UTILIZING DATA TO INFORM INSTRUCTION

LRE Training Module
Office of Special Education Programs
New Jersey Department of Education
2015-2016 School Year
Agenda

• Utilizing Data
  • Common Uses of Data
  • Schools and Data
  • Data Collection

• Utilizing Data to Drive Instruction
  • Four Key Principles
  • Data and Decision Making
  • Practical Application

• Providing Turnkey Slides
  • Spreading the message
What is SWIFT?

Schoolwide Integrated Framework for Transformation
The SWIFT domains and features are the building blocks of effective inclusive education. Research shows it takes administrative leadership, a multi-tiered system of support, family and community partnerships, an integrated educational framework, and inclusive policies and practices to effectively meet the needs of ALL students, including students with disabilities and those with the most extensive needs.

**Utilizing Data to Drive Instruction**
## Why Utilize Data to Drive Instruction?

<table>
<thead>
<tr>
<th>If NJDOE</th>
<th>Then</th>
<th>Then</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides training and technical assistance on strategies for appropriate collection, analysis, interpretation and use of data to drive instruction in the classroom</td>
<td></td>
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</tr>
</tbody>
</table>

...IEP team meetings will be more effective in identifying student strengths and needs

...students’ progress and achievement of the curriculum standards be accelerated

...an increased percentage of students with IEPs will benefit from education in general education settings for a greater percentage of their school day.

...educators will use data correctly to inform instructional decisions

...student accountability measures will demonstrate growth

...educators will use data correctly to reveal academic strengths and weaknesses, skills deficits and learning difficulties

...students will be provided interventions that are specific, responsive, and relevant and lead to greater educational success

...students will be provided interventions that are specific, responsive, and relevant and lead to greater educational success
Workshop Goals

• Participants will define common uses of data.

• Discuss and discover ways to use data within a school-based professional learning community

• Become aware of various formative assessment tools that can be incorporated into student learning.

• Review materials and resources that further a discussion on data.
UTILIZING DATA

“Not everything that is faced can be changed, but nothing can be changed until it is faced.”

— James Baldwin, author

Presenter - Create answergarden at http://answergarden.ch
Resources: (Handout 2, Handout 3)
Common Uses of Data
http://answergarden.ch/create/
Sample Answer Garden
www.answergarden.ch/create/

What data do you collect?

Thanks! Type another answer here...

20 characters remaining

- pounds of recycling
- calories on a menu
- height of my child
- comparison shopping
- temperature
- my weight each week
- debit charges
# Common Uses of Data

<table>
<thead>
<tr>
<th>We collect…</th>
<th>in order to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather information including temperature and wind speed</td>
<td></td>
</tr>
<tr>
<td>Height and weight each week</td>
<td></td>
</tr>
<tr>
<td>Receipts</td>
<td></td>
</tr>
</tbody>
</table>
## Common Uses of Data

<table>
<thead>
<tr>
<th>I collect…</th>
<th>In order to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather information including temperature and wind speed</td>
<td>Determine trends, predict weather patterns</td>
</tr>
<tr>
<td>Height and weight each week</td>
<td>Examine my health choices</td>
</tr>
<tr>
<td>Receipts</td>
<td>Balance the checkbook.</td>
</tr>
</tbody>
</table>
Common Uses of Data

- **Policymakers and school personnel tend to use data for six primary purposes:**

<table>
<thead>
<tr>
<th>Common Uses of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discover Issues</strong></td>
</tr>
<tr>
<td>- Reveal issues and problems that may otherwise remain hidden.</td>
</tr>
<tr>
<td>- Ascertain the needs of students, educators, parents and other community members.</td>
</tr>
<tr>
<td>- Ensure that no students fall through the cracks.</td>
</tr>
<tr>
<td>- Identify grade-level and school-wide strengths and weaknesses.</td>
</tr>
<tr>
<td><strong>Diagnose Situations</strong></td>
</tr>
<tr>
<td>- Understand the root causes of problems.</td>
</tr>
<tr>
<td>- Comprehend why some students are not performing well.</td>
</tr>
<tr>
<td>- Determine eligibility for special programs.</td>
</tr>
<tr>
<td>- Target specific areas for improvement.</td>
</tr>
<tr>
<td>- Provide criteria for focusing on high priority goals.</td>
</tr>
<tr>
<td><strong>Forecast Future Conditions</strong></td>
</tr>
<tr>
<td>- Predict the needs of future students, educators, parents and community members.</td>
</tr>
<tr>
<td>- Suggest possible local, regional, state or national trends that will affect the school and the programs offered.</td>
</tr>
<tr>
<td>- Surmise types of programs required.</td>
</tr>
<tr>
<td>- Infer types of expertise needed.</td>
</tr>
</tbody>
</table>

