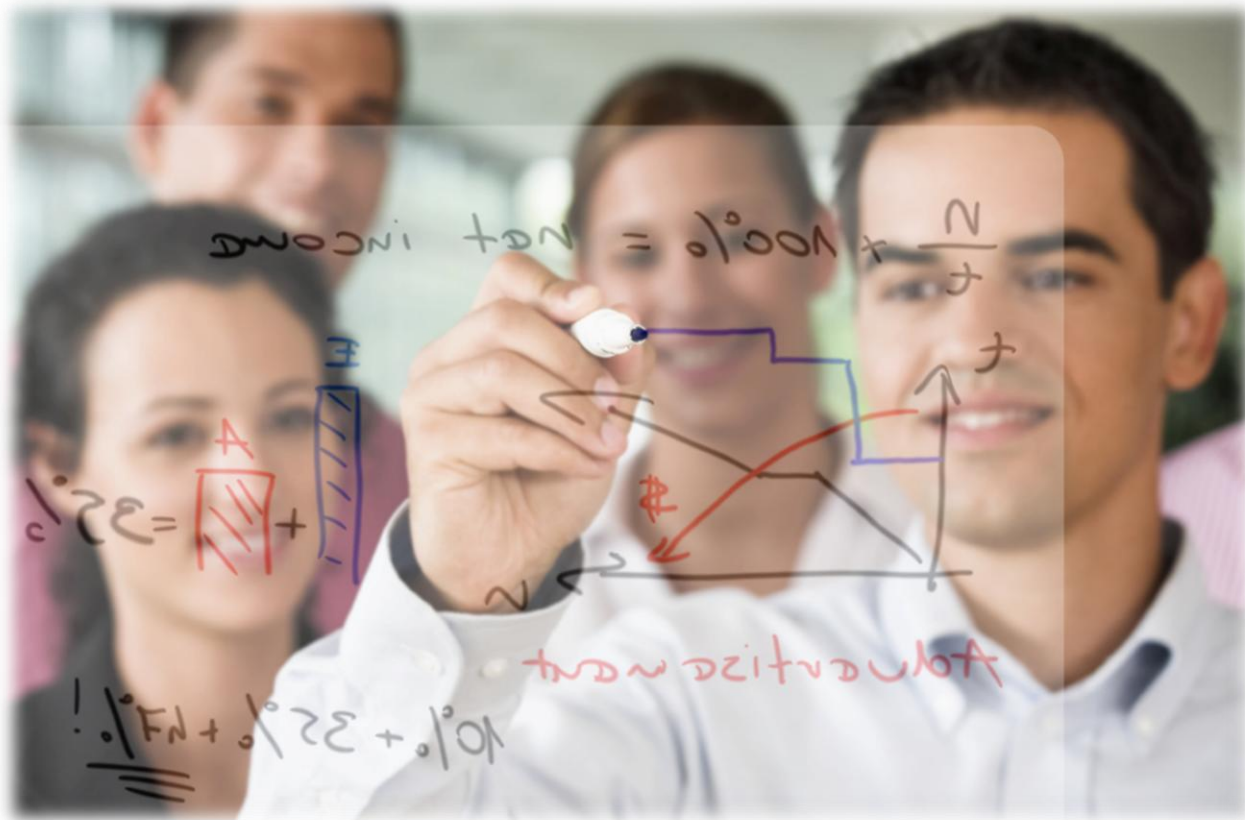


Measuring for Success

Using **Data Teams** to Support All Learners



Mike Messore Katie Miller Kristen Matthes Meg Medeiros Mark Davis

Barrington Public Schools

11/17/11

Our Mission

To support the success of all learners

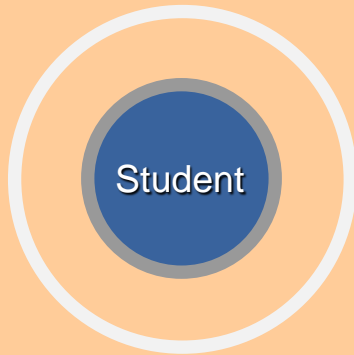


Defining Data

Information about or measures of student behavior, performance, or learning

Targets of Measurement

- ▶ Focus on Individual Student Success

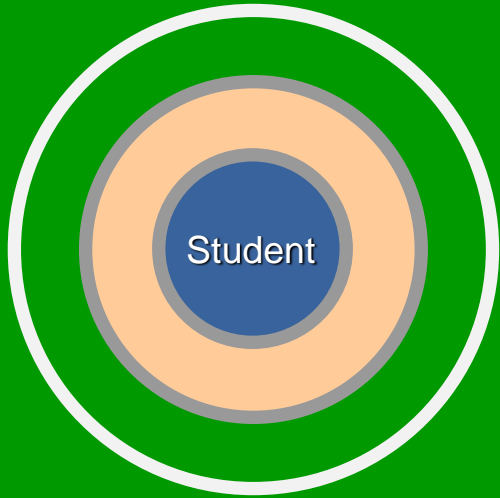


Classroom Data

- Student profile and formal supports
- Screening and progress monitoring of literacy and numeracy
- Daily and common formative assessments
- Interim and summative assessments
- Teacher/Student observation and reflections

Targets of Measurement

- ▶ Focus on Team Success

