

Data-Driven Decisions

Thomas Jefferson Elementary School

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Background Leading to this Inquiry

During the 2020-2021 school year a majority of our students participated in remote learning. When we began our school year in 2021, we noticed large gaps in learning as noted by our newly district adopted iReady diagnostic assessment tool. We wanted to identify the learning gaps using iReady data to inform our academic decisions in our school.

Purpose of This Inquiry

Therefore, the purpose of our action inquiry was to determine how the use of scheduled iReady data talks would assist teachers and academic teams in making informed decisions surrounding curriculum, assessment and instruction.

Our Wondering

With this purpose, we wondered how can the development of schedules and protocols to examine iReady improve our ability to address learning gaps and common issues regarding curriculum, assessment, instruction, and the achievement of all students?

Our Actions

September	Professional development was provided on iReady 1st iReady diagnostic was administered to students Data shared with students and families Grade-level Teacher collaboration
October	Teachers meet with the iReady consultant for PD in grade level teams Grade Level Teacher collaboration with protocol Students in 4 th -6 th grade begin to work on ILP in class Students in KGN-3 rd grade share the media center for ILP work
November	Grade Level Teacher collaboration Data talks with students begin in upper grades Monitoring use of Individualized Learning Path (ILP)
December	Teachers meet with the iReady consultant for PD in grade level teams Teacher collaborations to review progress made from previous month
January	2nd iReady diagnostic was administered to students Data was shared with parents and students Students in the upper grades reflected on their growth and goals
February	Grade-level Teacher collaborations Monitoring use of Individualized Learning Path
March	Report weekly monthly use of ILP's by classroom Survey sent to teachers to determine their level of comfort using iReady

Data Collection

To gain the best insights into our wonderings, we examined grade-level collaboration notes, data protocols, students Independent Learning Path tracking sheets, and growth data. We also surveyed teachers to determine if they felt confident in their ability to use the information from iReady.

Our Data

Teachers attendance and participation in grade level teams and professional development around iReady

Student use of iReady Individualize Learning Paths

Student growth iReady math and reading from fall to spring

Teachers perceptions of their proficiency in using iReady to inform instructional decisions

Teachers attendance and participation in grade level teams and professional development around iReady

100% of students participated in iReady Math and Reading in both the fall and spring

95% of teachers participated in Professional Development for iReady

93% of teachers participated in the two meetings with the iReady consultant

80% of the collaboration notes mentioned the use of iReady data to inform instruction

100% of teachers designated 30 minutes for students to complete their Individual Learning Path

Our Data

Each grade level team had identified specific activities to address academic concerns related to *curriculum, assessment, instruction, and the achievement of all students*. Teams implemented their ideas and collected data.

<p>Determine Roles (1 min.) Timer, Facilitator, Recorder</p>	
<p>Focus (2 min.) Domain(s) or skill(s) identified as an area of need from data</p>	<p>Fact fluency -(we did not discuss vocab too much)</p>
<p>Tried (4 min.) What instructional or intervention strategies have been used? What was the effect of these strategies?</p>	<p>XMath (Sanders & Cheek) Sanders does this every day. Cheek reported that the students are not that "into it". Kahoot (Cheek) Sanders has found PDF flash cards. Cheek has sent home flashcards. Boland reports teaching a lot of review multiplication and drill.</p>
<p>Acknowledge Challenges (3 min.) Identify what is impeding progress in the domain(s) or skill(s)</p>	<p>All teachers report that the students are not retaining the facts. Jackie asked if we are using the teaching tools in Savvas. Sanders reported that the games in the Savvas enVision were difficult to access and use. The idea was dismissed.</p>
<p>Team Solutions (8 min.) Brainstorm instructional or interventions solutions (small group teacher led/non-teacher-led)</p>	<p>Ascend math, math cafe, prodigy teachers should monitor with lanschool. ABCya multiplication games. A kahoot with a google form to provide practice and then an assessment. Time test of equivalent facts- Cheek. Level test tier one to tier five to determine which group is having the most difficulty. Reward students for mastery of learning their facts.</p>
<p>Everyone Reflect (3 min.) Discuss solutions that align with resources (human and material) and have high return on investment.</p>	<p>Daily review and weekly assessment. Progress through facts. Incentive for learning the facts. More exposure, putting the multiplication facts up throughout the building. We can also add vocabulary words. Quizmo. Ask specials teachers, recess aides, to help us too (flip cards) Ask Nancy Batliner if she has any programs</p>
<p>Agreement (10 min.) What are the actions we each agree to take?</p>	<p>In the 90 min. Math block teachers will devote a minimum of 10 min to multiplication review. The teacher will select how the review will be conducted, but there will be an assessment at the end of the week. Some type of school wide/ grade level incentives. Some type multiplication review/ flip cards.</p>
<p>Make It Happen (9 min.) When will the instruction or intervention happen? When and how will we review our actions for impact/effectiveness.</p>	<p>Teachers will devote a minimum of 10 minutes to fact fluency. Denise will create a spreadsheet. Missy, Jim, Annmarie and Alyssa will look into various computer solutions and share. Jill and Brooke will look into an incentive program.</p>

