



Data Driven Instruction at Haynes

2010-2011

The 4 I's

- ▶ Induction
- ▶ Input
- ▶ Integration
- ▶ Implementation

Induction

Reflection on the following questions

- ▶ What sort of Data Driven Instruction exists in your school or district?
- ▶ What are the biggest successes to date?
- ▶ What are the biggest areas for growth?

Integration

- ▶ What was the same as what you already do/know?
- ▶ What was different?
- ▶ What was the most important insight you got from the input? (the stickiest)

Implementation

- ▶ What do you want it to look like in your schools next year?
- ▶ What will be the biggest challenges?
- ▶ What can you do this spring to set yourself up for success?

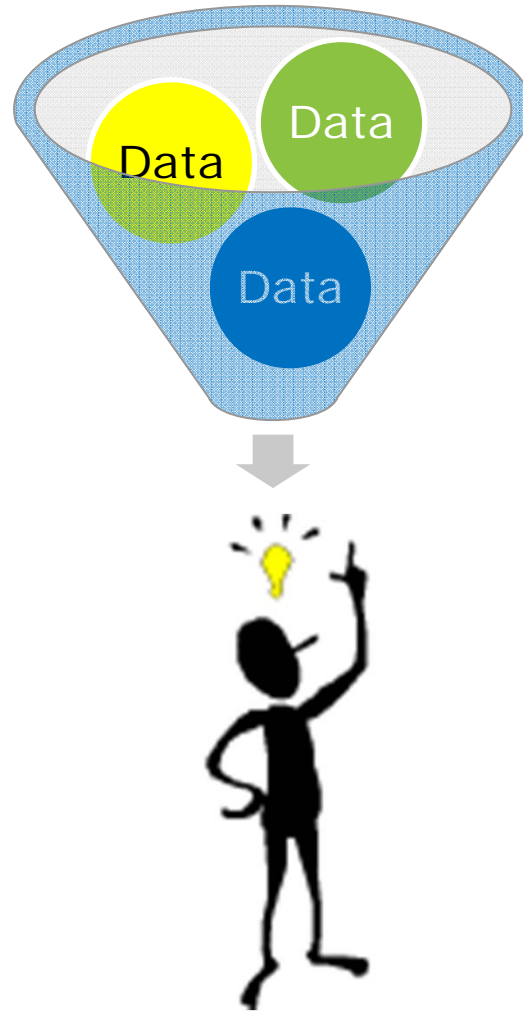
Input: Agenda

- ▶ What's our philosophy?
- ▶ What's our process?
- ▶ What expectations and accountability do we bake in?

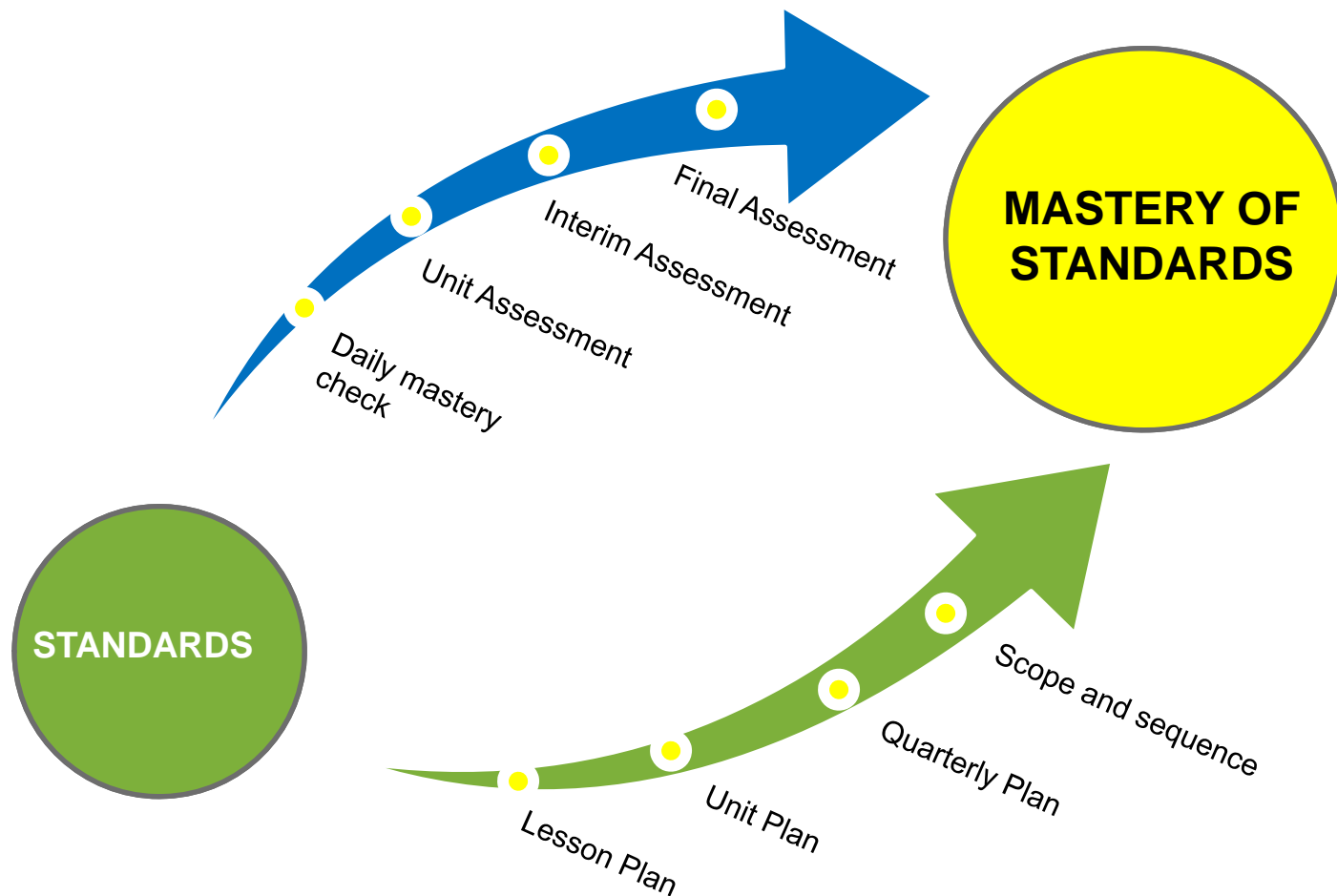
Agenda

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We use data when planning learning experiences

