that are impeding progress are addressed immediately. Schools are provided with immediate instructional support, Human Resources support (such as filling open positions), and operational support. Some examples of support that has been deployed during DATA/COM meetings include the assignment of school police on Saturdays for Saturday school; the provision of buses to transport children home from school after late-afternoon tutoring sessions; the assignment

of additional personnel to the school; and the distribution of additional student laptops or repairs to existing technology.

5. Progress updates are provided at subsequent DATA/COM meetings, including the status of the implementation of recommendations given and the overall effectiveness of interventions.

For additional information on M-DCPS' DATA/COM meetings, please contact the District's Education Transformation Office at (305) 995-3091.