

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



dataqualitycampaign.org

FALL

Let's get started!



Who are my students?
What's their history?
How do I prepare for them?

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.

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.

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

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.

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

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.

SUMMER BREAK

WINTER

HOW TO: This teaching method is showing real success!

Well done in math! Maybe you should observe Ms. Oswald's vocab methods. This method not so much.

You can see his progress.

OK, I understand.

INFO QUIZZES

4TH GRADE 2ND GRADE

SUMMER

DATA RECOMMENDATIONS

How well did I meet Joey's needs?

In 6th grade, 30% of students are falling off track. What do they have in common?