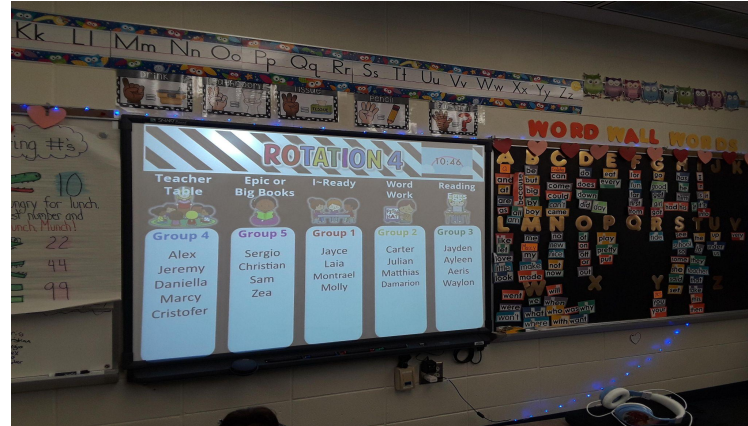
Data Protocol

Grade level teams used the protocol to analyze the initial data from the first iReady math and reading diagnostic to develop specific classroom implementation plans.

Determine Roles (1 min.) Timer, Facilitator, Recorder	Karen-recorder Becky-Timer Stacie-Facilitator.
Focus (2 min.) Domain(s) or skill(s) identified as an area of need from data	Number and Operations Measurement and Geometry
Tried (4 min.) What instructional or intervention strategies have been used? What was the effect of these strategies?	Added skills to our morning meeting Daily slate practice
Acknowledge Challenges (3 min.) Identify what is impeding progress in the domain(s) or skill(s)	Class sets of chrome books (don't have) Not enough space in the room Not comfortable doing small groups due to Covid Lack of skills and attention span
Team Solutions (8 min.) Brainstorm instructional or interventions solutions (small group teacher led/non-teacher-led)	Fluency games Extra math Frontloading Kindergarten and 1st grade skills
Everyone Reflect (3 min.) Discuss solutions that align with resources (human and material) and have high return on investment	Iready practice every week Differentiated chrome book lessons Math Seeds Math word wall and anchor charts
Agreement (10 min.) What are the actions we each agree to take?	Weekly grade level discussion
Make It Happen (9 min.) When will the instruction or intervention happen? When	During calendar time Beginning of math instruction

When time is scheduled for teams to meet they are able to analyze data and address issues.

IXL used to encourage fact practice



Small groups and rotations to provide instruction.



Student use of iReady Individualize Learning Paths

Students are to work on their Individualized Learning Path for a minimum of 30 minutes per week in both Reading and Math. Teachers monitor student progress to determine if additional support is needed in reading and math concepts.



Student participated in their goal setting

Teachers involved students in goal setting, and taught them how to set their own goals.

Questions Responses 29

Which subject(s) did we review/discuss? *

Reading

Math

Both

What skill(s) did we review/discuss? *

Short answer text

What are our next step(s)? * ...

