Rockport Elementary
All Students – All the Time

Be Safe · Be Respectful · Be Responsible

Rick Hunt – Principal
Mary Kerber – Teacher
Janet Schipp – Teacher
Rockport Elementary School

The Background Leading to This Inquiry

There has been a lack of uniformity in how we manage all the data points that we collect on our students over the school year. We collect a lot of data, but how that data is managed, what is shared, and how it is reviewed and discussed has needed to be revisited. Our team has been working this year to develop a tool that will allow us to use our data more effectively in the anticipation that we will feel more confident in our understanding of student performance both in our own classroom and in the vertical alignment of our work.

The Purpose of This Inquiry

The purpose of our inquiry is to identify the right data points to track and to develop a system of organizing, monitoring, and updating data points allowing for a better understanding of student progress across all grade levels.

Our Wonderings

How will the development and use of a data sheet support more efficiency in our program and allow more clarity on student performance?

Our Actions

Spring of 2021:	Developed an early model of our Data Dashboard
Fall of 2021:	Grade level meetings to review and, where necessary, restructure the pilot Data Dashboard and supporting scorecards to include data points and benchmarks that supported targeted outcomes for each grade level. This focus centered on adding skills benchmarks, reading benchmarks, writing benchmarks, and math fluency benchmarks. This also required discussion on specific assessments to be used and also began the vertical alignment of data points in some areas.
Ongoing:	Refinement of the scorecards throughout the year as we continue to see areas of needed improvement. Use of the data sheets at BOY, MOY, and soon EOY.
Spring of 2022:	Discussion and review of the Data Dashboard to this point and identification of future work to be done.

Our Actions

Data Dashboard

ROCKPORT ELEMENTARY
All Students – All the Time

	Teacher Name			2021-2022	BOY End of 1st Quarter		
	Grade Level						
	# of Students						
	map GROWTH	**nwea** Measuring What Matters	**MATH FACTS MATTER**	**Reading**	**Writing**	**EXTRACURRICULAR ACTIVITIES**	**LEARNING**
	% of students showing adequate growth	% of students meeting or exceeding grade level proficiency	% of Students Meeting 1st Quarter Math Fluency Benchmark	% of students meeting 1st quarter Reading Benchmark	% of students meeting 1st quarter Writing Benchmark	% of students who have participated in at least 1 extracurricular activity	List of key learning experiences.
ELA	NA						
Math	NA						

Student Name	ELA Grade	1st Quarter Reading Benchmark: Identifying 13/26 lowercase letters	Benchmark: Identifying 0/26 lowercase letter sounds	Identifying 0/26 uppercase letters	Identifying 13/26 uppercase letter sounds	Identifying their name	1st Quarter Writing Benchmark: Writing 13/26 lowercase letters	Benchmark: Writing their names independently with name tag	Writing 13/26 uppercase letters	Math Grade	1st Quarter Math Fluency Benchmark: Writing numbers 5/20	Benchmark: Rote counting 25/100	counting objects 10/20	ELA NWEA on Level (1=Below, 2=Bubble, 3=Met Proficiency)	ELA RIT	Math NWEA on Level (1=Below, 2=Bubble, 3=Met Proficiency)	Math RIT	Extra Curricular (1= Y/ 0=N)
	S+	24	10	24	10	yes	19	yes	13	S+	12	49	20	3	142	3	138	
	U	18	8	22	10	yes	0	yes	0	S-	5	9	10	3	146	3	141	
	S+	26	25	26	25	yes	12	yes	19	S	12	70	20	3	143	3	148	
	S	23	14	25	15	yes	5	yes	13	S	5	15	15	3	134	3	144	
	S	23	18	23	14	yes	5	yes	14	S+	12	49	20	3	144	3	145	
	S-	11	9	15	16	yes	3	yes	8	S	11	12	12	3	146	3	148	
	U									N				1	119	3	139	
	S+	25	17	25	14	yes	16	yes	19	S	7	14	14	2	128	3	142	
	S+	25	25	26	26	yes	10	yes	21	S+	12	100	20	3	142	3	166	
	N	9	5	6	0	yes	1	yes	1	S	2	18	19	2	128	3	141	
	U	10	8	14	11	no	0	no	0	U	1	12	7	2	132	1	121	
	S	22	17	23	17	no	10	yes	13	S	10	10	10	3	139	3	140	
	S+	25	25	26	25	yes	10	yes	15	S+	19	104	20	2	133	3	151	
	U	7	4	7	5	no	7	yes	6	N	2	3	6	3	145	2	136	
	S-	10	4	15	3	yes	14	yes	2	S-	6	12	14	3	141	3	141	
	S-	20	12	20	14	yes	10	no	16	S	16	13	13	3	151	3	146	
	S+	22	16	20	15	yes	6	no	2	S	5	26	20	3	137	2	137	
	U	6	1	12	3	no	0	yes	1	U	2	10	9	2	132	1	126	

BOY Dashboard ▾ | BOY Scorecard ▾ | MOY Dashboard ▾ | MOY Scorecard ▾ | EOY Dashboard ▾ | EOY Scorecard ▾

Data Collection

Spring/Fall of 2021 - Teacher comments:

- "This is a lot of work and an additional drain on time and energy."
- "I have all of this data already."
- "How is this going to be used? Who is going to be viewing it?"
- "I am not happy with some of the data I am seeing when it is shown like that on the Dashboard."
- "I can see how this might be useful, but it can also feel pretty overwhelming."

