

# Map Your Data Story: Using Data to Ensure Student Success



April 5th, 2024

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# Introduction

## Crystala Button M.S. (cbutton@dvc.edu)

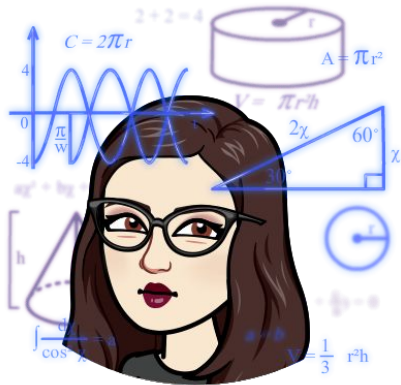
- Instructional Designer
- Computer Information Systems Instructor
- Former High School English/ESL/theatre teacher
- Google Certified Educator

### *What I love most about course design*

- Accessibility
- Equitable design for learning
- Technology integration
- “Guide on the side”



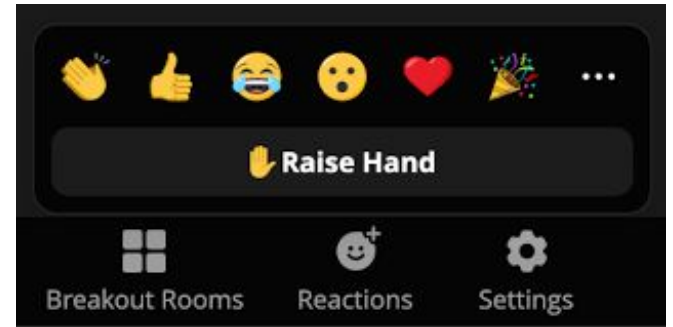
# Session Agenda



- Details for this session
- Equity & accessibility
- Outline your data story
- Satellite, map, street data
- Canvas reports & formative assessments
- Q&A
- Further resources

# How to Participate in this Session

- Zoom Reactions
  - Emojis
  - Raise a hand
  - Annotate (when asked)
- Leverage the chat
  - Ask questions or answer questions that have been asked
  - Know if there is a guide that might help someone? Drop a link in the chat!



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# Pre-Writing: Equity & Accessibility

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# Before we start our story... Always Start with Equity

As we build assessments & collect data to analyze from those assessments, consider the possible change makers that will help to ensure access for all learners

- Diverse assessments & materials
  - A reflection of varied experiences and the “real-world”
- Formative data points
  - Casual data
- Decentering the traditional grading system for equitable student success & ownership over learning
  - Student voice & choice
  - Grade goals
  - Student-led conferences

# Universal Design for Learning

- Rethink access! Who is included in the design of the course materials & assessments?
  - A wheelchair ramp can be used both by someone who uses a wheelchair as well as a person pushing a stroller
  - Let them show you what they know best, how they know best
- UDL is the principle that
  - Many points of entry to create equity - how will my students access this material no matter their level of mastery?
  - Material is presented in a variety of formats
  - Remediation and extension learning are readily available
  - Real-world “authentic” application is included in assessments
  - Student voice and ownership over their own learning is key to their success



# How equity, inclusivity, and accessibility affect data

## Analyze how the assessments were built

- What barriers may be in place to have skewed the data collected?
- What are your variables? (when, where, why, how)
- Did my learning materials reflect what was on the assessment/who was taking the assessment?

## Desegregate data

- “To tackle the many inequities in our society, [we] need data that [is] complete, accurate, and disaggregated. Disaggregation means collecting and reporting data on subgroups, such as by race, ethnicity, gender, and age, so the data accurately reflect reality for different subgroups of people” (civilrights.org, [Data for Equity Fact-sheet](#))
- When we desegregate, we see what we are missing -- consistently, over time



# Prepare Write Your Story

Let's draft ideas together as we learn today!



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# Write Your Own Story

Use the “Write Your Own Data Story” document to begin drafting your thoughts as we learn in our community today. Either [download](#) or [make a copy](#) to add your thoughts!