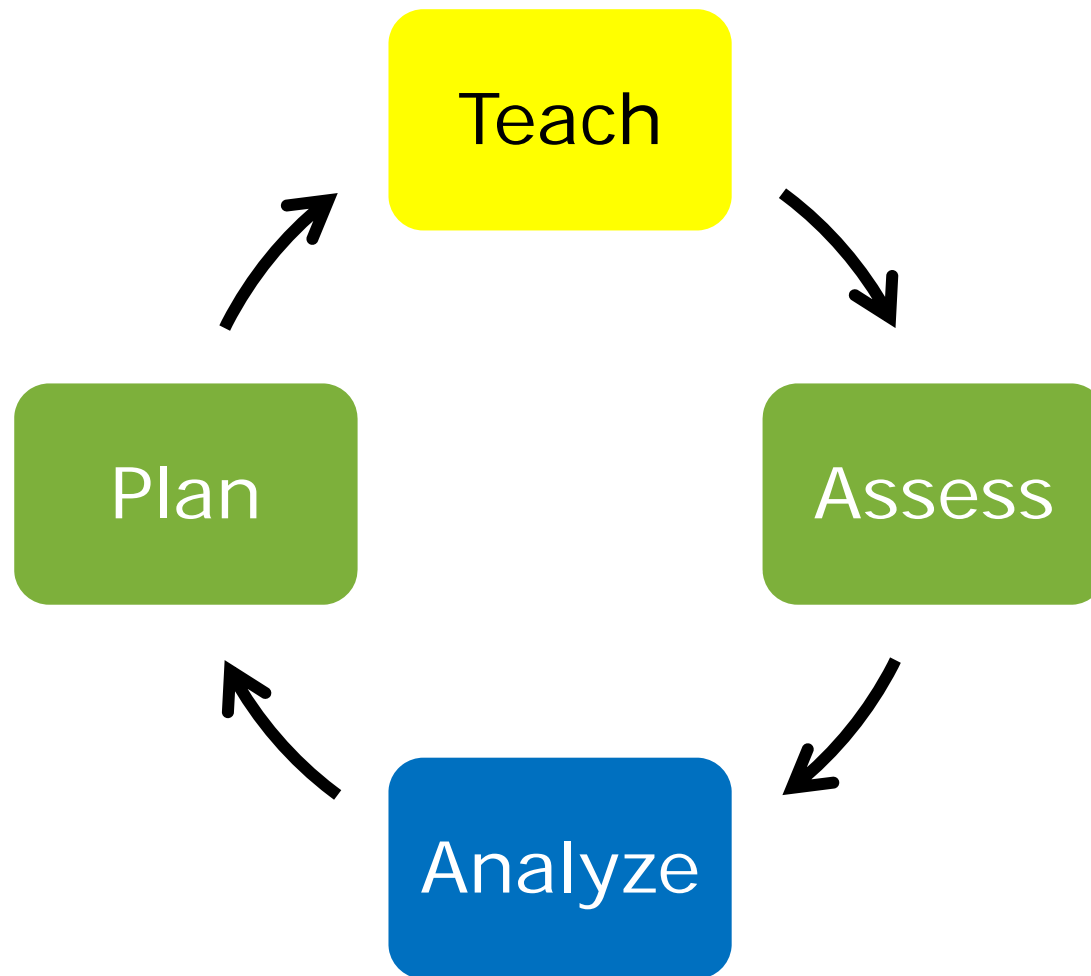


Planning and assessment work together to ensure mastery of standards



** Diagram borrowed from Denver School of Science and Technology*

We are always going through a data cycle



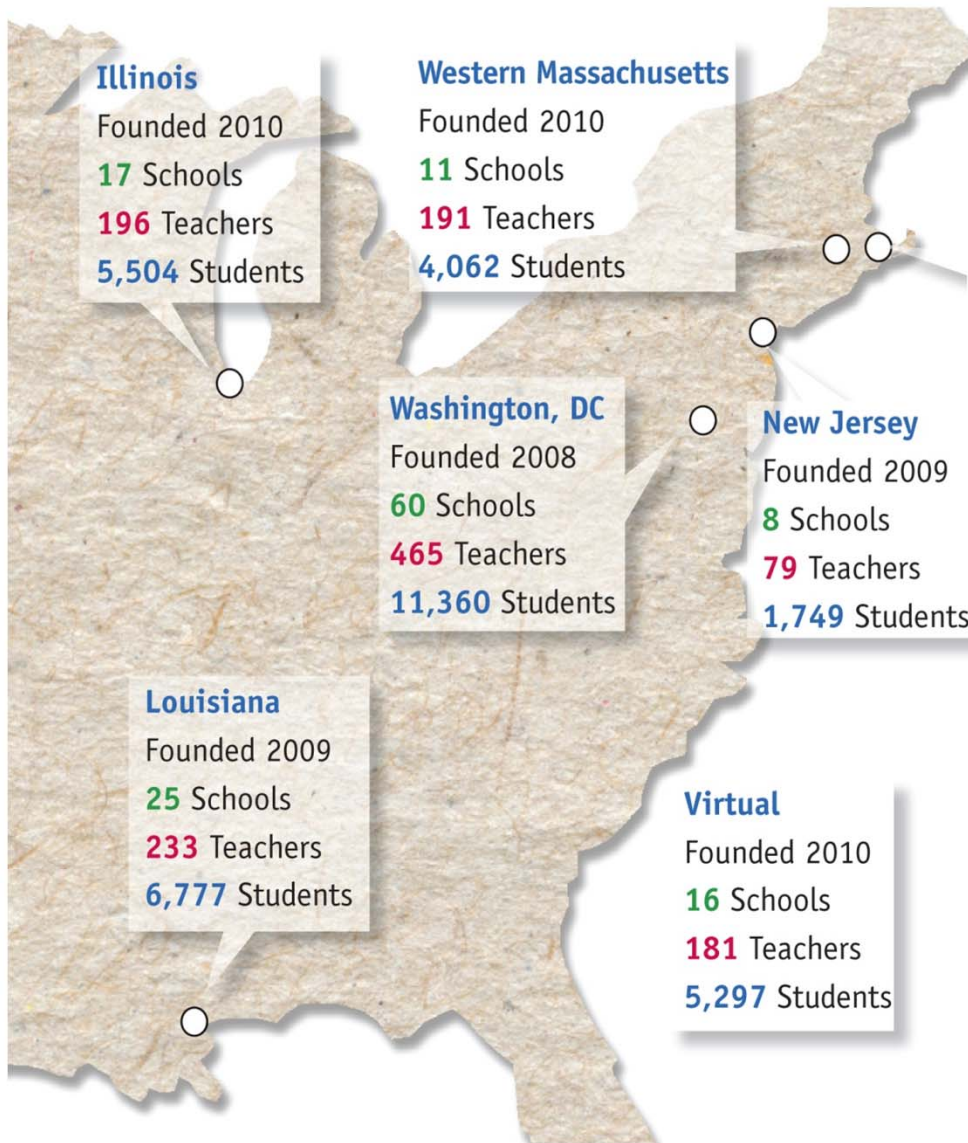
Agenda

▶ What's our philosophy?

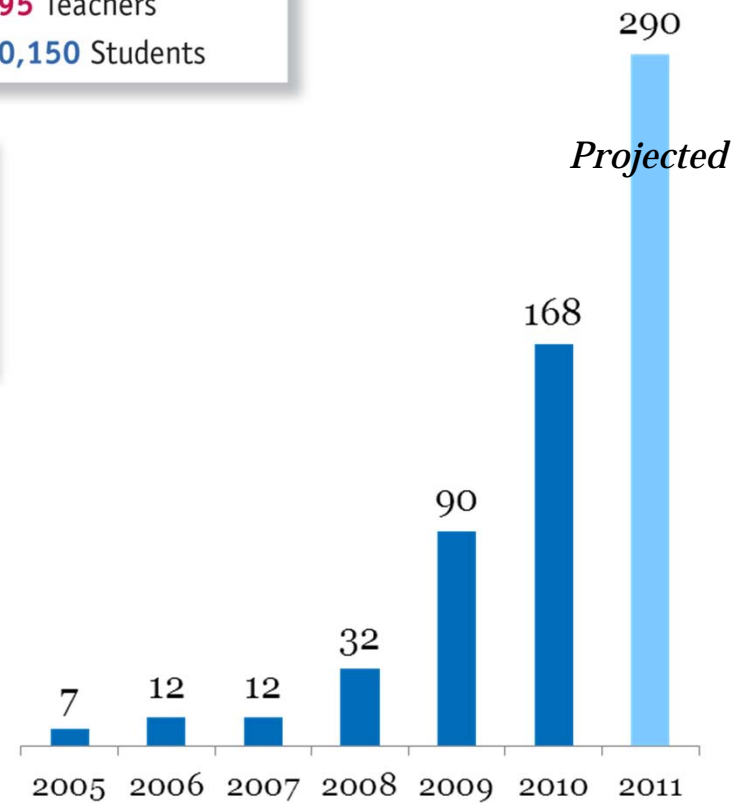
▶ What's our process?

▶ What expectations and accountability do we bake in?

ANet serves 168 schools with nearly 45,000 students across six geographic networks and is growing rapidly



of Schools in Network

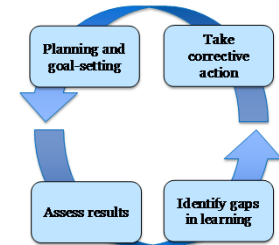


ANet supports each level of educators capable of increasing student achievement and brings their strategies together into one cohesive program



School Management Level

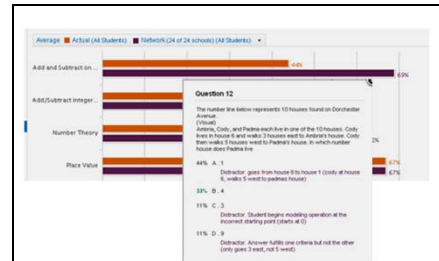
ANet facilitates the creation of the necessary **management support** to set goals, backwards plan, track progress, and make choices about what to do in the classroom based on results



Data Cycle

Teacher Level

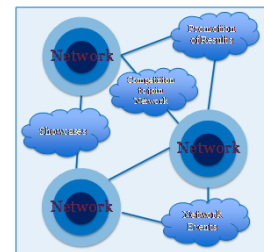
ANet helps embed goal-oriented and data-driven mindsets and skills via **direct, targeted teacher support**



