

# The Learning Accelerator



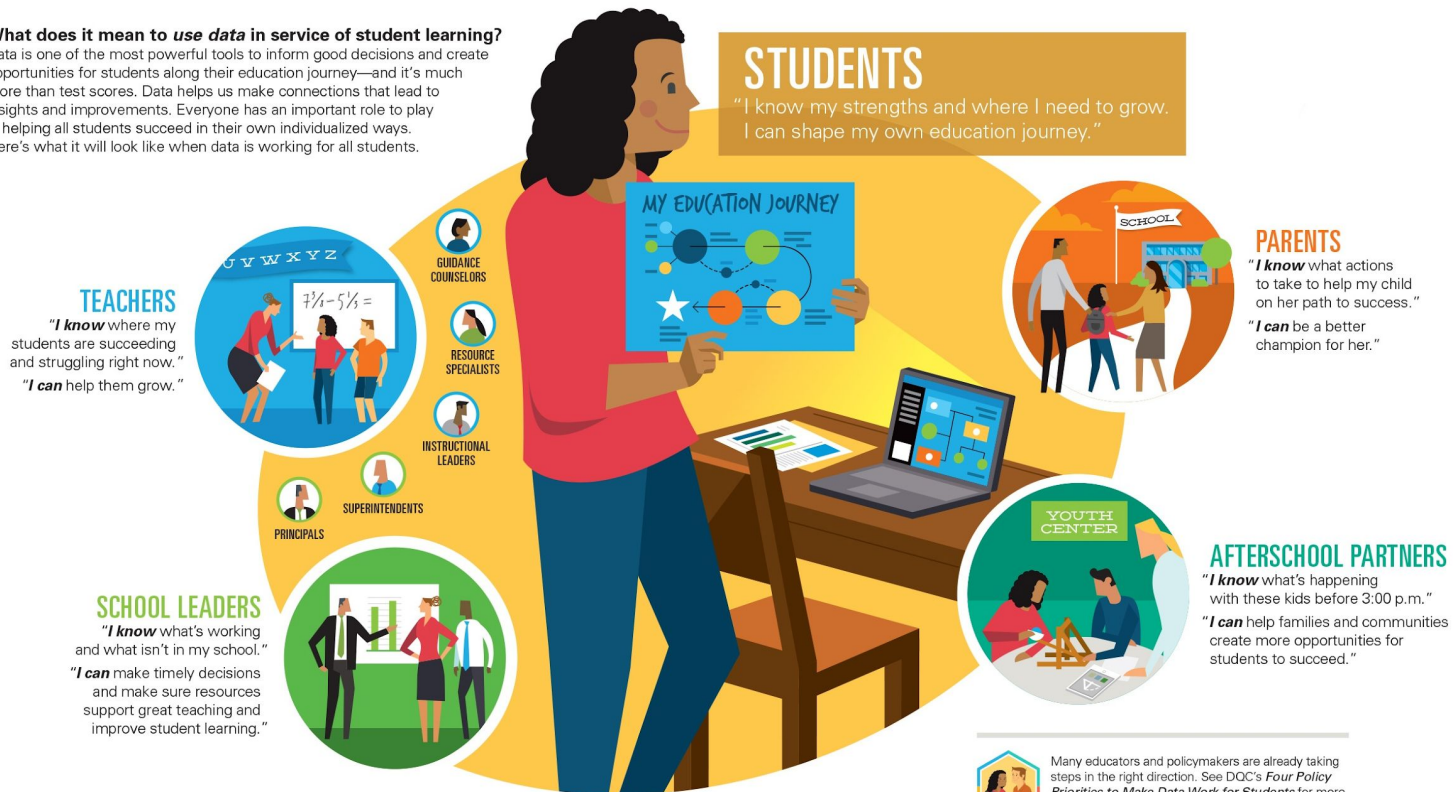
## Making Data-Driven Instruction Sustainable

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# 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.



Many educators and policymakers are already taking steps in the right direction. See DQC's *Four Policy Priorities to Make Data Work for Students* for more on making this vision a reality 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.

## 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, 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 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.



# 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.

Produced by  
**DQC**  
DATA QUALITY  
CAMPAIGN  
[dataqualitycampaign.org](http://dataqualitycampaign.org)

Let's get started!

FALL

What are my students' past performance and sets goals and makes working groups for all of her students—including Joey.

