Data-Driven Instruction

September 23, 2014

Paul Bambrick-Santoyo
NY State Public School ELA 4th Performance vs. Free-Reduced Rates
NY State Public School ELA 4th Performance vs. Free-Reduced Rates
Norms:

• Start/end on time
• Hand raised
• All technology is on-task (no mid-session breaks)
• Participate!
• Dive in to make this your own: no acting
• Write down burning questions as we go
Getting Poolside

A Video Case Study
Man on Fire:

• What were the key moments in Creasy’s attempt to help the girl (Pita)?

• What made Creasy’s analysis effective?
Assessment Analysis I

PART 1—GLOBAL IMPRESSIONS:

Global conclusions you can draw from the data:

• How well did the class do as a whole?

• What are the strengths and weaknesses in the standards: where do we need to work the most?

• How did the class do on old vs. new standards? Are they forgetting or improving on old material?

• How were the results in the different question types (mult. choice vs. open-ended, reading vs. writing)?

• Who are the strong/weak students?
PART 2—DIG IN:

• “Squint:” bombed questions—did students all choose same wrong answer? Why or why not?
• Break down each standard: did they do similarly on every question or were some questions harder? Why?
• Compare similar standards: does results in one influence the other?
• Sort data by students’ scores: are there questions that separate proficient / non-proficient students?
• Look horizontally by student: are there any anomalies occurring with certain students?
Observing the Impact

Role Plays of Data Analysis Meetings
Role Play Reflection:

• What did you learn about the teachers?

• How was this assessment analysis meeting different from a post-observation conference?
Impact of Data-Driven Instruction

Student Achievement Results 2003-2012
AP Exam—History of % of Test Takers

% of Juniors & Seniors Taking AP Exams

- 2007: 17%
- 2008: 19%
- 2009: 38%
- 2010: 43%
- 2011: 49%
- 2012: 65%
AP Results—Six-Year Score Summary

% of Total AP Students with Scores of 3+

<table>
<thead>
<tr>
<th>Year</th>
<th>NJ Statewide</th>
<th>Global</th>
<th>North Star</th>
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<tbody>
<tr>
<td>2007</td>
<td>73%</td>
<td>62%</td>
<td>11%</td>
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<tr>
<td>2008</td>
<td>72%</td>
<td>60%</td>
<td>30%</td>
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<td>2009</td>
<td>73%</td>
<td>61%</td>
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<td>2011</td>
<td>75%</td>
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<tr>
<td>2012</td>
<td>81%</td>
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</table>
Impact of Data-Driven Instruction

Sampling of Nationwide Results
Dodge Academy: Turnaround Through Transparency

Illinois ISAT Exam
Percentage Meet/Exceed Proficiency
For 2005 and 2008

- Reading: 32.5% (2005), 69.7% (2008)
- Math: 21.6% (2005), 79.4% (2008)
- Science: 20.5% (2005), 58.1% (2008)
Friends of Education: Driven by Data

2012 Academic Performance
Minnesota Multiple Measures Rating (MMR:
State test proficiency rate, student growth, achievement gap closure, graduation rate)

- MN Charter School MMR Avg: 52.1
- MN Traditional District MMR Average: 57.1
- Friends of Education Schools MMR Average: 81.1
## Baltimore Bombshell:

<table>
<thead>
<tr>
<th>Principal</th>
<th>MATH:</th>
<th>READING:</th>
<th>GAINS:</th>
</tr>
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<tr>
<td></td>
<td>Yr 1</td>
<td>Yr 2</td>
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<tr>
<td>Sean Conley:</td>
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<td>2010-11 Math</td>
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<td>Mt. Tipton ES</td>
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<tr>
<td><strong>Cohort Average</strong></td>
<td></td>
<td></td>
<td><strong>37</strong></td>
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*Growth Compared to Normalized State Average is calculated by comparing the school's performance to the state average, adjusted for various factors such as student demographics and school size. Positive values indicate growth above the state average, while negative values indicate growth below the state average.
Quick-Write Reflection

• From what you know right now, what are the most important things you would need to launch a data-driven instructional model in your school?
The Four Keys:

Data-Driven Instruction at its Essence:

ASSESSMENTS

ANALYSIS

ACTION

in a Data-driven CULTURE
Power of the Question

Analysis of Assessment Items---Math
1. 50% of 20:

2. 67% of 81:

3. Shawn got 7 correct answers out of 10 possible answers on his science test. What percent of questions did he get correct?

