## TOPIC: Using Student Achievement Data to Support Instructional Decision Making (DDDM)

Topic inventories list every component of a DWW topic. Use this document to get an overview of the Using Student Achievement Data to Support Instructional Decision Making topic, identify multimedia pieces, and plan for professional development. Use the links below to navigate within the document.

# Topic Overview & Tools

| Resource | Description | Related Media and Files |
|---|---|---|
| *Using Student Achievement Data to Support Instructional Decision Making (Video, 7:24 min)* | This overview shows the five research-based practice recommendations for data-driven instructional decision making to improve instruction and learning. Educators can use these practices to refine teaching and learning to better meet students' needs. | *Using Student Achievement Data to Support Instructional Decision Making (Practice Guide) (.pdf)* <br><br> *Visual Diagram: Data-Driven Decision Making (.pdf)* |
| *Visual Diagram: Data-Driven Decision Making (.pdf)* | A visual overview of five recommended practices based on using student achievement data to support instructional decision making. Together, these practices are part of a comprehensive and cohesive framework for using data to support instructional decision making. | |
| *Data-Driven Instructional Decision Making (Video, 6:23 min)* <br> Laura Hamilton, RAND Corp. & University of Pittsburgh | Dr. Hamilton explains the five recommended practices and offers considerations for implementation of the practices. | *Transcript and Bio (.pdf)* |
| *Data for Instruction: Planning Template #1 (.doc)* | Template for school-level personnel for developing a plan for using achievement data to support instructional decision making. Topics include: leadership, research-based instructional strategies, teacher quality, families and community, and data use. | |
| *Data for Instruction: Planning Template #2 (.doc)* | Template for district-level personnel for developing a plan for using achievement data to support instructional decision making. Topics include: leadership, standards and expectations, teacher quality, and data use. | |
| *Data for Instruction: Planning Template #3 (.doc)* | Template for state-level personnel on ways to help districts and schools develop a plan for using achievement data to support instructional decision making. Topics include: leadership, standards and expectations, support systems for districts and schools, and fiscal policies. | |

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# State & District Examples

| Resource | Description | Related Media and Files |
|---|---|---|
| *Ohio Decision Framework (Audio, 4:20 min)*<br>Deborah Telfer, Ohio Department of Education<br>Betsy Apolito, Montgomery County Educational Service Center Affiliation | Two state administrators present information on a statewide data tool that districts use as a decision-making tool for school improvement.<br><br>The Ohio Decision Framework is a web-based tool used by districts in Stage One of the Ohio Improvement Process.<br><br>Data are pre-populated into the tool to help districts conduct an in-depth needs assessment to identify the districts' most critical needs.<br><br>Regional support teams and facilitators work with districts to develop a strategy to help districts implement the decision framework and improve instructional practice. | *Transcript & Bio (.pdf)*<br>*The Ohio Improvement Process: Using the Ohio Decision Framework Tool (.pdf)*<br>*Ohio Decision Framework Needs Assessment (.pdf)*<br>*Ohio Decision Framework User Manual (.pdf)* |
| *Digging Into the Statewide Testing System (Video, 3:19 min)*<br>Christopher Woolard, Ohio Department of Education | Dr. Woolard describes the Ohio statewide data system.<br><br>The data system includes three major components that provide various data and resources: (1) the Success website, (2) Data Driven Decisions for Academic Achievement, and (3) the value-added system. | *Transcript (.pdf)* |
| *The Ohio Improvement Process: Using the Ohio Decision Framework Tool (.pdf)*<br>Ohio Department of Education | A description of the Ohio Decision Framework. | *Ohio Decision Framework (Audio)* |
| *Ohio Decision Framework Needs Assessment (.pdf)*<br>Ohio Department of Education | When districts use the Ohio Decision Framework, they complete a comprehensive needs assessment. This sample material is a compilation of screen shots that comprise the needs assessment. | *Ohio Decision Framework (Audio)* |
| *Ohio Decision Framework User Manual (.pdf)*<br>Ohio Department of Education | This manual is a comprehensive guide to understanding and using the Ohio Decision Framework. | *Ohio Decision Framework (Audio)* |

# Practice: Make data a part of an ongoing cycle of instructional improvement. *(Improvement Cycle)*

To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs. Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement, and implementing instructional changes to test hypotheses. To continue the cycle of instructional improvement, teachers can restart the process by collecting and interpreting new student performance data and testing new hypotheses with modified instruction. Collaboration among teachers in each step of the data-based inquiry process can maximize the benefits of data use by helping teachers share effective practices, adopt collective expectations for students' performance, gain a deeper understanding of students' needs, and develop effective strategies to better serve students.