Holcomb (1999) adapted
Common Uses of Data

- **Policymakers and school personnel tend to use data for six primary purposes:**

<table>
<thead>
<tr>
<th>Common Uses of Data</th>
<th>Improve Policy &amp; Practice</th>
<th>Evaluate Effectiveness</th>
<th>Promote Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance instruction and assessment.</td>
<td>Provide feedback to students, teachers and administrators about their performance.</td>
<td>Inform internal and external stakeholders of progress.</td>
<td></td>
</tr>
<tr>
<td>Guide curriculum development, revision and alignment.</td>
<td>Measure program effectiveness.</td>
<td>Confirm or discredit assumptions about students and school practices.</td>
<td></td>
</tr>
<tr>
<td>Build a culture of inquiry and continuous improvement.</td>
<td>Identify practices that produce desired results.</td>
<td>Develop meaningful responses to criticism.</td>
<td></td>
</tr>
<tr>
<td>Guide the allocation of resources.</td>
<td>Convince stakeholders of the need for change.</td>
<td>Meet state and federal reporting requirements.</td>
<td></td>
</tr>
<tr>
<td>Avoid quick fixes and one-size-fits-all solutions.</td>
<td>Highlight successes</td>
<td>Ensure that all personnel are focused on student learning.</td>
<td></td>
</tr>
</tbody>
</table>

Holcomb (1999) adapted
Common Uses of Data

Give One Get One

• At your table, record at least three ways that you use data in your school in the *Give One* column.

• Now, turn find a partner and listen as they share their ideas.

• Record one new way that you hear in the *Get One* column.

• Then share your ideas and have your partner record one new idea.

• Work with at least two partners, then return to your table.
Common Uses of Data

- Provide feedback to students on academic progress
- Screen students for special programs
- Inform parents of student performance and inform the larger community of school and district gains
- Inform teacher judgments about improving classroom instruction
- To organize schoolwide learning support programs to assure no student falls through the cracks
- Validate student and teacher efforts to improve
- Guide PD activities
- Gauge program strengths and identify opportunities for program improvements
- Promote public accountability
- Monitor continuous progress
Schools and Data

Foundational Concept

- Leadership Essentials
  - Common Mission and Principles
  - Ensuring Achievement for all Students
  - Collaborative Teaming
  - Data Driven Decision Making
  - Gaining Active Engagement of Family and Community
  - Building Sustainable Leadership Capacity

Blankenship (2010)
## Reflection

<table>
<thead>
<tr>
<th></th>
<th>What data do you have and need to continue?</th>
<th>What other data do you need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perception</td>
<td></td>
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<tr>
<td>Student Learning</td>
<td></td>
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<tr>
<td>School Process</td>
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</tbody>
</table>

Bernhart (2004)
Schools and Data

Data driven decision making - philosophy that schools should constantly focus on one simple question:

Are our students learning and to what degree are they learning?

Powerful paradigm to drive academic excellence
Data Collection

... people will not voluntarily share information – especially if it is unflattering – unless they feel some moral commitment to do so and trust that the data will not be used against them...

...data without relationships merely causes more information glut. Put another way, turning information into knowledge is a social process and for that you need good relationships.

Fullan (2001)
Data Collection

… people will not voluntarily share information – especially if it is unflattering – unless they feel some moral commitment to do so and trust that the data will not be used against them…

…data without relationships merely causes more information glut. Put another way, turning information into knowledge is a social process and for that you need good relationships.