4. J.J. Redick was on pace to set an NCAA record in career free throw percentage. Leading into the NCAA tournament in 2004, he made 97 of 104 free throw attempts. What percentage of free throws did he make?

5. J.J. Redick was on pace to set an NCAA record in career free throw percentage. Leading into the NCAA tournament in 2004, he made 97 of 104 free throw attempts. In the first tournament game, Redick missed his first five free throws. How far did his percentage drop from before the tournament game to right after missing those free throws?

6. J.J. Redick and Chris Paul were competing for the best free-throw shooting percentage. Redick made 94% of his first 103 shots, while Paul made 47 out of 51 shots.
   – Which one had a better shooting percentage?
   – In the next game, Redick made only 2 of 10 shots while Paul made 7 of 10 shots. What are their new overall shooting percentages? Who is the better shooter?
   – Jason argued that if Paul and J.J. each made the next ten shots, their shooting percentages would go up the same amount. Is this true? Why or why not?
Standards (and objectives) are meaningless until you define how to assess them.

Because of this, assessments are the starting point for instruction, not the end.
Power of the Question

Analysis of Assessment Items--Reading
1. What is the main idea?

2. This story is mostly about:
   A. Two boys fighting
   B. Little Red Riding Hood’s adventures with a wolf
   C. A wolf in the forest
   D. A girl playing in the woods

3. This story is mostly about:
   A. Little Red Riding Hood’s journey through the woods
   B. The pain of losing your grandmother
   C. Everything is not always what it seems
   D. Fear of wolves

4. Which source of dialogue supports the book’s main theme?
   A. “Oh why I am so afraid? I usually like it at Grandmother’s.”
   B. “Come Little Red Riding Hood. Here is a piece of cake. Take it to your grandmother. She is sick and this will do her well.”
   C. “Oh grandmother, what big eyes you have.” “All the better to see you with!”

Little Red Riding Hood:
Assessment Big Ideas:

In an open-ended question, the **rubric** defines the rigor.

In a multiple choice question, the **options** define the rigor.
Power of the Question

Analysis of Assessment Items—High School
1. Solve the following quadratic equation:

\[ x^2 - x - 6 = 0 \]

2. Give the following rectangle with the lengths shown below, find the value of x:

\[
\begin{array}{c}
2x - 1 \\
\hline
x \\
\hline
\end{array}
\]

Area = 6

3. You need to build a box with a base where one side is one foot less than two times the length of the other and the total area of the bottom of the box is six square feet. What should the dimensions of the base of your box be?
Assessment Big Ideas:

Our commitment to college-ready academic preparation is determined by the rigor of our assessments.
Power of the Question

Analysis of Assessment—Early Literacy
Early Literacy Assessment:
LEVEL C TEXT:
[each line is written on a separate page with an accompanying picture]:

When I grow up, I want to put out fires.

I want to play ball.

I want to go to the moon.

I want to teach school.

I want to fix cars.

But now, I am happy to be a kid.
When I grow up, I want to put out fires. I want to play ball. I want to go to the moon. I want to teach school. I want to fix cars. But now, I am happy to be a kid.

DRA:
- Re-tell the story
- Make a personal connection

DIBELS:
- No test for comprehension: just accuracy & fluency (which all tests measure) & nonsense words

RUNNING RECORD:
- Tell what happened in the story
- Answer “right there” basic comprehension questions

STEP:
- What is the first job the girl thinks about doing?
- What job would make her leave earth?
- Why does the girl say that for now she is happy being a kid?
Keys to Effective Assessments:

COMMON INTERIM:
- At least quarterly
- Common across all teachers of the same grade level

TRANSPARENT STARTING POINT:
- Teachers see the assessments in advance
- The assessments define the roadmap for teaching
Keys to Effective Assessments:

**ALIGNED TO:**
- To state test (format, content, & length)
- To instructional sequence (curriculum)
- To college-ready expectations

**RE-ASSESSES:**
- Standards that appear on the first interim assessment appear again on subsequent interim assessments
The Four Keys:

ASSESSMENTS
(Interim, Transparent, Aligned, Re-Assess)

ANALYSIS

ACTION

in a Data-driven CULTURE
Coping Mechanisms:

