First, Are Students Learning?

Using Data to Strengthen Preparation Experience

Objectives

Participants will be able to:

- Identify best practices for using data to support new teacher development
- Reflect on current practice of utilizing student work in supporting new teachers
- Create an action plan for using student work in supporting new teachers

Do Now

Think about the current work you do in supporting teachers.

How do you currently use student data in your support of teachers?

What barriers are currently keeping you from using student data in your support of teachers?

Teach Ascension Academy

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- District run alternative certification program
- 2015-16 is the first cohort
- 9 participants across 7 schools
- Participate in a four- week initial training including a student teaching experience
- Teach as the teacher of record during the school year following the initial training
- Uses the structures and support systems of TAP as a major component of teacher development
- Teacher must score effective proficient or highly effective in order to be recommended for certification

What data do we use ?

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Benchmark Assessments

- Ascension Parish administers benchmark assessment each quarter district wide across all grade levels and core subjects
- These benchmarks are district created (by master and classroom teachers) and aligned to common core standards and state assessments.

Informal Observation Data

- All Teach Ascension Academy (TAA) teachers are observed informally at least once a week by either the program manager, master, or mentor teacher.
- These observations range from 15 minutes to an hour and may include in class coaching
- During this time observers are looking for evidence that student learning has occurred
- Observers may collect and make copies of student work or take pictures of it to help determine to what degree students were on track to master the lesson's objective.

Lincoln Parish Schools

- **Lincoln Parish Schools already formed a traditional program partnership for undergraduates with Louisiana Tech**
- **Lincoln Parish school formed partnership with Louisiana Tech University formed in Cohort 1**
- **TEAM Model: 15 mentors and 13 interns across three schools in 2015-2016**
- **Ruston Elementary has 4 mentors hosting 4 candidates in a full-year residency**
- **Layers of Support: Classroom, School Level, District, Provider**

Ruston Elementary School

- **Professional Development-Powerful Instruction**
- **Three prong leadership team**
- **Monthly Grade Level Meetings**
- **PLCs-Instructional Council (Monthly)**
- **Monthly Job-embedded content planning (Title 1)**
- **Walk-through Protocol (3 administrators provide feedback on Content and COMPASS)**
- **Curriculum, Instruction, Assessment Alignment (State PARCC data, district proficiency data, classroom observations, stoplight-highlight student profiles)**
- **Book study by Eric Jensen (Engaging Students with Poverty in Mind)**

What data do we use?

State Spring 2015 PARCC Sub Claims	District Proficiency Data	Student Profiles	Classroom Formative Assessment Data
• Moving students toward Mastery	• Lincoln Parish (RES) administers proficiency exams 3xs a year across all grade levels and core subjects	• Stoplight Highlighting 3rd-8th PARCC Data Analysis • Student Snapshots	• Backwards Design • RtI based on student needs
• ELA focus sub claims include: literary text, informational text, vocabulary, written expression, knowledge & use of language expression • Math focus sub claims include: major content, additional & supporting content, expressing mathematical reasoning,	• Each school created proficiency exam (by curriculum strategist) and aligned to common core standards and state assessments	• Highlight Colors -RED (weak performance) -YELLOW (moderate performance) -GREEN (strong performance) • Strengths and additional supports for the student	• Assessment Checklists • Based on rigor and reporting categories • Small group instruction in math and ELA

What does the data look like?

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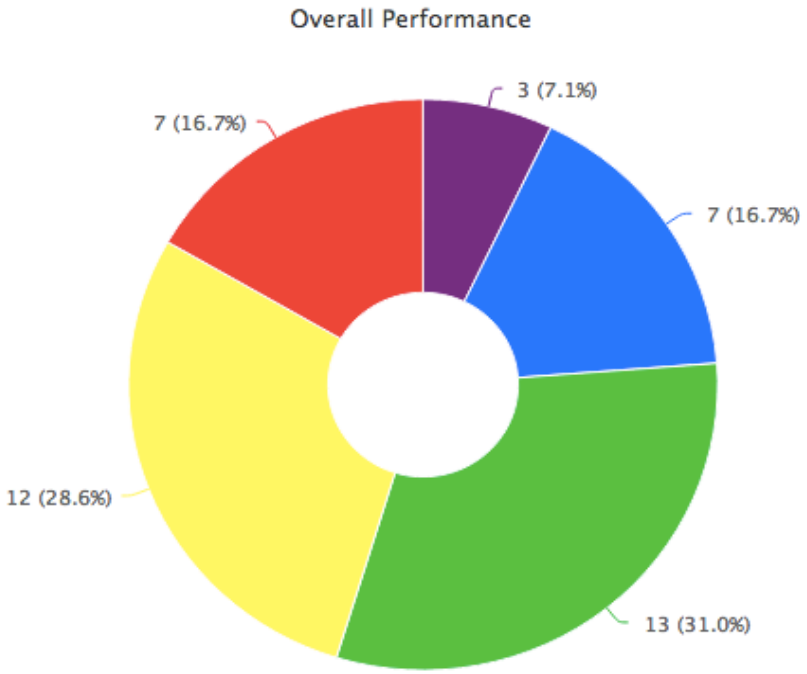
Benchmark Assessment

3rd Grade Math Benchmark 2 2015-16

3rd Grade Math Benchmark 2 2015-16

Created by Benchmark, Math
Scope: District Benchmark
Grade Levels: 3
Subject Area: Mathematics
Questions: 17

Itembank | Portal | Shared | Curriculum Associate | Amplify | ALS | Custom Reports | Edusoft | Online Testing | Versions | Data Director



Summary

Avg. % Correct	Students	% Not Mastered	% Mastered
58.7%	42	76.2%	23.8%

What does the data look like?