Fullan (2001)
Principles for Effective Assessments

• Common Interim

• Transparent Starting Point

• Aligned to
  • State test
  • Instructional sequence
  • College ready expectations

• Opportunity to Reassess
DATA TO INFORM INSTRUCTION
THE PROCESS

“Collecting data without purpose is meaningless.”
— Theodore B. Creighton, author,
Schools and Data: The Educator’s Guide for Using Data to
Improve Decision Making

Resources: (Handout 2, Handout 3)
FOUR KEY PRINCIPLES

Assessment
Analysis
Action
Culture

Bambrick-Santoyo (2010)
Kinds of Assessment

Formative Assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

More specifically, formative assessments:
- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to:
- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

“Assessments are not the end of the teaching and learning process; they are the starting point.”

~ Doug Fisher

Frey and Fisher (2011)
Kinds of Assessment

**Summative Assessment**

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value.

Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

**Summative Assessment**

- Outcomes on nationally normed tests
- Student performance on district or school based common assessments
- Grade spread on unit tests or semester exams compared to previous results
- Course and curriculum analysis to measure alignment with state and national standards
- Graduation rates for high schools
- Continuing education levels, such as the percentage of students entering regular or honors high school classes (after junior high or middle school)
- Outcomes on state achievement tests compared with previous years and with other schools of similar demographics

Frey and Fisher (2011)
<table>
<thead>
<tr>
<th>Diagnostic Assessment</th>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Is as important to teacher as a physical exam is to prescribing an appropriate medical regimen</em></td>
<td><em>Is probably the most important assessment…. assessment that happens while the learning is going on … it provides information that enables teachers and students to make adjustments in their learning</em></td>
<td><em>Educators should frame the standards and benchmarks in terms of desired performance and ensure that performances are as authentic as possible…then present summative performance assessments tasks to students at the beginning of a new unit or course</em></td>
</tr>
</tbody>
</table>

**Used before teaching**
- Based on short non-graded instruments

**Formative Assessment**
- Ongoing and continuous
- Uses formal and informal non-graded techniques
- Provides teachers with info on student learning progress
- Guides teachers in modifying lesson plans
- Helps students to see progress and improve work
- Teaches students to self assess work

**Summative Assessment**
- Aligned with learning goals
- Authentic : knowledge and skills can be transferred
- Offers options to student to display learning
- Evaluated against clear criteria

McTighe, O’Connor (2005) adapted
<table>
<thead>
<tr>
<th>Diagnostic Assessment</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Informs students of learning goals performance assessment criteria</td>
<td>Good feedback must be timely, specific, understandable, allowing for self-adjustment</td>
<td>Options should address and demonstrate students mastery of learning goals</td>
</tr>
<tr>
<td>Pre-assessment strategies should not diminish students in the eyes of their peers</td>
<td></td>
<td>Tasks should be worth students time and energy; no busy work</td>
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<tr>
<td></td>
<td></td>
<td>Be realistic about your time and own energy needed to offer a variety of options</td>
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<tr>
<td>Concept maps</td>
<td>Quizzes</td>
<td>Project-based Learning</td>
</tr>
<tr>
<td>Know what to know</td>
<td>Observation</td>
<td>Displays</td>
</tr>
<tr>
<td>Learner charts</td>
<td>Skills checklists</td>
<td>Written work</td>
</tr>
<tr>
<td>True/False quizzes</td>
<td>Oral questioning</td>
<td>Presentations</td>
</tr>
<tr>
<td>Drawings</td>
<td>Individual white boards</td>
<td>Group options</td>
</tr>
<tr>
<td>Surveys</td>
<td>Personal communication</td>
<td>Choice Boards</td>
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<tr>
<td>Brain drains</td>
<td>Hand signals</td>
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<tr>
<td></td>
<td>Exit cards</td>
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<td></td>
<td>Graphic organizers</td>
<td></td>
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McTighe, O’Connor (2005) adapted
Reflection - Kinds of Assessment

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McTighe, O'Connor (2005) adapted
## Reflection

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<th>What is happening now?</th>
<th>What is our next step?</th>
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<tr>
<td>Analysis</td>
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<td>Action</td>
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</tr>
<tr>
<td>Culture</td>
<td></td>
</tr>
</tbody>
</table>
Analysis

• School results do not only come from year end test results or global patterns

• Students learning needs to be analyzed when it happens - that will lead to lasting change

• Effective data reports collect
  • question level data;
  • standards level data;
  • individual student data;
  • and whole class data.
Analysis

Conversation Starters

• Starters:
  • Congratulations on the improvement on…from last time!
  • So…what’s the data telling you? What trends, patterns do you see?