What's the one thing that's holding Joey back?

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.

MS. BULLEN JOEY

PARENTS  
**WHO'S INVOLVED?**

PRINCIPAL  
TUTOR TRAINERS

SPRING

Let's try this.

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

11 An early warning system flags Joey and tells Ms. Bullen that he is at risk of getting off track, falling behind, or even failing.

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 data show Joey is back on track—though he will continue to need support in the future.

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.

4TH GRADE 2ND GRADE

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.

DATA  
RECOMMENDATIONS

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.

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.

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

SUMMER

How well did I meet Joey's goals?

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.

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.

8 The principal reviews performance data with Ms. Bullen, using data to support and empower, not admonish. They note areas of strength and for improvement.

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.

What do they have in common?

10th grade, 30% of students are falling off track

WINTER

HOW TO: This meeting method is showing real success!

7 Throughout the year, data catches and teachers work together to better understand and use different types of data.



Let's do this!



SPRING

1 Data teams, PLCs, and other groups meet to discuss and analyze data. They develop strategies for the school improvement plan and set goals for the following year.

2 As principal, Mr. Maya reviews the data and the team recommendations for schoolwide goal-setting. Because he attended those meetings, the context is clear. He also reviews budget and staff numbers to determine hiring needs.

The school is going to get better!



12 During the first week of school, Mr. Maya informally observes in hallways, classrooms, and the cafeteria. He makes notes on areas that need improvement and is readily available to assist students, parents, and teachers.

11 At Open House, he shares the school vision and goals based on data about students in the school with parents and members of the community.

WINTER

The school is working for students!

13 He continues to observe (formally and informally) and meets with teachers to share feedback and discuss progress.

14 Mr. Maya attends data-informed parent-teacher conferences and IEP meetings to support parents, students, and teachers.

Let's talk about your progress!

15 He meets with students regarding academics, behavior, and other concerns. They discuss attendance, discipline, and achievement data to guide students in setting personal and academic goals.

16 Mr. Maya meets with the leadership team to review teacher and student growth, track progress toward schoolwide goals, and discuss areas of concern. This is shared with teachers at team meetings.

17 Principal Maya reviews analysis of recent attendance, discipline, and academic data with teachers at the school's regular faculty meetings. Teachers then review their individual data in small groups and set personal goals that align with schoolwide objectives.

# Mr. Maya's Data-Rich Year

*When principals are empowered with data, teachers and students do better.*

Principals have access to more quality data than ever, on factors like student and teacher performance, professional development needs, budget and resources, student behavior, attendance, and more. Let's follow one principal, Mr. Maya, along with his leadership staff and team of teachers (and parents!) through a school year to see how data help him enable teachers and students to set and meet education goals—and to continually improve.

Produced by



[dataqualitycampaign.org](http://dataqualitycampaign.org)

It's for back next year!

Great!

HONORS

SUMMER

This approach fits the goals we need!

3 Mr. Maya discusses schoolwide goals for the next year and asks teachers to think about individual goals as well.

FALL

4 Mr. Maya meets with teachers and discusses their evaluations. He gets an idea of who's returning and who's not, and who wants to move subjects or grade levels so that he can assign teachers according to student needs.

SURVEYS

5 At the end of the school year teachers meet with leadership to discuss student retention, promotions, and recommendations (honors, AP, etc.) for next year based on data about teacher strengths and student needs.

6 Data on school needs and teacher applicants are used to find and recruit highly qualified educators suited to the particular needs of the school.

SCHEDULES

Good work!