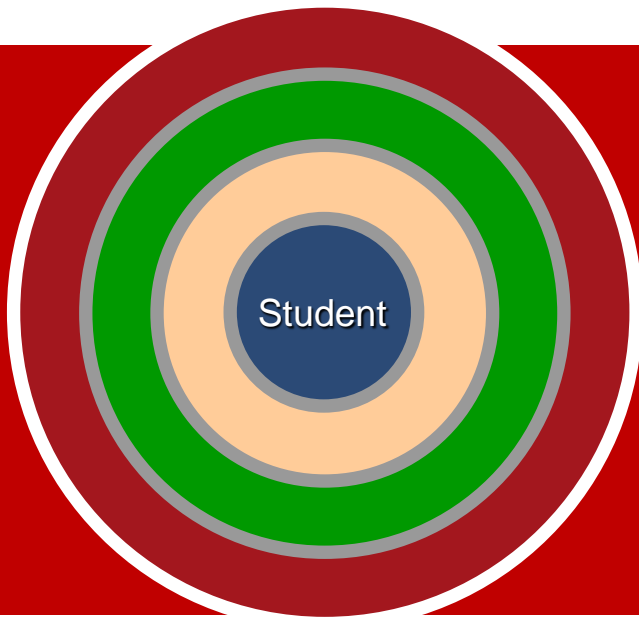


Department/Grade-level Data

- Student profile and formal supports
- Screening and progress monitoring of literacy and numeracy
- Common formative assessments
- Interim and summative assessments
- Student Learning Objectives (SLO)

Targets of Measurement

- ▶ Focus on Building-wide Success



Building-level Data

- Student profile and formal supports
- Screening and progress monitoring of literacy and numeracy
- Common formative assessments
- Interim and summative assessments
- SLOs and Professional Growth Goals
- Stakeholder surveys

Problem-Solving (DATA) Approach

The cycle of examining student instruction with intervention and assessment

1 **DEFINE** the concern
or a skill deficit

*What do we want
students to learn?*

4 **ASSESS** the response
to intervention
(progress monitor)