## Overview & Tools

| Resource | Description | Related Media and Files |
|---|---|---|
| *Making Data Part of an Ongoing Cycle of Instructional Improvement,* *(Video, 5:36 min)* | Teachers can use data to help guide their instructional decision making and improve their ability to meet their students' learning needs by engaging in a cycle of instructional improvement. <br><br> This cycle includes collecting and preparing data using results from multiple assessments. Then teachers can interpret data and develop hypotheses about what may be needed to help students improve. To complete the cycle, teachers make instructional changes to test these hypotheses and assess their impact on student learning. <br><br> The cycle can continue as teachers collect and interpret additional student achievement data and modify instruction to improve student learning. | *Transcript (.pdf)* |
| *Learning Together: Making Data Part of a Cycle of Instructional Improvement (.doc)* | This tool can be used to provide teacher training to develop an understanding of key concepts on using data to support the cycle of instructional improvement. | *Making Data Part of an Ongoing Cycle of Instructional Improvement (Video)* <br><br> *Prepare, Inquire, Act (Video)* <br><br> *What Do You See in These Data? (Video)* |

| Resource | Description | Related Media and Files |
|---|---|---|
| *Self Assessment: Can You Complete the Cycle of Instructional Improvement? (.doc)* | A chart to help state, district, and school leaders assess their processes for using data to improve instruction. | |
| *Planning to Use Data for Instructional Improvement: District and State Levels (.doc)* | This planning tool serves as a guide to planning a cycle of instructional improvement. It can help a leader evaluate existing procedures and see where improvements are needed. | |

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## Learn What Works

| Resource | Description | Related Media and Files |
|---|---|---|
| *Prepare, Inquire, Act (Video, 7:34 min)*<br><br>Elizabeth A. City, Harvard Graduate School of Education | Dr. City discusses the importance of having teachers establish and use a process for looking at data.<br><br>Teachers can use a problem-solving model by preparing the data, asking questions of the data, and then seeking solutions to identified concerns based on the data.<br><br>In particular, teachers can enact a three-step "Prepare, Inquire, Act" cycle of instructional improvement.<br><br>Dr. City encourages teachers to work through this cycle to test hypotheses, make changes to instruction, and revisit the cycle to assess the impact of the changes. | *Transcript and Bio (.pdf)* |
| *What Do You See in These Data? (Video, 6:31 min)*<br><br>Elizabeth A. City, Harvard Graduate School of Education | Dr. City suggests teachers work collaboratively as they learn to use data in a cycle of instructional improvement.<br><br>To provide a framework for collaboration, teachers can use protocols when talking about data.<br><br>Charts, tables, or graphs can visually show patterns or trends in the data. | *Transcript and Bio (.pdf)* |

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## See How It Works

| Resource | Description | Related Media and Files |
|---|---|---|
| *Helping Struggling Students by Using the SAT Process (Audio, 5:27 min)*<br><br>Shawna Harney, River Ridge Elementary School, Villa Hills, KY | An elementary school principal talks about the Student Assistance Team (SAT) process used to remove barriers to learning, intervene quickly, and support struggling students.<br><br>The SAT meets frequently to form, review, and assess intervention plans tailored to the student. | *Transcript (.pdf)*<br><br>*Student Assistance Team (SAT) Referral Form (.pdf)*<br><br>*Instructional Integrity Checklist (.pdf)*<br><br>*Site Profile (.pdf)* |
| *Student Assistance Team (SAT) Referral Form (.pdf)*<br><br>River Ridge Elementary School, Villa Hills, KY | A student referral form that documents teachers' areas of concern, and records data and interventions implemented. | *Helping Struggling Students by Using the SAT Process (Audio)*<br><br>*Site Profile (.pdf)* |
| *Instructional Integrity Checklist (.pdf)*<br><br>River Ridge Elementary School, Villa Hills, KY | This checklist tracks and monitors daily progress of interventions. It is useful for interventions that do not have embedded progress-monitoring assessments. | *Helping Struggling Students by Using the SAT Process (Audio)*<br><br>*Site Profile (.pdf)* |
| *Intervening Early Using Data From Multiple Assessments (Audio, 3:44 min)*<br><br>Pamela Riggans, Thompson Elementary School, Houston, TX | An elementary school curriculum skills specialist describes various assessment tools staff use to screen all students to determine their weaknesses and strengths.<br><br>Teachers create action plans by grade level and for individual students to ensure achievement gaps are addressed. | *Transcript (.pdf)*<br><br>*Classroom Walkthrough Notepad (.pdf)*<br><br>*Teacher Scorecard (.pdf)*<br><br>*Site Profile (.pdf)* |
| *Classroom Walkthrough Notepad (.pdf)*<br><br>Thompson Elementary School, Houston, TX | An observation tool used to collect instructional data, which is then examined alongside achievement data, to support instructional decision-making. | *Intervening Early Using Data From Multiple Assessments (Audio)*<br><br>*Site Profile (.pdf)* |
| *Teacher Scorecard (.pdf)*<br><br>Thompson Elementary School, Houston, TX | A form used to track students' performance data for a 6-week period. The information is analyzed to make decisions about instructional strategies. | *Intervening Early Using Data From Multiple Assessments (Audio)*<br><br>*Site Profile (.pdf)* |