## Chapters within our story:

- Chapter 1: Equitable Data Points
- Chapter 2: Summative assessment and learning goal(s)
- Chapter 3: Formative assessments that drive instruction and student success
- Chapter 4: Canvas Reports that support your students & your instruction
- Chapter 5: On-the-spot support for students based on data driven need(s)

# Chapter 1: Map Your Data for Equity & Student Success

Reading data for equity & success



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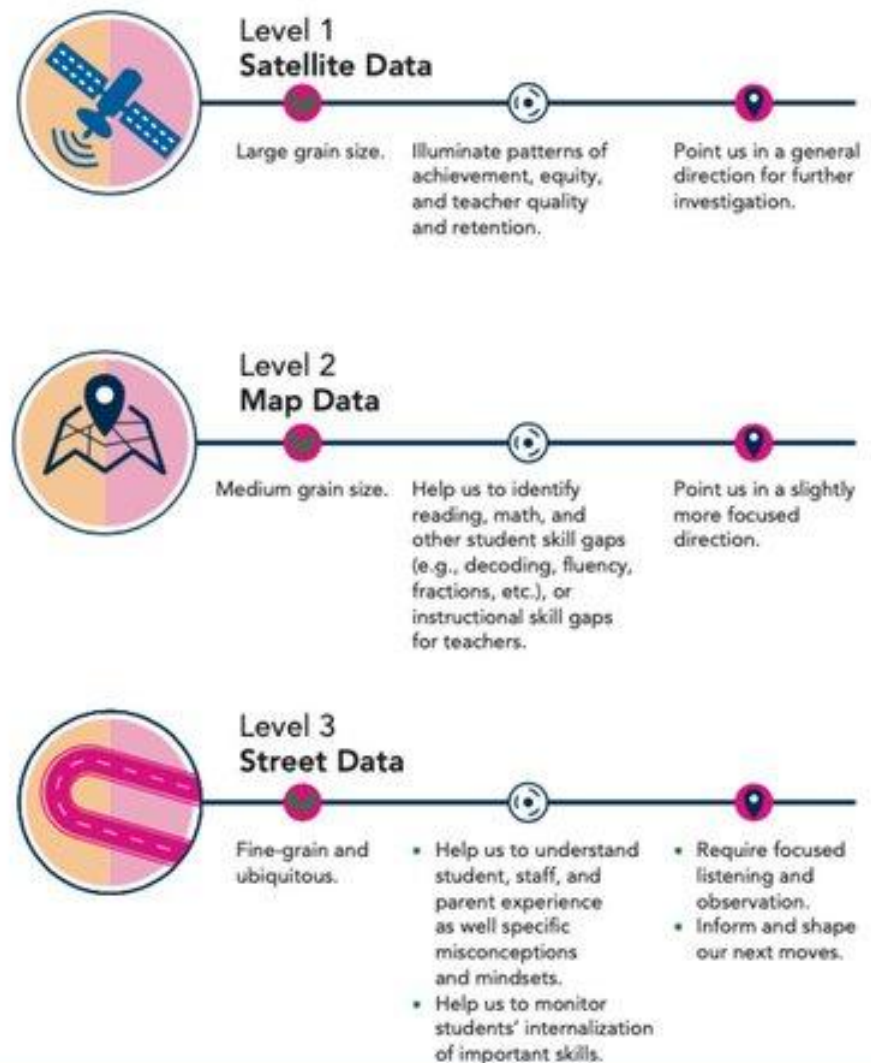
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# Street Data: A New Grammar for Educational Equity (2019)

- Shane Safir & Jamila Dugan “[Levels of Data](#)”
- Language to make data accessible/applicable
- Start with large data points
  - District-wide
  - State-wide
  - Doesn't apply to the classroom directly
- Continue to local data points
  - Campus-wide
  - Department-wide
  - Missing the “why”
- End with “street” level data
  - Classroom, course, teacher
  - The students behind the numbers
  - Not on the outside looking in, on the inside looking around

## Extend your learning

- [Street Data: A new lens for seeing our learners](#)



# Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation



Watch [the complete video](#) for more

# Your Equitable Data Points

Time to draft your chapter! Use the draft document to outline, then unmute, chat...share your data points, ask for clarity, etc.

## Chapter 1: Equitable Data Points

List the data points in which you find value as you begin to assess your region's student success; a basic overview of data.