Reset/retake iREADY lesson

Alternative assessment on skill

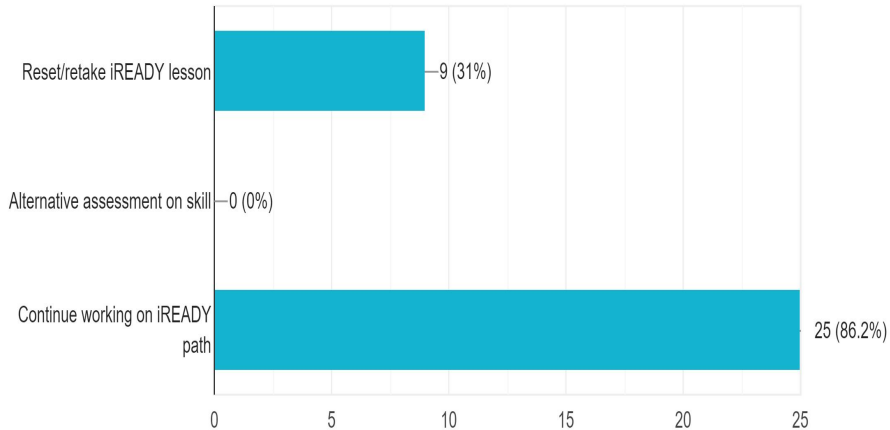
Continue working on iREADY path

Other notes:

