Title of Best Practice: Continuous Use of Data

School: Lincoln Park Elementary

District: Columbus City Schools

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Position of the Submitter: Principal

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My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice? _____Yes_____ (Yes or No)

1. How many students did this Evidence-Based Best Practice impact?_____325_____

2. Which component of the identified intervention model does this Evidence-Based Best Practice align? Check any that closely align.
    _____ Replaced the principal (all models)
    _____ New evaluation system using student growth as a significant factor (transformation)
    _____ Use locally-adopted competencies to rehire no more than 50% of staff (turnaround)
    _____ Identify and reward staff increasing student outcomes (all models)
    _____ Strategies to recruit, place, retain staff (all models)
    _____ Select and implement instructional model based on student needs (all models)
    _____ Job-embedded professional development (all models)
    __X_ Continuous use of data (all models)
    _____ Increased learning time (all models)
    _____ Social-emotional and community-oriented services and supports for students (all models)
    _____ On-going mechanism for community and family engagement (transformation)
    _____ Operating flexibility (transformation)
    _____ New governance structure (turnaround)

3. Describe the situation before the Evidence-Based Best Practice was implemented. Explain why the improvement was needed. Provide summary of data to illustrate the need.

Prior to implementing the practice of "Continuous Use of Data" to inform instruction, the teachers relied on Spring OAA results from the previous school year. Teachers also used student reading data (TRC/DIBELS) and math data from BOY, MOY, and EOY assessments and progress monitoring required by the district to inform instruction.

Improvement was needed at Lincoln Park in this area as teachers are expected to use student data to inform instruction, and to plan and implement research-based intervention strategies to improve student learning and achievement.

4. Describe the process of implementing the Evidence-Based Best Practice, including a basic timeline of events leading to full implementation, any troubleshooting or course corrections you made, and the evaluation of the Evidence-Based Best Practice.

At the beginning of the 2011-2012 school year, the Lincoln Park staff adopted the Schmoker Instructional Model as the instructional framework. One quadrant of the framework is Checking for Understanding – Formal and Informal Assessments. Within the model for this section are indicators for teacher/staff actions, student actions and classroom environment. During the first semester of the 2011-2012, the teachers and staff were provided professional development regarding using data to inform instruction. Formative assessments for reading and math aligned with the Ohio Achievement Assessments were created. The schedule included three benchmark tests (full-length reading and math at the beginning, middle and two weeks prior to the spring administration of the OAA). Short-cycle assessments were administered every three weeks. Learning Circle reports enabled staff to easily interpret and analyze the results from the formative assessments so that research-based intervention strategies could be planned and implemented in a timely manner.

 As the 2011-2012 school year progressed students learned to graph and maintain their own assessment results and set goals for future learning and achievement in individual student data folders. A system was created to enable teachers, support staff and the principal to use data continuously. Learning Circle reports enabled staff to interpret and analyze data in a timely manner

During the 2012-2013 school year the staff, external provider and building leadership team continued to use classroom data as a basis for discussion and discovery in their PLC/TBT groups, at staff meetings and BLT meetings. The success of implementing this best practice – Continuous Use of Data – is evidenced by the staff's increased knowledge and use of data and ultimately, a significant increase in reading and math achievement.

5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate.

The data that indicates that this evidence-based best practice has increased achievement can be found in Learning Circle reports. The Ohio Department of Education 2011-12 Report Card also serves as evidence.

6. Briefly explain how this Evidence-Based Best Practice will be sustained once SIG funding is no longer available.

Sustainability of this evidence-based best practice is probable as the staff has participated in weekly, job-embedded professional development that has focused on using data to inform instruction.   All staff members meet in Professional Learning Communities and Teacher Based Team meetings weekly to analyze and discuss student data. A culture of using data to inform instruction has been created and is supported by the Building Leadership Team and the External Provider.

7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.

It is critical that all staff members embrace and support this practice. PLC/TBT meetings and other professional development should focus on collecting and interpreting student data, as well as the importance of team planning to implement targeted research-based instructional strategies.