

DOINGWHATWORKS



Slideshow

FULL DETAILS AND TRANSCRIPT

Data Afternoons

Thurgood Marshall Academy Public Charter School, Washington, DC
December 2009

Topic: Using Student Achievement Data to Support
Instructional Decision Making
Practice: Data-Driven Culture

Highlights

- Core content area teachers in 9th and 10th grades at Thurgood Marshall Academy Public Charter School collaboratively analyze and interpret student benchmark assessment data every six to eight weeks during a half-day professional development session.
- Teachers analyze student achievement data in a variety of ways including classroom-level analysis, item-level analysis, and subgroup level analysis.
- Teachers develop classroom instructional plans to include data analysis results and identify areas for re-teaching and re-testing.

About the Site

Thurgood Marshall Academy Public Charter School
Washington, DC

Demographics

99% Black

69% Free or Reduced-Price Lunch

Thurgood Marshall Academy Public Charter School has established a strong culture of consistently using student achievement data to support instructional decision making through the following activities:

- Implementing a two-pronged assessment system
- Working collaboratively in subject-area teams to analyze data
- Providing data-based support to ensure the success of all students
- Engaging students in data use across grade levels

Full Transcript

Presentation Title: Data Afternoons

Title slide text: Thurgood Marshall Academy Public Charter School provides structured professional development time for teachers to analyze benchmark assessment data collaboratively during Data Afternoons. Keisha Hutchinson, the quality assurance manager, describes how her school conducts Data Afternoons to support a schoolwide culture for data use.

Slide 1: Structured Time for Teacher Collaboration

Text: Core content area teachers in 9th and 10th grades at Thurgood Marshall Academy work collaboratively to analyze benchmark assessment data on Data Afternoons. A Data Afternoon is a half-day professional development session for teachers to work together on data analysis every six to eight weeks.

Audio: The Data Afternoons are a half-day professional development opportunity where 9th- and 10th-grade English, math, science, and social studies teachers get together to discuss student performance on the benchmarks that are administered in a six- to eight-week period.

Slide 2: Analyzing Student Performance Patterns

Text: During Data Afternoons, teachers analyze data in a variety of ways to gain an understanding of student achievement patterns. They conduct item-level analysis to determine how students perform on each individual item of the benchmark assessments.

Audio: Teachers review a variety of assessment data during the Data Afternoons. They look at the individual benchmark assessments first. The next thing they look at, they look at item analyses; they look at how students have performed on each individual item.

Slide 3: Skill and Classroom-Level Data Analysis

Text: Teachers also analyze the data by skills or strands for each class. For example, teachers can see if students demonstrated proficiency in understanding informational or literary text strands on English benchmark assessments.

Audio: They also look at strand-level information, how students are performing in various strands. For instance, if we're looking at English, they're looking at how students did on our language development strand; they're looking at how students have done on our informational text strands and our literary text strands. In addition to that strand-level data, they're also looking at how students and how classes have performed on a whole, on the aggregated level.

Slide 4: Subgroup Data Analysis

Text: Teachers disaggregate the benchmark assessment data by subgroups to identify achievement gaps. For example, they conduct subgroup analysis to determine if students with and without disabilities have different achievement patterns.

Audio: They then look at how students have performed on a disaggregated level, on the various subgroups. They look at how students have performed, how their male students have performed, how their female students have performed, how their Title I students have performed, and how their special education students have performed. And looking at the information in that picture allows them to see if all students in the various subgroups are progressing in the same fashion or on the same pace.

Slide 5: Classroom Instructional Plans

Text: At the end of the Data Afternoons, teachers create classroom instructional plans. These plans include data analysis results on student performance and the standards students have or have not mastered for each class.

Audio: The main product of the Data Afternoon is the classroom instructional plan. Each teacher that participates in the Data Afternoon is responsible for developing this classroom instructional plan. The classroom instructional plan includes information on how classes have performed on various standards and on various items.

Slide 6: Instructional Changes

Text: Using the data analysis results, teachers also identify areas for preteaching and/or reteaching for each class in the classroom instructional plans. Classroom instructional plans guide teachers in implementing

instructional changes.

Audio: The classroom instructional plan is the roadmap that teachers develop to determine what it is that they will reteach for the upcoming period. It determines what the primary areas of focus are and what things will be retested during our next benchmarking period.

Slide 7: Administrative Support

Text: School administrators support teachers to implement instructional changes in the classroom instructional plans by having informal conversations with them. This ensures that teachers are on track to use data to support instructional improvement.

Audio: Our school administrators support the teachers after the Data Afternoons to implement the changes that are in their classroom instructional plans in a number of ways. They have dialogues with the teachers on an informal basis to kind of assess how they're doing in terms of putting the changes into place.

Slide 8: Informal Observations

Text: Administrators also conduct informal classroom observations and provide feedback to teachers to support them in implementing the instructional changes in the classroom instructional plans.

Audio: There are also informal classroom observations that take place, and then that information is provided back to the teacher to assist them further in making sure that they are on target for achieving the goals that they listed in their classroom instructional plans.

Slide 9: Fostering a Data-Driven Culture

Text: Data Afternoons foster a data-driven culture by providing structured time for teachers to collaboratively analyze data and identify strategies for instructional improvement. Collaborative data analysis highlights achievement patterns across subject and grade levels and ensures consistent instructional practices.

Audio: The Data Afternoons help teachers, or they support teachers, in their ability to make instructional decisions for student achievement by allowing them to work together in a collegial, very safe, structured environment. They are able to identify common areas of weakness. They are able to identify strands. And they are able to determine what are best practices that can be implemented or instituted across classrooms and across grade levels.