Data Collection

Ongoing throughout the year – Teacher comments:

- "We need to find better tools to track math fluency and allow for practice." "I am using MobyMax."
- "Yes, I am pretty pleased with the progress many of my students are making."
- "I am not happy with my MOY NWEA growth in some areas."
- "I am very concerned about a few students' growth. How can we get them more support?"
- "I am concerned about how other grade levels are collecting similar data and whether or not we are in good alignment."
- "How can this Dashboard be used to help ensure we have students ready for ILearn. Especially in writing?"
- "I still don't like this much. Seems like a lot of extra work."

Data Collection

Spring of 2022 – Teacher comments: (Questions about his Dashboard focused on what was good about it, and what needed to be added or deleted.)

- Several teachers – "Going back to tracking reading levels is very helpful. It is much easier for us as a team to track growth and understand where our students are, and for us to share that with parents."
- "We need some additional training in the upper grades to better support our students who are lower in their reading level."
- "I need more training on how to give this assessment."
- "Continued use of MAP data is important."
- "Getting a focus back on math fluency was important. Everyone is doing this again. Students like tracking their own data and they like the data walls."
- "We need to ensure that ILearn data is added once it is in place, and that we add IRead. Especially with our 2nd grade data."
- "Alignment between grades still needs some work."
- Discussion on various samples of writing that were taken.
- "I don't think collecting data on extra curricular activity is important."
- "It is still a lot."

Data Collection

Ongoing throughout the year – Teacher comments:

- Live Teacher Input! Janet and Mary
  - Were there any areas that you felt the Dashboard supported your focus on your work or better supported your understanding of your student's progress?
  - Where there any areas of the work that frustrated you?
  - What is one area that you feel you need to work on based on the work on the Dashboard this year (in regards to your improving student data or your a reflection on your own instructional practice).

Our Discoveries

This IS a LOT of work.

- It is a lot of work. And there is a lot of work yet to be done. As we have been learning here in IPLI, improving your overall program is multifaceted and requires quite a bit of work.   We have seen several areas that have prompted a desire for more professional development, needed alignment, and targeted growth. We are refining next steps as we go.

Our Discoveries

Over time we are seeing areas where having all data in one area can provide some focus and clarity on wins, concerns, and needs.

- While our use of the Dashboards has not been perfect this year, we are seeing that having all of the data in front of us can prompt some good observations and questions. In some grade levels, the discussions of what data to collect this year was as important as the data itself. This discussion prompted a number of questions and need for solutions about differences even in our own classrooms and grade levels.

Our Discoveries

Admin needs to ensure clarity on some data points.

- There are some data points that were added on the dashboard to track some data not directly connected to student assessments. There was an extracurricular data point and a tracking area for learning experiences. In a conversation with our leadership team, it was noted that there was a lack of understanding around a specific data point, and how it might be used. We had a good discussion of how tracking student participation in extracurricular programs could improve overall student efficacy and our overall programs in the future. A lot of need was brought up in this area. It is important not to assume some might know why you are asking for data points. A lack of clarity can make the work seem too much.

Where We Are Heading Next

- Overall the work on the Dashboards had some positive implications for our team. Within and across grade levels most of our growth this year was getting the data points themselves right. We still have some work yet to be done in this area, but we are getting closer.
  - Some Questions to Consider:
    - What areas do we need to focus on most for next year in ensuring vertical alignment of our benchmarks?
    - What professional development needs to occur to ensure alignment is possible?
- In our leadership team, we discussed some areas of work to close this year, and other areas of focus going forward. Closing the year, we need to ensure we feel our data points are feeding us the information we intended when we set them earlier this year. We also need to look at vertical alignment, ensuring the rigor of our expectations ensures students are well prepared for the upcoming grade level.

Credits

Hunt, R., Kerber, M., Schipp J. (2022). data, Data, DATA!. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.

data, Data, DATA!

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Background Leading to Our Inquiry (Slide 3)

There has been a lack of uniformity in how we manage all the data points that we collect on our students over the school year. We collect a lot of data, but how that data is managed, what is shared, and how it is reviewed and discussed has needed to be revisited. Our team has been working this year to develop a tool that will allow us to use our data more effectively in the anticipation that we will feel more confident in our understanding of student performance both in our own classroom and in the vertical alignment of our work.

The Purpose of Our Inquiry (Slide 4)

The purpose of our inquiry is to identify the right data points to track and to develop a system of organizing, monitoring, and updating data points allowing for a better understanding of student progress across all grade levels.

