

Title of Best Practice: Intensive data tracking and analysis through the use of data walls and teacher based team meetings

School: Summit Academy Community School Toledo Elementary

District: Summit Academy

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Position of the Submitter: Literacy Coach

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My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice? Yes

1. How many students did this Evidence-Based Best Practice impact? 127

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)
 - 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.

Before we began the practice of intensive data tracking and analysis through the use of data walls and teacher based team meetings, we did not have a clear system for looking at student performance data. The methods we were using were very inconsistent. Staff members would choose data, from multiple sources and at random, to review during their planning times and/or during lunches. The types of data varied from week to week, and they were not looking at the same pieces of data over a period of time to assess student growth. There was never a significant emphasis placed upon analyzing data. There was also not a common language for teachers to use. There was not a team in place to analyze the data and discuss instructional implications. There was not a cohesive plan in place for types of data staff wanted to use, nor how these pieces of data showed what interventions and instructional implications would best be suited for the school's population. An improvement was needed because this inconsistency was not helping to promote student growth. The methods being used were not impacting student performance. This was evident, as our teachers were unable to look at any common assessments performed throughout the course of a selected period of time to determine growth. There was not a clear way to summarize data to show student growth, and the teachers needed a team to work with and a plan in place to begin doing so.

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.

In order to begin the best practice of intensive data tracking and analysis through the use of data walls and teacher based team meetings, we needed to put a plan for doing so in place. We began by inviting any teacher who was interested to join our building leadership team. Once we had a building leadership team in place, we sent 3 of the members to a teacher-based- team's professional development, which was provided by the educational service center in our region. The team members then brought this knowledge back to our building leadership team, who began working on a plan to implement teacher-based teams in our building. Once we had the grade band teams decided, we spoke to the teachers about a weekly meeting time that worked best for them. In doing this, we realized that it was very difficult to find a common time that worked for everyone. In order to troubleshoot this dilemma, we modified our schedule to give grade band teachers more common planning time. Once we had the teams in place and meeting times finalized, we decided we needed to find a common form of data that teachers could analyze. With the teacher-based teams input, we decided it would be best to use our AIMSweb reading and math data. This seemed like a good choice, as our students receive regular biweekly progress monitoring in reading and in

math with this system. It would also give the teachers an ongoing source of data to use to monitor growth as well as effectiveness of the interventions being implemented. The next step in this process was to come up with a common form for teachers to use during their meetings to document data discussed, to guide the meetings, and to record future plans. The building leadership team found several forms from the Ohio Department of Education's website. With input from the teacher-based teams, a form was chosen that would best document and guide discussions. After this decision was made, the Building Leadership Team embarked on the process of creating a data wall for the teacher based teams to use. The team was given a great deal of guidance from our Transformational Specialist, and worked together to create two data walls. The first was for students to use monthly to track their own scores, growth, and goals. The second wall was for teacher use only. It was placed in the instructional coach's office. Two data cards were created for each student in the school, one for reading and one for math. The card contained an area to document one progress monitoring score each month for math and reading. The card also contained data about the students' areas of strength and weakness, in math or reading, as well as what interventions and enrichments were being used to address these strengths and weaknesses. The actual data chart that the cards were placed in was divided into three different sections according to the tier that the student tested into during the on-level benchmark testing (which was done three times a year). Once this wall was in place, all teacher based team meetings were moved into this room. During the team meetings, teachers picked different students from the wall to discuss and monitor. The teachers used the data meeting documentation form, to guide their discussions on the selected students and to brainstorm interventions and instructional plans to meet the needs of these learners. One problem that arose during this time was that the data walls were not being updated in a consistent manner. This resulted in there at times being insufficient data on the cards when teachers pulled them to discuss during the meetings. In order to correct this, the building leadership team created a monthly testing and data wall updating schedule. This was given to all teachers, which then gave them a guideline for when to test and update each wall, keeping everyone on the same timeline for data analysis purposes.

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

Once we began implementing this best practice we had some clear data that this was positively impacting student achievement. This came in the form of seeing the students begin to move up tiers on the data wall. The building leadership team began marking the cards of students who advanced tiers during benchmark testing, and through this it was clear to see the tier growth students were making. The teams also began to note clear growths on the students' cards from each month new progress monitoring scores were added. It was observed that very few students in the entire building were regressing in their scores from month to month. Another form of data that the teams noted in supporting the fact that this practice was increasing achievement was found on

the data wall that the students managed. On this wall the students placed their pin on one of three areas- 1. "I am below my learning goal"; 2. "I am reaching my learning goal"; 3. "I am exceeding my learning goal". It began to be noted that as the students became more involved with tracking their data their scores began to improve. More and more pins were added to I am meeting my goal as well as I am exceeding my goal sections. As a result of this, the teams worked together to create new goals for those students exceeding goals, which led to even more increases in student performance.

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

Once SIG funding is no longer available this best practice will be very easy to continue with. This is due to the fact that the data walls and the team meetings to analyze student data require little in the way of funding. The data walls have already been made, so our school will not need to buy materials to recreate them. The only materials that will be needed each year will be the paper to print the student's individual cards on. Another reason this practice will be very easy to continue with is that the building leadership team members have become in-house experts on how to effectively analyze data, and will be able to continue to provide professional development to staff on how to do so. The teacher-based teams will be able to continue meeting and using this form of data analysis to increase student performance long after SIG funding is gone.

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

One lesson that was made very clear to us throughout the process of implementing this best practice was how effective having a consistent way to analyze data can be in increasing student achievement. We learned that having a common language for analyzing this data, placing a great deal of the decision making about the best ways to do this in the teachers' hands, and making this such a priority in our school promoted a feeling of empowerment in our staff. A feeling of accountability began to take hold of teachers. They really began taking ownership over improving their students' performance as they knew it would be looked at so closely by their team. This practice also gave the students a sense of understanding on how they were performing, and it led to them wanting to meet and beat their learning goals. Our best advice we could give to other schools wishing to implement intensive data tracking and analysis in their own buildings is to make it a team effort. Make sure that all teachers have a say in how to go about implementing this. It will make the staff more invested in the process as well as the outcome, which will increase student performance.