- Satellite Data - District data that will guide your understanding of student needs as a whole.
  -
- Map Data - Campus data that will help to hone your data read against your own assessments and knowledge.
  -
- Street Data - Data from your own class(es) to better draft your assessments, moments of reteaching, and overall instruction against student needs.
  -

*Image description: Chapter 1: Equitable Data Points. List the data points in which you find value as you begin to assess your region's student success; a basic overview of data. Point 1: Satellite Data - District data that will guide your understanding of student needs as a whole. Point 2: Map Data - Campus data that will help to hone your data read against your own assessments and knowledge. Point 3: Street Data - Data from your own class(es) to better draft your assessments, moments of reteaching, and overall instruction against student needs.*

# Chapter 2: Map Your Summative Assessment(s)

Using end of learning assessments to gauge learning outcomes

# Map It Out!

**Think of a module, unit, learning outcome, etc. in your course.**

- What is the “final” evidence of learning?
  - A project? A writing sample? A producible?
- What are students submitting to show you that they’ve mastered the learning?
- Detail the summative assessment below and begin to think about how the data points above inform your assessment.

## **Summative Assessment - Final assessment of learning around the topic/unit/module**

- What is the outcome of the assessment?
- How will students demonstrate or show you this outcome?
- How will you know they have met this intended outcome?

Head back to our story draft and begin to [sketch out chapter 2](#)

### Chapter 2: Map Your Summative Assessment(s)

Use the prompts below to write your second chapter around your final assessment for this learning unit and how you will assess real learning. Think of a module, unit, learning outcome, etc. in your course. What is the “final” evidence of learning? A project? A writing sample? A producible? What are students submitting to show you that they’ve mastered the learning? Detail the summative assessment below and begin to think about how the data points above inform your assessment.

1. Summative Assessment - Final assessment of learning around the topic/unit/module
  - a. What is the outcome of the assessment?
  - b. How will students demonstrate or show you this outcome?
  - c. How will you know they have met this intended outcome?



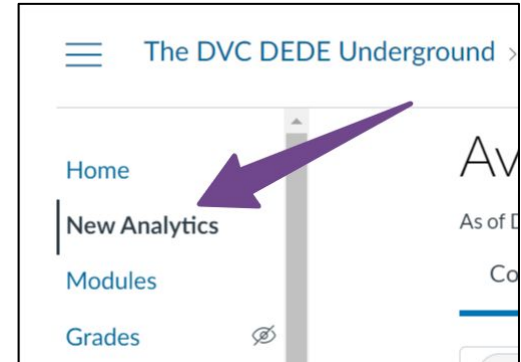
# Chapter 3: Let's Explore Assessment Data!



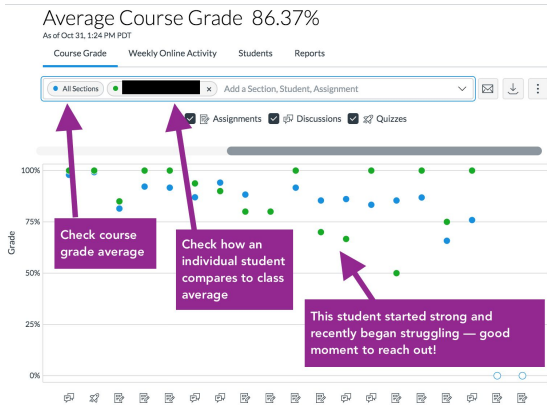
# Canvas Reports: “New” Analytics

## Canvas New Analytics

- Street data we all have access to
- Start with what you know
- All students have access to Canvas; great place to start with equitable data!
- Look for the link in your course navigation menu or in the button stack on the right of your home page



# Using "Course Grade"



Images courtesy of Kat King ENGL 122

All Sections

Exploring the arguments: [Section Name]  
Due Aug 29, 11:59 PM PDT

Average Grade	Low	High	Missing	Late
88.8%	0.0%	100.0%	2	4

Message Students Who

Seeing that student scores are lower than we'd like can lead us to feel as if they just "aren't getting it". Let's use this data to investigate what can support students as they move through the learning:

- Validity: Assessments match the outcomes?
- Learning support: Spaces for review?
- Feedback: Low risk practice opportunities?

**How can we use this street data to center equity?** Look at the assignment averages - notice where student scores begin to drop?

- A chance for remediation
- Synchronous or asynchronous review session based on the lowest scoring assignments
- Ask students to host study groups to deepen their learning.