- **Are they every 6-8 weeks?** (common interim)
  - **Too far apart:** place an additional interim asst in the gap
  - **Too many:** deprioritize some to focus only on those where deep analysis is possible and most valuable
- **Are they aligned to state expectations/college?** (aligned)
  - **No:** add aligned questions from available item banks
  - **No:** give teachers sample items and have them design more
  - **No:** borrow other schools’ assessments (e.g., NSA)
- **Are they aligned to instructional sequence?** (aligned)
  - **No:** change sequence to match assessment (or vice versa)
- **Do they spiral content throughout the year?** (re-assess)
  - **No:** add spiraled content questions to end of assessment
- **Do teachers see the assessments in advance?** (transparent)
  - Secretive mandated IA: give teachers proxy questions from item bank
Looking for Rigorous Assessments:

Access to NSA Interim Assessments:

ckwon@northstaracademy.org
Reflection on Assessments:

• What are my big takeaways for ensuring high quality assessments in my school?

• What are the actions I can take upon return to my school to make our assessments stronger?
The Four Keys:

ASSESSMENTS
(Interim, Transparent, Aligned, Re-Assess)

ANALYSIS

ACTION

in a Data-driven CULTURE
Analysis, Revisited

Moving from the “What” to the “Why”
Man on Fire:

• What made Creasy’s analysis effective?

• After a solid analysis, what made Creasy’s action plan effective?
Keys to Analysis:

- **IMMEDIATE**: ideal 48 hrs, max 1 wk turnaround

- **USER-FRIENDLY**: data reports are short but include analysis at question level, standards level and overall

- **TEACHER-OWNED** analysis

- **TEST-IN-HAND** analysis: teacher & instructional leader together

- **DEEP**: moves beyond “what” to “why”
ACTION:

- **PLAN** new lessons based on data analysis

- **ACTION PLAN**: implement what you plan (dates, times, standards & specific strategies)

- **ONGOING ASSESSMENT**: in-the-moment checks for understanding to ensure progress

- **ACCOUNTABILITY**: observe changes in lesson plans, classroom observations, in-class assessments

- **ENGAGED STUDENTS**: know end goal, how they did, and what actions they’re taking to improve
The Four Keys:

**ASSESSMENTS**
(Interim, Transparent, Aligned, Re-Assess)

**ANALYSIS**
(Quick, User-Friendly, Teacher-owned, Test-in-hand, Deep)

**ACTION**
(Action Plan, Ongoing, Accountability, Engaged)

in a Data-driven CULTURE
Looking at a Model of Deep Analysis:

• Review one of the following teacher analysis/action plans:
  • 2nd grade Math
  • 5th grade Literature
  • 7th grade Math
  • 10th grade English

• What makes these teacher analysis & action plans effective?
Deep Analysis

One-Pager: Pre-Work for Effective Analysis Meetings
Analysis Meetings

The Link between Analysis & Action
Probe on Analysis–Serena

• Write down each prompts Serena uses to guide Emily to a deeper analysis of her results.

• What makes these prompts effective?
Probe on Analysis:

- **Narrow the Focus**—look at the standards that merit deeper analysis or better action plans.

- **Begin with the End Goal**—start with what you want students doing to answer the question correctly.

- **Look at the Gap**: what is the gap between what students should do and what they actually did?
Plan your Actions & Follow-up

Taking Analysis to Action
Probe—Juliana:

• How does Juliana guide Yasmin to the right action step?
Plan your Actions & Follow-up

• **Detailed, specific actions:** “What would that [lesson, worksheet, Do Now] look like?”

• **Time-saving:** teacher leaves with more accomplished rather than more action steps
Probe:

• **Look at the Gap for the students:** what is the gap between what students should do and what they actually did? What is the highest leverage area for improvement?

• **Look at the Gap in instruction:** what is the gap/error in instruction?
Leading Analysis

One Pager: Leading Effective Analysis Meetings
Reflection

• What are your biggest takeaways for leading effective analysis meetings?
The Four Keys:

ASSESSMENTS
(Interim, Transparent, Aligned, Re-Assess)

ANALYSIS
(Quick, User-Friendly, Teacher-owned, Test-in-hand, Deep)

ACTION

in a Data-driven CULTURE
Leading Analysis

One-Pager: Leading Effective Analysis Meetings
Putting into Practice—Deep Analysis:

• Revisit your analysis from the first role play: where could your analysis have been deeper?