*What are our next
steps?*



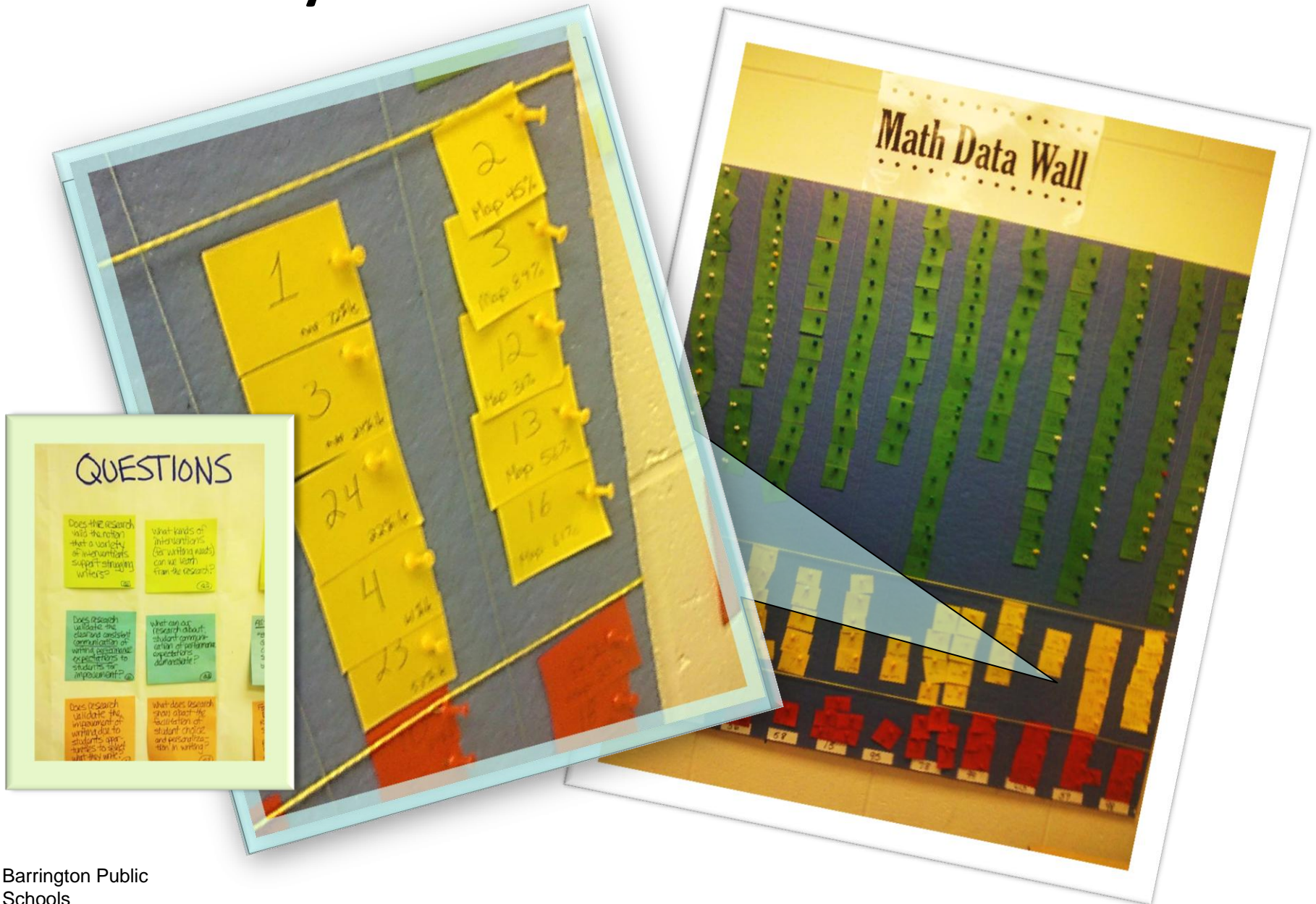
2 **ANALYZE** the
contributing
variables

