Using Data Effectively: Activity 1-1 – Data in Professional Life

Question or Issue	Source of Data	Findings From Data	Action or Decision	Impact	Reflections

Using Data Effectively: Activity 2-1 – Data-Driven Leadership

What is the principal's role in each area of leadership? Describe practices that foster a data-driven culture.

Responsibility	Evidence in Practice
Focus on Students	
Visible Leadership	
Culture of Inquiry	

Using Data Effectively: Activity 3-1 – Research Foundations

Experts should highlight and be prepared to share with their groups:

Key Messages	Implications for Practice	Comments and Questions

Using Data Effectively: Activity 4-1 – Sample Data Measures

- Report card information
- EQAO data
- DRA data
- PM benchmarks
- Library sign-out data
- Number of parent volunteers
- Number of classes with learning buddies
- Teacher observations of student progress
- Monitoring visits to classrooms by the administrative team
- Student "at risk" list
- Student attitude survey (reading, mathematics)
- First Steps continuum
- Number of student incident forms in the office
- Tracking of homework completion, student lateness, absences
- Tracking sheets and writing samples that indicate levels for each student
- Math journals
- Planning sheets that show reading strategies to be used in classrooms
- Principal observations during teacher performance appraisal
- Student work samples
- Grade 3 and 6 EQAO home questionnaires

- Percentage of parents attending interviews
- Teacher professional growth plans/Annual
- Learning Plans
- Quality of Individual Education Plans (IEPs)
- Modeling of best practices in staff meetings
- Number of students engaged in Peer Tutors, Helping Hands and Ambassadors
- TRIBES activities in classrooms
- Action research in the classroom
- Page 3 report card—with parent/student goal, at student-led conference evening
- Staff, parent, student, and school council surveys
- Principal entry plan data
- Special Education Inclusion Survey
- Number of "Good for You" certificates given
- Attendance at school council meetings
- Number of teachers implementing a balanced literacy program
- E-principal behaviour data Number of common teacher preparation periods
- E-teacher data Bullying survey— parents, students, staff
- Safety audit

Information taken from school improvement plans in project schools and Appendix E in *Review and Renewal: A Toolkit for School Improvement* (York Region District School Board).

Using Data Effectively: Activity 5-1 – A Culture of Inquiry Handout

This workshop activity will help you in developing a culture of inquiry. As a reminder, the Framework for Effective Data Use answers the questions below. Please keep this in mind while working through this activity.

Step 1   What do you need to know ... about your school, classroom, students, etc?
Step 2   What data is available ... from this report tool to help answer your question?
Step 3   How do you get the data ... from the system in a form that you understand?
Step 4   What is the data telling you ... about the question you posed or a trend you notice?
Step 5   What other information do you need ... to complete the picture?
Step 6   What do you do with the information ... to support student success and school planning?

A CULTURE OF INQUIRY

1. What Do You Need to Know?

Who are the students who are at Level 2 and below?
How do the results look if disaggregated: by gender, ESL, special needs?
Is there a difference among grades in the school? What accounts for this difference?
How do the results compare with those of earlier years?
What strengths and weaknesses do the students have?

2. What Data is Available?

Elementary achievement summary
Elementary subject strand
Elementary cohort comparison
Elementary assessment summary

3. How Do You Get the Data?

Cohort Comparison Report
  Main cohort
  Select 2007/2008
  Term 3
  Grade 3 or 6
  Reading, writing or Math

Comparison
Select 2007/2008
Term 3
Grade 3 or 6
Reading, writing or Math

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1. What Do You Need to Know?

How do the report card and EQAO results compare for the students at Level 2 and below?
Are the same students at Level 2 and below?
How do the EQAO results compare with the board and province?
How do the school results compare with schools with similar demographics?
Has the exemption rate influenced the EQAO data?

2. What Data is Available?

EQAO School and Provincial

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1. What Do You Need to Know?

What do the DRA results reveal?

2. What Data is Available?

 DRA Summary Report

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1. What Do You Need to Know?

What subsets of reading, writing, and mathematics skills can we unpack?
How consistent are the student results?

2. What Data is Available?

Elementary Subject Strand Report

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4. What is the Data Telling You?

What patterns seem to be meaningful?
Is there anything that is surprising, confusing, or unclear?

5. What Other Information Do You Need?

What other information might help you in your interpretation?
How might your interpretations change with additional information?
What are the trends over time?
What targets did the school set? How do the results compare to the targets?
In what specific skills do the greatest percentage of students need improvement?

6. What Do You Do With the Information?

What are the priorities for school and classroom planning?

Earl, L. M., and Katz, S. (2006), p. 122.

Education Quality and Accountability Office (2005). *EQAO Guide to School and Board Improvement Planning*, pp 28-29.

York Region District School Board. *Review and Renewal: A Toolkit for School Improvement*, pp 3.4-3.8.

*This document has been created through a shared endeavour of YRDSB, TDSB and OISE with YRDSB taking the lead and coordinating the work.

Using Data Effectively: Activity 6-1 – Data and Student Learning

Examples of Leadership	Impact on Student Learning
Models Personal Learning	
Initiates Interaction	
Changes the Culture	

Using Data Effectively: Activity 7-1 – Research to Practice: What Works

Grade Six Students: Reading

What must students be able to DO to achieve Level 3?	
Sample indicators of movement from Level 2 to Level 3 in Reading	

What evidence-based instructions will support these students?	
Strategy	**Priority**
Strategy	**Priority**
Strategy	**Priority**
Strategy	**Priority**

Using Data Effectively: Activity 8-1 – An Ideal Assessment System

Describe Your Vision of an Ideal Assessment System

Noel York Collaboration

Sharing Understanding   Building Capacity   Altering Destinies

Using Data Effectively: Activity 9-1 – Reflection on Learning

Final Reflection: Using Data Effectively	
Describe your learning from your participation in this module.	
Based on this learning, what are some immediate steps you will take to use data more effectively in your leadership practice?	
How do you anticipate that your participation will influence, change, or modify your leadership in using data effectively?	