Tools & Coaching

System Level

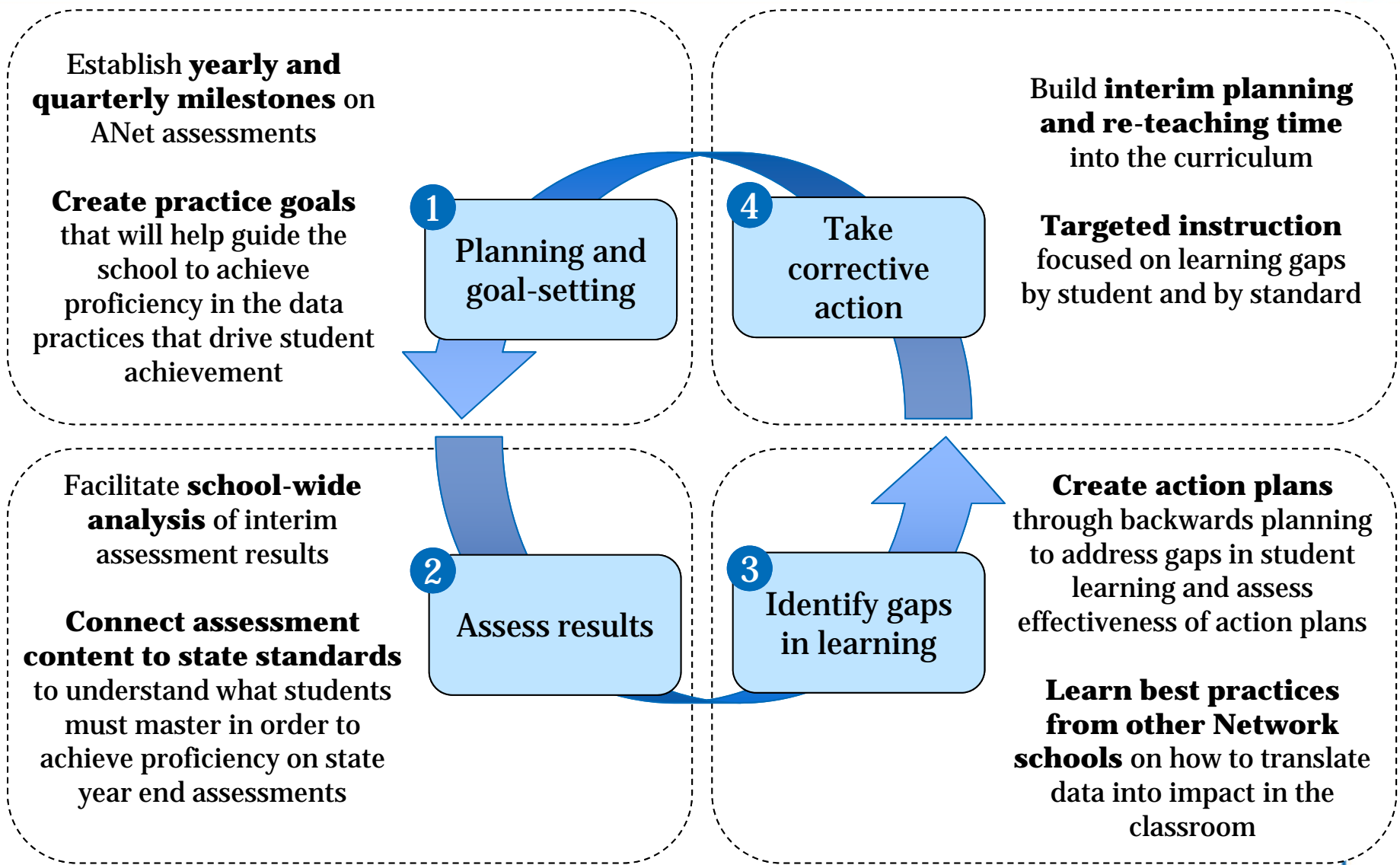
ANet supports the creation of the environment in which schools can see success in this work and change is accelerated. Our work is at the **regional network, district and state, and policy levels.**



The Network



ANet coaches build these capacities into school leaders' and teachers' everyday routines which leads to sustainable results



The ANet Best Practice Rubric and Framework provides the backbone of the capacities our coaches help build in schools