# Using “Weekly Online Activity”

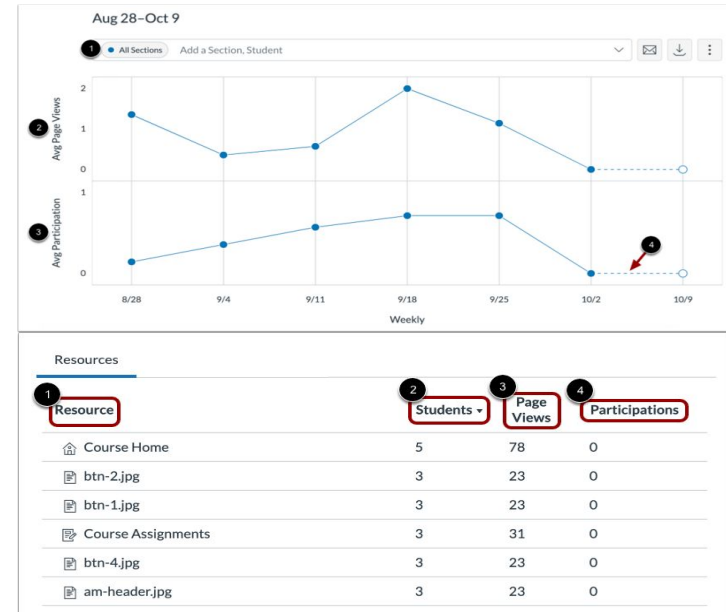
Digital learning spaces allow for review & ownership of learning. Let's ensure engagement through:

- Regular and Substantive Interaction
- Authentic community/life connection(s)
- Varied media and text

**How can we use this street data to center equity?**

- Post an announcement and/or 2 min review video focused on that they really need
- Reach out to individual students
- Topic-based office hours
- Purposeful student groups to further learning

Images courtesy of the Canvas Community



# Using “Students” as Data Points

- View as a class or drill down by individual student
  - How many page views and participation students have
  - How this information correlates to grades

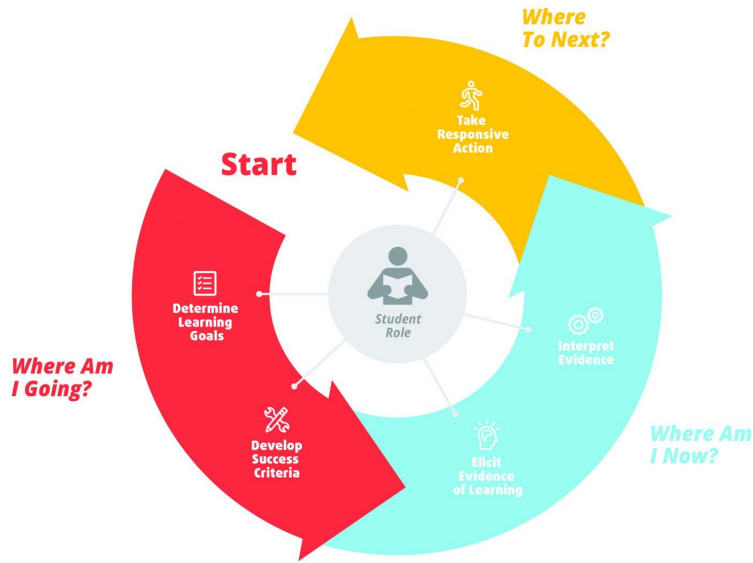
## How can we use this street data for equity?

- Are “struggling students really just not putting in the effort”? Or are they just having a hard time finding support?
- A clear chance to create moments of outreach
- Send support links (announcements, messages, etc.)
- Schedule review sessions/office hours
- Counseling and peer tutor referrals
- Create extension or remediation materials

Students (48)	Grade	% On Time	Last Participation	Last Page View	Page Views	Participations
	92%	77%	Oct 27, 2021	Oct 27, 2021	1,160	20
	33%	82%	Oct 14, 2021	Oct 25, 2021	991	15
	77%	76%	Oct 27, 2021	Oct 30, 2021	712	23
	84%	92%	Oct 27, 2021	Oct 29, 2021	1,534	34
	94%	100%	Oct 27, 2021	Oct 29, 2021	972	24
	65%	95%	Oct 27, 2021	Oct 28, 2021	1,446	24
	94%	100%	Oct 27, 2021	Oct 30, 2021	2,130	21

Images courtesy of Kat King ENGL 122

# The Formative Assessment Loop



- Continuous learning
- Learning and design structure
- Evaluation of student learning
- Data collected to drive materials
- Scaffolded learning
- Note spaces for student voice
- Leading to summative assessment.