• Pick 1-2 standards from the assessment: analyze them deeply in preparation for giving feedback to a teacher.
  - State your hypothesis backed with evidence from the questions
  - Share how you’d test your hypothesis
  - State action plan for whole group (explicit instruction, assignments, assessments/checks for understanding)
  - State action plan for struggling students
Pre-Work:

• Read through the One-Pager on Leading Analysis Meetings

• Script out your questions and prompts you will use to guide the teacher through each step of the analysis meeting
Analysis Role Play, Round 1:

- **IDENTIFY ROLES:** Teacher, Principal

- **ROLE PLAY ANALYSIS MEETING (2 min):**
  - Begin from beginning of conversation, cut off after 2 min
  - Get teachers to do a deep analysis
Role Play Debrief, Round 1:

• DEBRIEF THE ROLE PLAY (2 min)
  o Teacher responds to how they felt during conversation about the tone
  o Did the leader:
    o Use effectiving opening questions?
    o Use scaffolded questions or data effectively to get you to deep analysis?
  o ID what went well and what to improve
Analysis Role Play, Round 2:

- **IDENTIFY ROLES:** Teacher, Principal

- **ROLE PLAY ANALYSIS MEETING (2 min):**
  - Begin from beginning of conversation, cut off after 2 min
  - Get teachers to do a deep analysis
Role Play Debrief, Round 2:

• DEBRIEF THE ROLE PLAY (2 min)
  o Teacher responds to how they felt during conversation about the tone
  o Did the leader:
    o Use effectiving opening questions?
    o Use scaffolded questions or data effectively to get you to deep analysis?
  o ID what went well and what to improve
Reflection

- What are your biggest takeaways for leading effective analysis meetings?
School-wide actions:

- What are the actions we need to take to improve the depth of our teacher actions plans and the quality of the analysis meetings?
Data-Driven Culture

Confronting Resistance and Lack of Buy-in
Case Study: Douglass Street School

1. Did Krista Brown meet the challenge of 15-point gains? What percentage of teachers do you think made the gains? Which teachers did not? Why?

2. Based on your answers, name the biggest stumbling blocks to school’s success.

3. Based on your answers, name the most important drivers of school improvement.
Core Idea:

Any initiative that requires buy-in from the beginning will fail.

When done well, data-driven instruction doesn’t require buy-in: it creates it.
DATA-DRIVEN CULTURE:

- **ACTIVE LEADERSHIP TEAM**: teacher-leader data analysis meetings; maintain focus

- **INTRODUCTORY PD**: what (assessments) and how (analysis and action)

- **CALENDAR**: done in advance with built-in time for assessment, analysis, and action (flexible)
DATA-DRIVEN CULTURE:

- **ONGOING PD**: aligned with data-driven calendar: flexible to adapt to student learning needs

- **BUILD BY BORROWING**: Identify and implement best practices from high-achieving teachers and schools
The Four Keys:

ASSESSMENTS
(Interim, Transparent, Aligned, Re-Assess)

ANALYSIS
(Quick, User-Friendly, Teacher-owned, Test-in-hand, Deep)

ACTION

in a Data-driven CULTURE
(Leadership, PD, Calendar, Build by Borrowing)
Unit and lesson planning: alignment with state standards; curriculum materials

Delivery of instruction: teachers orchestrate learning experiences for students

Formative assessments: teachers check for student understanding minute by minute, day by day

Interim assessments: more formal testing, usually quarterly, to check for student proficiency

Data analysis: teachers look at interim assessment results, plan improvements, and identify struggling students

Follow-up: teachers re-think, re-teach, and get extra help for students who need it

Summative assessments: unit tests, grades, and high-stakes state tests

The principal’s strategic intervention

The ripple effect

Kim Marshall, 2006
Core Idea:

Data-driven instruction shifts the focus from the teaching to the learning.

DDI, then, is like putting on 3-D glasses to observe for rigor.
Evaluate Your Implementation

DDI Implementation Rubric
DDI Implementation Rubric

INDIVIDUAL:
• Score your school on the rubric.
• Where are the weakest areas that could be addressed first?