Before the Year

Develop leadership

Schedule time

Align to standards

Build analysis skills

During the Year

Run data meetings

Take instructional action

Follow up and improve

Always

Establish culture of achievement

	Develop Leadership	Schedule Time	Align to standards	Build Analysis Skills	Run Data Meetings	Take Instructional Action	Follow up & Improve	Establish Culture of Achievement
3	<ul style="list-style-type: none"> Defined 4+ person leadership team that meets regularly to review practice & performance goals & determine next steps toward meeting them L1 Teacher leader per grade level/subject area identified & given explicit programmatic roles & responsibilities L2 4+ person leadership turnover does not affect use of data L3 	<ul style="list-style-type: none"> 100% of assessment administration dates & meetings/planning, data, reflection scheduled before year begins T1 Meeting dates are never adjusted T2 Time is allocated for 100% of students to receive differentiated support based on data T3 100% of teachers can articulate when instructional time informed by data takes place T4 	<ul style="list-style-type: none"> 100% of teachers use assessment calendar for planning sequences, content, & instruction S1 Annual priority standards identified at each grade level & 100% of teachers address them strategically at multiple points during the year S2 100% of curriculum aligned to state standards S3 100% of instruction aligned to state standards S3 Correct grade level rigor S4 Annual & regular ongoing planning meetings held across grades with quarterly pre-determined outcomes S5 	<ul style="list-style-type: none"> School has a strong process for formative analysis that requires no modeling yet yields consistently strong results from 100% of teachers A1 100% of teachers always identify detailed, objective beliefs from the data A2 100% of teachers address all standards in a prioritized order that they have independently selected A3 	<ul style="list-style-type: none"> 100% of meetings follow a consistent, structured protocol M1 100% of meetings allow time for action planning, lesson planning & sharing practices M2 100% of teachers create manageable & targeted action plans after each assessment M3 	<ul style="list-style-type: none"> 100% of teachers follow through on manageable & targeted actions T1 100% of actions target prioritized individuals identified during analysis & 100% of teachers modify actions based on student mastery during implementation T2 100% of teachers integrate into instruction on an ongoing basis T3 	<ul style="list-style-type: none"> 100% of teachers quantitatively & qualitatively evaluate how their actions contributed to student learning & use articulated next instructional steps F1 School has a support & accountability structure that allows 100% of teachers to receive at least three follow-up interactions (ie reflection meeting, written feedback, coaching) about student mastery, observation, etc F2 100% of teachers can articulate the school's follow-up & accountability structure F3 School learns follow through on a pre-determined support & accountability structure 100% of the time, which is consistently followed for two or more data cycles F4 	<ul style="list-style-type: none"> 100% of teachers have completely adopted data-driven instruction & change their practice to improve student learning T1 100% of students can articulate the data cycle & continue throughout the school year C1 100% of teachers can articulate their current performance, academic goals and plan for achieving them C2 100% of all teachers' meetings about students focus on standards-based performance & achieving end/broad goals C3
2	<ul style="list-style-type: none"> Defined 4+ person leadership team L1 Teacher leader per grade level/subject area identified but roles & responsibilities are not explicit L2 There is a clear leadership plan/in case of turnover, turnover may temporarily interrupt data use L3 	<ul style="list-style-type: none"> 100% of assessment administration dates & meetings/planning, data, reflection scheduled before year begins T1 Fewer than 10% of meeting dates are adjusted annually T2 Time is allocated for at least 50% of students to receive differentiated support based on data T3 75% of teachers can articulate when instructional time informed by data takes place T4 	<ul style="list-style-type: none"> 75% of teachers use assessment calendar for planning sequences, content, & instruction S1 Annual priority standards identified at each grade level & 75% of teachers address them strategically at multiple points during the year S2 75% of curriculum aligned to state standards S3 75% of instruction aligned to state standards S3 Correct grade level rigor S4 Annual & regular ongoing planning meetings held across grades S5 	<ul style="list-style-type: none"> School has a strong process for formative analysis that at least 75% of teachers have introduced & can complete independently A1 75% of teachers always identify detailed, objective beliefs from the data A2 100% of teachers address all standards that they have independently selected A3 	<ul style="list-style-type: none"> 100% of meetings follow a structured protocol M1 100% of meetings allow time for action planning, or sharing practices M2 100% of teachers create action plans after each assessment, & 75% of those plans are manageable & targeted M3 	<ul style="list-style-type: none"> 75% of teachers follow through on manageable & targeted actions T1 100% of actions target prioritized individuals identified during analysis & at least 50% of teachers modify actions based on student mastery during implementation T2 100% of teachers review priority standard questions with students T3 	<ul style="list-style-type: none"> 75% of teachers quantitatively & qualitatively evaluate how their actions contributed to student learning & use articulated next instructional steps F1 School has a support & accountability structure that allows 100% of teachers to receive at least two follow-up interactions (ie reflection meeting & written feedback) about student mastery, observation, etc F2 95% of teachers can articulate the school's follow-up & accountability structure F3 School learns follow through on a pre-determined support & accountability structure 100% of the time F4 	<ul style="list-style-type: none"> 100% of teachers have completely adopted data-driven instruction & change their practice to improve student learning T1 75% of students can articulate their current performance, academic goals and plan for achieving them C2 75% of all teachers' meetings about students focus on standards-based performance & achieving end/broad goals C3
1	<ul style="list-style-type: none"> School has 3-5 people leading implementation but leadership is not distributed amongst staff C2 people trying to do it all C1 4+ person leadership team is identified but roles & responsibilities are unclear L1 Teacher leader is not identified at each grade level/subject area L2 Teacher who will lead in the case of leadership turnover, turnover likely to stall data use L3 	<ul style="list-style-type: none"> 100% of assessment administration dates & meetings/planning, data, reflection scheduled before year begins T1 Fewer than 20% of meeting dates are adjusted annually T2 Time is allocated for at least 10% of students to receive differentiated support based on data T3 Fewer than 70% of teachers can articulate when instructional time informed by data takes place T4 	<ul style="list-style-type: none"> 50% of teachers use assessment calendar for planning sequences, content, & instruction S1 Annual priority standards identified at each grade level S2 50% of curriculum aligned to state standards S3 50% of instruction aligned to state standards S3 Correct grade level rigor S4 Regular ongoing planning meetings held across grades S5 	<ul style="list-style-type: none"> School has an unstructured formative analysis process - 50% of teachers have introduced & can complete independently A1 Fewer than 75% of teachers identify detailed, objective beliefs from the data A2 100% of teachers always focus on priority standards/questions, teacher recommendations, or select priority standards for teachers A3 	<ul style="list-style-type: none"> 75% of meetings follow a structured protocol (i.e., some meetings are unstructured) M1 Some meetings allow time for action planning M2 100% of teachers create action plans after each assessment M3 	<ul style="list-style-type: none"> 100% of teachers follow through on actions that always manageable & targeted T1 100% of actions target prioritized individuals identified during analysis & 75% of teachers review priority standard questions with students T3 	<ul style="list-style-type: none"> 50% of teachers quantitatively & qualitatively evaluate how their actions contributed to student learning & use articulated next instructional steps F1 School has a support & accountability structure that allows 100% of teachers to receive at least one follow-up interaction (ie reflection meeting) F2 75% of teachers can articulate the school's follow-up & accountability structure F3 School learns follow through on a pre-determined support & accountability structure 75% of the time F4 	<ul style="list-style-type: none"> 75% of teachers have completely adopted data-driven instruction & change their practice to improve student learning C1 50% of students can articulate their current performance, academic goals and plan for achieving them C2 50% of all teachers' meetings about students focus on standards-based performance & achieving end/broad goals C3
0	<ul style="list-style-type: none"> School has no defined leadership for implementation L1 Teacher leaders are not identified to support implementation L2 Leadership or leadership turnover perpetuates non-data driven approach or misunderstanding of data cycle L3 	<ul style="list-style-type: none"> Fewer than 100% of assessment administration dates & meetings/planning, data, reflection scheduled before year begins T1 More than 20% of meeting dates are adjusted annually T2 No academic time is allocated for differentiated student support T3 Fewer than 50% of teachers can articulate when instructional time informed by data takes place T4 	<ul style="list-style-type: none"> 25% of teachers use assessment calendar for planning sequences, content, & instruction S1 Annual priority standards not identified at each grade level S2 Fewer than 50% of curriculum aligned to state standards S3 25% of instruction aligned to state standards S3 Correct grade level rigor S4 Fewer than 50% of teachers can articulate when instructional time informed by data takes place T4 	<ul style="list-style-type: none"> School does not have a clear formative analysis process A1 Fewer than 50% of teachers identify detailed, objective beliefs from the data A2 Fewer than 100% of teachers focus on priority standards/questions A3 	<ul style="list-style-type: none"> Meetings have no protocol, are unstructured & do not lead to action M1 Fewer than 100% of meetings allow time for action planning M2 Fewer than 100% of teachers create action plans after each assessment M3 	<ul style="list-style-type: none"> Fewer than 75% of teachers follow through on actions T1 Fewer than 75% of actions target prioritized individuals identified during analysis & fewer than 75% of teachers review priority standard questions with students T3 	<ul style="list-style-type: none"> Fewer than 50% of teachers quantitatively & qualitatively evaluate how their actions contributed to student learning F1 School does not have a clear, pre-determined support & accountability structure F2 Fewer than 50% of teachers can articulate the school's follow-up & accountability structure F3 School learns follow through on a pre-determined support & accountability structure 50% of the time F4 	<ul style="list-style-type: none"> 50% of teachers have completely adopted data-driven instruction & change their practice to improve student learning C1 Fewer than 50% of students can articulate their current performance, academic goals and plan for achieving them C2 Fewer than 50% of all teachers' meetings about students focus on standards-based performance & achieving end/broad goals C3