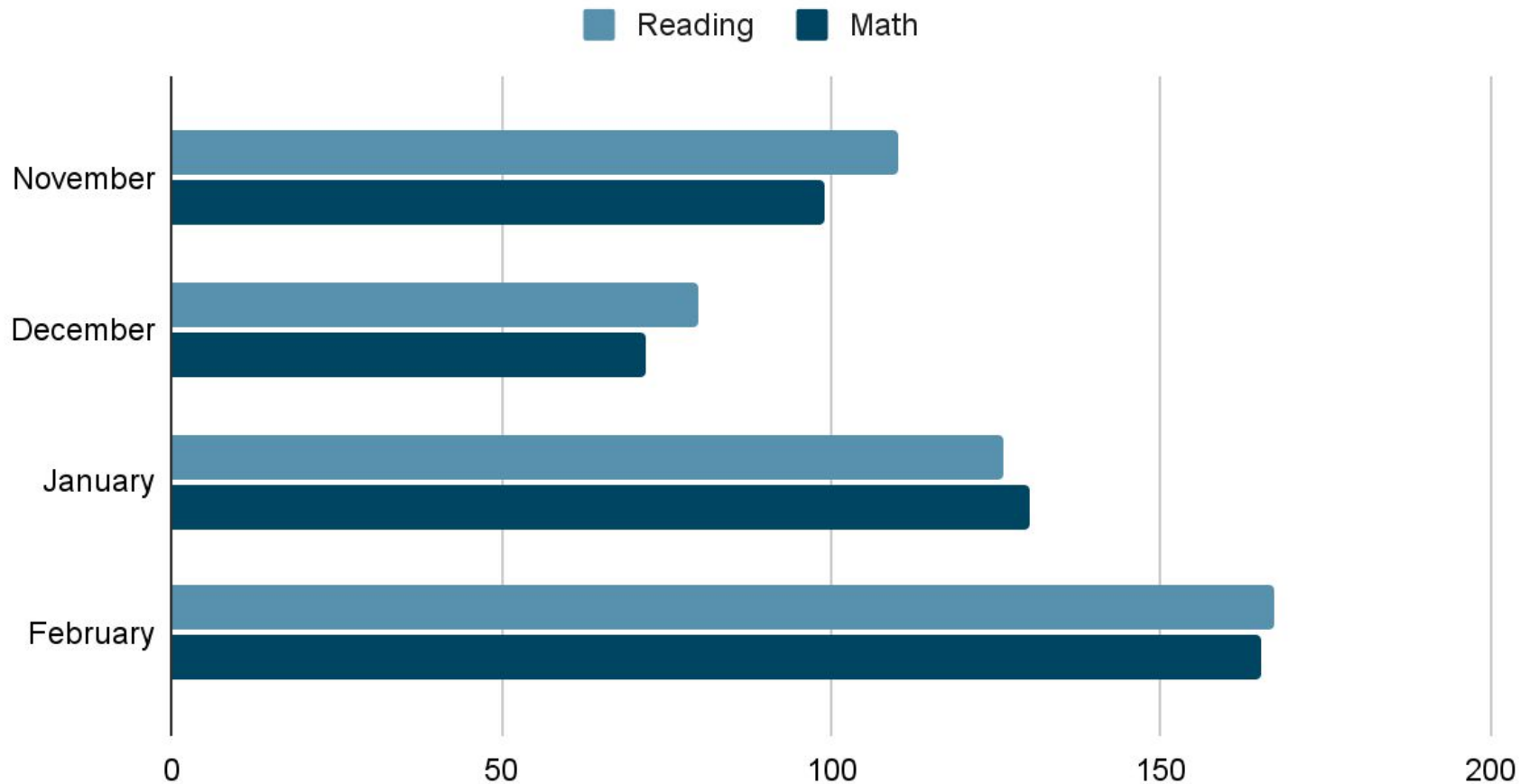
Long answer text

What are our next step(s)?

29 responses



Student Average Minutes on Individualize Learning Path



iReady Growth from Fall to Spring

Reading

	Fall	Winter
Tier 3 (at risk)	36%	26%
Tier 2	47%	42%
Tier 1	17%	33%

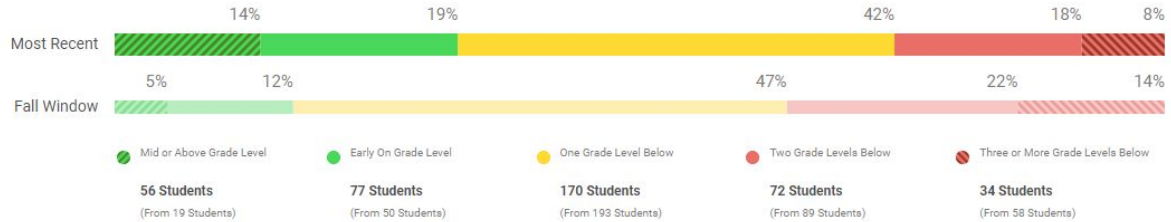
Math

	Fall	Winter
Tier 3 (at risk)	41%	22%
Tier 2	53%	57%
Tier 1	6%	20%

Fall to Winter Reading Growth as Measured by iReady

Overall Placement

Students Assessed/Total: 409/424



[The Mapping Between 5-Level and 3-Level Placements](#)

