

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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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

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.

Well done in math! Maybe you should observe Ms. Oswald's vocab methods.

BULLEN

This method not so much.

4TH GRADE 2ND GRADE

DATA RECOMMENDATIONS

SUMMER

How well did I meet Joey's needs?

In 6th grade, 30% of students are falling off track

What do they have in common?

Handout 5: Grade 8 Gradebook Example

Grade 8 U.S. History Assessment Data

Name	Formative Assessments (Scoring Scale 1–5)											Summative Assessments (Scoring Scale 1–100)		Notes
	SLO Preassessment	Standards 1.1 & 1.2 Quiz	Standard 1.2 Assignment	Standards 1.3 & 1.4 Quiz	Standard 1.4 Quiz	Standard 3.1 Assignment	Standard 3.2 Assignment	Standard 3.3 Quiz	Standard 3.4 Assignment	Standards 3.4 & 3.5 Quiz	Quiz and Assignment Average	Unit assessment (Standard 1)	Unit assessment (Standard 3)	
Archimedes Johnson	23	2	2	3	2	3	2	4	3	2	2.56	60	80	
Charles Darwin	10	2	3	3	3	3	1	2	4	2	2.56	80	80	
Euclid Smith	33	4	4	3	4	4	3	2	3	4	3.44	70	90	Tardy twice
Graham Bell	10	2	3	2	2	3	2	2	3	3	2.44	70	70	
Ian Baker	30	4	4	2	4	4	2	4	3	2	3.22	80	70	
Keith Richards	20	4	4	2	3	3	4	4	4	2	3.33	80	80	
Marie Curie	26	4	4	2	4	4	4	4	4	2	3.56	70	80	
Oracene Wills	50	5	4	4	5	4	2	4	3	2	3.67	90	60	
Plato Jones	40	4	4	4	3	4	4	3	4	4	3.78	80	80	
Justin Case	33	3	2	3	3	4	4	3	3	4	3.22	60	70	
David Thoreau	43	2	4	2	4	4	3	4	4	3	3.33	60	80	
Quincy Jackson	43	4	3	4	3	4	3	3	2	2	3.11	70	60	
Ricardo Jamison	40	4	2	2	4	3	4	3	4	3	3.22	80	80	
Stephen Hawking	40	3	4	3	4	3	3	4	4	2	3.33	80	70	
Ulysses Grant	26	3	4	4	3	4	4	3	4	5	3.78	90	80	
Veronica Fernandez	36	5	4	3	5	3	3	3	5	5	4.00	100	90	Tardy twice
William Nunez	53	4	3	4	3	4	4	4	3	3	3.56	90	70	
Xavier Flores	46	4	5	3	5	4	3	5	4	4	4.11	90	90	
Yolanda Pettus	46	5	5	5	5	5	5	5	4	5	4.89	100	90	Absent 2 days
Zander Martin	53	4	4	4	5	4	4	4	5	4	4.22	90	90	
Average	33.4	3.6	3.6	3.1	3.7	3.7	3.2	3.5	3.7	3.2	3.5	79.5	78.0	

Handout 6: Grade 8 Gradebook Scoring

Preassessment and Postassessment Scores, Grade 8 U.S. History

Name	Preassessment	Postassessment	Met Growth Target?
Archimedes Johnson	23	74	
Charles Darwin	10	54	
Euclid Smith	33	80	
Graham Bell	10	64	
Ian Baker	30	80	
Keith Richards	20	74	
Marie Curie	26	80	
Oracene Wills	50	90	
Plato Jones	40	82	
Quincy Jackson	43	88	
Ricardo Jamison	40	84	
Stephen Hawking	40	64	
Ulysses Grant	26	48	
Veronica Fernandez	36	74	
William Nunez	53	96	
Xavier Flores	46	96	
Yolanda Pettus	46	90	
Zander Martin	53	100	

Handout 7: Data Sources

Directions

Circle five of the following data sources that you consider to be high impact for assessing student learning and helping the teacher to improve instruction:

Individual conferences with students

Chapter tests

Group conferences with students

Unit tests

Practice tests

Yearly assessments

Small-group discussions

Concept mapping

Exit slips

Problem solving

Games

Student surveys

Graphic organizers

Whiteboard activities

Learning and response logs

Four corners

Observations

Kinesthetic assessments

Projects

One-minute papers

Questioning

Benchmark tests

Student self-assessments

Homework assignments

Peer assessments

Performance assessments

Short quizzes

Mathematics journals

Long quizzes

Visual assessments

Think-pair-share activities

Writer's notebooks

Blog posts

Running records