



SAMPLE MATERIAL

Using Data to Drive Action

Jacob Hiatt Magnet School, Massachusetts

Topic: Using Student Achievement Data to Support Instructional Decision Making

Practice: Cycle of Improvement

Teachers at Jacob Hiatt Magnet School use this protocol and associated organizers to guide teacher collaboration teams in using data to inform decision-making. Teacher teams follow four steps in reviewing assessment data:

1. The presenting teacher categorizes students' scores as at, near, or well below benchmark using a color coded scale.
2. The team reviews the data together and asks questions about the data to the presenting teacher.
3. The team discusses possible interventions and other instructional decisions that the teacher could implement to meet the demonstrated needs of the students. Both steps 2 and 3 are documented on a note taking sheet.
4. The team delivers the responses from steps 2 and 3 to the principal, to which he/she will refer when conducting classroom visits.

Teachers can use this protocol to guide conversations about student assessment data and to help them know the questions to ask when using data to make classroom and student decisions. Based on their school's existing practices, teachers can use data from state tests and other assessments to group students into the categories for discussion.

Several teachers model this practice in *Supporting Data Use Through Teacher Collaboration Time (Part 2)*.



Using Data to Drive Action Highlighting and Conversation Protocol for Teacher Teams

Each teacher brings his/her own INTERNAL assessment data to the team meeting. Be sure everyone in the group is familiar with the data and can make sense of the information provided.

- Step 1** Each teacher works independently to highlight the scores of each student using the following color code:
- **GREEN** at or above benchmark, above grade level or above proficient
 - **YELLOW** nearing benchmark, grade level or proficient
 - **PINK** well below benchmark, below grade level or not proficient
- Step 2** The team reviews each teacher's highlighted data chart to discuss the following questions:
1. What does the highlighting tell us?
 2. In which categories are the greatest number of students highlighted YELLOW and PINK?
 3. What characteristics if any (e.g. gender, race, primary language, etc.) describe those students highlighted PINK?
 4. How do I interact with students who are having difficulty? What is the nature of my conversation with these students?
 5. What percentage of students who are highlighted PINK do we want to be highlighted YELLOW at our grade level when we assess the next time?
 6. What percentage of students who are highlighted YELLOW do we want to be highlighted GREEN in my classroom when we assess the next time?
 7. What instructional strategies are currently being used with students highlighted PINK?
 8. What changes in instruction could improve student learning for these students?

Focus on Results

9. What additional support or interventions do these students need?
10. What additional resources or professional development might be needed to implement adjusted instructional practice?
11. How are we monitoring growth for our students?
12. What essential and paced standards does the assessment measure?
13. Are we on target, ahead or behind?

Step 3

As a team, discuss and record responses to the following:

- What instructional strategies do we agree to try with students scoring in the lowest levels?
- What strategies will we try with students scoring at benchmark?
- What support/interventions will we provide for students scoring in the lowest levels?

Step 4

The team turns in to the Principal the responses to questions in Step 3. The responses from each grade level or department are communicated in the weekly bulletin and used as "look fors" when the Principal is visiting classrooms. The ILT discusses progress at each ILT meeting.



- 1. What percentage of students who are highlighted in PINK do we want to be highlighted in YELLOW at our grade level when we assess the next time? What percentage of students highlighted in YELLOW do we want to be highlighted in GREEN at our grade level when we assess the next time?**
- 2. What instructional strategies do we agree to try with students scoring in the lowest levels? What strategies will we “use with students scoring at benchmark?**
- 3. What support/interventions will we provide for students scoring in the lowest categories?**

SEE INTERVENTION ORGANIZER ATTACHED

Using Data To Drive Action – Highlighting and Conversation Intervention Organizer

Intervention Group (please identify group):	Tier One/Benchmark GREEN	Tier Two/Strategic YELLOW	Tier Three/Intensive PINK
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Student Name	Assessment Information	Intervention Support	Dates of Delivery	Outcome of Intervention

Using Data As A Gift – Not A Club

Lessons Learned:

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| ■ Without blame. Lead frank and honest conversations about the current reality based on DATA | |
| ■ Turn the DATA into real names and faces of students | |
| ■ Together SET and COMMUNICATE goals at all levels (student, classroom, grade level, team, school, district) | |
| ■ Involve students in knowing their DATA and being proud of their gains | |
| ■ Create plans for follow through, modification and adjustments for students and hold people accountable for following through | |
| ■ Celebrate good news shamelessly and promote short-term wins | |