Teachers can use a combination of ANet tools to implement best practices for data-driven instruction in the classroom

English Language Arts 5th

Assessment 3

4 Which of the following best summarizes paragraphs 9-14?

- A. Backpackers have caused physical damage to the wilderness by destroying the alpine tundra.
- B. Physical damage to the wilderness only occurs in wilderness areas.
- C. Wilderness across the country is experiencing physical damage to backpackers.
- D. Backpackers have caused physical damage to the shorelines of mountains.

6 What is the main purpose of paragraph 17?

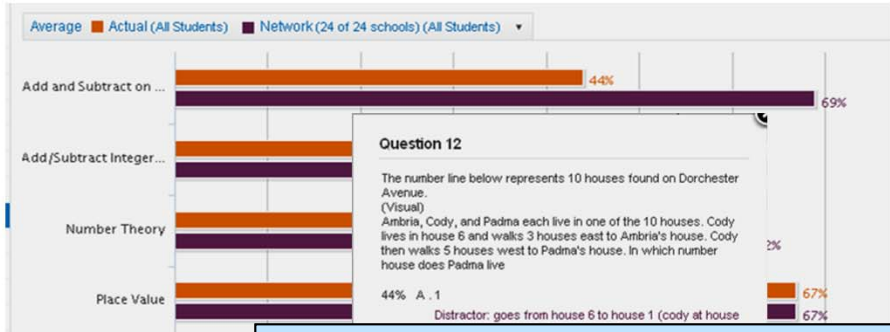
- A. to summarize the main idea of the article
- B. to serve as a transition to the last problem

Rigorous Assessments given every 7-8 weeks in Math and ELA and aligned to state standards and degree of difficulty

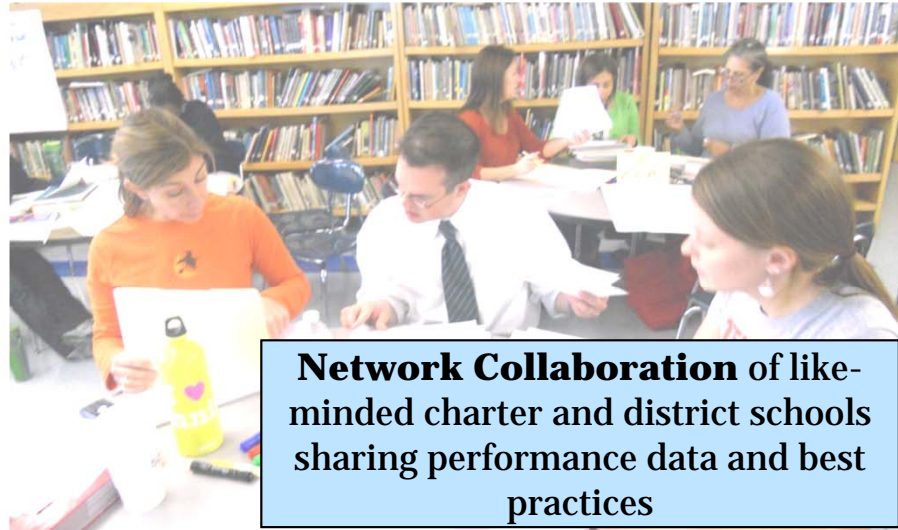
2008-2009 MPSP Network Performance
Item Analysis by Standard, A1 5th CMP

Standard	Question	Correct Response	MPSP Network Average % Correct	Percentage of Student					
				School 1	School 2	School 5	School 7	School 8	
5.N.1 Exponents				49%	85%	26%	67%	73%	69%
5.N.1 Exponents	2	B	46%	79%	19%	74%	75%	64%	
5.N.1 Exponents	10	B	49%	88%	22%	70%	63%	74%	
5.N.1 Exponents	13	B	54%	78%	33%	66%	70%	77%	
5.N.1 Exponents	20	B	46%	94%	29%	60%	83%	60%	
5.N.2 Place Value				71%	86%	77%	91%	78%	83%
5.N.2 Place Value	1	C	81%	90%	89%	100%	90%	99%	
5.N.2 Place Value									
5.N.2 Place Value									
5.N.3 Expanded Notation									
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Powerful, Real-Time Data with a 48 hour turnaround to identify gaps in student learning

