



Using Data to Improve Student Achievement

Using Data to Improve Student Achievement is a series of professional development modules designed to support principals and school teams in leading school improvement efforts through data-driven decision making. The outcomes of the modules are to enhance the skills of school leaders to analyze and use their state assessment, school and classroom data to improve student achievement. Collaborative inquiry will be modeled as an important strategy in creating a culture of quality data.

Module: **Using State Data to Identify School Improvement Goals**

Module: **Using School Data to Clarify and Address the Problem**

Module: **Examining Student Work to Inform Instruction**

Module: **Using Classroom Data to Monitor Student Progress**

Module: Using State Data to Identify School Improvement Goals

What can we learn from our MEAP data? School teams will work through a gap analysis of their school performance on MEAP against state targets to identify their school improvement goals using the Data 4SS MEAP Proficiency Inquiry. School teams will compare their school results to district results, analyze their sub-group results, and analyze their strengths and challenges in the content areas. School teams will develop a game plan to engage staff in the analysis of their school and sub-group data.

Focus Questions

Where are we in relation to our AYP targets?

How do we analyze our MEAP data to identify strengths and challenges?

What questions do our data raise for us?

How do we use this data to identify school improvement goals?

How do we engage staff in the data analysis process?

What are the limitations of state assessment data?

Outcomes

By the end of this workshop, school leaders will be able to

- Analyze their MEAP performance and identify strengths and needs
- Identify their school improvement goals
- Identify questions raised by their data
- Develop a game plan for engaging staff in the data analysis process

Module: Using School Data to Clarify and Address the Problem

What does our data reveal? This module will assist school teams to assess their culture of quality data. Based on their school data, school teams will develop S.M.A.R.T. goals at the building level with an emphasis on developing grade level S.M.A.R.T. goals. An assessment plan for the content area of greatest need will be reviewed or developed to ensure monitoring occurs for the goals determined by the leadership team. School



teams will develop a game plan to engage staff in the problem clarification process and the setting of S.M.A.R.T. goals and the monitoring process.

Focus Questions

- What content area has the greatest need?
- What additional data do we need to clarify our problem?
- What goals (S.M.A.R.T.) need to be set for student achievement at the building level?
- What goals (S.M.A.R.T.) need to be set for student achievement at grade levels?
- How do we engage the staff in the problem clarification process?
- How do we engage the staff in the goal setting process?
- What do we need to monitor?

Outcomes

By the end of this workshop, school leaders will be able to

- Lead the problem clarification process
- Identify additional data needed to clarify the problem
- Assess the Culture of Quality Data
- Develop S.M.A.R.T. goals for building and grade levels
- Develop a game plan to engage staff in clarifying the problem

Module: Using Classroom Data to Monitor Student Progress

What is the content area of greatest concern? What Strand and Grade Level Content Expectations are of greatest challenge? What does the GLCE mean? What impact does the weight of the GLCE have for instruction? This module will assist school teams in the prioritizing of GLCE of greatest challenge. How will we know if students have reached proficiency? If teachers are not regularly collecting data on where their students are in their journey to proficiency, how will they know how to use their instructional time effectively? How will schools know when and how to intervene? School teams will determine what data they want to monitor.

Focus Questions

- What data do schools need to collect to monitor their student progress?
- What Strand and Grade Level Content Expectations (GLCE) are our greatest challenges?
- What do the Grade Level Content Expectations mean?
- How do we communicate our expectations for how teachers monitor student progress?
- How do we monitor teacher collection and use of data?
- What monitoring data should we be entering in our data warehouse, and how will we use it?
- What is the difference between benchmark and formative assessments?

Outcomes

By the end of this workshop, school leaders will be able to

- Identify Strand and Grade Level Content Expectations of greatest need
- “Unwrap” and prioritize the GLCE of greatest need



- Facilitate a monitoring plan for the identified GLCE
- Identify monitoring data that should be collected in the data warehouse
- Monitor that teachers collect and use monitoring data in their instructional decision making

Module 4: Examining Student Work to Inform Instruction

How do we know what students know and still need to learn? Examining classroom work to understand what students know and still need to learn provides the information necessary to knowing where to go next instructionally. This module engages school teams in an examining student work protocol that requires teams to reach consensus on what proficient performance looks like on a specific assignment or assessment, to diagnose student performance against that criteria, and then to brainstorm instructional strategies to improve the student's performance.

Focus Questions

How do we examine student work?

What diagnostic information should classroom assessments provide?

How do we reach consensus about what proficient work looks like?

How do we structure time and set expectations that teams regularly examine student work?

How do we monitor that teams are regularly examining student work and using the data to inform their instruction?

What diagnostic data should be included in the data warehouse?

When do we score versus when do we diagnose student work?

Outcomes

By the end of this workshop, school leaders will be able to

- Lead an examining student work protocol
- Facilitate the discussion about what proficient work looks like
- Recognize the importance of regularly asking teams to reach consensus on proficiency
- Discuss what diagnostic data should be included in their data warehouse
- Identify a game plan to regularly examine student work and use the information to inform instruction