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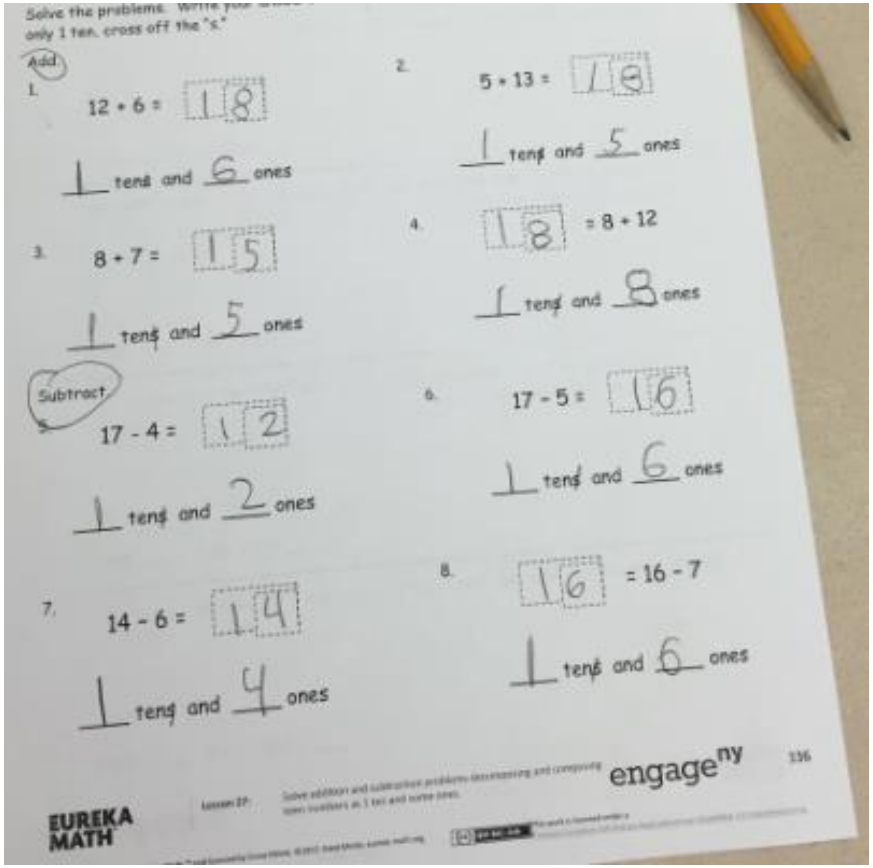
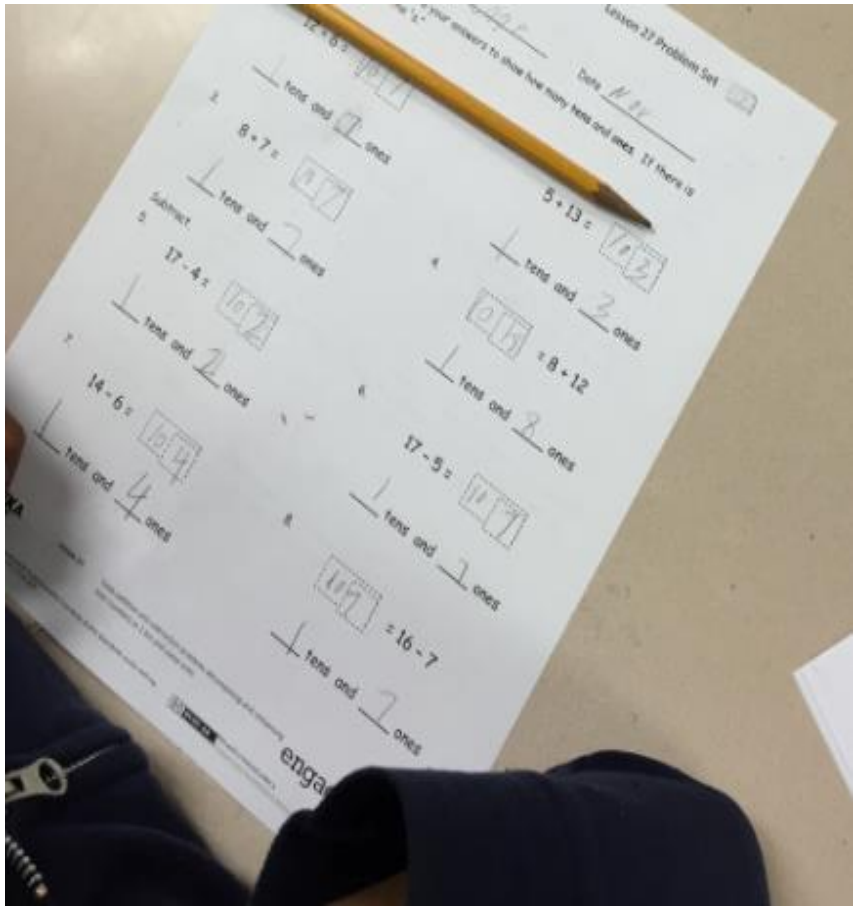
Informal Observation Data





What does RES data look like?