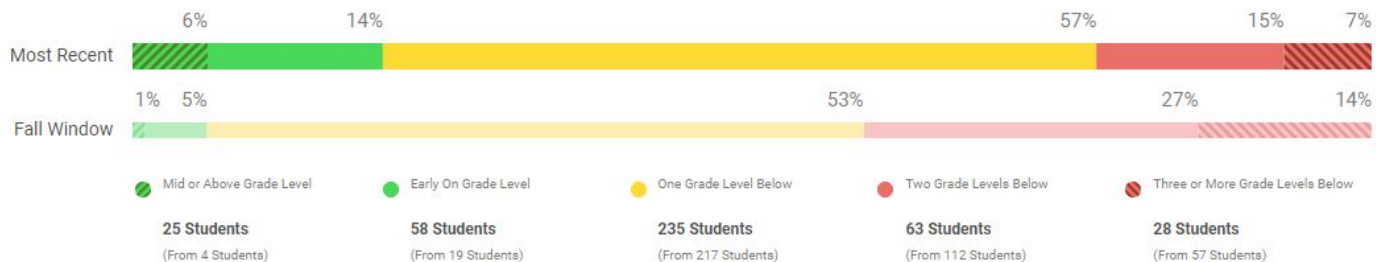
Placement by Domain



Fall to Winter Math Growth as Measured by iReady

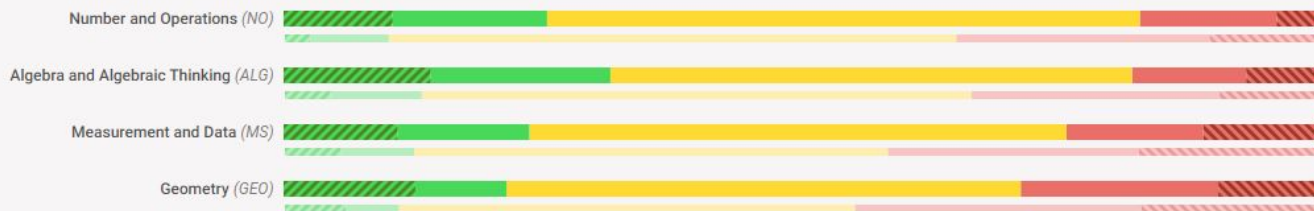
Overall Placement

Students Assessed/Total: 409/424



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Teacher Perceptions

Teacher engagement in data-driven decision making is a powerful tool, but teachers need to feel confident in their ability to use that data effectively.

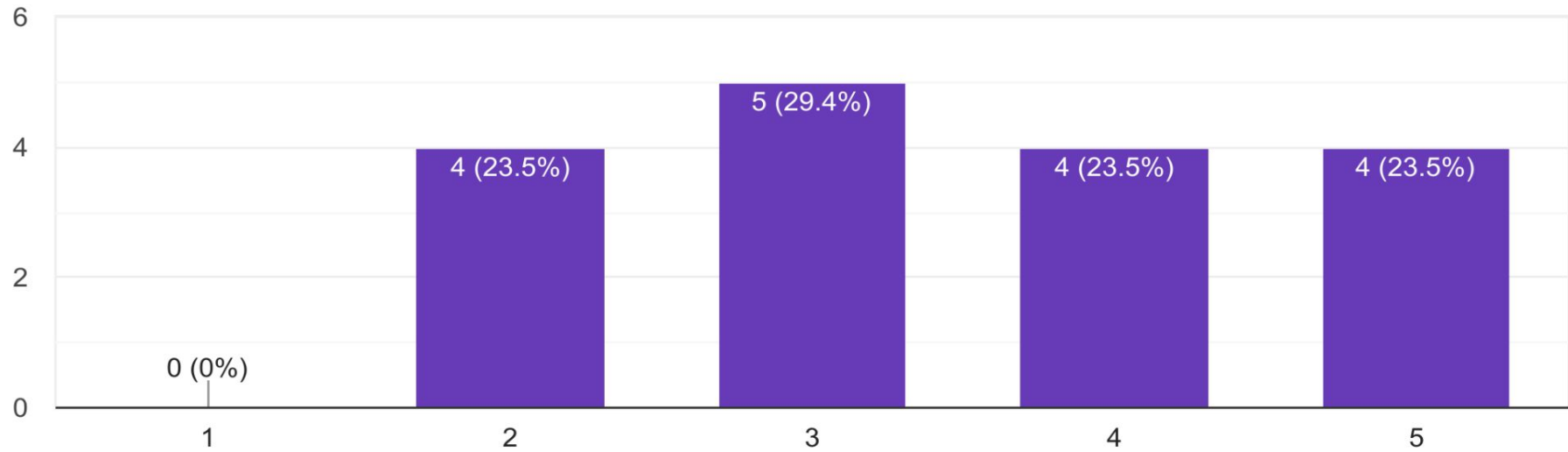
Teachers must be technologically, statistically and pedagogically savvy to successfully use data. (Dunn, K., Airola, D., Lo, W & Garrison, M., 2013)

The more confident teachers feel about their ability to use and interpret data the more the data is used to support student learning.

Teacher iReady Perception Survey

I am confident I can use iReady data to identify gaps in my instructional curriculum.

