2022-2023

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Using Data for Continuous Improvement



Foreward

Calhoun County Public Schools recognizes the power of data for promoting continuous school improvement. We realize that effective use of data can have an enormous impact on student achievement and an institution’s growth. In addition to performance data, CCPS collects data on program effectiveness and usage, perception, and demographics. In addition, nutrition, school climate and parental and community involvement is a vital data resource. It is vitally important to not only test our students, but know what to do with the results to make informed decisions. Therefore, we shift our focus from simply reporting test results to using the data to improve instruction within the schools. We are sure that this guide will be useful in our ongoing efforts to provide leadership to our schools and communities.

Why Does Data Matter to CCPS?

Facts and figures give a definitive look at the challenges and successes that face our school district. “Data-driven decision-making is about gathering data to understand if a school or district is meeting its purpose and vision,” says Victoria Bernhardt, author of *Data Analysis for Comprehensive Schoolwide Improvement.* When our schools are clear about their purpose, about what they expect students to know, and about what they expect students to be able to do, they can influence the trajectory of the data. Data provide quantifiable proof, taking the emotion and rancor out of what can be tough calls for restructuring or dismantling programs within the district or schools. Moreover, data also provide the platform for meaningful, ongoing dialogue within our educational community.

What Is Data-Driven Decision Making?

All stakeholders must make a commitment to use different forms data to make informed decisions in helping our students be successful.

**Steps toward continuous improvement:**

Collecting Data

Analyzing Data

Reporting Data

Using data for school improvement

Communicating through data



What will the Data-Driven Decision Inform?

Student Progress (Make sure students don’t fall through the cracks)

Program Effectiveness

Assess Instructional Effectiveness

Guide Curriculum Development

Allocate Resources Wisely

Promote Accountability

Report to the Community

Meet State and Federal Accountability

Maintain Educational Focus

Show Trends

What are ways data can be used to improve student achievement?

**Data can:**

Performance data help superintendents, district and school administrators, curriculum specialists, teachers, students, parents and community understand where we are in student achievement and growth.

Performance data help administrators, specialists, teachers and students determine what instructional strategies are creating the best results and see where training might be needed.

Perception data can tell stakeholders about parent, student and staff satisfaction with the learning environment which reveals areas of improvement.

Demographic data provides valuable information about meeting the learning needs of student subgroups.

Program effectiveness and usage helps determine whether a resource is actively used or not. This will alleviate unnecessary spending on a program that is not used with fidelity.

What is needed in order to have positive data dialogue relative to student achievement and growth?

* A safe positive environment for dialogue to take place.
* Administrators and specialists must lead, model and encourage staff to use different types of data.
* Examine data to avoid irrational decisions.
* Train and make certain that every staff member have access to their data.
* Set goals with the students that assist them in improving their academics.

**Intimate questions to answer before looking at data:**

* + - What is the mission of the school or district?
* What do you expect students to know and be able to do by the time they leave school? (Standards)
* What do you expect students to know and be able to do by the end of each year? (Benchmarks)
* How well will students be able to do what they want to do with the knowledge and skills they acquire by the time they leave school? (Performance)
* Do you know why you are getting the results you get?
* Are goals for student achievement based on data elements aligned with what the teachers teach?
* How do you want to use the data you will gather?

“Remember, one size does not fit all!”

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Questions to Guide Data Analysis and Dialogue

* What patterns are identified –not just incorrect questions- but patterns in the standards?
* What standards were the strongest for class? What are my next steps?
* What standards were the weakest for my class? What are my next steps?
* How do I tie the data back to the standards?
* What standards were stronger for the students in other classes? What can I learn from my colleagues?
* What will I do to change or modify my instruction?
* How will I know if my students are improving in their area of weakness?
* Which types of questions were hard for my students?
* Which types of questions were easy for my students?
* How will I regroup my students for acceleration/remediation?
* Who are my bubble students and what are the next steps for these students?
* Who are my high performing students and what are the next steps for these students?
* Who are my struggling students and what are the next steps for these students?
* What did I learn from my data?

**Map the Standards Assessed to the Four Areas**

1. Identify the successes
2. Identify the areas of improvement
3. What plans are in place to achieve success for standards that were not mastered?
4. How will you monitor the plan?

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| --- | --- |
| Progress Monitoring: | % of Standards Mastered/Successes: |
| Plan for Action: | Identify Areas of Improvement: |

**What Do We Hope To Accomplish in**

**Calhoun County Public Schools?**

**Student Learning**

Ensuring learning for all students

 Integrating standards

Incorporating innovative practice

Integrating technology

Developing a coherent curriculum

Implementing Personalized Learning

**Capacity Development**

Expanding organizational effectiveness

Adopting a curriculum management system

 Promoting innovation

 Improving professional/organizational learning

**Learning Community Development**

Understanding and using state academic results

Providing community-based learning opportunities

 Building community partnerships

Building community development Data-Driven Decision-Making

Using a variety of data effectively

Using information to improve instructional practice

Using data to affect student performance

 Relating investments, outcomes and improvement strategies

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**Notes**

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