

Using Data To Improve Student Learning In Elementary Schools

Kathryn Parker Boudett, Jennifer L. Steele



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Teaching and Learning Victoria L Bernhardt, 2013-09-27 Here it is the latest from best selling author Victoria Bernhardt This book helps educators think through the selection of the data elements and data tools needed to support quality decisions for improving teaching and learning It shows you how to use data to help make decisions about strategies to improve student achievement Using Data to Improve Learning for All Nancy Love, 2009 This book will take you along paths forged by data trailblazers toward deeper understandings of the needs of students The lessons learned will help you blaze your own trail

Page Keeley President National Science Teachers Association Collaborative inquiry effective use of data significant leaps in learning and achievement Closing the achievement gap reducing the failure rate of underserved students and meeting

accountability requirements are primary goals for educational leaders This valuable handbook arms leaders with the tools to use data to work for students benefit with an emphasis on promoting equity within a culturally proficient school environment Presenting a conceptual framework and practical methods this resource combines a powerful collaborative inquiry process reflective dialogue and rigorous use of data to improve outcomes for all students The book includes detailed examples of schools that have demonstrated dramatic gains by building collaborative cultures nurturing ongoing inquiry and using data systematically The editor and chapter contributors show school and district leaders how to Implement collaborative inquiry to meet accountability mandates Build and support a high performing data culture Establish a school climate characterized by collective responsibility for student learning and a respect for students cultures The user friendly overview and step by step guidelines help educators develop and refine the skills knowledge and dispositions needed to use data effectively and significantly improve teaching and learning

Impact of Elementary School Data Teams: Common Practices of Data Teams in High Performing, Low Income Elementary Schools Toby J. Albanese, 2018 The use of data to enhance student achievement can only be effective if the members of the various data teams have knowledge of data use as mentioned above and share it with others In addition it can be effective if the data team members recognize educational problems and share them with their peer teachers Lastly the process can be effective if the data team members share their skills associated with data use with their peer teachers Ahearn 2012 In this view the non data team members will have an opportunity to learn about the utilization of data and the educational problems encountered and solved using data driven decisions Through this the non data team teachers will also be encouraged to use data in their practice as well as apply the already developed measures for improvement while teaching Boudett Steele 2007 The current research is aimed at exploring specifically the impact data teams have on educator capacity to apply effective teaching practices that improve student learning in high performing poverty affected elementary schools To meet this charge the study s objectives were to determine if participation in the school data teams improves teacher commitment to making good use of the data as well as improving teacher collaboration In addition it sought to establish whether the school leaders apply data driven decision making in delivering their roles if teachers accountability regarding data use improves when they participate in the school data teams and to establish if the teachers participating in the school data teams share their instruction based on data associated with student learning Lastly it sought to assess the perceptions of teachers concerning the use of data to inform their teaching practice To collect data aimed at accomplishing these objectives the quantitative research methodology applying the survey questionnaire was used From the study it was found that participation in elementary school data teams in high performing low income schools impacts school feedback and leadership practices the development of collaborative goals communication among teachers and decision making as well as brainstorming practices positively

Professional Learning Communities Patrick Baccellieri, 2009-07-15 This brand new resource uses data in decision making to improve student learning by promoting a

school wide learning community It is written to help motivate staff to participate in choosing goals and instructional strategies while keeping the focus on improving student achievement

Data Analysis for Continuous School Improvement Victoria Bernhardt,2013-10-18 With clear and concrete examples from elementary and high schools this book helps you effectively gather analyze and use data to improve student learning It demonstrates how to make better decisions identify root causes of problems and communicate and report results

Using Data to Focus Instructional Improvement Cheryl James-Ward,Douglas Fisher,Nancy Frey,Diane Lapp,2013-02-06 Data Does the word make you cringe Does it evoke feelings of guilt Are you unsure how to distill it and use it effectively Grab this book and learn how to empower yourself and your school community with information gleaned from your school s data Experienced educators and authors offer simple instructions that can help focus school improvement efforts and result in increasing teacher expertise a factor that positively affects the quality of life for students long after they have left the classroom Accepting responsibility for such far reaching influence requires educators to adopt instructional improvement as a standard by which a school needs to operate and as a means to collaborate and interact with one another More than that though instructional improvement is an important component of successful schools Learn how to improve instruction by Collecting the right data the right way Incorporating relevant data into everyone s daily life Resisting the impulse to set brand new goals every year Never settling for good enough Anticipating changes big and small local and federal Collaborating and avoiding privatized practice Involving all stakeholders in identifying problems setting goals and analyzing data Agreeing on what constitutes high quality instruction and feedback The challenge is to understand that data not intuition or anecdotal reports are tools to be used in getting better at teaching students And teaching students effectively is what schools are all about Following the guidance in this book overcome uncertainty and concerns about data as you learn to collect and analyze both soft and hard data and use their secrets for instructional improvement in your school

Data, Data Everywhere Victoria L. Bernhardt,2013-11-20 This book is an easy to read primer that describes what it takes to increase student achievement at every grade level subject area and student group Readers will learn how to use data to drive their continuous improvement process as they develop an appreciation of the various types of data uses for data and how data are involved with the school improvement process

Using Data Analysis to Improve Student Learning Ovid K. Wong,Ming-Long Lam,2007 This book offers a unique blend of presenting the variables of student and school improvement systematically and systemically to include the research and the data analysis to make students successful

[Using Data Driven Instruction to Improve Student Learning in One Elementary School Setting](#) Allison Leggett,2019

