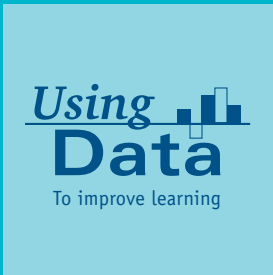




# USING DATA *for* MEANINGFUL CHANGE

*Building a Culture of Collaborative Inquiry*



*The Using Data Process answers the question:  
How can we make the best use of data to improve  
our instruction and close achievement gaps?*



## USING DATA INVESTS IN TEACHERS, BECAUSE TEACHERS HOLD THE KEY TO MEANINGFUL CHANGE.

Many educational communities want a process for using data as a tool. To address this need, Using Data goes beyond the “why” and “what” of data-driven decision making to the all-important “how.” Teachers learn how to use data to inform their day-to-day practice and to help every student succeed.

Using Data also builds a district-wide culture of collaborative inquiry led by data coaches and teams. Data integrated into daily decision-making ceases to be overwhelming, and continuous school improvement becomes a reality.



### Using Data to Impact Student Performance

Many districts have invested in expensive data warehousing systems with little impact on student performance. The Using Data Process is a customized, people-based program that works with any data system already in place to improve student learning.

#### We empower teachers to look at students in new ways and create meaningful change from data by:

- ▶ Implementing a framework for collaborative inquiry
- ▶ Asking good questions
- ▶ Identifying strengths and weaknesses
- ▶ Understanding equity issues
- ▶ Questioning assumptions
- ▶ Identifying the root causes of problems
- ▶ Developing targeted action plans
- ▶ Solving problems
- ▶ Using data formatively
- ▶ Fine-tuning lessons and approaches
- ▶ Setting and achieving high standards
- ▶ Deepening content understanding

### Addressing NCLB and AYP

Educators are aware that a better understanding of state and local data can help address the challenges of AYP and NCLB. The Using Data process helps them develop interventions based on data, as mandated by the legislation.

We give districts the tools to close achievement gaps by removing the “data bottleneck.” When learning communities really use their data to understand equity/diversity issues, they look at students in new ways. They integrate the data into daily decision making and make continuous school improvement a reality.

### Building Capacity and Changing Cultures

Starting with the teacher and then moving beyond the classroom, Using Data builds coaching skills and leadership capacity throughout the district.

We develop highly effective data coaches and data teams who use collaborative inquiry to build an inclusive culture of shared responsibility for student learning.

Because the Using Data Process has a district-wide impact, educators experience a positive shift away from a culture of isolation and low-level data use toward a culture of shared leadership and high-level data use.

Although states and school districts gather volumes of data every day, state tests bring new surprises every year. But when learning communities collaborate to add skillful data analysis to their daily work, instruction changes and student learning improves.

Using Data helps districts build Professional Learning Communities that look at student data, study research and best practices, share expertise, bring in content specialists, try new practices, review new data, and continuously improve their knowledge and skills.

### Local Needs, Local Data

The Using Data professional development program is based on local data, student learning goals, and an analysis of current initiatives, practices, and levels of expertise.



## PROFESSIONAL SERVICES YOU CAN TRUST

Using Data has a 12-year track record of empowering districts to use data successfully.

Using Data was developed with a grant from the National Science Foundation, evaluated by independent researchers, and field-tested in districts across the country.

We understand the daily work of teachers and schools because each member of our development team has classroom and/or administrative experience.

*Teachers openly explore their own values about student learning and equity, getting ethical before they get technical.*



### How do you know if you are gathering the right information to make informed decisions?

Data warehousing, state testing, and formative assessments are generating more information than ever before.

We work with your learning community to gather only the data you need to make decisions about your programs and student learning needs.

## USING DATA ONSITE

### Six customized full-day workshops for data teams and data coaches sequenced over a calendar year

The six days are typically organized in two-day increments. We work with districts to develop a schedule that meets local needs.

#### Implementing Collaborative Inquiry

With the goal of large-scale change, data coaches apply their new skills as the workshops progress, leading data teams through an easy-to-understand, structured process of collaborative inquiry.

Data coaches learn a set of skills based on the tasks and processes contained in *A Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*<sup>1</sup>:

- ▶ **Data literacy:** Understanding and responding to multiple data sources, including student work, assessments, and data related to programs, practices, and policies
- ▶ **Cultural proficiency:** Expanding learning opportunities to diverse students based on data, and monitoring to ensure a "do no harm" policy
- ▶ **Facilitation:** Facilitating data-driven dialogue and supporting a collaborative culture; Reviewing race, class, and equity issues; Leading data teams through short cycles of planning, implementing, and monitoring instructional improvement

- ▶ **Leadership for sustainability:** Communicating vision, building support, and establishing systems to support a culture of continuous improvement

#### Building Ongoing Expertise

The Using Data Technical Assistance option solidifies and expands on the gains made in the regular onsite program.