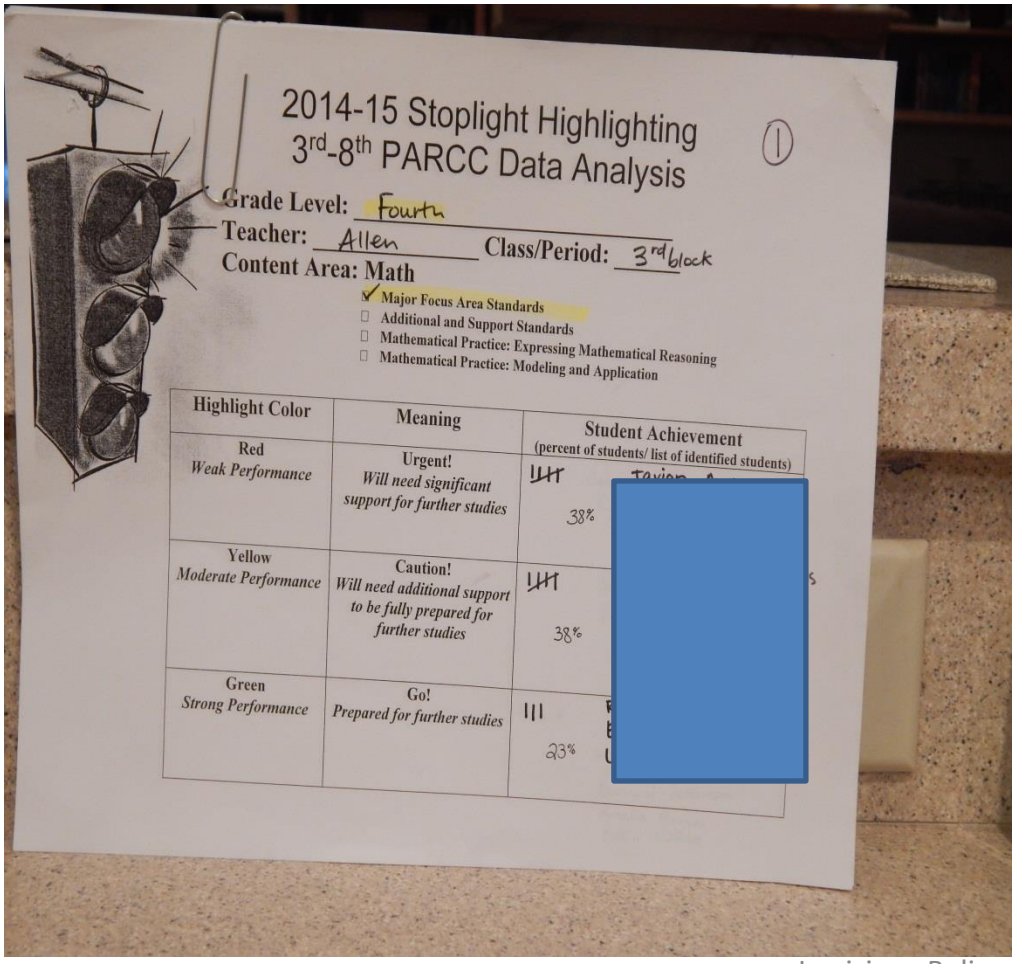
Spring 2015 PARCC Sub Claims

Site	Grade	Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
		% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak
State	4	34	34	32	59	20	21	34	35	31	32	31	37
Lincoln	4	33	34	33	55	19	25	24	32	44	28	29	43
Ruston Elementary	4	25	32	43	55	21	25	21	30	49	25	26	49

Site	Grade	Literary Text			Informational Text			Vocabulary			Written Expression			Knowledge & Use of Language Expression		
		% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak
State	4	43	28	29	47	22	31	45	30	25	50	20	30	60	19	20
Lincoln	4	40	23	37	38	30	32	41	29	30	46	24	30	53	26	21
Ruston Elementary	4	38	21	40	30	34	36	35	26	39	40	26	34	52	24	25

What does RES data look like & how is it used?