| Resource | Description | Related Media and Files |
|---|---|---|
| *Start With the Data (Audio, 2:49 min)*<br><br>Dominique McCain, Shotwell Middle School, Houston, TX | A middle school science skills specialist describes how teachers are supported with curriculum training and weekly meetings to discuss data.<br><br>By looking at data, teachers can analyze why students may be struggling in certain areas.<br><br>Teachers collaborate to plan focused interventions targeted at specific skills pieces. | *Transcript (.pdf)*<br><br>*Site Profile (.pdf)* |
| *Supporting Data Use Through Teacher Collaboration Time (Part 1) (Video, 4:02 min)*<br><br>Susan Allen, Jacob Hiatt Magnet School, Worcester, MA | A third-grade teacher describes how teachers develop outlines to use data to guide their collaboration sessions.<br><br>Teachers refer to a variety of data, including developmental assessment data and state test scores. | *Transcript (.pdf)*<br><br>*Standards in Practice Steps (.pdf)*<br><br>*Consultancy Practices (.pdf)*<br><br>*Supporting Data Use Through Teacher Collaboration Time (Part 2) (Video)*<br><br>*Site Profile (.pdf)* |
| *Standards in Practice Steps (.pdf)*<br><br>Jacob Hiatt Magnet School, Worcester, MA | A K–6 planner used to develop rubrics for evaluating student work and making classroom decisions. | *Supporting Data Use Through Teacher Collaboration Time (Part 1) (Video)*<br><br>*Site Profile (.pdf)* |
| *Consultancy Practices (.pdf)*<br><br>Jacob Hiatt Magnet School, Worcester, MA | A protocol teachers use to conduct consultancy sessions within or across content areas and grade levels. | *Supporting Data Use Through Teacher Collaboration Time (Part 1) (Video)*<br><br>*Site Profile (.pdf)* |

| Resource | Description | Related Media and Files |
|---|---|---|
| *Supporting Data Use Through Teacher Collaboration Time (Part 2) (Video, 6:27 min)*<br><br>Mary Quillen, Kathleen Hannon, & Jennifer Conlon, Jacob Hiatt Magnet School, Worcester, MA | Three elementary teachers demonstrate ways they use collaboration time to make decisions related to a single struggling student and for class and schoolwide curricular decisions. | *Transcript (.pdf)*<br><br>*Collaborative Assessment Conference Protocol (.pdf)*<br><br>*Using Data to Drive Action (.pdf)*<br><br>*Supporting Data Use Through Teacher Collaboration Time (Part 1) (Video)*<br><br>*Site Profile (.pdf)* |
| *Collaborative Assessment Conference Protocol (.pdf)*<br><br>Jacob Hiatt Magnet School, Worcester, MA | A planner for K–6 teachers to use when carrying out a collaborative assessment conference. | *Supporting Data Use Through Teacher Collaboration Time (Part 2) (Video)*<br><br>*Site Profile (.pdf)* |
| *Using Data to Drive Action (.pdf)*<br><br>Jacob Hiatt Magnet School, Worcester, MA | K–6 teacher collaboration teams use these resource documents to guide data discussions to inform decision making. | *Supporting Data Use Through Teacher Collaboration Time (Part 2) (Video)*<br><br>*Site Profile (.pdf)* |
| *Using the Three-Week Assessment Cycle (Audio, 4:32 min)*<br><br>Susan Baker & Valerie Tremback, MacArthur Ninth Grade School, Houston, TX | A testing coordinator and algebra teacher discuss how they use testing cycles to assess instruction and student progress.<br><br>Assessment data are quickly analyzed so instructional staff can act on the results. | *Transcript (.pdf)*<br><br>*English Class Data Reflection Sheet (.pdf)*<br><br>*Site Profile (.pdf)* |
| *English Class Data Reflection Sheet (.pdf)*<br><br>MacArthur Ninth Grade School, Houston, TX | A data reflection sheet completed by high school teachers after each 6-week unit. Based on their analysis, teachers may determine certain objectives need reteaching in some way. | *Using the Three-Week Assessment Cycle (Audio)*<br><br>*Site Profile (.pdf)* |

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## Practice: Teach students to examine their own data and set learning goals. *(Student Data Use)*

Teachers should provide explicit instruction to elementary and secondary students on regularly using achievement data to monitor their own performance and establish learning goals. While helping students make data-based decisions, teachers should emphasize the students' responsibility for improving their own learning. Students are best prepared to learn from their achievement data when they understand the learning objectives; are provided thoughtful, constructive feedback on their progress; and are given sufficient time and tools to analyze the data and diagnose their own mistakes. Teachers can use students' data analysis to identify factors that may motivate student performance and adjust their instruction to better meet students' needs.