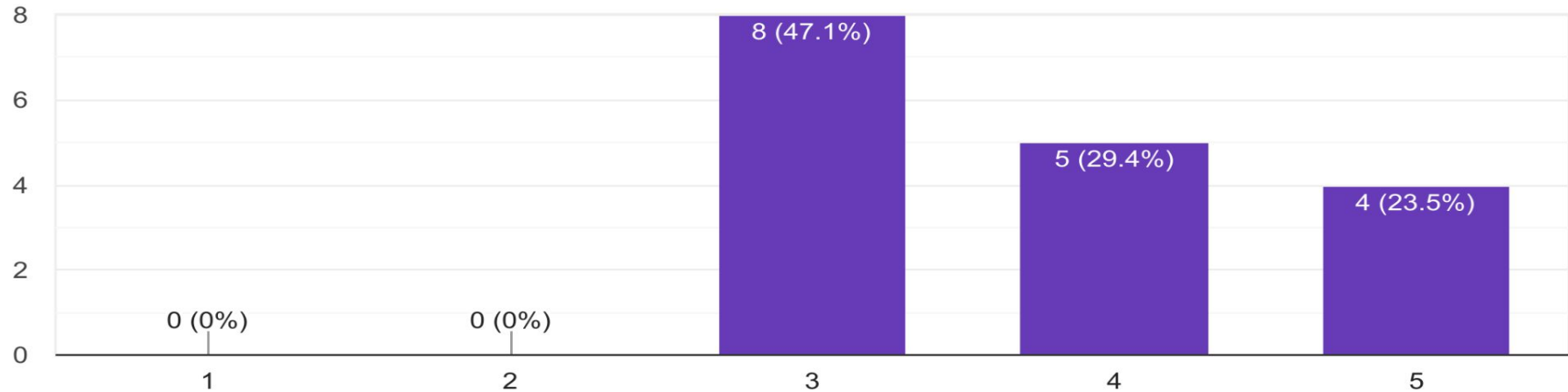
17 responses



Teacher iReady Perception Survey

I am confident in my ability to understand iReady diagnostic reports.

17 responses



Our Discoveries

- Frequent monitoring of data is helpful in planning targeted lessons and interventions.
- Teachers needed time and training to understand the reports and develop interventions.
- Some teachers needed more training and time to feel confident in using data to inform their instruction more effectively.
- Students are interested and motivated by seeing their success and reaching their goals.

Where We Are Heading Next

- We will continue to monitor student progress weekly.
- We will continue to offer professional development to teachers.
- We will continue to meet in grade level teams to discuss student progress.

The changes we will make next is to look at the iReady Indiana Academic Standards report. We will create grade level writing prompts and rubrics based upon the standards the School City of Hammond curriculum has identified as priority standards.

Bibliography

Dunn, K., Airola, D., Lo, W & Garrison, M. (2013). Becoming Data Driven: The Influence of Teachers' Sense of Efficacy on Concerns Related to Data-Driven Decision Making, *The Journal of Experimental Education*, 81:2, 222-241, DOI: [10.1080/00220973.2012.699899](https://doi.org/10.1080/00220973.2012.699899)

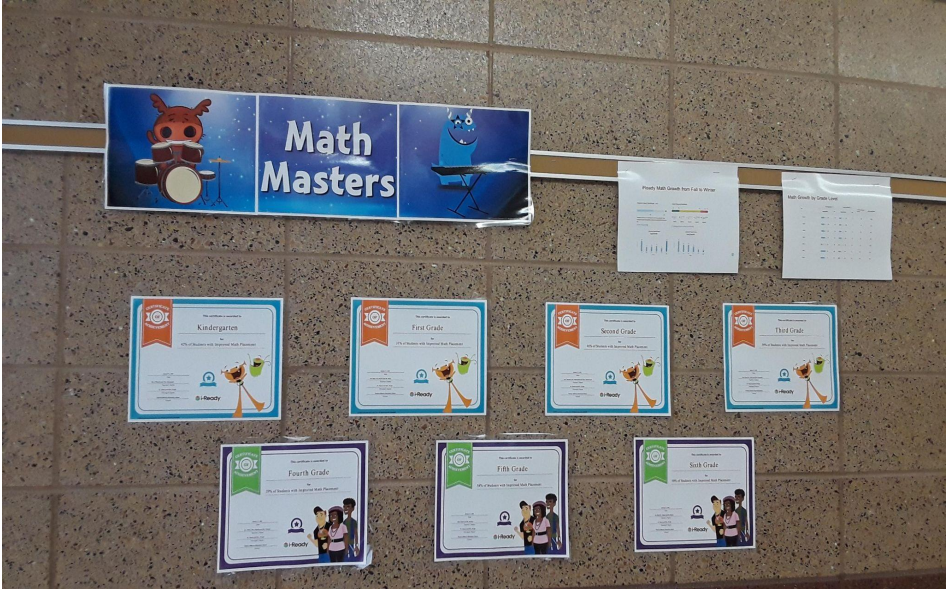
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Ghaith, G., & Yaghi, H. (1997). Relationships among experience, teacher efficacy, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, 13(4), 451–458.