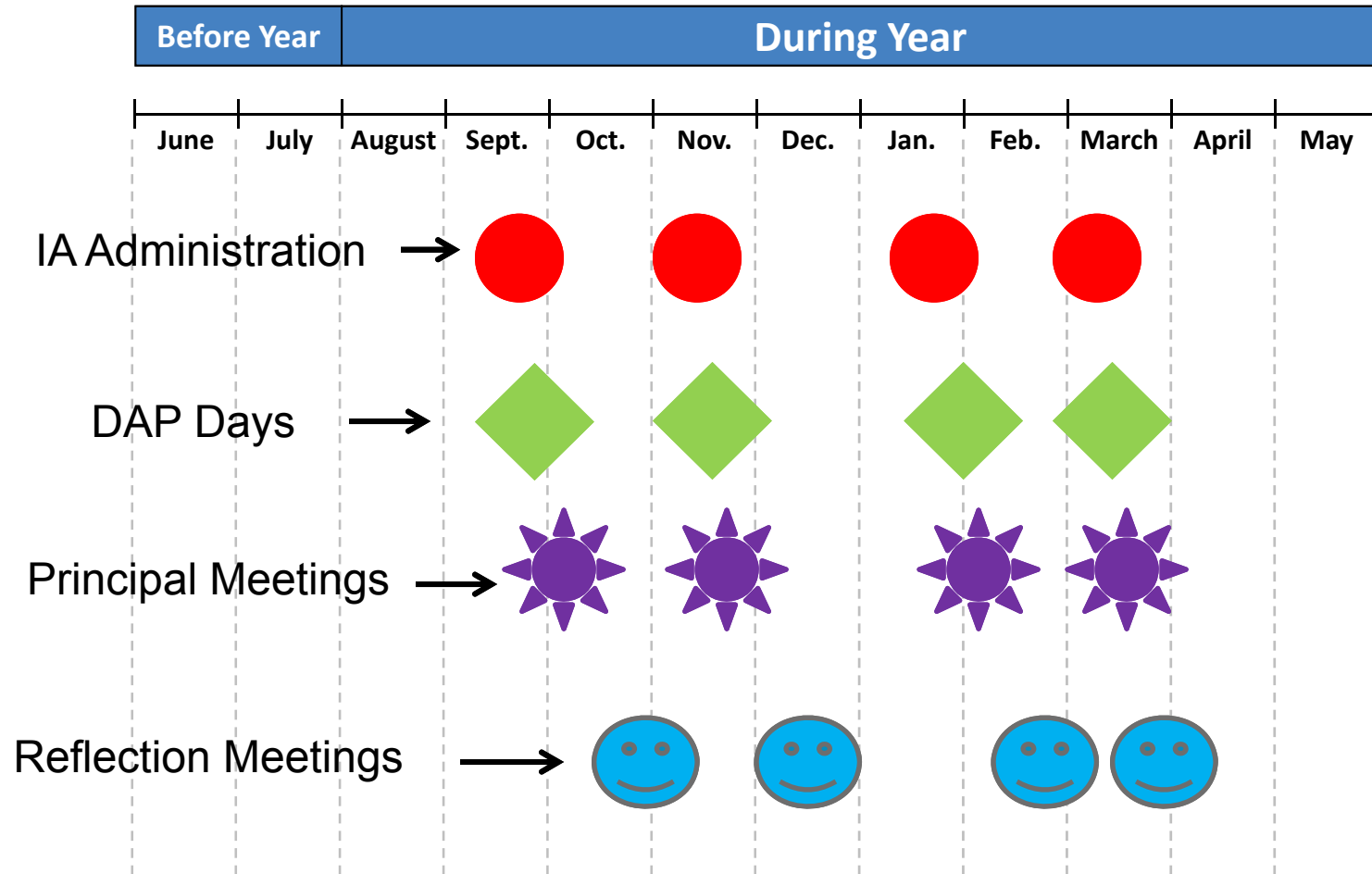


MyANet Online Platform for teachers to analyze data, create mini-quizzes, and learn best practices at any time



Network Collaboration of like-minded charter and district schools sharing performance data and best practices

E.L. Haynes Timeline



Goals

Reading

- 100% of students will hit their growth goals

Math

- All “in-range” students make the growth necessary for proficiency
- All “on-track” students make at least 10% growth in scores
- All below “in-range” students make at least 20% growth in scores

Spreadsheets show student performance against standards

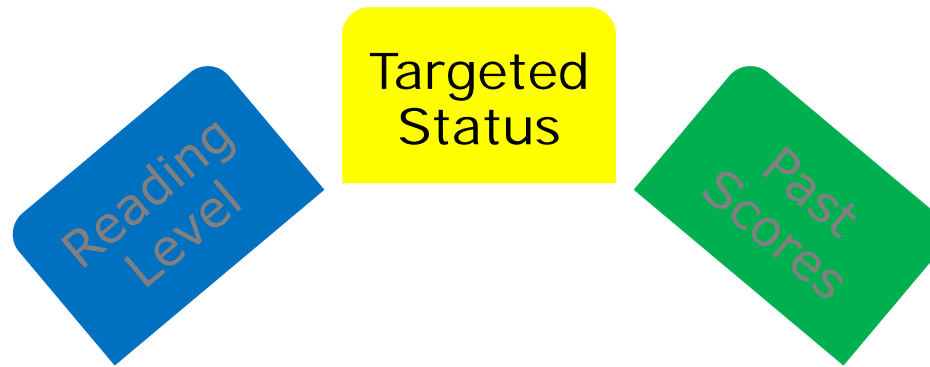
4th Grade					% CORRECT	Data	Matching data	Tell time	Elapsed time	Time	Number Theory	Prime numbers	Multiply	Multiply	Multiply	Divide
Student Name	Period	1st IA	Avg	2nd IA		DASP.2	DASP.2	M.3	M.3	M.3	NSO.4	NSO.4	NSO.C.1 ₉	NSO.C.1 ₉	NSO.C.1 ₉	NSO.C.2 ₀
Taylor_Giovanini Tripline_Tyrone Tsegaye_Bethelam	H	43%	37%	31%	d					c	c		a		b	
	A	54%	49%	45%	b				c	c		b		c	d	
	A	96%	95%	93%												
	H	93%	95%	97%				a								
	A	86%	70%	55%		b		c			b	c		c		
	A	NA	NA	NA												
	A	57%	51%	45%			c	c	c		d	b		b	d	
	A	NA	NA	NA												
	H	57%	56%	55%					a	d	b	b	a			
	A	50%	42%	34%				b	d		b	b	d	a	b	
	H	89%	77%	66%	b		b						c			
	H	96%	96%	97%												
	H	82%	82%	83%						c						
	H	57%	46%	34%	c		d	a	a	c	b	c	a	a	d	
	A	89%	91%	93%				d								
H	79%	75%	72%							b	c	b	b			
					12	15	12	10	12	11	9	8	11	10	11	
					86%	107%	86%	71%	86%	79%	64%	57%	79%	71%	79%	

Performance Overall			
	1st	2nd	Avg
Percent On-Track	60%	70%	65%
Percent In Range	30%	20%	25%
Goal			
Average Score	90%		

Performance On Each Strand

Number Sense	74%
Patterns, Relations, and Algebra	98%
Geometry	NA
Measurement	81%
Data Analysis	96%

Analysis 1: Overall student performance



Overall Student Analysis	
Who over-performed? ▼ ▼ ▼ ▼	Who under-performed? ▼ ▼ ▼ ▼

Analysis 2: Performance against standards

Standards Analysis	
Important Standard #1:	
Within the standard, what objective(s) was the issue?	▶
What's your hypothesis about why this is hard?	▶
What's the strategy you could teach to address this objective? ▶ <i>Math Ex. "mathematicians identify prime numbers by..."</i> ▶ <i>Reading Ex. "readers summarize important events by..."</i>	▶
What's the best vehicle for teaching this strategy? ▶ Whole group lesson ▶ Short term strategy group ▶ Long term strategy group ▶ Individual Student Action Plan ▶ Instructional Shift	▶

Agenda

▶ What's our philosophy?

