Getting Wise Through Data

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Background That Led to Your Team's Inquiry:

During the 2016-17 school year our corporation introduced us to the Data Wise process. During the 2017-18 year we began the implementation of Data Wise in our building. Data Wise is an approach of looking deeper at data to help improve instruction. The process uses data to help teachers look differently at instruction and examine their own practices.

Statement of Your Team's Wondering:

At first, we wanted to look at the implementation of instructional walkthroughs. Would this practice improve our instruction? However, as we progressed, we decided it was more than just the instructional rounds that we wanted to look at, it was the entire process. Therefore, we started to wonder about how the implementation of the Data Wise process could improve our instruction.

Methods/Procedures:

To gain insights into our wonderings, we began implementing the data wise protocols for meetings as well as rolling agendas. After creating our learning norms we began looking deeper into our data.

First, we reviewed our data to determine a focus area. we looked at ISTEP results, STAR data, Learning Checks and CQA results. Afterwards, we determined that our focus area would be Math.

Next, we started looking deeper into the data.   By using the ladder of inference to look at data we began norming our views of data and relinquishing fault and blame. We then created data statements of what the data was telling us. After reviewing the data statements we created a priority question.

Once the priority question was created, we began looking deeper into student work samples to help develop a learner centered problem. The learner-centered problem is directly related to our priority question, based on digging into multiple data sources, within our control, a statement about student learning (not a question), and specific and small.

After looking at he student dat awe then turned our attention to what we as teachers are doing. We had to look at our own instructional practices. We conducted classroom walkthroughs and collected the observation data. We took that information and discussed strategies we could implement to improve our instruction. After our discussion we then created an action plan for our school.

Using our action plan as a guide, we created a survey of teachers that had already implemented some of the strategies and then after implementation we surveyed the staff again to see what improvements we had made. we also reviewed student data to see if progress was being made.

Stating Your Team's Learning and Supporting it with Data:

As a result of analyzing our data we learned:
- Through creating norms our meetings were more efficient.
- Looking at data is more beneficial when you can look at it for what it is worth.
- Being specific and focusing on one area can allow for progress to be made.

Priority Question
- How do students use their understanding of number sense to improve problem solving?

Learner Centered Problem:
- Students have strategies to attack word problems, however, students lack number sense which impedes computation skills and ability to problem solve.

Problem of Practice:
- As teachers we expose students to mathematical concepts however, we struggle to develop a deeper understanding of number sense.

When looking at our data we found that implementation of strategies increased throughout our building. At first look our strategies did not seem to improve our scores. Then we implemented our process of looking deeper at data and determined that student performance on word problems actually increased over our implementation period.

Task (What specific tasks will you implement to reach goal?)	Pre Data	Post Data
Develop Priority Standards	0/5	3/5
Implement daily problem solving with response and discussion. (Math Journals)	4/12	11/12
Use 3 Act Math Problem Solving - Weekly	1/12	7/12
Develop Conceptual Units of Instruction	0/12	12/12

CQA RESULTS % PASSED
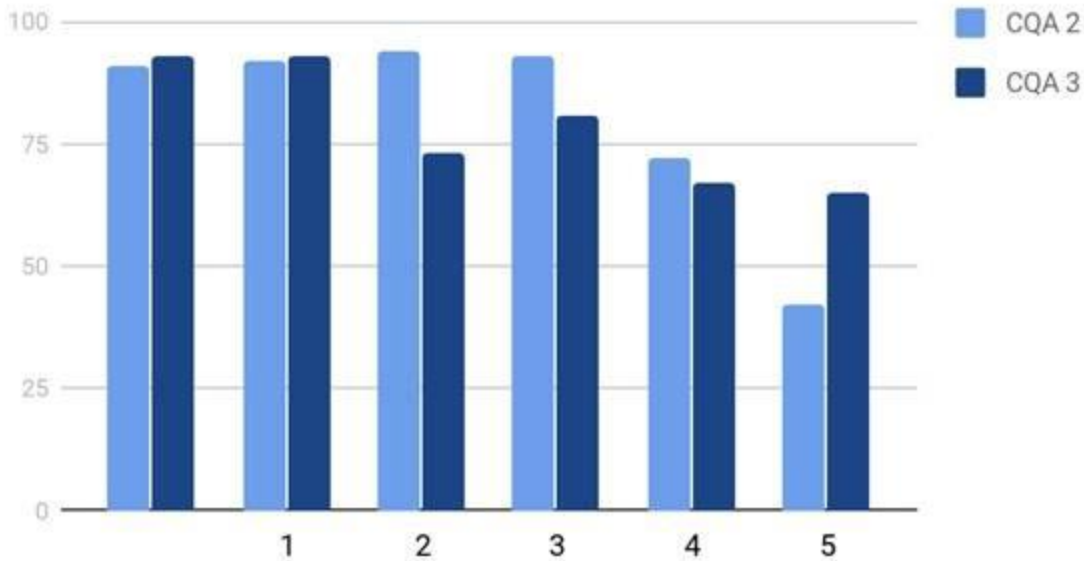
% Corret Word Problems
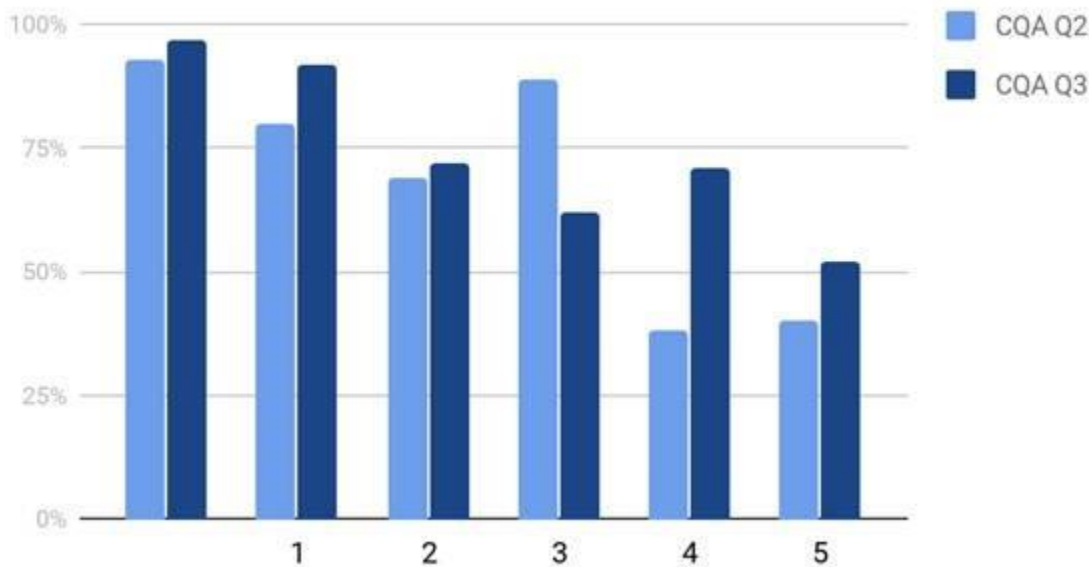
Providing Concluding Thoughts:

After examining our data it appears that the changes made through our Data Wise action plan are making a difference in student performance. We are currently extending this process into language arts and PRIDE.

References:

Boudett, K. P., City, E. A., & Murnane, R. J. (2015). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Cambridge, MA: Harvard Education Press.