McKinney, M., Sexton, T., & Meyerson, M. J. (1999). Validating the efficacy-based change model. *Teaching and Teacher Education*, 15, 477–485

Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66, 543–578

Celebrate Success





Data-Decision Making

Principal Name: Dr. Denise Eismin

School Name: Thomas Jefferson Elementary School

Team Members' Names: Mrs. Stacie Schuster and Mrs. Nancy Batliner

Principal's Email Contact: daeismin@hammond.k12.in.us

Background Leading to Our Inquiry (Slide 2)

- How can we identify and mitigate the learning loss resulting from distance learning brought upon by the pandemic?
- How can we familiarize teachers in using the new iReady diagnostic tool adopted by the district?
- How can we best use iReady to inform our decision making in the classroom and as a school?

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to determine if the use of scheduled frequent data talks and protocols would assist teachers in making informed decisions surrounding curriculum, assessment and instruction.

Our Wondering (Slide 4)

With this purpose, we wondered how can the development of scheduled data talks and protocols to analyze iReady student data improve our ability to address common issues regarding curriculum, assessment, instruction, and the achievement of all students?

Our Actions (Slide 5)

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December	Teachers meet with the iReady consultant for PD in grade level teams Teacher collaborations to review progress made from previous month
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February	Grade-level Teacher collaborations
March	Report weekly monthly use of ILP's by classroom Survey sent to teachers to determine their level of comfort using iReady

Data Collection (Slide 6)

To gain the best insights into our wonderings, we examined grade-level collaboration notes, data protocols, students iReady tracking sheets, and growth data. We also surveyed teachers to determine if they felt confident in their ability to use the information from iReady.

Our Data (Slides 7 & 8)

Present data and share the ways your team analyzed the data. **You may need additional slides.**

Quantitative data is often presented in graphs/charts/tables. You may wish to present quantitative data in at least two kinds of graphs organized in different ways to help you explain different aspects of your team's learning.

Qualitative data is often presented as excerpts of text from a journal, teacher reflections, etc. You may wish to present qualitative data by including one or more samples of text to help you explain different aspects of your learning.

Our Discoveries (Slide 12)

- When teachers used a specific protocol to analyze data the solutions to address issues were more focused at the grade level.
- Schedule frequent times to review student data

- Celebrate Success!

Where We Are Headed Next (Slide 18)

In this step, reflect on your team's action research journey as a whole that accomplish the following:

- General reflection on the specific action research cycle just completed (Some Questions to Consider: What has your team learned about your school? What have you learned about your teachers? What are the implications of what your team has learned for your work?)
- Generation of Directions for The Future (Some Questions to Consider: What changes will your team make or have made in your practice? What new wonderings does your team have?)

As you present your concluding thoughts, once again consider weaving a reference or two into your conclusions to connect your conclusions to the field of administration at large.

Bibliography (Slide 19)

Ghaith, G., & Yaghi, H. (1997). Relationships among experience, teacher efficacy, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, 13(4), 451–458.

McKinney, M., Sexton, T., & Meyerson, M. J. (1999). Validating the efficacy-based change model. *Teaching and Teacher Education*, 15, 477–485

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