### Overview & Tools

| Resource | Description | Related Media and Files |
|---|---|---|
| *Teaching Students to Examine Their Own Data (Video, 6:19 min)* | It is important for students to learn how to understand and use their own data.<br><br>Students can learn to set goals and gain a sense of ownership over their learning when they analyze their data.<br><br>Teachers can provide tools to help students understand their data and timely and specific feedback on progress. | *Transcript (.pdf)* |
| *Learning Together: Supporting Student Self-Assessment (.doc)* | An outline for a workshop focused on the importance of teaching students to use data to examine progress and set learning goals for themselves. The outline provides several structures to foster discussion about student use of data. | *Using Student Achievement Data to Support Instructional Decision Making (Practice Guide) (.pdf)*<br><br>*Helping Students Gain Ownership Over Their Learning (Video)*<br><br>*Teaching Students to Examine Their Own Data (Video)* |
| *Planning for Student Self-Assessment (.doc)* | Teachers can use this planning tool to plan strategies for student self-assessment. The tool provides various strategies, explains the benefits of each, and gives an example of how the strategy could be implemented. | |
| *Teacher Self-Assessment: Supporting Students' Use of Data (.doc)* | Educators can use this tool to assess their practices for helping students use their own data, which contributes to students' sense of ownership over their learning. | |

## Learn What Works

| Resource | Description | Related Media and Files |
|---|---|---|
| *Helping Students Gain Ownership Over Their Learning (Video, 4:54 min)*<br><br>Jonathan Supovitz, University of Pennsylvania | Dr. Supovitz states that when students examine their own data, they gain ownership and a sense of control over their learning.<br><br>As part of teaching students to examine their data, teachers need to provide quality feedback that is timely, specific, and easy to understand. Feedback should include actions needed to improve.<br><br>It is helpful to provide students with tools to analyze their data, such as charts and rubrics. Rubrics are especially helpful because they provide explicit goals and the dimensions of performance to meet goals. | *Transcript and Bio (.pdf)* |

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## See How It Works

| Resource | Description | Related Media and Files |
|---|---|---|
| *Engaging Students in Data Use Through Student Portfolios (Slideshow w/ audio)*<br><br>Connie Bunker, Jacob Hiatt Magnet School, Worcester, MA | A fourth-grade teacher describes using portfolios to involve students in data analysis.<br><br>Portfolios contain assignments selected by both students and teachers from each core subject plus art, music, and other subject areas.<br><br>Student and teacher reflection on the portfolios is a key component. | *Transcript (.pdf)*<br><br>*Jacob Hiatt Portfolio Philosophy and Table of Contents (.pdf)*<br><br>*Site Profile (.pdf)* |
| *Jacob Hiatt Portfolio Philosophy and Table of Contents (.pdf)*<br><br>Jacob Hiatt Magnet School, Worcester, MA | This resource describes the purpose of the student portfolios used in grades K–6 and provides a table of contents for items to be included. | *Engaging Students in Data Use Through Student Portfolios (Slideshow w/ audio)*<br><br>*Site Profile (.pdf)* |
| *Clear Expectations for Students (Slideshow w/ Audio)*<br><br>MacArthur Ninth Grade School, Houston, TX | Product guides and accompanying rubrics provide clear expectations for students and assessment criteria. Teachers provide the product guides and rubrics for all major assignments in core subjects.<br><br>Students self-assess using product guides and rubrics before teachers provide feedback to gain ownership over their learning. | *Transcript (.pdf)*<br><br>*Research Plan Product Guide and Grading Rubric (.pdf)*<br><br>*Site Profile (.pdf)* |

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| Resource | Description | Related Media and Files |
|---|---|---|
| *Research Plan Product Guide and Grading Rubric (.pdf)*<br><br>MacArthur Ninth Grade School, Houston, TX | A resource to help students better understand expectations for completed assignments. Teachers create product guides for core subject assignments. Each product guide is tailored to the subject and assignment. Rubrics accompany product guides to help students better understand the grading criteria for assignments. | *Clear Expectations for Students (Slideshow w/ audio)*<br><br>*Site Profile (.pdf)* |
| *Data Boards Help Students Set Learning Goals (Part 1) (Video, 4:38 min)*<br><br>Ann Ruchala, Jacob Hiatt Magnet School,  Worcester, MA | A sixth-grade teacher explains how the school uses data boards to show student progress on the Measures of Academic Progress (MAP) benchmark assessment.<br><br>Before each benchmark assessment, teachers meet with each student individually and help them set a goal for their score. | *Transcript (.pdf)*<br><br>*Data Boards Help Students Set Learning Goals (Part 2) (Video)*<br><br>*Student Goal-Setting Worksheet (.pdf)*<br><br>*Site Profile (.pdf)* |
| *Data Boards Help Students Set Learning Goals (Part 2) (Video, 4:54 min)*<br><br>Jacob Hiatt Magnet School, Worcester, MA | A sixth-grade teacher modeling a goal-setting conference with a student. Together they review his scores and set a new goal. | *Transcript (.pdf)*<br><br>*Data Boards Help Students Set Learning Goals (Part 1) (Video)*<br><br>*Student Goal Setting Worksheet (.pdf)*<br><br>*Site Profile (.pdf)* |
| *Student Goal-Setting Worksheet (.pdf)*<br><br>Jacob Hiatt Magnet School, Worcester, MA | Students in grades 3-6 complete this worksheet during an individual meeting with their teacher. Students record their goals for their achievement on the Measures of Academic Progress benchmark assessment in reading and math. | *Data Boards Help Students Set Learning Goals (Part 1) (Video)*<br><br>*Data Boards Help Students Set Learning Goals (Part 2) (Video)*<br><br>*Site Profile (.pdf)* |
| *Taking Ownership (Video, 4:06 min)*<br><br>Marielys Garcia & Michael Somerville, Thurgood Marshall Academy Public Charter School, Washington, DC | High school teachers describe how they use student portfolios to teach students how to analyze data, set learning goals, and track their own academic progress and behavior. This helps students understand expectations. Teachers provide detailed rubrics for each component of the portfolios. Students give a presentation on their portfolios to a committee of two to three faculty and/or community members each semester. | *Transcript (.pdf)*<br><br>*Academic Goal Reflection Template (.pdf)*<br><br>*Analyzing Your PSAT Score Report (.pdf)*<br><br>*Site Profile (.pdf)* |

