

The Learning Accelerator

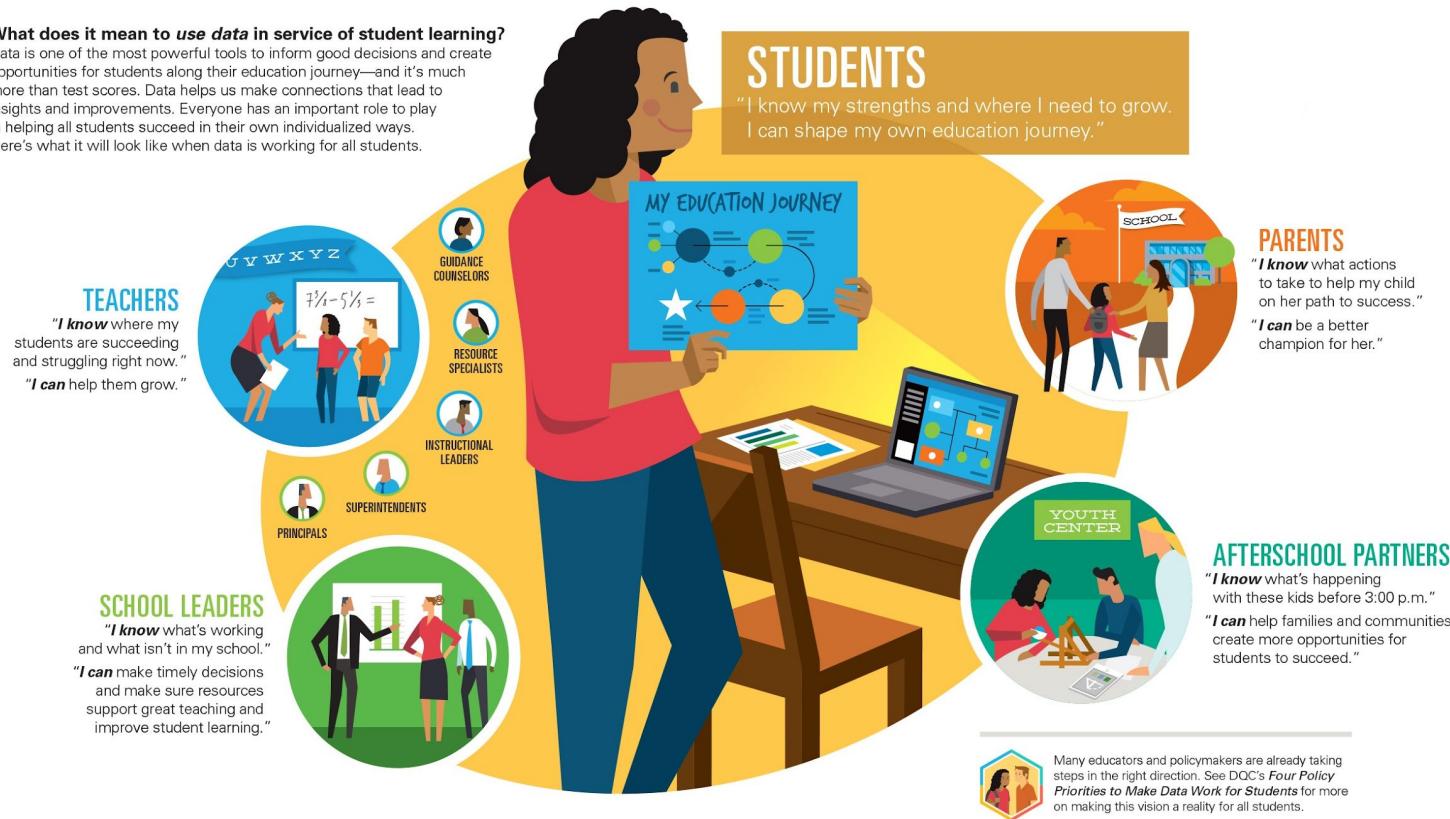
Making Data-Driven Instruction Sustainable

Stephen Pham, Partner
stephen@learningaccelerator.org

THE BIG IDEA: When students, parents, educators, and partners have the right information to make decisions, students excel.