PARTNERS:
• Review “What to Do when There’s a 2” in your weakest areas.
• Identify which actions will be most effective.
• Decide when you will implement these actions.
Team Planning:

• What are your key action steps to making sure you implement DDI effectively in your school?
Building Your Calendars

Yearly & Weekly Assessment Calendars
The Interim Assessment Cycle

Day-by-Day Sample Schedule
Interim Assessment Cycle Day-by-Day:

<table>
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<tr>
<th>ASST WEEK:</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
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<tr>
<td>MORNING:</td>
<td>Literacy Asst*</td>
<td>Math Asst</td>
<td>Science Asst</td>
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<tr>
<td>PREP PERIODS/AFTERNOON:</td>
<td>Literacy Teachers grade assts</td>
<td>Math/Literacy teachers grade assts</td>
<td>Everyone grades assts</td>
<td>Faculty Mtg: Cancel: give time to fill out analysis templates &amp; Action Plans</td>
<td>½ Day PD (or 2nd wk)**: EITHER: Results Meetings by grade level/department OR: Ind. Creation of Action Plans</td>
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<th>WEEK POST-ASST:</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
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<th>FRI</th>
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<td>PREP PERIODS:</td>
<td>1-on-1 Analysis Meetings: Literacy</td>
<td>1-on-1 Analysis Meetings: Math/Science</td>
<td></td>
<td>½ Day PD (or 1st wk)**: See above</td>
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* In later assessment periods, Literacy assessments are stretched over two days, as is done on the state test. In that case, Math and Science simply move back one day.

** NSA schedules one ½ day PD session per month. During interim assessment months, those ½ days are scheduled for the week of the assessments or the week after. In the first cycle, NSA waits until the 2nd week to do the ½ day PD to give everyone extra time to complete the analysis. In other cycles, the ½ day is done the second week only if it will be an analysis of student writing samples, thus giving teachers more time to grade them thoroughly and pick hi/med/lo samples for the PD.
Creating Your Yearly Calendar

Building Your DDI Implementation Plan
DDI Monthly Map:

Fill in the blank monthly map template with the following:

1. **Start & End of School Year**

2. **Holiday weeks** (Winter Break, Thanksgiving, Spring Break)

3. **State Test Dates** (or ACT/SAT/AP)

4. Block out 1st two weeks (routines/procedures)

5. (If applicable) **Dates of mandated interim assessments** (district, CMO, etc.)

6. **Fill in the gaps with remaining IAs**
   - Put first IA seven weeks after school starts
   - Place IAs so that they occur every 6-8 weeks as much as possible
   - Adjust if there are conflicts (e.g., don’t put an IA right after Spring Break)
DDI Monthly Map:

Once the interim assessments are in place:

1. 2 weeks prior to each IA: teachers predict performance
2. 1 week before IA: have data report template and analysis/action plan template ready
3. Week after IA: analysis meetings and re-teach
4. 2 weeks after IA: present next interim asst (or proxy) to teachers to review/prepare
5. 2 weeks after IA: PD to address challenging standards/teacher skills from the IAs
6. Summer task: when you’ll revise/acquire the IAs (if needed)
7. Teacher Orientation Week: DDI PD to launch the year
8. Add any tasks from your review of “What to Do When There’s a 2”
The Four Keys:

**ASSESSMENTS**
*(Interim, Transparent, Aligned, Re-Assess)*

**ANALYSIS**
*(Quick, User-Friendly, Teacher-owned, Test-in-hand, Deep)*

**ACTION**
*(Action Plan, Ongoing, Accountability, Engaged)*

in a Data-driven CULTURE
*(Leadership, PD, Calendar, Build by Borrowing)*
Burning Questions

Data-Driven Instruction
Additional Tools

Leading Your Schools
Seven Levers:
• DDI
• Obs/Feedback
• Planning
• PD
• Student Culture
• Staff Culture
• Leadership Team Development

30 Videos:
• Leaders in Action: Analysis mtgs, Feedback mtgs, etc.
Four Keys:
• Assessment
• Analysis
• Action
• Data-driven Culture

PD Materials:
• Minute-by-minute session plans, PPTs, handouts, etc. to turnkey this training for your staff
K-4 Reading:
• Classroom Routines/Procedures
• Habits of Discussion
• Read Aloud
• Guided Reading
• Assessing Reading
• Building a Schedule
• Developing Teachers

45 Videos:
• Guided Reading, Classroom Routines, Read Aloud, etc.

PD Materials

Published May 2013
Conclusions

Visualizing Success
Conclusion

Data-Driven Instruction
Samuel Green Middle School:

Louisiana State Assessment
Percentage of Samuel J. Green Students
At or Above Proficiency in 8th Grade Math

Year | S.J. Green | New Orleans | Louisiana
---|---|---|---
2004-2005 | 8% | | |
2005-2006 | 29% | | |
2006-2007 | 36% | | |
2007-2008 | 40% | | |
2008-2009 | 73% | | |

Legend:
- S.J. Green
- New Orleans
- Louisiana