Using Data facilitators return to schools as needed, working with coaches and teams to sustain and improve their developing expertise, troubleshoot problems, and provide support as teams sharpen their skills during the initial phases of implementation.

## USING DATA ONLINE

### Fifteen one-week online sessions for teams or coaches wishing to implement the Using Data Process on a smaller scale

Participants engage collaboratively in blogs, data teams, and data-driven dialogues, with the Using Data philosophy of collaboration woven into the online activities and lessons.

The course focuses on digging deeper into data without being overwhelmed and identifying student-learning problems and their underlying causes.

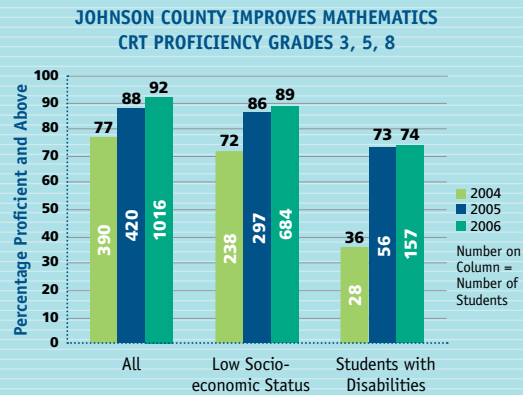
School leaders learn how to implement the Using Data Process to guide data analysis, instruction, and classroom practice.

<sup>1</sup>Nancy Love, Katherine E. Stiles, Kathryn DiRanna, Susan Mundry, *A Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*, Corwin Press, Thousand Oaks, California, 2008



## IMPROVING PERFORMANCE AND ELIMINATING ACHIEVEMENT GAPS

The Using Data culture leads to improved student performance in a relatively short time. Many districts have seen measurable gains over one to three years in reading/English/language arts, math, and science, and has reduced achievement gaps between economic, racial, and special needs groups.



### JOHNSON COUNTY, TENNESSEE

Math and reading scores improved in grades 3, 5, and 8, nearly eliminating the gap between regular education and special education students.

*“Data used to be a secret. Now everyone uses data.”*

— TERESA CUNNINGHAM, PRINCIPAL,  
LAUREL ELEMENTARY SCHOOL,  
JOHNSON COUNTY, TENNESSEE

### CLARK COUNTY, LAS VEGAS, NEVADA

In one year, math problem-solving scores at Katz Elementary improved from 59.9% to 67.5%, reading and math scores at Wendell Williams Elementary improved from 18% to 42%, and the percentage of students at Cartwright Elementary scoring proficient or advanced on the Nevada CRTs improved 16% in third grade and 11% in fifth grade.

*“The staff at Wendell Williams phoned yesterday screaming. They received their CRT results... all scores, all grade levels, and all subjects went UP!”*

— FLORENCE BARKER, PRINCIPAL AND DATA COACH,  
CARTWRIGHT ELEMENTARY SCHOOL,  
CLARK COUNTY SCHOOL DISTRICT, NEVADA

### CANTON CITY, OHIO

Math scores improved over three years, allowing high schools to meet AYP in math for the first time and doubling proficiency levels in the middle school.

*“When our middle school mathematics data team received their most recent state achievement test results, they broke into cheers and tears. That’s ownership!”*

— PAM BERNABEI-RORRER, MATHEMATICS AND DATA COACH,  
CANTON CITY, OHIO

### COLORADO SPRINGS, COLORADO

Math scores improved from 29% to 61% proficiency at Pikes Peak Elementary.

*“The biggest change is that our school went from a group of individual teachers to a community.”*

— AILEEN DICKEY, PRINCIPAL AND DATA COACH,  
WILDFLOWER ELEMENTARY SCHOOL,  
COLORADO SPRINGS, COLORADO

### ARIZONA RURAL SYSTEMIC INITIATIVE, MESA, ARIZONA

Reading scores showed gains of 37%-62% at Salt River Elementary, and the percentage of students in the “falls far below” category dropped from 95% in 2001 to 45% in 2005 in eighth-grade math at San Carlos Junior High School.

*“I don’t think we can ever go back. Using Data has become a part of our culture.”*

— MARY ANN WOOD, DATA COACH, SALT RIVER ELEMENTARY SCHOOL,  
MESA, ARIZONA



*The Using Data Process is a way for educators to work together in teams to use data to improve student learning.*