What does it mean to *use data* in service of student learning?

Data is one of the most powerful tools to inform good decisions and create opportunities for students along their education journey—and it's much more than test scores. Data helps us make connections that lead to insights and improvements. Everyone has an important role to play in helping all students succeed in their own individualized ways. Here's what it will look like when data is working for all students.



You Need Data to Personalize Learning

For all students to be college and career ready, they need a learning experience that is tailored to their unique needs, skills, and interests. Data is a critical tool that makes this personalized learning possible. When students, parents, and teachers are empowered with access to timely, useful, safeguarded data, there are so many ways to support students on their path to success.

DATA ACCESS

Students, parents, and teachers have timely access to appropriate data in a format that makes sense to them.

DATA PRIVACY

Policies and practices protect the privacy and confidentiality of student data in secure systems.



TIME & TRAINING TO USE DATA

Teachers have the time, tools, and training to collect, analyze, and use student data in an ethical way to make instructional decisions.

WITH DATA, LEARNING IS INDIVIDUALIZED

Teachers, parents, and students know where students are, and which instructional strategies and supports will best serve their unique needs, skills, and interests to get them where they need to go.



TEACHERS AND PARENTS KNOW A STUDENT'S STRENGTHS, AREAS OF GROWTH, AND WHAT SUPPORT THEY NEED.

WITH DATA, STUDENTS ARE PARTNERS IN THEIR OWN LEARNING

Students understand their performance and their progress towards learning goals over time. They use this information to ask questions, make decisions, and have more ownership of their learning.

WITH DATA, LEARNING CONTINUES OUTSIDE OF THE CLASSROOM

Teachers, parents, and students understand how students can benefit from learning opportunities beyond the classroom.



COLLEGE & CAREER READY



However you personalize learning, data is a necessary tool for supporting every student on their path to success.

WITH DATA, LEARNING IS ABOUT MASTERY, NOT TIME SPENT IN CLASS

Teachers can support each student's path to success with a detailed understanding of where they are and what skills and concepts they still need to master.

Let's get started!

FALL

MS. BULLEN JOEY
PARENTS
WHO'S INVOLVED?
PRINCIPAL
TUTOR TRAINERS

1 Before school starts, Ms. Bullen looks at her students' past performance and sets goals and makes working groups for all of her students—including Joey.

2 She connects performance data with test items and standards to see where Joey has excelled or fallen behind, and designs an instructional plan just for him.

3 In the classroom Ms. Bullen observes Joey's interactions for more information, and adjusts instruction on the fly.

4 Ms. Bullen gauges Joey's progress with her formative quizzes, which show what Joey learned that day or week, and her summative tests, showing how he's improved over time.

5 She goes over all Joey's data with his parents, and explains what they show about his current performance and how he may do over time if he stays on track.

6 Joey and Ms. Bullen meet to discuss his performance, behavior, and attendance data—and what Joey's parents want for him—setting goals for the year.

SPRING

7 **JOEY**
Let's try this again!

8 **JOEY**
Good work!

9 Since Ms. Oswalt excels in an area where Ms. Bullen struggles, she observes her class.

10 Teachers use data together to solve problems and identify promising practices. Recurring meetings are set up by grade level, subject matter, or other useful ways.

11 Joey and Ms. Bullen meet to discuss how he is struggling and works with his other teachers to prepare a plan.

12 Ms. Bullen meets with Joey's parents to discuss how he is struggling and works with his other teachers to prepare a plan.

13 With his parents' approval, Ms. Bullen reviews Joey's performance data with his after-school tutor. Together, they note areas for improvement.