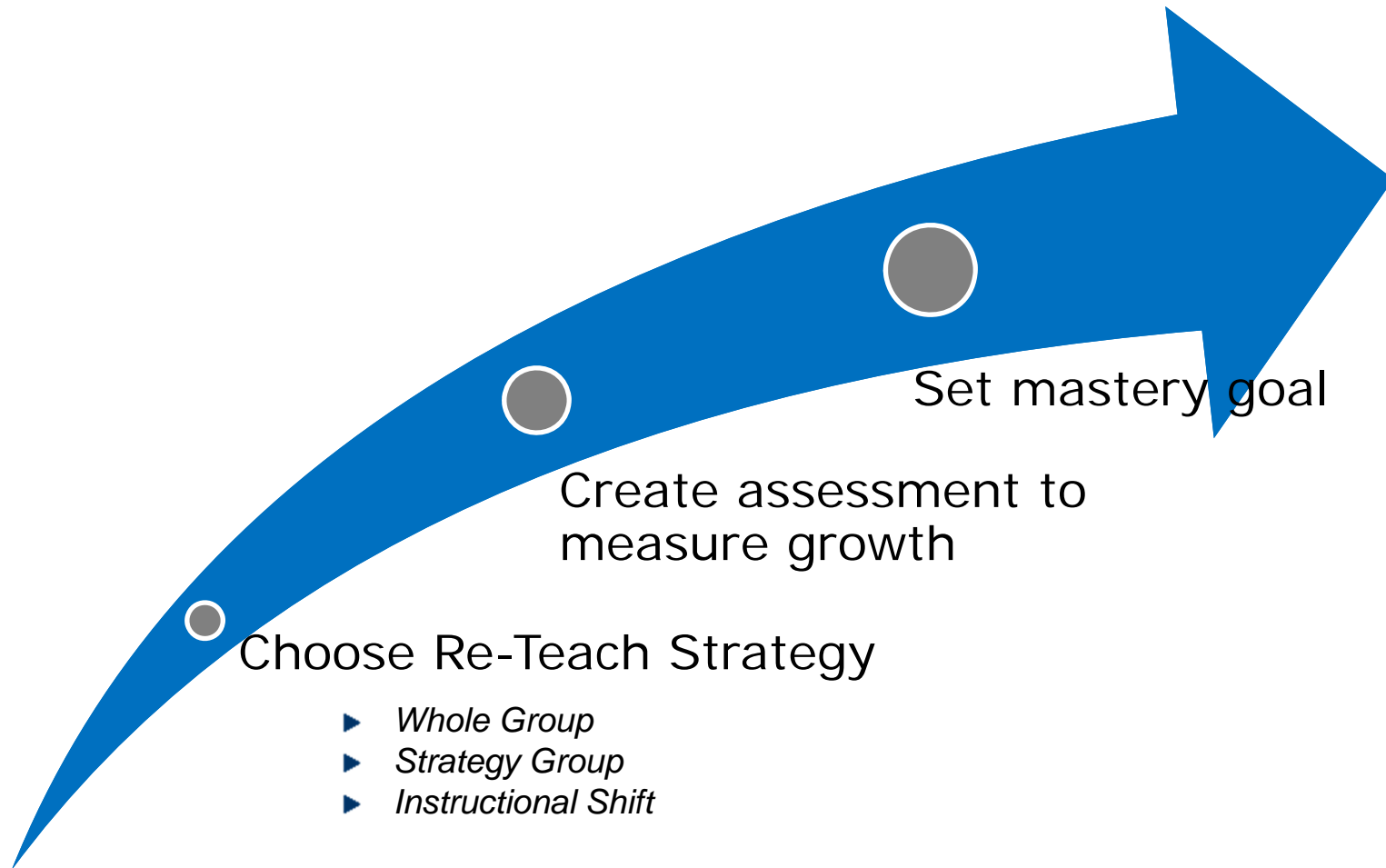
▶ What's our process?

▶ What expectations and accountability do we bake in?

DAP Day: Deliverables

- ▶ Choice of re-teach with plans (pick at least 2 of the 5)
- ▶ Principal Meeting Planned
- ▶ Team Wide Acceleration Plan

Re-Teach Process



Principal's Meeting Agenda: 45-60 minutes

1. What's the data telling you?
2. Praise for standard mastered.
3. Surfacing concern areas (Test in hand analysis/side by side)
4. Action Planning/Action Plan evaluation

Reflection Meeting Protocol

- ▶ Pass out copies of your re-teach plan to your colleagues.
- ▶ 7-10 minutes for each team to share answers to the following questions:
 - *What was the error in students' thinking?*
 - *Share your re-teach plan. How was your plan designed to address this problem?*
 - *Share the results. What do you attribute the results to?*

Reflection Meeting Insights

Before

- ▶ Remind everyone of the deadline multiple times
- ▶ Insist that everyone brings materials and copies
- ▶ Share prompts ahead of time

During

- ▶ Keep it small: teams of 3-4
- ▶ Have teams choose roles: facilitator, timekeeper, notetaker

The 4 I's

- ▶ Induction
- ▶ Input
- ▶ Integration
- ▶ Implementation

Integration

- ▶ What was the same as what you already do/know?
- ▶ What was different?
- ▶ What was the most important insight you got from the input? (the stickiest)

Implementation

- ▶ What do you want it to look like in your schools next year?
- ▶ What will be the biggest challenges?
- ▶ What can you do this spring to set yourself up for success?