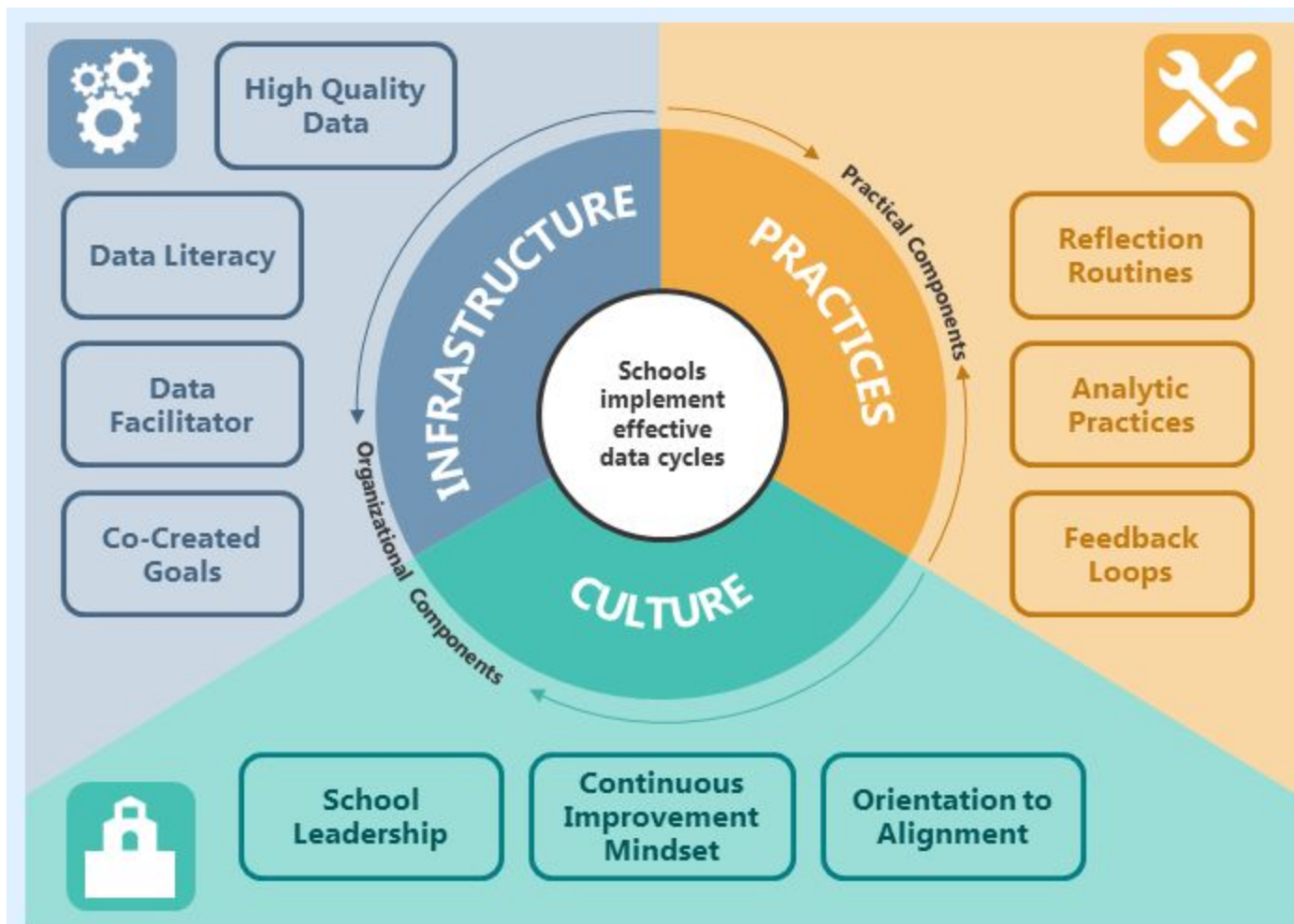
9 Mr. Maya reviews teacher surveys to determine what professional development opportunities are needed next year and how teachers are feeling about the school's goals.

8 Mr. Maya, guidance counselors, and assistant principals receive student summative test scores and discuss the results. They print reports to share with the teaching staff.