14 Ms. Bullen meets with Joey to discuss how he needs to improve and set clear goals.

15 By the end of the year, grades and summative assessment data show Joey is back on track—though he will continue to need support in the future.

16 Ms. Bullen uses Joey's data to support her recommendation for his class placement next year. Her conclusion is based on objective—not anecdotal—data.

17 After meeting with her principal, Ms. Bullen studies her own value-added score and evaluates how she did with different students, standards, and concepts.

18 During the summer Ms. Bullen and other district teachers meet to solve problems using data. They identify trends and promising practices from throughout the district.

WINTER

19 **JOEY**
How to... This matching method is helping me learn!

20 **JOEY**
Well done in math! Maybe you should observe Mrs. Oswalt's math methods.

21 **JOEY**
This method isn't as much fun.

22 **JOEY**
BULLEN
JOEY
JOEY

SUMMER

23 **DATA**
RECOMMENDATIONS

24 **JOEY**
How well did I meet my goals?

25 **JOEY**
In 6th grade, 30% of students are falling off track.

26 **JOEY**
What do they have in common?

FALL

27 **JOEY**
Who are my students? What's their history? How did I prepare for them?

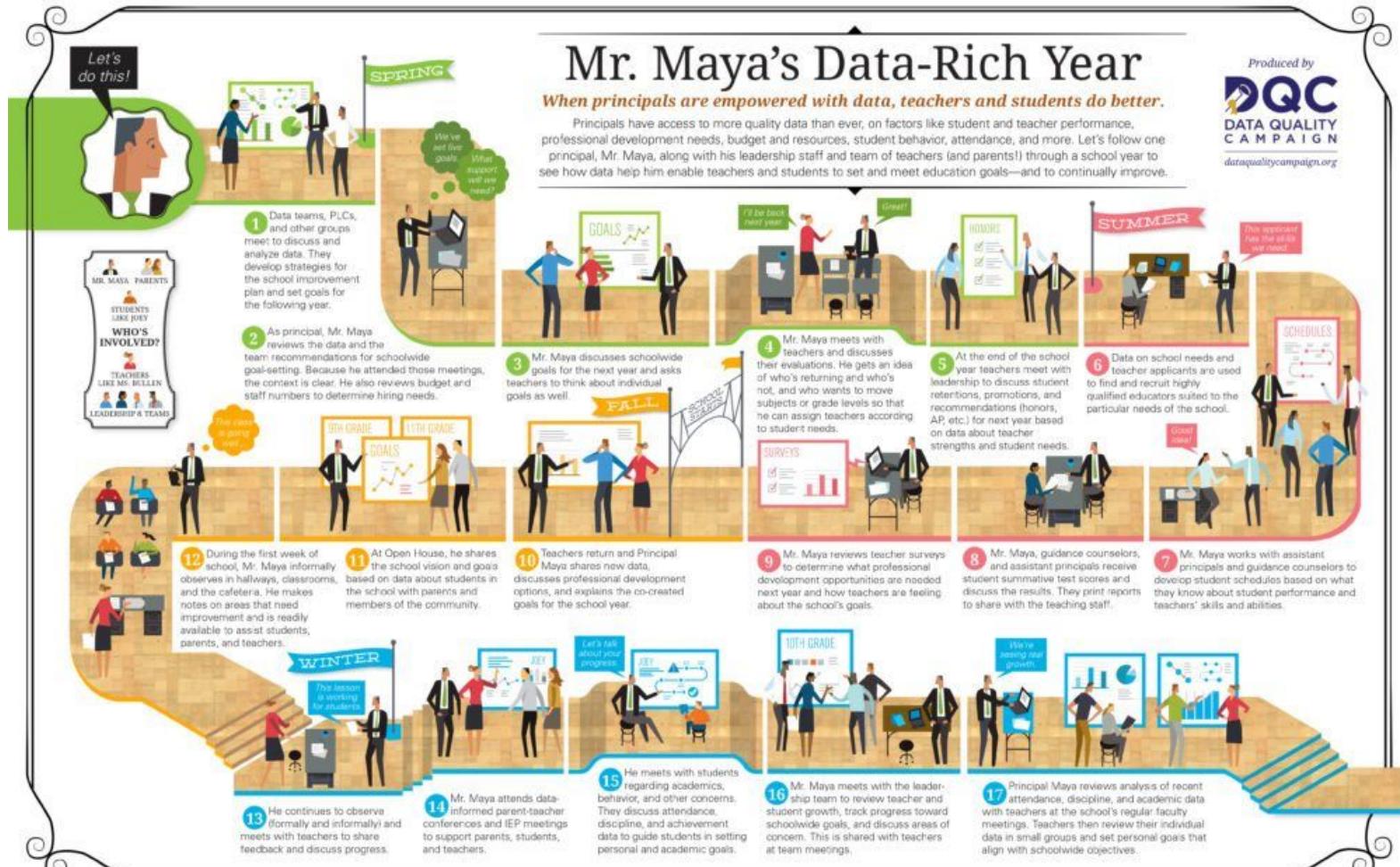
28 **JOEY**
What's the one thing that's holding Joey back?