Data Wise in Action Kathryn Parker Boudett,Jennifer L. Steele,2007 What does it look like when a school uses data wisely Data Wise in Action a new companion and sequel to our bestselling Data Wise tells the stories of eight very different schools following the Data Wise process of using assessment results to improve teaching and learning Data Wise in Action highlights the leadership challenges schools face in each phase of the

eight step Data Wise cycle and illustrates how staff members use creativity and collaboration to overcome those challenges Data Wise in Action builds on the work of leading faculty and graduate students at the Harvard Graduate School of Education who joined with exemplary practitioners in 2005 to produce Data Wise A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning Since its publication Data Wise has been read by thousands of school leaders many of whom have shared the book with colleagues and staff The success of the original book has generated a new demand among school leaders to hear real stories from schools that are implementing the Data Wise process Data Wise in Action answers that need It offers both inspiration and practical guidance for school leaders

Using Data to Improve Learning for All Nancy Love,2009 This book will take you along paths forged by data trailblazers toward deeper understandings of the needs of students The lessons learned will help you blaze your own trail Page Keeley President National Science Teachers Association Collaborative inquiry effective use of data significant leaps in learning and achievement Closing the achievement gap reducing the failure rate of underserved students and meeting accountability requirements are primary goals for educational leaders This valuable handbook arms leaders with the tools to use data to work for students benefit with an emphasis on promoting equity within a culturally proficient school environment Presenting a conceptual framework and practical methods this resource combines a powerful collaborative inquiry process reflective dialogue and rigorous use of data to improve outcomes for all students The book includes detailed examples of schools that have demonstrated dramatic gains by building collaborative cultures nurturing ongoing inquiry and using data systematically The editor and chapter contributors show school and district leaders how to Implement collaborative inquiry to meet accountability mandates Build and support a high performing data culture Establish a school climate characterized by collective responsibility for student learning and a respect for students cultures The user friendly overview and step by step guidelines help educators develop and refine the skills knowledge and dispositions needed to use data effectively and significantly improve teaching and learning

Using Student Data to Improve Teaching and Learning Janet C. Quint,Susan Sepanik,Janell K. Smith,2008 Formative assessments assessments that measure what students do and do not know so that teachers can modify their instruction accordingly have been widely hailed as a potential vehicle for improving student achievement Yet little solid research evidence exists about their effectiveness especially in reform rich school districts This study examines the effects of the Formative Assessments of Student Thinking in Reading FAST R initiative in the Boston Public Schools system BPS where the use of data to improve instruction is a general priority of the school district The study looks at changes in reading scores over time at 21 BPS schools that operated FAST R during the 2005 2006 and 2006 2007 school years and changes at a group of comparison schools serving demographically similar students during the same period The MDRC evaluation includes process and impact analyses The process analysis found that teachers at the FAST R schools who took a survey administered as part of the study reported that the professional development they received from the BPE FAST R coaches was helpful and

contributed to their understanding of data and their ability to work with students At the same time while the intervention was implemented as intended it was meant to be flexible and to provide as much or as little coaching to individual schools as administrators and teachers sought it was not very intensive the majority of survey respondents spent only one to five hours with the FAST R data coach during the 2006 2007 school year Moreover comparison school teachers who took the survey reported receiving at least as much professional development as their FAST R counterparts were as likely to find it useful and spent as much or more time analyzing data including data from other non FAST R formative assessments The impact analysis examines the effects of FAST R on the reading test scores of third and fourth graders FAST R s impacts on student achievement that is the difference that FAST R made over and above what was going on in the comparison schools are generally positive but not statistically significant as measured by MCAS reading scores In other words these differences could have arisen by chance Effects on another measure of student reading the Stanford Achievement Test are more mixed but are also not statistically significant While FAST R schools put in place a particular model of data utilization other BPS schools were pursuing similar goals and this fact along with the intervention s lack of intensity may have undercut the likelihood that it would generate substantial and statistically significant impacts in this evaluation Thus this single study in a single district is not the last word on the potential of FAST R Much remains to be discovered about how teachers can best learn to use data to improve their instruction and boost the achievement of their students Following an Overview Preface and an Executive Summary this report is organized into four chapters Chapter 3 discusses the professional development activities in FAST R and non FAST R schools highlighted by the findings of the principal and teacher surveys The chapter also considers how teachers perceived the utility of the FAST R intervention for their instructional practices Chapter 4 describes the findings from the impact analysis of FAST R with regard to student achievement exploring the range of student outcomes on the MCAS and the SAT 9 reading assessments In addition the chapter reports on an analysis to measure the impact of FAST R on students ability to make inferences and find evidence while reading Lastly subgroup analyses to compare the effect of FAST R on various groups of students by for example gender and socioeconomic status are discussed Chapter 5 presents the overall conclusions that may be drawn from the study s analyses and their implications for the use of formative assessments and data driven instruction to improve reading skills Appended are 1 The Analytic Model Used in the FAST R Impact Analysis 2 List of FAST R and Non FAST R Schools 3 Subgroup Analyses of the Effects of the FAST R Program and 4 Sample of FAST R Assessment Student and Teacher Materials Contains 28 tables 5 figures and 3 boxes

Data-Driven School Improvement Ellen B. Mandinach, Margaret Honey, 2008-04-12 With federal and local demands for increased accountability educators at all levels are now expected to acquire the necessary skills and knowledge to be effective data users and decision makers This book brings together stakeholders representing a variety of perspectives to explore how educators actually use data and technology tools to achieve lasting improvement in student performance The first

comprehensive examination of the field this volume introduces the history of testing and data use explores current practices and tools and presents a groundbreaking model for data driven decision making Book Features A valuable framework based on a three year project sponsored by the National Science Foundation describing how data are transformed into usable knowledge Informative case studies illustrating how schools are using data to inform best practice Suggestions for how digital resources can be used to improve teaching in the classroom A thought provoking treatise on educational reform from the state perspective

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