| Resource | Description | Related Media and Files |
|---|---|---|
| *Academic Goal Reflection Template (.pdf)*<br>Thurgood Marshall Academy Public Charter School, Washington, DC | A template completed by high school students to analyze data, reflect on their progress toward goals, identify areas of improvement, and write reflections. | *Taking Ownership (Video)*<br>*Site Profile (.pdf)* |
| *Analyzing Your PSAT Score Report (.pdf)*<br>Thurgood Marshall Academy Public Charter School, Washington, DC | Students in grades 9–11 use template to analyze their PSAT data, to compare it to scores across the country, and to identify areas of improvement. | *Taking Ownership (Video)*<br>*Site Profile (.pdf)* |
| *Go Back and Reflect (Video, 4:11 min)*<br>Renata Gaddy, Shotwell Middle School, Houston, TX | A middle school language arts teacher describes the Data Analysis Booklets that students complete after classroom reading assessments. Students reflect on their test answers and examine why they chose the answers they did. This helps them determine their weaknesses and how to improve.<br><br>Data Analysis Booklets give students ownership of their learning, and allows them to see their improvement and to become problem solvers. | *Transcript (.pdf)*<br>*Response to Intervention Student Exit Survey and Reflection (.pdf)*<br>*Site Profile (.pdf)* |
| *Response to Intervention Student Exit Survey and Reflection (.pdf)*<br>Shotwell Middle School, Houston, TX | An exit survey and reflection completed by middle school students when they exit an intervention. Students note why they were in RtI, initial and ending test scores, and their feelings on the progress made. Students respond to open-ended questions on the helpfulness of assignments and offer recommendations to improve RtI. | *Go Back and Reflect (Video)*<br>*Site Profile (.pdf)* |
| *Student Objective Analysis–The Cutting of My Long Hair (.pdf)*<br>MacArthur Ninth Grade School, Houston, TX | A template used by high school students to analyze results of a reading benchmark assessment on a story. After completing the item analysis, students reflect on three open-ended statements. | *Site Profile (.pdf)* |

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## Practice: Establish a clear vision for schoolwide data use. *(Vision for Data)*

Principals need to convey a clear schoolwide vision for using data to guide instructional decision making. A strong culture of data use is critical to ensuring routine, consistent, and effective data-based decision making. Principals can form a data team that serves as a team of advisors on data use throughout the school. The data team can represent a range of stakeholders such as an administrator, two to three teachers across different grade levels or content areas, one to two classroom support professionals such as a coach or special education teacher, and a district-level staff member who works with data. The composition of a data team is likely to vary depending on needs, objectives, and staffing and other school constraints. A data team comprising an assortment of stakeholders can solicit input from and work with the entire school community. A data team may write the school plan describing how the school will use data to support schoolwide goals and defining key concepts critical to teaching and learning (e.g., achievement, data, evidence, collaboration). However, a data team does not hold staff accountable for using data, supervise the data-related activities, or provide expert advice. Rather, they can provide leadership through modeling the use of data.