Spring 2015 PARCC Sub Claims

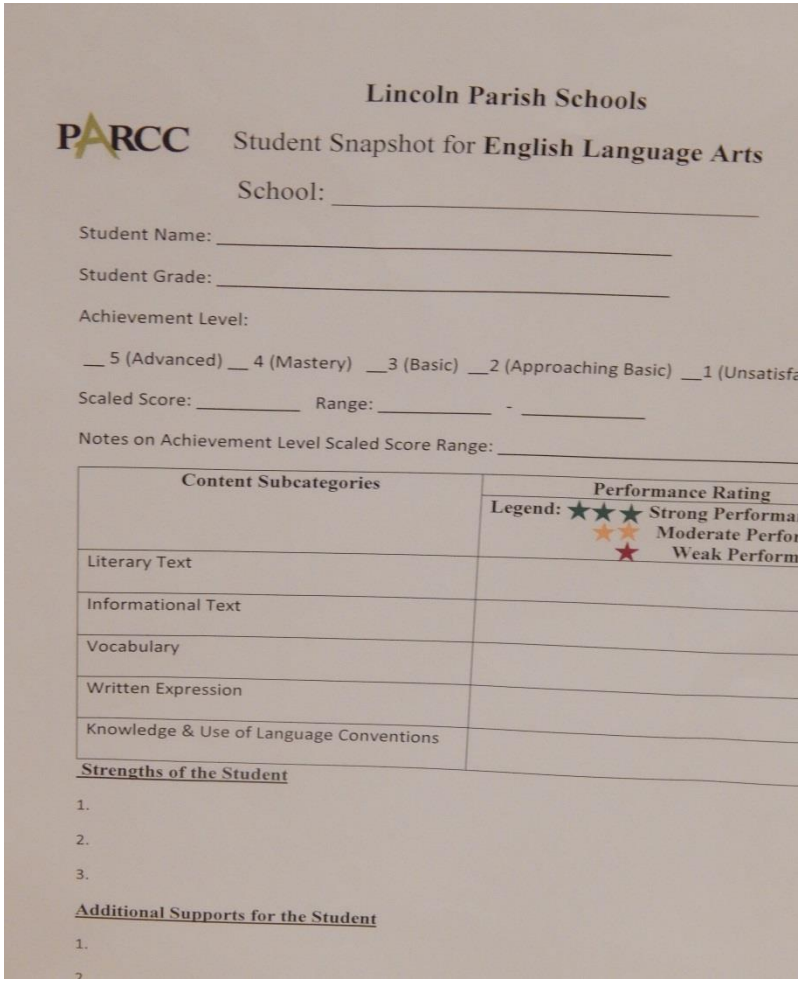


2014-15 Stoplight Highlighting
3rd-8th PARCC Data Analysis

Grade Level: Fourth
Teacher: Allen Class/Period: 3rd block
Content Area: Math

- ✓ Major Focus Area Standards
- ☐ Additional and Support Standards
- ☐ Mathematical Practice: Expressing Mathematical Reasoning
- ☐ Mathematical Practice: Modeling and Application

Highlight Color	Meaning	Student Achievement (percent of students/ list of identified students)
Red *Weak Performance*	Urgent! *Will need significant support for further studies*	38%
Yellow *Moderate Performance*	Caution! *Will need additional support to be fully prepared for further studies*	38%
Green *Strong Performance*	Go! *Prepared for further studies*	23%



Lincoln Parish Schools

PARCC Student Snapshot for English Language Arts

School: _____

Student Name: _____

Student Grade: _____

Achievement Level:

__ 5 (Advanced) __ 4 (Mastery) __3 (Basic) __2 (Approaching Basic) __1 (Unsatisfa

Scaled Score: _____ Range: _____ - _____

Notes on Achievement Level Scaled Score Range: _____

Content Subcategories	Performance Rating
	Legend: ★★★ Strong Performa ★★ Moderate Perfo ★ Weak Perform
Literary Text	
Informational Text	
Vocabulary	
Written Expression	
Knowledge & Use of Language Conventions	

Strengths of the Student

1.

2.

3.

Additional Supports for the Student

1.

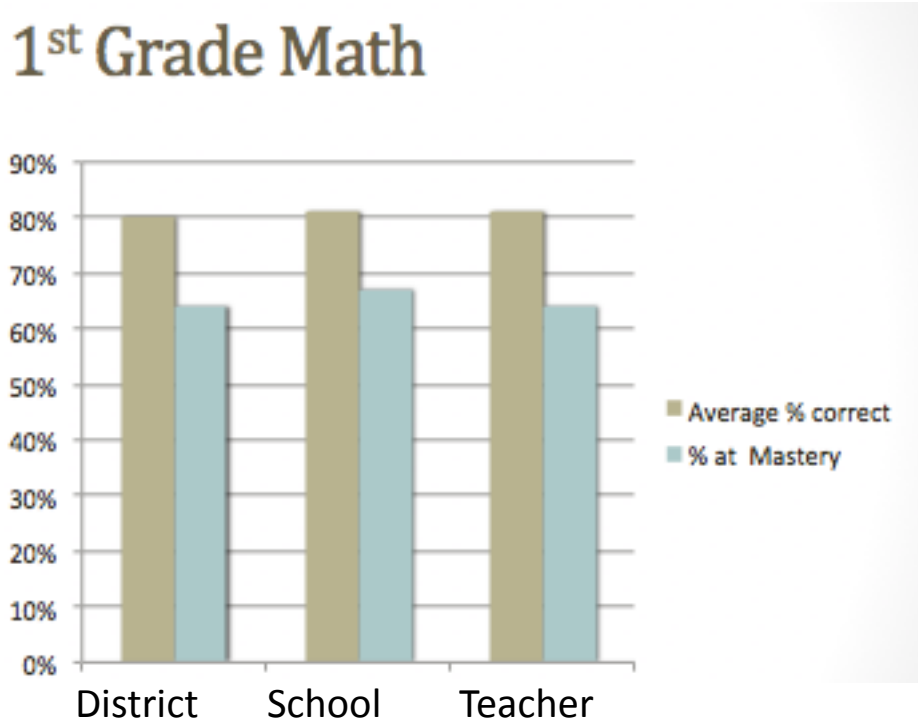
Action Plan

Complete part one of your action plan- Determining what data is available and how you can access it

How is the data used?

Benchmark Data

At the district level Benchmark data is used quarterly to determine how TAA teachers are performing compared with other teachers in the same grade level/subject level.



