



Resources

Articles

“Part Digital Training, Part Human Touch”

Barkley, S. (Winter 2002). *Journal of Staff Development*, 23 (1), 42-45.

“Student Achievement Data: Holding Teachers Accountable”

Dubrovich, M, *Principal* 81 (4), 30-33.

“Self-graphing to Success: Computerized Data Management”

Gunter, P.; Miller, K, (Nov/Dec 2002). *Teaching Exceptional Children*, 35(2), 30-34.

“Digging for Data”

McIntire, T. (Mar 2003). *Technology & Learning*, 23(8), 42-46.

Books

Designing and Using Databases for School Improvement

Bernhardt, V. Eye on Education. Larchmont, New York 2000.

The Results Fieldbook and Results: Key to Continuous School Improvement.

Schmoker, M. ASCD. Alexandria, VA 1999.

Education Commission of the States

Snow-Renner, R. & Torrence, M. (2001).

No Child Left Behind Policy Brief. <http://www.ecs.org/>

Using Data to Improve Student Achievement

Wahlstrom, D. Successline Publications. Chesapeake, VA 1999.

Michigan’s Partner Educators found Wahlstrom’s thinking invaluable in explaining how to collect, organize, analyse and use data for practical decision-making.

People

Specialists

Most intermediate school districts have a specialist working with schools on data collection and interpretation in their service areas.

Coaches

The *Alliance for Building Capacity in Schools* website lists coaches whose training has been provided by Michigan State University and supported by the Michigan Department of Education. Some are active in data development in Michigan schools. Please visit:

www.abcscoaches.org

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4:2 DEVELOPING A SCHOOL-WIDE DATA BASE

Developing a School-wide Database

Why go this route?

Because with a school-wide database, you can...

- Create a focused direction for change accompanied by realistic goals.
- Compare how different groups of students are achieving.
- Reflect on which instructional strategies are working best.

Your database provides a current baseline against which to measure and monitor the effectiveness of changes you think will help.

You’ll know you’ve arrived when...

- Teachers review instructional strategies in comparison with the results they are getting and make data-based decisions about which to keep or change.
- A member of your leadership team is able to help teachers understand and incorporate the use of assessment data in planning instruction.
- You can use data to align and maximize resources to impact student achievement.
- You have a school-wide system of complete, easily retrievable and organized student-based achievement information that is accessible electronically and easily manipulated.

Construction Zone

It’s about TIME

- 1-2 decision-making meetings
- 1-3 meetings to enlist broad support (See *MI-Map Packet 4:1 “Whetting Your School’s Appetite for Data”*).
- 2-6 months to collect and organize data
- 1-2 data-review meetings to sketch out responses
- 1 parent review meeting
- 1-2 reflection/wrap-up meetings to explore implications.

Potential COSTS

- \$50 - \$200 for supplies (software, printer cartridges etc.) to support a simple electronic database from which reports can be generated
- Optional professional facilitation to increase staff understanding and use of data (\$400-\$2000 per day depending on presenter)
- Resources to pay for data entry, analysis and display will vary. Schools have managed with volunteers who work with data in lieu of committee assignments. Others earmarked \$5000 for a part-time data entry person. Still others have made data a full-time responsibility.

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The Process

A step-by-step guide to developing a school-wide database.

NOTE: Steps marked with a  are accompanied by one or more inserts, included in this packet.

- 1 Make decisions** about the framework for your school-wide database. This is probably the work of the school improvement team or the building's leadership team. Decision-making should be shared widely and the following questions should be considered.
 - a. What data do you want to collect? (See *INSERT A and B for Step 1*)
 - b. When should each kind of data be collected? Who should collect it? (See *INSERT C for Step 1*)
 - c. Who should organize the data and maintain the database? (See *INSERT D for Step 1*)
 - d. What do we need to purchase to support data collection/organization? How will we pay? (See *INSERT E for Step 1*)
- 2 Enlist employees** to participate in the data collection process:
 - a. Check their interest/willingness. (*INSERT for Step 2 offers an optional survey*) and work to increase it if necessary. (See *MI-Map Packet 4:1 "Whetting Your School's Appetite for Data"*)
 - b. Distribute the draft data-collection design developed in *INSERT C for Step 1* and take feedback seriously.
 - c. Establish clear calendar deadlines for when people are to complete steps, reconvene to review and discuss results and make decisions about interventions.
- 3 Support key people** while they carry out tasks.
 - a. Ensure that they have the resources they need (time, space, equipment and materials). (See *INSERT A for Step 3 for thinking about space*). *INSERT B for Step 3* is a classroom log for recording student achievement data.
 - b. Monitor timelines and nudge cheerfully when necessary.
 - c. Preview data to ensure accuracy.
- 4 Meet to review assessment data**, discuss the results, and make decisions about probable interventions.
 - a. Use a disciplined protocol for discussing observations. (See *INSERT A for Step 4*)
 - b. Write up conclusions. (See *INSERT B for Step 4 for poster format*)
 - c. Agree on responses to any data reviewed. (*INSERT C for Step 4 offers a planning tool*)
- 5 Plan for parental review** of student achievement data. *INSERT for Step 5* shows a format one Michigan school uses for parent teacher conference discussion.
- 6 Integrate conclusions** into future school improvement planning. Use *INSERT for step 6* for an overview of a collaborative approach for creating and using a school-wide database.
- 7 Establish a data collection schedule** (for the beginning, middle and end of each school year) to monitor student achievement and whatever you choose as important contributing factors (attitude, demographic, process).

Getting more mileage from developing a school-wide database

Setting up a building-wide database benefits your school in regard to the following initiatives:

No Child Left Behind (NCLB)

- School-wide databases help to meet NCLB's requirement for broader collection of information on individual student performance.
- Databases that link students' test scores, the length of time they have been enrolled in a given school, and graduation records over a number of years are endorsed by NCLB.

Education YES!

- In brief, Michigan's accreditation system will measure student achievement with multiple indicators and multiple years of data rather than a single test on a single day. School-wide databases help to document the standards outlined in Education YES!