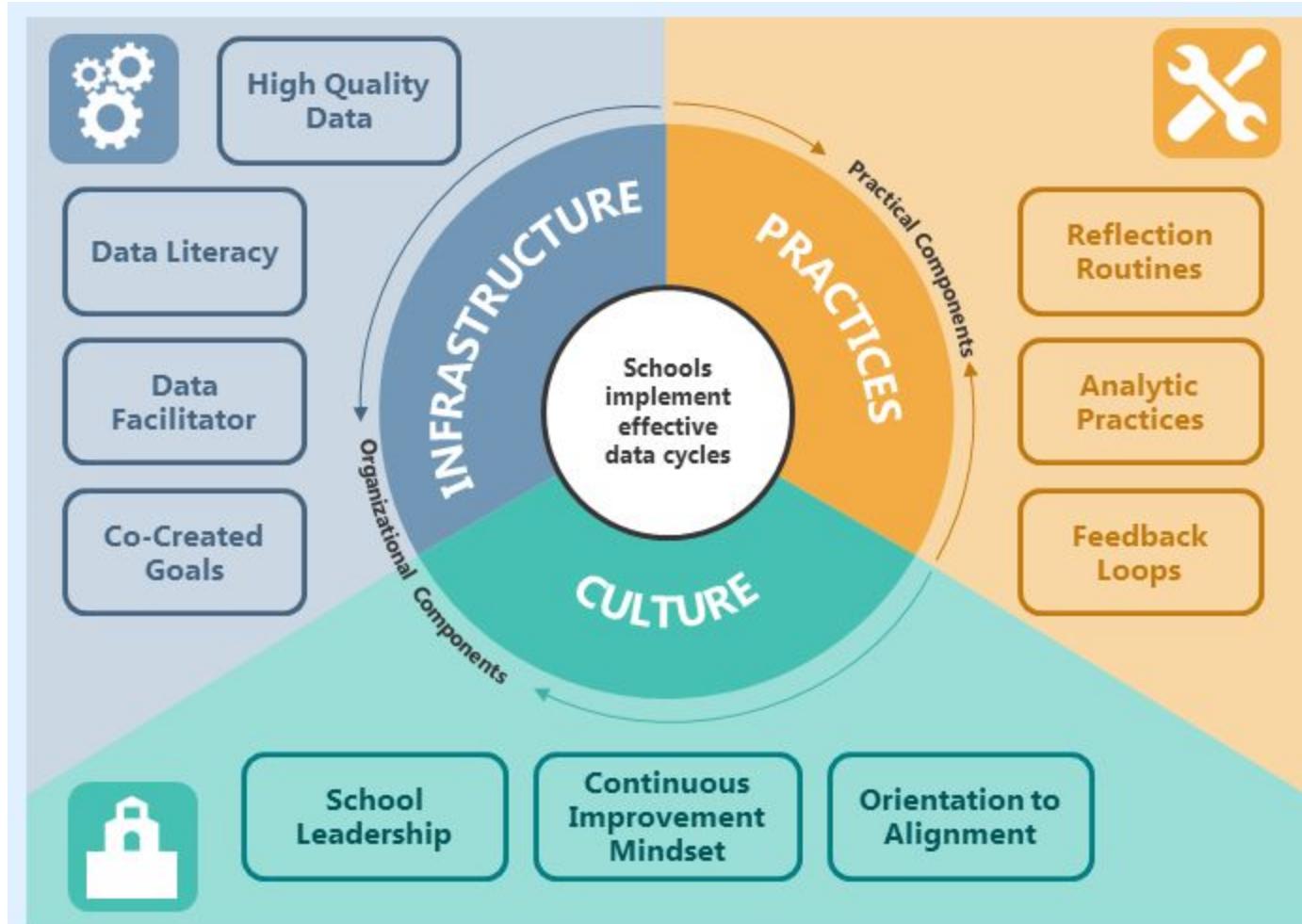
Ms. Bullen's Data-Rich Year

When teachers are empowered with data, students do better

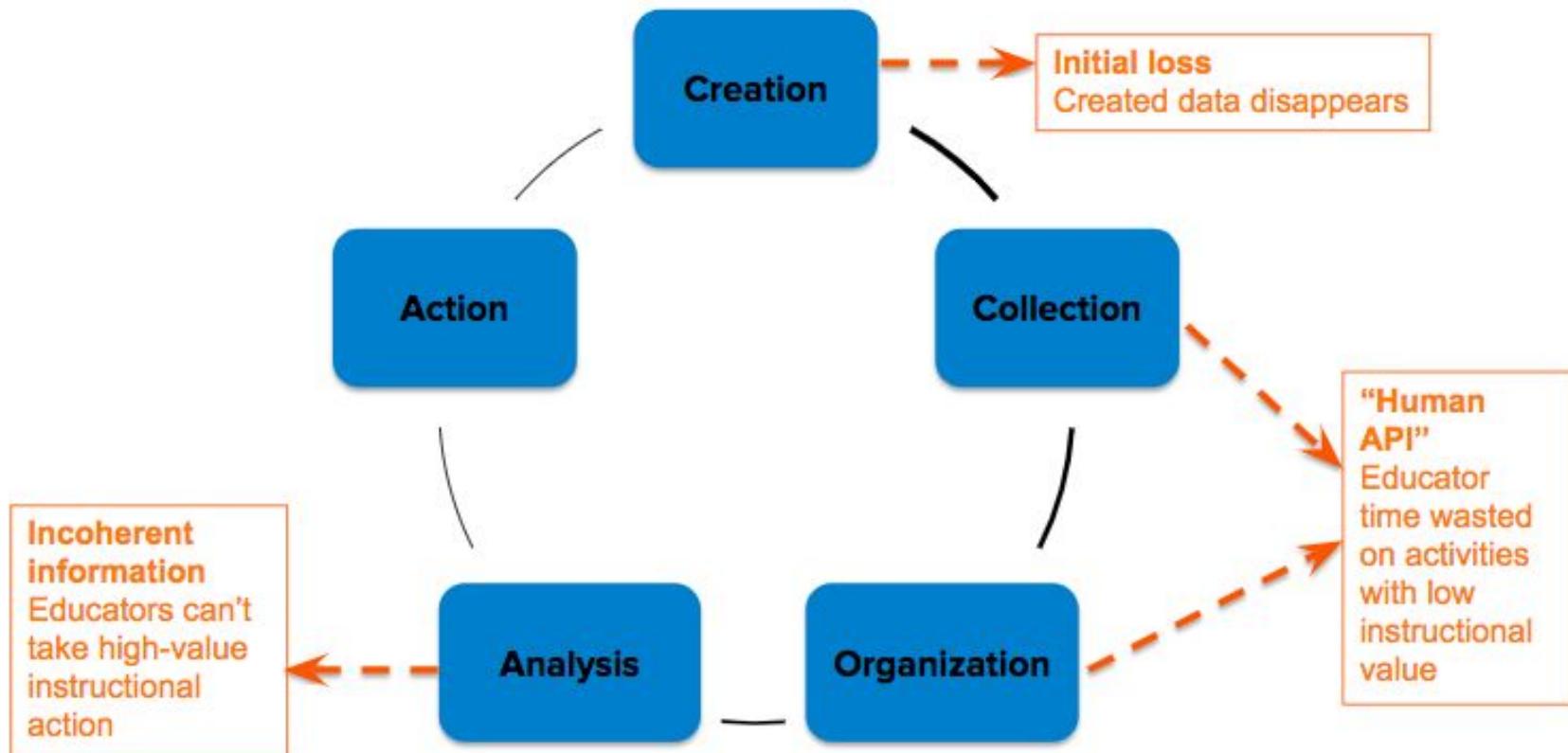
Teachers have access to more quality data than ever, on factors like student performance, behavior, attendance, and more. When used along with pedagogy, content knowledge, and professional judgment, these data can be used to improve outcomes for kids. Follow one teacher, Ms. Bullen, and one of her students, Joey, through the school year to see how data help teachers, parents, and others make sure students are meeting education goals.