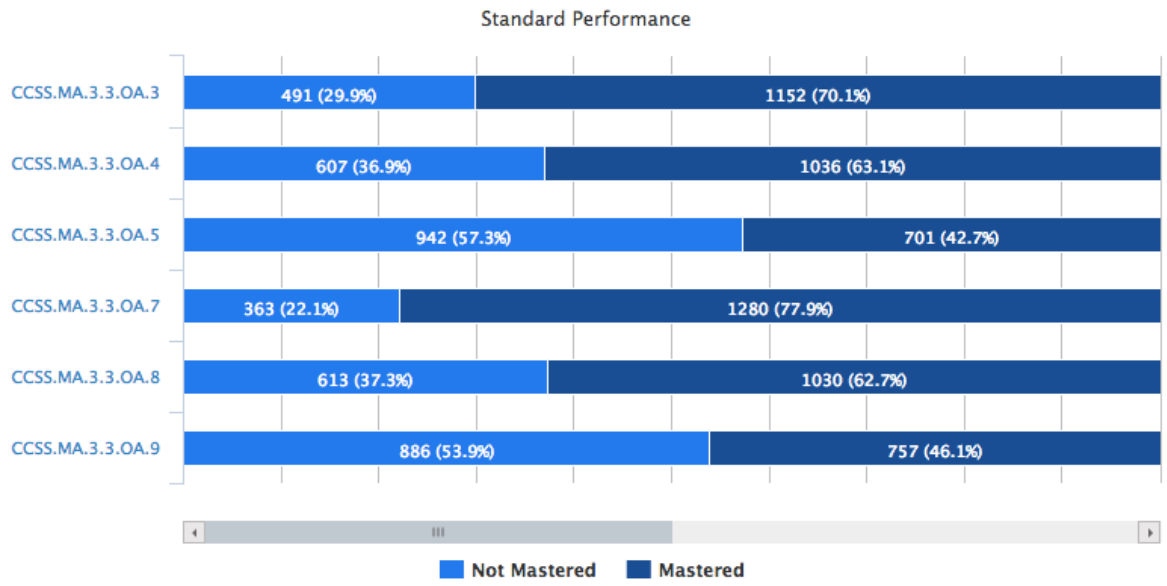
Next steps include:

- Discussion with the teacher about the data conducted by Program Manager or Master teacher
- Change in priority level of the teacher, higher priority teachers receive more coaching then lower priority teachers

How is the data used?

Benchmark Data

At the teacher level Benchmark data is used to determine next steps for student's instruction. This is done at both the class level in terms of which standards may need to be re-visited, as well as at a student level. This is discussed and plans are made for how to achieve this during TAP cluster meetings or PLCs.



3rd Grade Math Benchmark 2 2015-16 (V1)

# Correct	% Correct	Performance Band
21 / 27	77.78%	Strong Command

Q#	√	You	Q#	√	You
Q1	B	B	Q10b	2	1
Q2	ACE	ACE	Q11a	2	2
Q3	ABE	ABC	Q11b	2	1
Q4	B, BD, D	BD	Q12a	3	2
Q5	1	0	Q12b	1	1
Q6	BC	B	Q12c	2	2
Q7	ACE	ACE	Q13	3	3
Q8	1	1			
Q9	3	3			
Q10a	1	1			

How is the data used?

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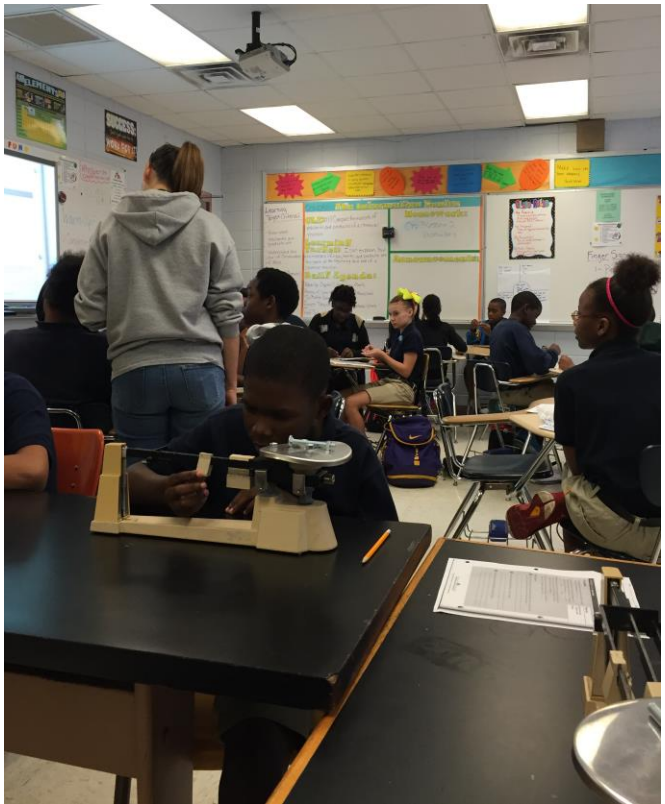
Informal Observation Data

At the district level informal observation data is used to determine topics for upcoming Professional Development sessions for TAA teachers, or to adjust summer training components.