### Overview & Tools

| Resource | Description | Related Media and Files |
| --- | --- | --- |
| *Establishing a Clear Vision for Schoolwide Data Use (Presentation, 5:31 min)* | A culture of data use in a school can ensure that data-based decisions are made frequently, consistently, and appropriately. This culture cannot develop, however, without a clear vision, developed among all staff, for schoolwide data use.<br><br>A data team can clarify the school's vision for data use, model the use of data to make instructional decisions, and encourage and support other school staff to do the same.<br><br>The schoolwide plan should clearly articulate how the school will use data to support school-level goals for improving student achievement. It reflects the concerns and needs uncovered through the data teams' discussions and other staff input.<br><br>A crucial element to establishing a clear vision and using data effectively is having a common language around its use. | *Transcript (.pdf)* |
| *Learning Together: What is a Data-Driven Vision? (.doc)* | This tool provides a workshop focused on developing the capacity of all staff to use data. The workshop can be tailored to the experience of the teachers. | *Earning Trust (Audio)*<br><br>*Carrying Out the Vision (Audio)* |

| Resource | Description | Related Media and Files |
|---|---|---|
| *Creating a Data Team (.doc)* | These questions can help establish a clear vision for schoolwide data use. School leaders can use this as a guide to help them determine who among their staff would be best suited to become a part of the data team. | |
| *Creating a Data Plan (.doc)* | This planner can be used as a guide to begin writing a plan for data use that aligns with the school's and district's goals for improving student achievement. | |
| *Structuring Teacher Collaboration (.doc)* | Administrators and teachers can use this planning tool to review the collaboration times established in the school. The tool can help identify any gaps or overlaps to ensure adequate collaboration times are established to examine student achievement data to guide instructional decisions. | |

## Learn What Works

| Resource | Description | Related Media and Files |
|---|---|---|
| *Collaborative Structures for Data Use (Video, 5:44 min)*<br>Richard Halverson, University of Wisconsin-Madison | Dr. Halverson describes how schools need to integrate a data plan within the school's overall school improvement plan. A data plan can provide intermittent goals and specific steps needed to reach goals.<br><br>Schools should consider data at multiple levels, from state assessment data to classroom and student-level data.<br><br>A data team can facilitate implementation of the plan, provide leadership to change the school's culture, and guide a coordinated approach to systematic data use to support instructional decision making. | *Transcript and Bio (.pdf)* |

## See How It Works

| Resource | Description | Related Media and Files |
|---|---|---|
| *Establishing a Common Understanding (Audio, 3:08 min)* <br><br> Alexandra Pardo, Thurgood Marshall Academy High School, Washington, DC | A high school academic director talks about how the school defines key concepts that encompass the school's vision for data use including data, mastery, proficiency, and achievement. <br><br> To establish a common understanding of the critical concepts on data use, staff engaged in conversations and participated in professional development activities. The definitions are included in the faculty and staff handbook. | *Transcript (.pdf)* <br><br> *Site Profile (.pdf)* |
| *You Can't Hide From Data (Audio, 3:10 min)* <br><br> Marjorie Stealey, Norview High School, Norfolk, VA | A high school principal discusses how staff look at and reflect on data. Through this approach, staff members hold each other accountable for improving instruction. <br><br> The school has adopted the philosophy, "You can't hide from the data." | *Transcript (.pdf)* <br><br> *Site Profile (.pdf)* |
| *Earning Trust (Audio, 2:26 min)* <br><br> Sara McClain, Thompson Elementary School, Houston, TX | An elementary school principal talks about the culture of trust established at the school. <br><br> Principals can earn trust through strong communications and collaboration between principal and teachers and among teachers. | *Transcript (.pdf)* <br><br> *Site Profile (.pdf)* |
| *Carrying Out the Vision (Audio, 2:41 min)* <br><br> Wanda Walker, Shotwell Middle School, Houston, TX | A middle school principal describes staff participation in group data sessions during which particular data are targeted and broken down into objectives and student subgroups. | *Transcript (.pdf)* <br><br> *Department Collaboration (.pdf)* <br><br> *Site Profile (.pdf)* |
| *Department Collaboration (.pdf)* | This professional development document outlines the expectations for staff collaboration. | *Carrying Out the Vision (Audio)* <br><br> *Site Profile (.pdf)* |

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# Practice: *Provide supports that foster a data-driven culture within the school. (Data-Driven Culture)*

To establish a culture of data use and help teachers make instructional decisions supported by student achievement data, schools and districts need to provide a range of supports. Schools and districts can encourage effective and consistent data use through investments in leadership and professional development and structured time for collaboration on data use. Providing leadership through data facilitators or other instructional leaders and ongoing professional development helps teachers, principals, and other school staff obtain a thorough understanding of their roles and responsibilities in using data and gain knowledge and skills to use data appropriately. Leadership, professional development, and time for collaboration do not establish the culture of data use; rather, they provide the supports needed to build a culture that fosters data use to guide instructional decision making.

