

Maximizing our Use of Data:



Paragon Elementary School:

Principal's Name: Tiffany Oswalt

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Team Members' Names: Michelle Baker & Stephanie Kern

Background Leading to this Inquiry

- Our team's goal was to dive deeper into what to do with our data and how to make our data the most productive in classrooms. Teachers have limited time in the classroom therefore utilizing our data to maximize the instructional time that we have to increase student learning.
- The issue was we wanted to narrow down our assessments to give us the most quality data and valuable information to lead to increased student achievement.

Purpose of This Inquiry

- The HRS surveys show that we are lacking in data analysis and PLCs.
- Therefore, the purpose of our action inquiry was to . . . Paragon Elementary has a school wide goal of raising our achievement scores. We are planning to raise our scores by beginning to focus on assessments through PLCs. We are going to maximize instruction by analyzing data that works to improve achievement.



Our Wondering

We are wondering how we utilize our data to maximize instruction to better help the learning capacity of our school.

Our Actions

- First, we created a spreadsheet called the “Utilizing Data Spreadsheet”. Each teacher filled it out to share what data assessments they use within their classroom.
- Second, we collected all data points that each teacher used (district wide and classroom assessments).
- Third, we analyzed and organized the assessments with the strongest data and the assessments that gave us the least data.

Our Actions

- Fourth, created a plan of action to maximize our strongest data to better help the learning capacity of our school. Our plan included data talk meetings, discussions amongst teachers and staff, training, and sharing how each teacher breaks down their data to differentiate skill levels within the classroom.
- Fifth, this will be a continuing process for us as we look at our data to find out what best meets the needs of our students and what isn't giving us the results desired.

Data Collection

- Utilizing Data Spreadsheet
- Teacher Discussions
- Trainings
- Utilizing Data Survey



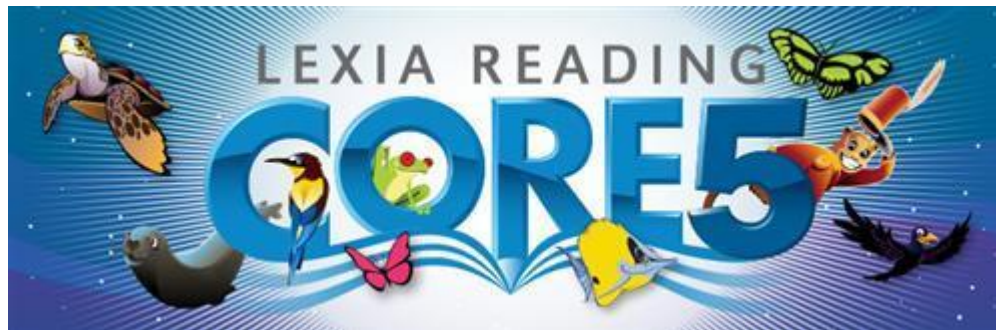
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Our Data

- Utilizing Data Spreadsheet
<https://docs.google.com/spreadsheets/d/17HCilt218QhMle8mlwuVhZalxOuWJjGRkPmXVh8WTw/edit>
- Lexia-Scope and Sequence/Training learning to read the data and goals for where the students need to be

Our Data

- Created Assessment Documents
- Ranking Sheet/Reports from Assessments
- Feedback from Teachers
- Surveys
- Teacher Resource Showcase



Our Discoveries

#1: We have too much data that is not directly informing our instruction. NWEA is more of a data point than an instructional tool. We found that we can drop the AR Star program for all teachers except our resource teacher.

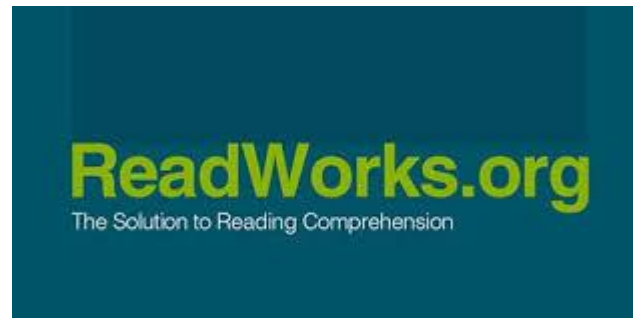


Our Discoveries

#2: We found that we needed deeper training in Study Island and Lexia in order to be more successful using the data. A teacher made a training video on how to include more rigorous questions on Study Island assessments. Training was provided by Mr. Stout and Mrs. Sonnega on how to utilize Lexia more efficiently for teachers and students.

Our Discoveries

#3: Teachers find varying programs/data more useful depending upon the grade level they teach. The intermediate level find programs such as Reflex Math and Read Works more helpful towards statewide testing measures where as K-2 find Splash Math and Lexia more helpful.



Where We Are Heading Next

Questions we are going to answer moving forward:

- What is making an impact from these programs in reading the data that improve our teaching practices and increasing our scores?
- What are the district, school, and classroom expectations for using programs?

Action One:

- We are going to wean out things that are not impacting our class and school in positive ways.

Action Two:

- Continuing training on beneficial programs to maximize our knowledge on using the program and tying the work to academic standards.

Reflection:

- Teachers will reflect the use of data by teacher discussions, teacher resource show cases, surveys, data talks, and data assessment sheets.

Bibliography

Books:

Coil, C. (2010). Successful teaching in the differentiated classroom. Marion, IL: Pieces of Learning

Marzano, R. J., Warrick, P., Simms, J. A., Wills, J., Livingston, D., Livingston, P., . . . Grift, G. (2015). A handbook for high reliability schools. Cheltenham Vic, Vic.: Hawker Brownlow Education

Dana, N. F., & Yendol-Hoppey, D. (2016). The PLC book. Thousand Oaks: Corwin.