*How do we know
if the students
have learned it?*

3 **TARGET** the
intervention need

*What will we do if
students have not
learned it?*

Elementary Model



Middle School Model

Formative Data

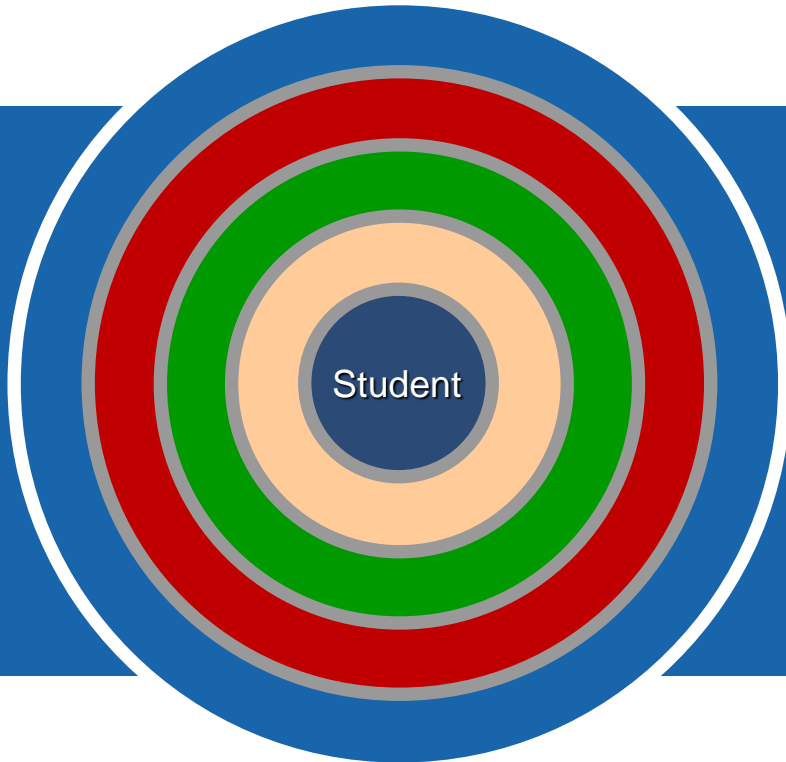
Sample Data from an 8th Grade Algebra class of 32 students

	Grade	#1 Solve by factoring	#2 Quadratic Formula	#3 Equation from 2 points	#4 Collinear	#5 Standard Form	#6 Slope	#7 Complete the square	#8 Multiply Rational Exp	#9 Restrictions	#10 Inequality	Remediation
Student 11	100											
Student 12	70					1			1	1		New this year; Work in FAST, at lunch and after school
Student 13	100											
Student 14	30		1	1		1	1		1	1	1	Moved up early in year; Work in FAST and before school (weekly), constant communication w/home
Student 15	90			1								
Student 16	100											
Student 17	90									1		
Student 18	80					1				1		
		0	3	3	0	15	4	1	6	17	2	

High School Model

Targets of Measurement

- ▶ Focus on Community Success



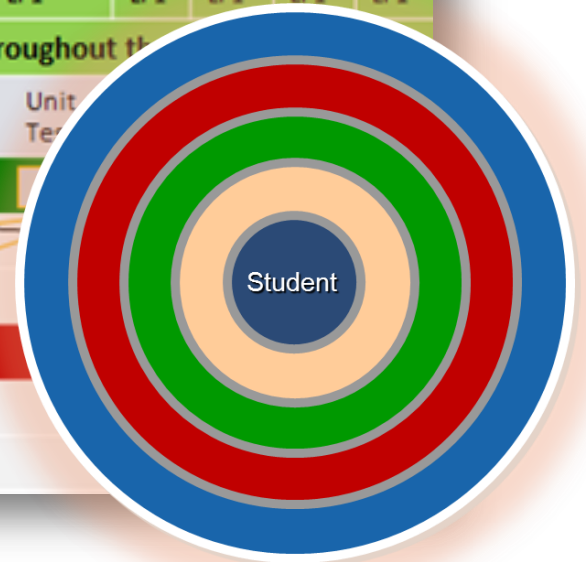
District and State-level Data

- Standards-based, vertically-aligned curriculum map
- Summative assessments
- Proficiency-based Graduation Requirements (PBGR)
- Student profile and formal supports
- Basic Education Plan (BEP) indicators

Race to the Top (RTTT) Interim Assessment Plan

Instructional Hierarchy

State Level	Common Core Standards												
	Scope and Sequence												
District Level	Quarter 1				Quarter 2		Quarter 3			Quarter 4			
	Units of Study				Units of Study		Units of Study			Units of Study			
Teacher Level (Lesson Plans)	1	2	3	4	1	2	1	2	3	1	2	3	4
	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1
	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1
	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1	LP1
Instructional Management System	Formative Questions Embedded in Lesson Plans throughout the												
	Unit Test	Unit Test	Unit Test	Unit Test	Unit Test	Unit Test	Unit Test	Unit Test	Unit Test	Unit Test	Unit Test	Unit Test	Unit Test
	Growth IA				Interim Assessments								
Growth	GRO												
Diagnostic			DIAG						DIAG				
	Summative Assessments												
NECAP or			NECAP										
PARCC			?						?				





Evolving Data, Emerging Learners

Our journey as a team will ensure a continuation of success