## Overview & Tools

| Resource | Description | Related Media and Files |
|---|---|---|
| *Providing Supports That Foster a Data-Driven Culture Within a School (Presentation, 5:45 min)* | School and district staff members need a thorough understanding of how data can be used to support instructional decision making. This understanding must then be combined with adequate knowledge and skills to use that data appropriately.<br><br>Schools can provide such supports as a data facilitator or coach, structured time for collaboration, and professional development. These supports can help schools build capacity among all staff for data use.<br><br>Structured time can be set aside for staff to collaboratively analyze and interpret student achievement data and to talk about instructional changes. This time also can be used for professional development on data use. | *Transcript (.pdf)* |

| Resource | Description | Related Media and Files |
|---|---|---|
| *Learning Together: What Supports are Needed to Foster a Data-Driven Culture? (.doc)* | A professional development workshop about the types of supports that are needed to foster a data-driven culture in schools. The workshop also focuses on ways to enhance existing supports that are provided by a school and/or district. | *Providing Supports that Foster a Data-Driven Culture Within a School (Video)*<br><br>*Supporting a Culture of Data Use (Video)*<br><br>*Data Afternoons (Slideshow w/ audio)*<br><br>*Visualizing Data in the Progress Pad (Audio)*<br><br>*It's Not Something That's Static (Video)* |
| *Data Facilitator/ Coach: Activity Log (.doc)* | Data facilitators/coaches or other professionals that provide support for teachers in using data can use this planner to log their daily activities. | *Breaking It Down (Audio)* |
| *Professional Development Assessment Tool (.doc)* | District and school leaders can use this self-assessment to evaluate professional development provided to staff for data use. Based on an analysis of the results of this assessment, schools can plan a coherent approach for professional development. | |

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## Learn What Works

| Resource | Description | Related Media and Files |
|---|---|---|
| *Supporting Teachers in Understanding and Using Data (Video, 5:17 min)*<br><br>Ellen B. Mandinach, WestEd | Dr. Mandinach emphasizes the importance of professional development to help teachers learn how to use data to apply it to instructional decision making.<br><br>The professional development needs to be aligned with the school's goals and needs. It also needs to be provided close to the time that teachers will examine data and be ongoing. | *Transcript and Bio (.pdf)* |

| Resource | Description | Related Media and Files |
|---|---|---|
| *Supporting a Culture of Data Use (Video, 3:47 min)*<br><br>Jeffrey Wayman, University of Texas at Austin | Dr. Wayman describes the importance of providing supports to encourage teachers to use data. Schools can have a data facilitator or another specified person whose job it is to help with data use. This position must be well defined and well structured.<br><br>Ongoing collaboration and professional development are key ways to support the use of data and to build capacity within the school and district. | *Transcript and Bio (.pdf)* |

**See How It Works**

| Resource | Description | Related Media and Files |
|---|---|---|
| *Data Afternoons (Slideshow w/ audio)*<br><br>Keisha Hutchinson, Thurgood Marshall Academy, Washington, DC | A high school data facilitator discusses how teachers use the structured half-day professional development opportunities to collaboratively analyze student benchmark data and to develop classroom instructional plans that will guide instructional changes. | *Transcript (.pdf)*<br><br>*Classroom Instructional Plan (.pdf)*<br><br>*Site Profile (.pdf)* |
| *Classroom Instructional Plan (.pdf)*<br><br>Thurgood Marshall Academy, Washington, DC | Within a week of each eight-week benchmark assessment, administrators and teachers meet to collaboratively analyze the data and brainstorm strategies for improving instruction. Afterwards teachers use this planner to document changes and describe their instructional plan for the next benchmark period. | *Data Afternoons (Slideshow w/ audio)*<br><br>*Site Profile (.pdf)* |
| *Visualizing Data in the Progress Pad (Audio, 3:07 min)*<br><br>Deneen Zimmerman, Kenton County School System, Kenton, KY | An elementary education director explains the Progress Pad, which is a room set aside to visually display student data.<br><br>Color-coded pocket charts with cards for each student help teachers visualize student progress. Teachers note interventions on the back of the student's card. | *Transcript (.pdf)*<br><br>*Site Profile (.pdf)* |
| *It's Not Something That's Static (Video, 4:22 min)*<br><br>Craig Mullenix & Chris McCurry, MacArthur Ninth Grade School, Houston, TX | A high school principal and biology chair describe how staff examine data to identify student strengths and needs, and to align curriculum to those needs and to standards.<br><br>The school uses data to develop curriculum throughout the year. Based on assessment results, teachers may change their instructional approach to better fit certain content areas. | *Transcript (.pdf)*<br><br>*Site Profile (.pdf)* |

| Resource | Description | Related Media and Files |
|---|---|---|
| *Breaking It Down (Audio, 3:33 min)*<br><br>Angelle Mitchell & Libby Lewis, Shotwell Middle School, Houston, TX | An eighth-grade science teacher and a seventh-grade math teacher describe the Subgroup Master Data spreadsheet used by all teachers at their school.<br><br>Teachers use the spreadsheet to identify achievement gaps and tailor their instruction according to the identified needs. | *Transcript (.pdf)*<br><br>*Site Profile (.pdf)* |
| *Professional Development and Training Expectations (.pdf)*<br><br>Shotwell Middle School, Houston, TX | A list of different professional development topics related to supporting data use and the role of the staff who participate in each topic. | *Site Profile (.pdf)* |

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## Practice: Develop and maintain a districtwide data system. *(Districtwide Data)*

Districts should strive to develop and maintain a high-quality districtwide data system to provide stakeholders with information necessary for timely, data-driven decisions. A high-quality system integrates data from multiple sources for reporting and analysis. To meet the needs of a wide range of audiences, a district data system advisory council comprising a variety of stakeholders should be involved in determining the district's requirements and selecting and implementing the new system. Districts and schools need to secure financial and human resources to develop data protection safeguards and ensure that data are timely, relevant, and useful to educators.