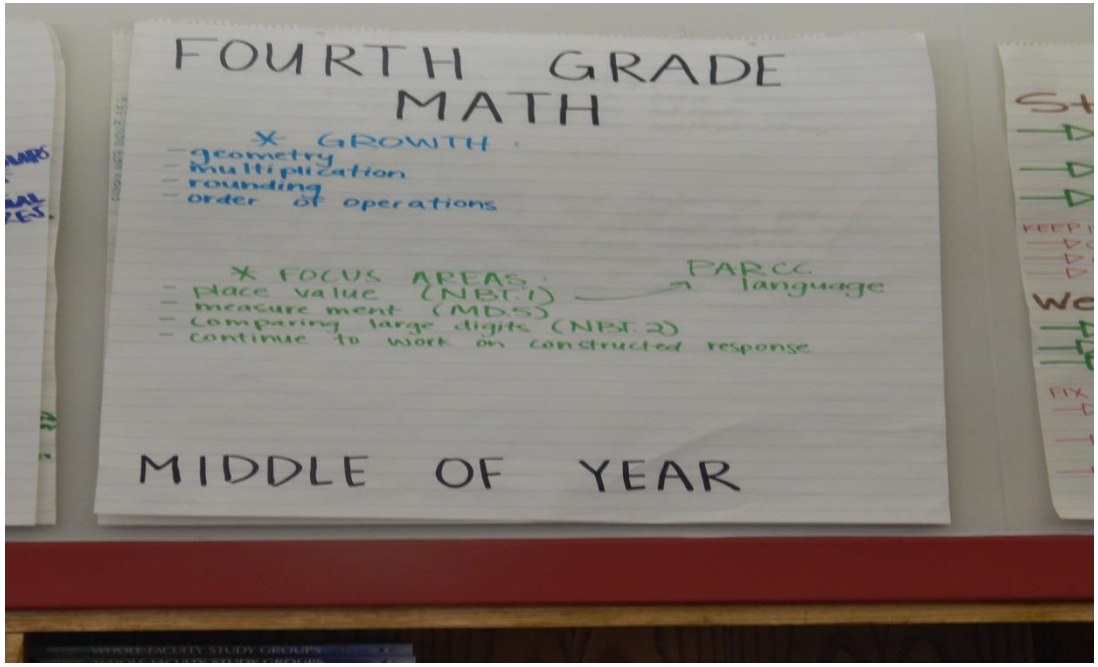


At the teacher level informal observation data is used to provide feedback to the teacher about how to improve instruction in the classroom.

Grows:
When students were weighing their objects on the scales several were taking a long time to get to an accurate measurement because they were not going through the process of how to measure using a balance scale. Make sure you model first.

How is RES data used?

RES Proficiency Exam (4th Math)



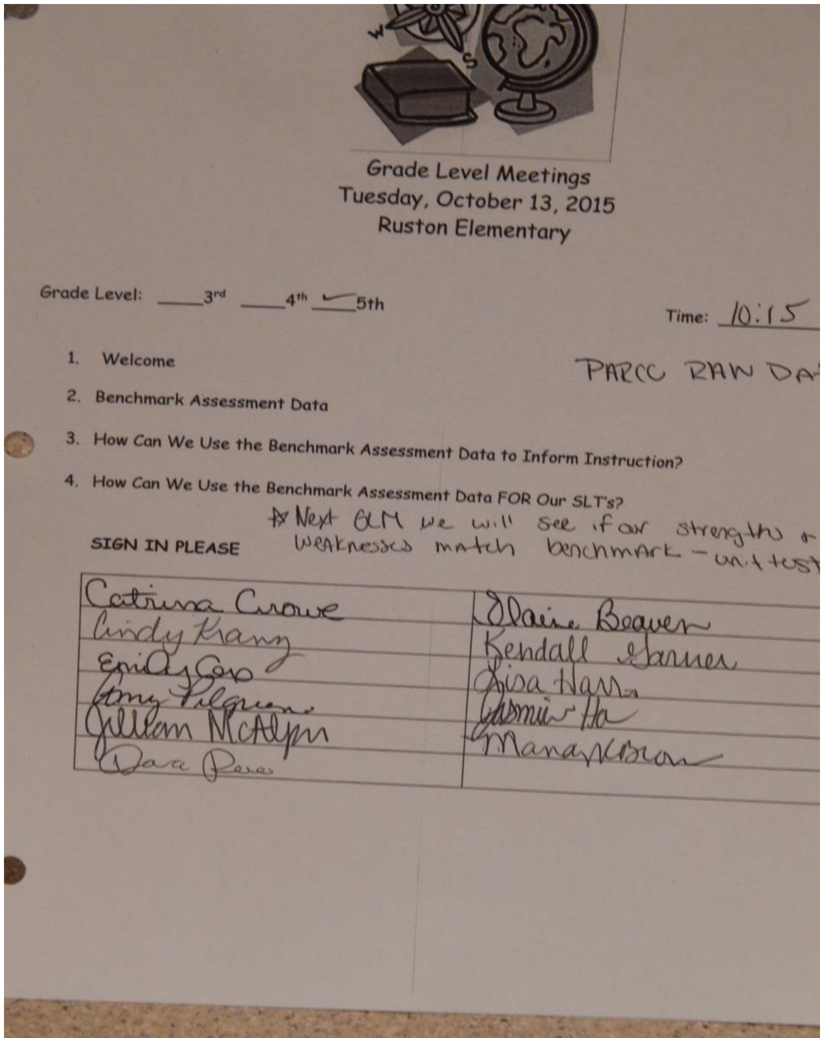
ALLEN (MARTIN'S HOMEROOM) 4TH GRADE MATH PROFICIENCY ASSESSMENT	
Student 1	53.85%
Student 2	23.08%
Student 3	26.92%
Student 4	23.08%
Student 5	30.77%
Student 6	15.38%
Student 7	23.08%
Student 8	19.23%
Student 9	26.92%
Student 10	80.77%
Student 11	50.00%
Student 12	38.46%
Student 13	30.77%
Student 14	42.31%
Student 15	42.31%
Student 16	38.46%
Student 17	46.15%