Our Wondering (Slide 5)

How will the development and use of a data sheet support more efficiency in our program and allow more clarity on student performance?

Our Actions (Slide 6-8)

Spring of 2021:	Developed an early model of our Data Dashboard
Fall of 2021:	Grade level meetings to review and, where necessary, restructure the pilot Data Dashboard and supporting scorecards to include data points and benchmarks that supported targeted outcomes for each grade level. This focus centered on adding skills benchmarks, reading benchmarks, writing benchmarks, and math fluency benchmarks. This also required discussion on specific assessments to be used and also began the vertical alignment of data points in some areas.
Ongoing:	Refinement of the scorecards throughout the year as we continue to see areas of needed improvement. Use of the data sheets at BOY, MOY, and soon EOY.

Spring of 2022:	Discussion and review of the Data Dashboard to this point and identification of future work to be done.

Data Collection (Slide 9-12)

Qualitative data was collected based on comments of staff during data meetings where the Dashboards were being utilized throughout the year.

My Data

Spring/Fall of 2021:	Teacher comments: "This is a lot of work and an additional drain on time and energy." "I have all of this data already." "How is this going to be used? Who is going to be viewing it?" "I am not happy with some of the data I am seeing when it is shown like that on the Dashboard." "I can see how this might be useful, but it can also feel pretty overwhelming."
Ongoing:	Teacher comments: ● "We need to find better tools to track math fluency and allow for practice." "I am using MobyMax." ● "Yes, I am pretty pleased with the progress many of my students are making." ● "I am not happy with my MOY NWEA growth in some areas." ● "I am very concerned about a few students' growth. How can we get them more support?" ● "I am concerned about how other grade levels are collecting similar data and whether or not we are in good alignment." ● "How can this Dashboard be used to help ensure we have students ready for ILearn. Especially in writing?" ● "I still don't like this much. Seems like a lot of extra work."
Spring of 2022:	Teacher comments: (Questions about his Dashboard focused on what was good about it, and what needed to be added or deleted.) ● Several teachers - "Going back to tracking reading levels is very helpful. It is much easier for us as a team to track growth and understand where our students are, and for us to share that with parents." "We need some additional training in the upper grades to

	better support our students who are lower in their reading level." ● "I need more training on how to give this assessment." ● "Continued use of MAP data is important." "Getting a focus back on math fluency was important. Everyone is doing this again. Students like tracking their own data and they like the data walls." ● "We need to ensure that ILearn data is added once it is in place, and that we add IRead. Especially with our 2nd grade data." ● "Alignment between grades still needs some work." ● Discussion on various samples of writing that were taken. ● "I don't think collecting data on extra curricular activity is important." ● "It is still a lot."

Our Discoveries (Slide 13-15)

- Learning Statement One: This IS a lot of work.
  - It is a lot of work. And there is a lot of work yet to be done. As we have been learning here in IPLI, improving your overall program is multifaceted and requires quite a bit of work.   We have seen several areas that have prompted a desire for more professional development, needed alignment, and targeted growth. We are refining next steps as we go.
- Learning Statement Two: Over time we are seeing areas where having all data in one area can provide some focus and clarity on wins, concerns, and needs.
  - While our use of the Dashboards has not been perfect this year, we are seeing that having all of the data in front of us can prompt some good observations and questions. In some grade levels, the discussions of what data to collect this year was as important as the data itself.   This discussion prompted a number of questions and need for solutions about differences even in our own classrooms and grade levels.
- Learning Statement Three: Admin needs to ensure clarity on some data points.
  - There are some data points that were added on the dashboard to track some data not directly connected to student assessments. There was an extracurricular data point and a tracking area for learning experiences. In a conversation with our leadership team, it was noted that there was a lack of understanding around a specific data point, and how it might be used. We had a good discussion of how tracking student participation in extracurricular programs could improve overall student efficacy and our overall programs in the future. A lot of need was brought up in this area. It is important not to assume some might know why you are asking for data points. A lack of clarity can make the work seem too much.

Where We Are Heading Next (Slide 16)

- General reflection on the specific action research cycle just completed:
  - o Overall the work on the Dashboards had some positive implications for our team. Within and across grade levels most of our growth this year was getting the data points themselves right. We still have some work yet to be done in this area, but we are getting closer.
  - o Some Questions to Consider:
    - ▪ What areas do we need to focus on most for next year in ensuring vertical alignment of our benchmarks?
    - ▪ What professional development needs to occur to ensure alignment is possible?
- Generation of Directions for The Future:
  - o In our leadership team, we discussed some areas of work to close this year, and other areas of focus going forward. Closing the year, we need to ensure we feel our data points are feeding us the information we intended when we set them earlier this year. We also need to look at vertical alignment, ensuring the rigor of our expectations ensures students are well prepared for the upcoming grade level.

Citing Your Presentation and Publication

Presentation

Hunt, R., Kerber, M., Schipp J. (2022). data, Data, DATA!. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.