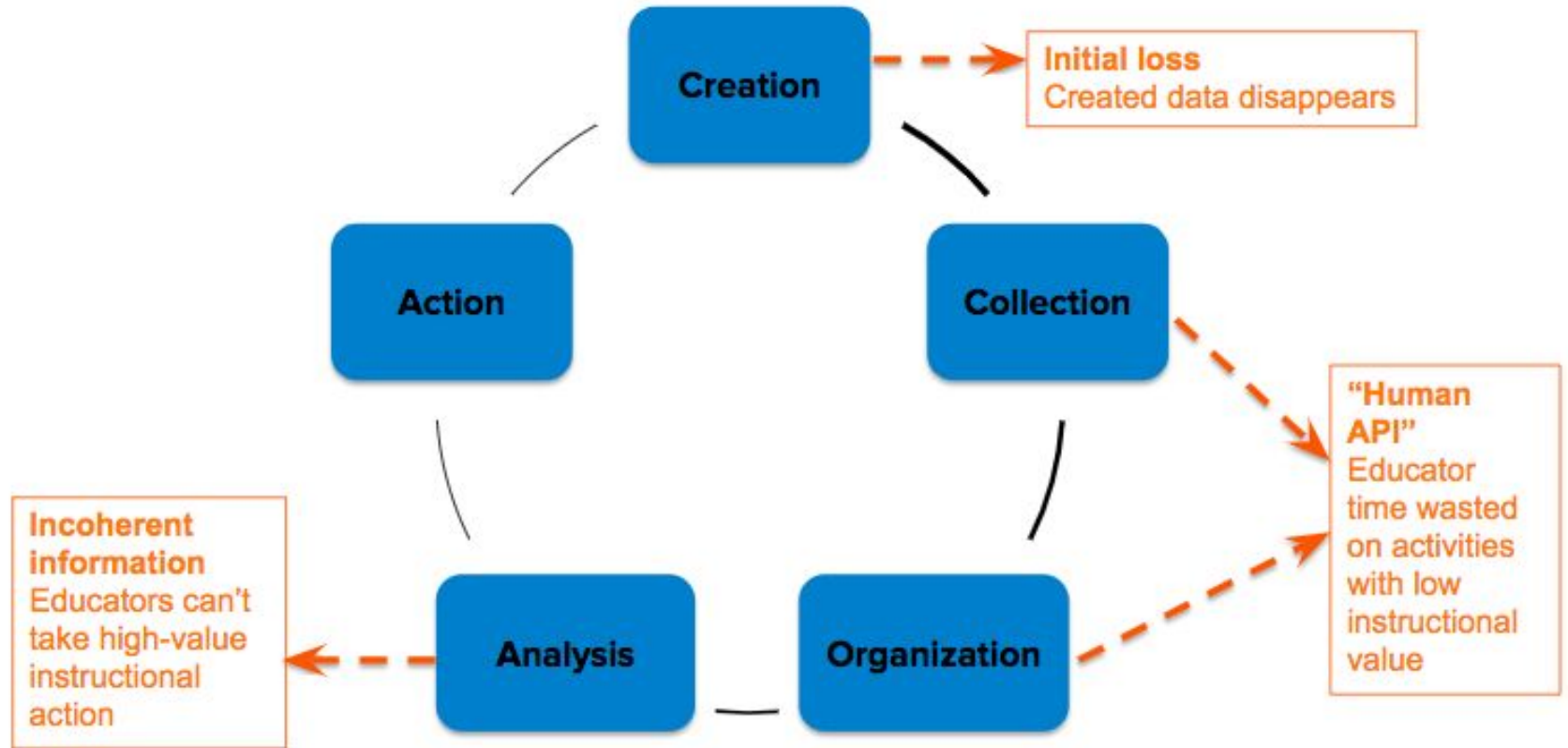
7 Mr. Maya works with assistant principals and guidance counselors to develop student schedules based on what they know about student performance and teachers' skills and abilities.







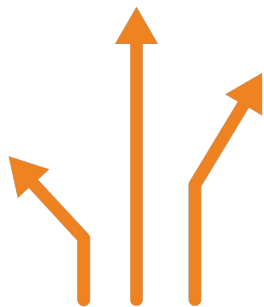
## The Current State of Data Use in Education











## 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**

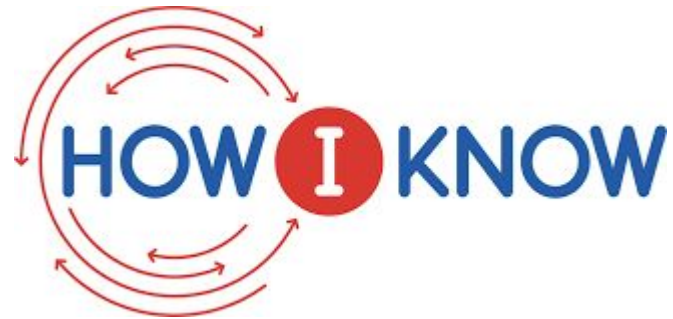
*Valor Collegiate Academies, Nashville, TN*



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

*What else do schools need?*

## Other Resources



[Forum Guide to Personalized Learning Data](#)

# Acknowledgments

This presentation was created by  
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