• Redirectors for Resistant Comments:
  • Let’s look at question…Why did the students get it wrong?
  • What did the students need to be able to do to get that question right?

• Making it Work:
  • So let’s review your grade level student objectives and be sure we have incorporated all these ideas.
  • Let’s go back to the next unit of study with these ideas.

Bambrick-Santoyo (2010) adapted
District Evidence Statement Analysis
Reading

District Evidence Statement Analysis

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ENGLISH LANGUAGE ARTS / LITERACY
Grade 4 Assessment, Spring 2015

Students with Valid Scores (522)
Purpose: This report presents the average percent correct by item for district, state and PARCC.

Difficulty Order: Most to Least
Evidence Statement

PARCC
State
District

Difficulty level is determined at the PARCC level for all reports.
<table>
<thead>
<tr>
<th>Reflection</th>
<th>What is happening now?</th>
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</tbody>
</table>
Action

• Instruction must be done with the action plan in mind
  • Planning for instruction

• School resources that are utilized as a response to analysis
  • Reading consultant
  • Inclusion facilitator
  • Child study team
  • Psychologist
  • Administrative staff
  • Teacher leaders
Action

Response to Intervention

• Formative assessment as a tool

• Instruction with tiered interventions/supports

• Collaboration and data-based decision-making

Intervention and Referral Services

• Reading and/or Math Specialist

• Guidance

• Inclusion Facilitator

• Psychologist

• Administrators

• Child Study Team

• Grade level Representative

• Nurse
Action

• Defining the root cause:
  • Curriculum
  • Instruction
  • Assessment
## Action Plan

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Activities</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Goal Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Collaborative Team Meeting Worksheet

Use this worksheet to document meeting minutes regarding a Plan of Action related to assessment and analysis of data.

Roles as noted on this worksheet will offer some structure to the meeting.

What does the data tell you?

What kinds of gaps do you see in your curriculum that you need to address?

How will you proceed to improving student achievement in this area?

<table>
<thead>
<tr>
<th>Persons Present:</th>
<th>Absentees</th>
<th>Others Who Need To Know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Note late arrivals)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Roles:
- Timekeeper
- Recorder
- Facilitator
- Other: __________

This Meeting

Next Meeting

Agenda

Items: Time Limit
1. Positive Comments/Celebrations
2. 
3. 
4. How are we doing?
5. 
6. 
7. 
8. How did we do?

Action Items: Person(s) Responsible By When?
1. The way in which we will communicate outcomes to absent member and others need to know is

2. 
3. 

Agenda Building for Next Meeting

Date: ___________ Time: ___________ Location: ___________

Expected Agenda Items:
1. 
2. 
3. 
4. 

# Reflection

<table>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td><img src="image" alt="Arrow" /></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
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</tr>
</tbody>
</table>
Culture

• Data-driven instruction properly implemented does not require teacher buy-in...IT CREATES IT!

• School calendars drive priorities...
  • Make sure to schedule assessments, scoring analysis, and professional development before placing any other events on the school calendar.
Culture - PLCs

Data Walls
Culture
Calming the Fear of Data

- Direct involvement
- Be proactive
- Periodic review
- Set specific and realistic goals
- Develop a long range plan
- Empower teacher leaders
- Shift responsibility of analysis to teachers

“Before I write my name on the board, I’ll need to know how you’re planning to use that data.”
Culture – Grade Level Meetings

Independent Reading level
Fry List
Computer Literacy
Guided Reading Level
Rainbow Sheets
Culture – Student Data
# Reflection

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</table>

McTighe, O’Connor (2005) adapted
AN EXAMPLE WITH 6TH GRADE MATH

“You use data to inform the doctor of the progress of the patient. You determine whether the patient is progressing in a good direction or is there additional assistance that the patient needs?” “That analogy works for me, because that’s really what you’re asking for: You want data that are more diagnostic, that permit you to monitor progress on a regular basis and that provide you with the student’s vital signs of learning.”