4th Grade M.O.Y. MATH Benchmark Assessment Overall Results

Teacher	NBT.3 MULTIPLE CHOICE	G.1 MULTIPLE CHOICE	NBT.1 MULTIPLE CHOICE	NBT.5MULTIPLE CHOICE	NBT.2 MULTIPLE CHOICE	MD.7 MULTIPLE CHOICE	G.3 MULTIPLE CHOICE	G.2 MULTIPLE CHOICE	NBT.2 MULTIPLE CHOICE	NBT.1 MULTIPLE CHOICE	OA.1 MULTIPLE CHOICE	OA.3 MULTIPLE CHPICE	MD.5 MULTIPLE CHOICE	NBT.4 SHORT ANSWER	NBT.4 SHORT ANSWER	MD.1 MULTIPLE CHOICE	MD.1 MULTIPLE CHOICE	OA.2 MULTIPLE CHOICE	MD.3 MULTIPLE CHOICE	OA.5 MULTIPLE CHOICE	CR	CR	CR
Overall	55.71%	75.65%	21.07%	35.26%	36.84%	56.93%	25.43%	57.40%	27.09%	38.46%	31.04%	25.10%	54.43%	76.70%	58.63%	51.51%	30.13%	44.35%	19.47%	33.09%	98%	32.75%	30.88%

How is RES data used?

Classroom Formative Assessment Data



Grade Level Meetings
Tuesday, October 13, 2015
Ruston Elementary

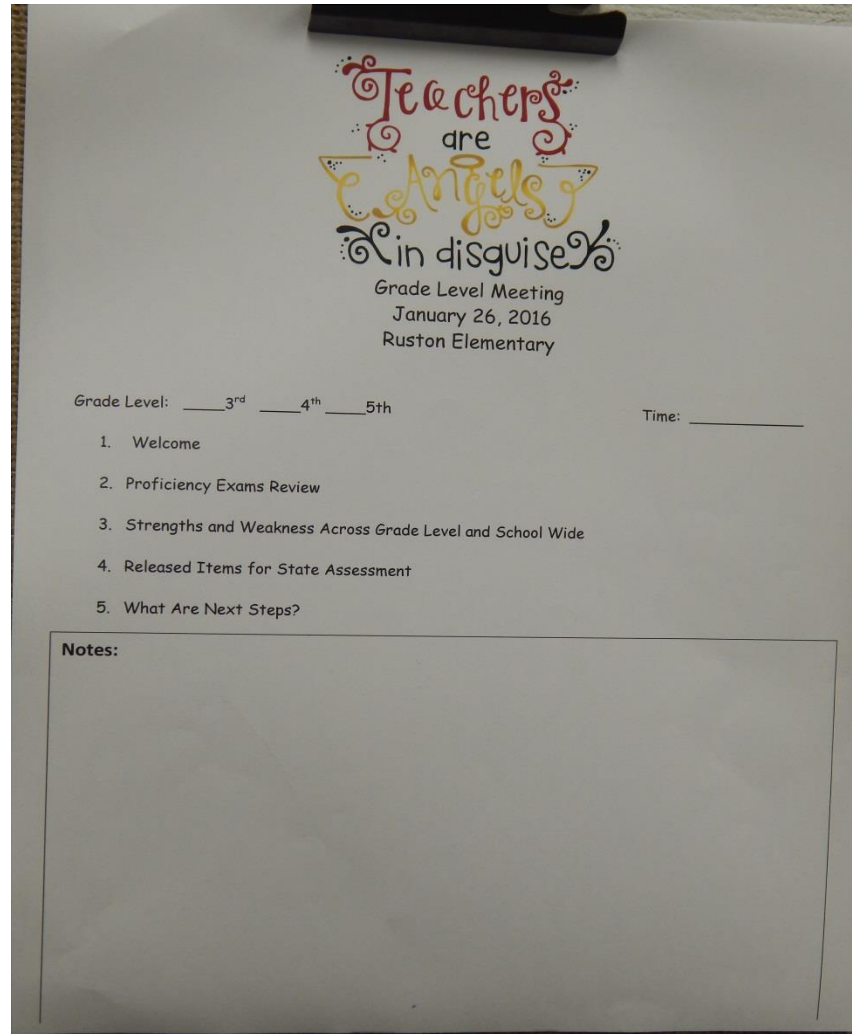
Grade Level: ____3rd ____4th ✓5th

Time: 10:15

1. Welcome
2. Benchmark Assessment Data
3. How Can We Use the Benchmark Assessment Data to Inform Instruction?
4. How Can We Use the Benchmark Assessment Data FOR Our SLT's?

PARCC RAW DA

SIGN IN PLEASE



Teachers are Angels in disguise

Grade Level Meeting
January 26, 2016
Ruston Elementary

Grade Level: ____3rd ____4th ____5th

Time: ________

1. Welcome
2. Proficiency Exams Review
3. Strengths and Weakness Across Grade Level and School Wide
4. Released Items for State Assessment
5. What Are Next Steps?

Notes:

How is RES data used?