# Discuss - Where are the formative assessments?

Imagine this synchronous lesson takes place over one class meeting:

Ice breaker - use this time to get students comfortable and ready to learn

Review / preview: - let students get acquainted with the lesson so they can properly engage

Direct Instruction - begin lecturing on new material (10-15 mins)

Active learning - getting students engaged in the newly learned materials

Direct Instruction - begin lecturing on new material (10-15 mins)

Active learning - getting students engaged in the newly learned materials

Session closure - Q&A and a bridge to their next learning event (async or on-campus)

Where are the current formative assessments (if any)?



Level up! What kind of formative assessments might you see in each portion of this lesson?

# Space for Formative Assessment

- Weaving in spaces for continued learning
  - Checks for student understanding
  - Low stakes to help achieve mastery
- Connecting with students; supporting on the spot
  - Provide feedback to strengthen course participation
- Crucial for student growth & community building
  - Building a community of risk takers
  - Adjust teaching structure
- Not to be confused with a summative assessment

## Let's Check-in: Self-Assessment <sup>↗</sup>

Now that we're part of the way through the course materials, take a few minutes to reflect on your personal gain or lose points, (though you will find tips from me that pop-up once you've submitted the survey.) My hope is where you might need to make adjustments.

You can expect my [gradebook feedback](#) within 2 weeks. Can't wait to check in and see how you are doing!

### Assignment Comments



Juno-- Excellent work here! Your paper is insightful and beautifully written; I thoroughly enjoyed reading it! My main feedback is thinking about you've organized the development of your argument. Your argument is clear in your intro, but we don't get to the "so what?" until page 3 where you have a short paragraph telling us what you're going to focus on. I would move that paragraph up to right after your intro as I think the flow will be better and we'll have more clear info on where your paper is going. My other feedback are all small analysis/polish comments. Take a look at the marginal comments I left throughout your paper and let me know if you have any questions!

We are moving right along. Let's check in with one another and see what we learned and what we need.

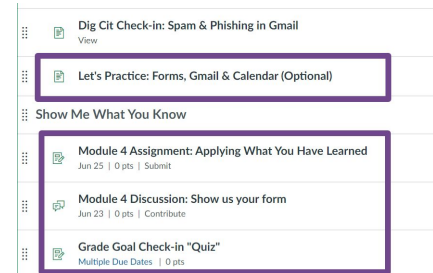
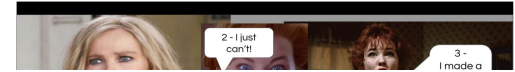
### Initial Post

Your response should be **at least 50 words** in length. Post your **Initial response by Friday, 6/30**, at 11:59pm.

On a scale of Catherine O'Hara's, how are you feeling after module five? In your response, include the following:

1. The number of the image that you most identify with (1-5).
2. Why you most connect with this image.
3. Did you give yourself enough time to complete your work this week?
4. Were you prepared to meet all the marks? Why or why not? If not, what did you need to feel more prepared?
5. What resources did you find helpful? Any extra resources you found and used to learn with/from that you would like to share?
6. What is one thing you learned that you think was helpful and what is one thing you still wonder/wish you could do?

If you are in need of a version that is more accessible for screen readers, please refer to the ["Catherine O'Hara Check-in" transcript](#) of the images.



## How can we use this street data to center equity?

- Continuous improvement for students and teachers
- Providing feedback to resubmit, improve for next time, prepare for further learning
- Allow the students to have a voice in their learning process



# Time to write!

Still keeping in mind a module/unit/lesson, use the prompts below to write your third chapter around what assessments you already have in place and how they allow for student engagement and success.

1. Formative Assessment Opportunities and Outcomes
  - a. Where will there be opportunities for formative assessment and instructor-given feedback?
  - b. How do you anticipate students will display their newly learned skill within the formative assessments (discussions, projects, videos, etc.)?
  
2. Canvas Reports
  - a. Which Canvas Reports will be most helpful to keep track of student needs?
  - b. When in the learning will you evaluate these reports?

Head back to our story draft and begin to [sketch out chapter 3](#)

## Chapter 3: Let's Explore Assessment Data!

Still keeping in mind a module/unit/lesson, use the prompts below to write your third chapter around what assessments you already have in place and how they allow for student engagement and success.

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  - a. Which Canvas Reports will be most helpful to keep track of student needs?
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# Epilogue: Student Support

Adding on the spot support when students need it  
(without them having to ask!)