— James Parsley, superintendent, Vancouver (Wash.) School District

Resources: Handout 4, Handout 5
Example 6th Grade Math

Use this 6th grade math problem (assessment). Work with your partner, table mates to talk through data (analysis) at the question level.

**Grade 6 Mathematics**

The coach for the All-Star Basketball Game needs to pick one of two players for the team. The table below shows the number of points each of the players scored in his last 10 games.

<table>
<thead>
<tr>
<th>Name of player</th>
<th>Number of points scored in last ten games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gelza</td>
<td>18, 32, 28, 18, 14, 28, 10, 16, 36, 20</td>
</tr>
<tr>
<td>Luna</td>
<td>22, 17, 23, 8, 24, 24, 22, 20, 18, 22</td>
</tr>
</tbody>
</table>

a. Find the mean (average) number of points scored by each player. Show or describe how you found the means.

b. Find the median number of points scored by each player. Show or describe how you found the medians.

c. Based on the data, which player would you recommend for the All-Star team? Explain your recommendation. Use the data and include a comparison of the means and medians.
Student Responses

Use this worksheet to determine root cause:

- Curriculum
- Instruction
- Assessment
Student Work Analysis Worksheet

How do these responses show evidence of
• Curricular gaps
• Instructional gaps
• Assessment gaps

What action will you take?

<table>
<thead>
<tr>
<th>Student #</th>
<th>Evidence of Performance Level</th>
<th>Explanation/Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
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</tbody>
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TURNKEY ESSENTIALS

“Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.”

— Abigail Adams, letter to John Quincy Adams
Schools and Data

Data driven decision making - philosophy that schools should constantly focus on one simple question:

Are our students learning and to what degree are they learning?

Powerful paradigm to drive academic excellence
Schools and Data

Foundational Concept

- Leadership Essentials
  - Common Mission and Principles
  - Ensuring Achievement for all Students
  - Collaborative Teaming
  - Data Driven Decision Making
  - Gaining Active Engagement of Family and Community
  - Building Sustainable Leadership Capacity

Blankenship, (2010)
First Steps - Teachers

- Visit classes
- Identify core challenges
- Identify schools that have succeeded despite the odds
- Agree on a common goal:
  - e.g.: Drive student achievement upward!

Culture

Are students learning?

How do teachers and school leaders answer that question?
First Steps - School-based Leaders

- Professional development for leaders
- Professional development for teachers
- Keep interim assessment cycle free of other commitments
- Ongoing, job-embedded professional development
First Steps – Teachers

- Analyze the interim assessment or end goal test
- Build your class assessment prior to teaching the unit
- Plan lessons to meet the rigor of that assessment
- Give an interim assessment that matches the concepts and skills
Assessment

What kinds of assessments are being used in classrooms now?

What kind of discussion is being had about those assessments?

First Steps - School-Based Leaders

• Make sure your interim assessments are aligned and rigorous
• Manage and support teachers’ use of effective assessment
• District level or multi-campus application
First Steps – Teachers

- Analysis template
- Questions related to:
  - Curriculum
  - Instruction
  - Assessment

Analysis

When are meetings held that address data analysis?

What kinds of conversations do you hear at those meetings?
First Steps - School-based Leaders

- Lead assessment analysis meetings
- Train all instructional leaders in your school to lead effective analysis meetings
- Select, change, or adjust templates to meet criteria
First Steps – Teachers

- Action planning worksheet
- Increasing rigor throughout the lesson
- Student self-assessment reflection template
- Results meeting protocol
First Steps - School-based Leaders

- Schedule results meeting to give teachers time to plan jointly
- Observe for action plan implementation
- Tighten re-teaching and support systems outside the classroom
- Minimize requests to principals during interim assessments
- Join principals in building walks
- Identify areas of strength to leverage best practice

Action

What kinds of changes to curriculum, instruction, assessment do you see happening in your school?

How are these changes documents evaluated?
Resources


• Blakenship, Alan M. Failure is not an Option 6 Principles for Making Student Success the Only Option Corwin Press, Thousand Oaks CA, 2010.