Article:

National Association of Elementary School Principals. (2011). Using Student Achievement Data Support Instructional Decision Making. <http://www.naesp.org/sites/default/files/Student%20Achievement%20blue.pdf>



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Background Leading to Our Inquiry (Slide 2)

- Our team's goal was to dive deeper into what to do with our data and how to make our data the most productive in classrooms. Teachers have limited time in the classroom therefore utilizing our data to maximize the instructional time that we have to increase student learning.
- The issue was narrowing down our assessments to give us the most quality data and valuable information to lead to increased student achievement.

The Purpose of Our Inquiry (Slide 3)

Paragon Elementary has a school wide goal of raising our achievement scores. One way in which we are planning to raise our scores is to begin focusing on our assessments through PLCs. We are going to maximize instruction by analyzing data that works to improve achievement. The HRS surveys show that we are lacking in data analysis and PLCs.

Our Wondering (Slide 4)

We are wondering how we utilize our data to maximize instruction to better help the learning capacity of our school.

Our Actions (Slide 5 and 6)

1. First, we created a spreadsheet called the "Utilizing Data Spreadsheet" for each teacher to fill out to share what data assessments they use within their classroom.
2. Second, we collected all data points that each teacher used (district wide and classroom assessments).
3. Third, we analyzed and organized the assessments with the strongest data and the assessments that gave us the least data.
4. Fourth, created a plan of action to maximize our strongest data to better help the learning capacity of our school. Our plan included data talk meetings, discussions amongst teachers and staff, training, and sharing how each teacher breaks down their data to differentiate skill levels within the classroom.
5. Fifth, this will be a continuing process for us as we look at our data to find out what best meets the needs of our students and what isn't giving us the data we need.

Data Collection (Slide 7)

- Utilizing Data Spreadsheet
- Teacher Discussions & Meetings
- Trainings
- Utilizing Data Survey

Our Data (Slides 8 and 9)

- Utilizing Data Spreadsheet
https://docs.google.com/spreadsheets/d/17HCil_t218QhMle8mlwuVhZalxOuWJjGRkPmXVh8WTw/edit
- Teacher Discussion & Meetings
- Trainings
- Lexia-Scope and Sequence/Training learning to read the data and goals for where the students need to be
- PLCs-101 by Bonnie Griffie, PD by Tiffany Oswald
- Study Island-Tiffany Oswald and Stephanie Kern
- Weekly Reading Data Spreadsheet - Michelle Baker
- Teacher Resource Showcase-All Staff
- Utilizing Data Survey: Follow-up Survey

Our Discoveries (Slide 10, 11, and 12)

- Learning Statement One: We have too much data that is not directly informing our instruction.
- Learning Statement Two: We need deeper training on the most valuable data to drive our instruction.
- Learning Statement Three: Teachers find different data points more useful in different programs/areas than other teachers.

#1: We have too much data that is not directly informing our instruction. NWEA is more of a data point than an instructional tool. We found that we can drop the AR Star program for all teachers except for our resource teacher.

#2: We need deeper training on the most valuable data to drive our instruction. We did not have a district wide training session. Therefore, we felt there were a lot of facets to the program and reading the data that we needed more training on to maximize the use of Lexia. A teacher made training videos that we watched. A principal and a teacher came to do diving deeper into Lexia to train on best teaching practices. The teachers gained a lot of imperative tools to use in the classroom for their students from the training.

#3: Teachers find different data points more useful in different programs/areas than other teachers. The intermediate level find programs such as Reflex Math and Read Works more helpful towards statewide testing measures where as K-2 find Splash Math and Lexia more helpful. There is a difference in programs that give data between the intermediate and the primary levels.

Where We Are Headed Next (Slide 13)

What is making an impact from these programs in reading the data that improve our teaching practices and increasing our scores?

What are the district, school, and classroom expectations for using programs? Are there time usage expectations? We have learned that we need to wean out things that are not impacting our class and school in positive ways. Programs that we are not confident in using to the max ask for more training. We need to reflect on how to maximize the data that is working and grow from there. We learned that some programs were more beneficial to the teachers depending upon their grade level/content.

How can we eliminate our bottom 3 programs or find ways to better utilize the data? How can we ensure that our top 3 programs that give us impactful data continue to be our focus? How can we use instructional rounds to see data reading or differentiation in classrooms driven by the data? How can we setup our grade books to reflect standards, common assessments, and academic level of students?

In conclusion we have discovered, based on our HRS survey results, that we were weak in the area of data, which prompted us to dive deeper into what we are using to help drive instruction and better compliment the learning capacity of our school. In the book we read, *The PLC Book*, it states "It is important to share your own ugly data to demonstrate your vulnerabilities as well as your interest in growing professionally by gaining insight from your colleagues (Dana & Yendoll-Hoppey, 2016) ." Looking into our data made us question what programs are beneficial and gave us more questions that we would like to explore further.

Bibliography (Slide 14)

Book:

- Coil, C. (2010). *Successful teaching in the differentiated classroom*. Marion, IL: Pieces of Learning
- Marzano, R. J., Warrick, P., Simms, J. A., Wills, J., Livingston, D., Livingston, P., . . . Grift, G. (2015). *A handbook for high reliability schools*. Cheltenham Vic, Vic.: Hawker Brownlow Education
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Article:

- National Association of Elementary School Principals. (2011). *Using Student Achievement Data Support Instructional Decision Making*.
http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf

Citing Your Presentation and Publication

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