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# Using data to inform on-the-spot support

You've collected the data

- Put it to use!
- Assignments, announcements, pages, etc.
  - Add links, videos, reminders that will fill in those gaps you noticed in your collection of street data
- Tailor materials based on feedback & things you notice



## Get Support

- Review how to [share your documents](#) correctly.
- Find reminders about how to get the right URL and how to submit it to the box on our "[Submitting a URL to an Assignment](#)" page in the course orientation module.

**Initial Post Due:** Friday, March 29th, by 11:59 p.m.

**Peer Replies Due:** Monday, April 1st, by 11:59 p.m.

## Let's Discuss!

Welcome to our first discussion as a class, a safe space where we begin to get to know each other as colleagues, learn about our work, our lives, and our hopes and fears around online teaching. In the four fairly intense weeks ahead, we'll comment on each other's work, encourage, and most importantly learn and explore together. In short, we begin building our online community.

Note: Canvas Discussions only allows one due date; however, **you are responsible for both an initial post (due on Fridays) and peer replies (due on Mondays)**. Since we are unable to house 2 due dates in one discussion board, you will see that we have called out to the 2 different due dates in various places on this page (in the above banner and also below in the instructions). Be mindful of the due dates for your post and replies! This is one of those Canvas hacks that you can feel free to take into your own course as you begin to design discussion boards.

## How to Post to a Discussion Board as a Student

We may have much experience grading and reading Canvas discussion boards, but it may not be part of our practice to post in them. Let's cover the basics before we get started.

- Press "Reply" (at the bottom of the instruction text box) to add your own, individual reply to the discussion board.
- To reply to your peers' posts, press reply under their specific post.
- If you need further assistance, consider the following tutorials from the [Canvas Student Guides](#) and use the table of contents to learn more about discussions. Or, watch a Canvas trainer walk you through the steps here:



To embed an image on a Canvas discussion board, follow these [directions on Canvas](#) to add the image directly into the discussion reply as a student. If you'd like to see a step-by-step walkthrough, don't miss out on our "Get Support" section at the bottom of this page to watch it all in action.

## Step 1: Reply to Prompt (Due Fri. March 29th)

In about **100-200 words**, please share the following with your colleagues:

1. Describe where and what you teach.
2. Explain what you would like to learn in this class about online teaching or the online experience
3. Note your concerns around online teaching and learning.
4. Describe what else (outside the classroom) inspires you or makes you happy? (i.e. family, friends, pets, hobbies, etc.)
5. Embed an image within your reply (not as an attachment) of you doing something you enjoy, whether that's working, being part of a community, creating, or hanging out.

## Step 2: Reply to your Peers (Due Mon. April 1st)

In **no more than 50 words**, respond to **at least two peers** (or more if you are so inclined) and discuss:

- Any commonalities you note from the post.
- Look to offer a word of encouragement if needed.
- Another related item of interest.

## Grading Rubric & Feedback

You can find [the rubric for this discussion](#) by clicking on the three dots at the top right hand side of this page and selecting "Show Rubric". Your facilitators will score and provide feedback using Canvas gradebook. Please return to your gradebook within the week to [see the notes and final score\(s\) from your facilitators](#).

## Get Support

- If you find you need one-on-one assistance completing your assignments, reach out to your campus support staff in place to walk you through the steps:

- New to Canvas? Consider taking [@ONE's free Introduction to Teaching with Canvas](#) course for more information.
- Learn more about [discussion boards in Canvas](#).
- See DVC Communications Instructor, Yasser Moten, walk you through the steps of adding an image to your discussion post:



Click "Next" below to continue.



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# Resources & Reminders

- [@ONE Course Catalogue](#)
- Search the Canvas Commons “DVC Distance Education” for templates
  - Login to Canvas
  - Click on the “Commons” button in the left-side navigation menu
  - Use the search bar to locate “DVC Distance Education” templates
- Consider aligning your course to the POCR rubric
  - [Peer Online Course Review](#) (POCR) uses the best practice rubric to ensure student-forward course design
    - No matter the modality, best practices are best practices
  - Reach out to your DE Coordinator(s) for more about POCR
- Bookmark my next CVC event!
  - Fri. May 3rd -- [“Artificial Intelligence \(AI\) as a Partner in the Learning Process”](#)

**Thank you!**

**Recorded webinars and a schedule of upcoming events are available at [onlinenetworkofeducators.org/spring-2024-webinars](https://onlinenetworkofeducators.org/spring-2024-webinars).**

**Email [support@cvc](mailto:support@cvc) with any questions!**