Classroom Formative Assessment Data

4th Grade ELA: GAME PLAN

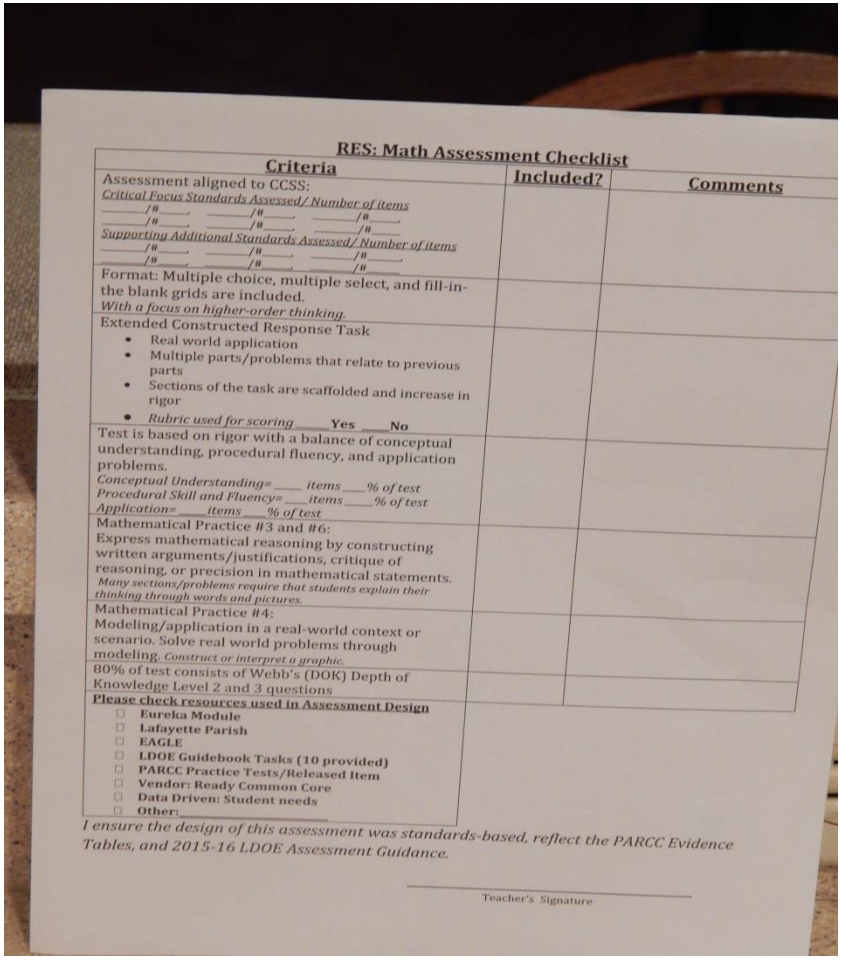
1. Re-do all of our Cold Read Assessments for the 3rd Nine weeks.
   - Select passages from EAGLE that are longer and ask the reader to use more critical thinking.
   - Make sure that the questions have Part A & Part B questions, multi select questions, and open-ended response prompts.

2. Use STAR Reading data to make leveled Reading groups for small group instructions.
   - Focus on the skills that are lacking per student(s).
   - Interrupt silent reading or buddy reading time to hit these skills with individuals.

3. Begin checking out 5-6 laptops DAILY for a small group to begin practicing with Achieve 3000.
   - Begin a Donor's Choose page to raise money for our classrooms so that we might, one day, have working iPads or notebooks in our classroom that we can rely on.

WE WILL ALSO TRY TO BE AWESOME EVERY. SINGLE. DAY!

Thanks for all that you do for us!



RES: Math Assessment Checklist

Criteria	Included?	Comments
Assessment aligned to CCSS: *Critical Focus Standards Assessed/ Number of items* _____/#____, _____/#____, _____/#____, _____/#____, _____/#____, _____/#____ *Supporting Additional Standards Assessed/ Number of items* _____/#____, _____/#____, _____/#____, _____/#____, _____/#____, _____/#____.		
Format: Multiple choice, multiple select, and fill-in-the blank grids are included. *With a focus on higher-order thinking.*		
Extended Constructed Response Task • Real world application • Multiple parts/problems that relate to previous parts • Sections of the task are scaffolded and increase in rigor • *Rubric used for scoring* ____ **Yes** ____ **No**		
Test is based on rigor with a balance of conceptual understanding, procedural fluency, and application problems. *Conceptual Understanding=____ items ____% of test* *Procedural Skill and Fluency=____ items ____% of test* *Application=____ items ____% of test*		
Mathematical Practice #3 and #6: Express mathematical reasoning by constructing written arguments/justifications, critique of reasoning, or precision in mathematical statements. *Many sections/problems require that students explain their thinking through words and pictures.*		
Mathematical Practice #4: Modeling/application in a real-world context or scenario. Solve real world problems through modeling. *Construct or interpret a graphic.*		
80% of test consists of Webb's (DOK) Depth of Knowledge Level 2 and 3 questions		
Please check resources used in Assessment Design ☐ **Eureka Module** ☐ **Lafayette Parish** ☐ **EAGLE** ☐ **LDOE Guidebook Tasks (10 provided)** ☐ **PARCC Practice Tests/Released Item** ☐ **Vendor: Ready Common Core** ☐ **Data Driven: Student needs** ☐ **Other:**_____		

I ensure the design of this assessment was standards-based, reflect the PARCC Evidence Tables, and 2015-16 LDOE Assessment Guidance.

_____
Teacher's Signature

Action Plan

- Complete Part II of your action plan- How will you use the data in support of teachers?

Questions?

Contact Information:

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