Although districts can benefit from a comprehensive data system, some districts may experience limited resources to purchase or build such a system. Districts are encouraged to seek out collaborations with other districts, local nonprofits or other entities that could assist in obtaining and/or developing a data system. If districts prioritize the use of student data to meet educational improvement goals, a data system needs to also be a priority.

### Overview & Tools

| Resource | Description | Related Media and Files |
|---|---|---|
| *Developing and Maintaining a Districtwide Data System (Video, 5:28 min)* | Districts can implement a high-quality data system that integrates data together for easy reporting and analysis to a range of audiences, from district administrators and specialists to school principals and teachers. | *Transcript (.pdf)* |
| | A properly implemented system is necessary to give all stakeholders the information they need to improve student achievement. For a data system to meet such a wide variety of needs, it is essential to involve a variety of stakeholders in the system's planning, design, and implementation. | |
| | Once the district determines how it will acquire a data system, district personnel can plan a staged rollout and professional development opportunities to prepare staff without overwhelming them with new technology. | |
| | Professional development can also be differentiated based on individuals' skill levels, organizational role and responsibilities, and instructional focus. | |

| Resource | Description | Related Media and Files |
|---|---|---|
| *Learning Together: Considerations for the Implementation of a Districtwide Data System (.doc)* | An outline of a workshop for district and school personnel interested in learning about implementing a data system. Participants have the opportunity to discuss pertinent issues and challenges that are relevant to their districts, brainstorm about possible solutions, and propose next steps. | *Using Student Achievement Data to Support Instructional Decision Making (Practice Guide) (.pdf)*<br><br>*What Makes a High-Quality Districtwide Data System? (Video)*<br><br>*Developing and Maintaining a Districtwide Data System (Video)* |
| *Districtwide Data System Implementation and Staging Questions (.doc)* | A planner to assist district administrators to consider all aspects of implementing a districtwide data system. | |
| *Data Collection Planner: Reviewing the Use of an Existing Data System (.doc)* | A planner to facilitate planning for improvement of data systems based on data collected from users. It can be used to identify data collection goals and to document decisions made based on the data collected. | |

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**Learn What Works**

| Resource | Description | Related Media and Files |
|---|---|---|
| *What Makes a High-Quality Districtwide Data System? (Video, 5:31 min)*<br><br>Jeffrey C. Wayman, University of Texas-Austin | Dr. Wayman discusses the importance for districts to have a high-quality data system because of an abundance of student data. Schools need to access data quickly and from only one place.<br><br>It is helpful for the system to be easy to use and understand, flexible in the ways educators can access student data, and expandable.<br><br>Districts can first identify their needs and then select or build a system that meets those needs.<br><br>It is important to implement the system slowly so users do not feel overwhelmed. | *Transcript (.pdf)* |

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## See How It Works

| Resource | Description | Related Media and Files |
|---|---|---|
| *Immediate Feedback (Audio, 4:22 min)*<br><br>Richard Blair, Aldine Independent School District, Houston, TX | An executive director for research and evaluation talks about how the districtwide data system integrates data from state and district assessments, the student information system, and includes components for lesson planning and classroom observation data.<br><br>Classroom teachers can utilize this data to make instructional decisions. | *Transcript (.pdf)*<br><br>*Stakeholder Perspectives on Data System Use (.pdf)* |
| *Stakeholder Perspectives on Data System Use (.pdf)*<br><br>Shotwell Middle School, Houston, TX | An overview of how different stakeholders use a districtwide data system. | *Immediate Feedback (Audio)*<br><br>*Site Profile (.pdf)* |
| *District Supports for Data Use (Audio, 3:35 min)*<br><br>Sara Ptomey, Aldine Independent School District, Houston, TX | An executive director of curriculum and instruction discusses the supports provided at the district level for using data.<br><br>The district ensures a minimum of one skills specialist at each school to help teachers learn to use data, model lessons, and support instructional planning. | *Transcript (.pdf)*<br><br>*Protocols to Support Data Use (.pdf)* |
| *Protocols to Support Data Use (.pdf)*<br><br>Aldine Independent School District, Houston, TX | This is a compilation of meeting protocols to guide staff as they work collaboratively to regularly and systematically use multiple sources of student data to develop and revise action plans, write assessment items, analyze data, and plan lessons. | *District Supports for Data Use (Audio)* |

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