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DATA QUALITY CAMPAIGN
dataqualitycampaign.org



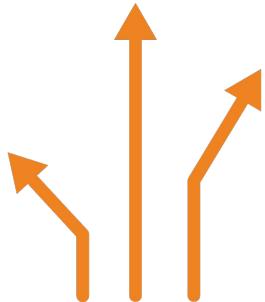


The Current State of Data Use in Education









Differentiation

How do I use data to adjust instruction for groups and individual students?



Student Ownership

How do I support students in building agency and owning their data?



Team Collaboration

How do leaders build in time and team structures for data-driven instruction?

DIFFERENTIATION:

How do I use data to adjust instruction for groups and individual students?



- 1** Adjust whole-group instruction and pacing
- 2** Strategically group learners
- 3** Create individual pathways and identify interventions

Adjusting whole-group instruction and pacing

Use data to...

- **Reteach**
- **Remediate**
- **Adjust pacing**
- **Design collaborative learning opportunities**



Differentiating Units & Classes at a High Level

Lovett Elementary, Chicago, IL

STUDENT OWNERSHIP:

How do I support students in building agency and owning their data?



- 1** Co-create goals with students
- 2** Co-design learner profiles with holistic data
- 3** Review data through 1:1 conferences

Co-design learner profiles with holistic data

Learner Profiles include:

- **Interests**
- **Preferences**
- **Academic performance**
- **Goals**
- **Student support team**



Implementing Learner Profiles

Locust Grove Middle School, Henry County, GA

TEAM COLLABORATION:

How do leaders build in time and team structures for data-driven instruction?



- 1** Dedicate time to data analysis and collaboration
- 2** Structure analysis through data inquiry cycles
- 3** Support educators with ongoing team and coaching activities

Structure analysis through data inquiry cycles

Data inquiry cycles can be organized as:

- **Daily and weekly cycles**
- **Unit of study cycles**
- **Interim cycles**
- **Term cycles**



Data Days
Valor Collegiate Academies, Nashville, TN

*What have you found helpful in making
data-driven instruction sustainable?*

What else do schools need?

Other Resources

HARVARD



GRADUATE SCHOOL
OF EDUCATION



[Forum Guide to Personalized Learning Data](#)



Acknowledgments

This presentation was created by
Stephen Pham, March 2020.

For further information please reach out to
stephen@learningaccelerator.org.

For further information about The Learning
Accelerator, please visit
www.learningaccelerator.org

