

Systematically Turning Data into Information for Improving Results for All Students

**Office of Research, Assessment and Accountability
Dr. Paulette Poncelet, Chief**

**School Board Education Committee
September 2007**

Office of Research, Assessment & Accountability

Priority



increase our capacity for systematically turning data into information for improving results for *all* students.

Strategy 1.

Provide **professional development** for principals, coaches and teachers on analyzing assessment data and using this information to improve results for students.



Professional Development Framework

Help schools analyze assessment data and identify areas of concern for students in general as well as individual students

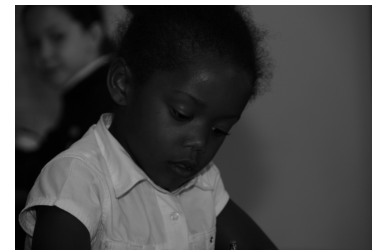
- Team-based approach to analysis and addressing the areas of concern - Professional Learning Communities
- Ongoing professional development throughout the school year to coincide with availability of formative assessment data
- Action oriented - Break the school's journey into a series of small, incremental steps that drive people into **action**



Professional Development – 4Sight

4Sight tests are designed to prepare students for PSSA

- Professional development collaboration with the University of Pittsburgh School of Education
- Sessions for Principals and Coaches following each 4Sight test
- On-site follow-up support for schools that need additional assistance
- Professional development modules for the District's website



Strategy 2.

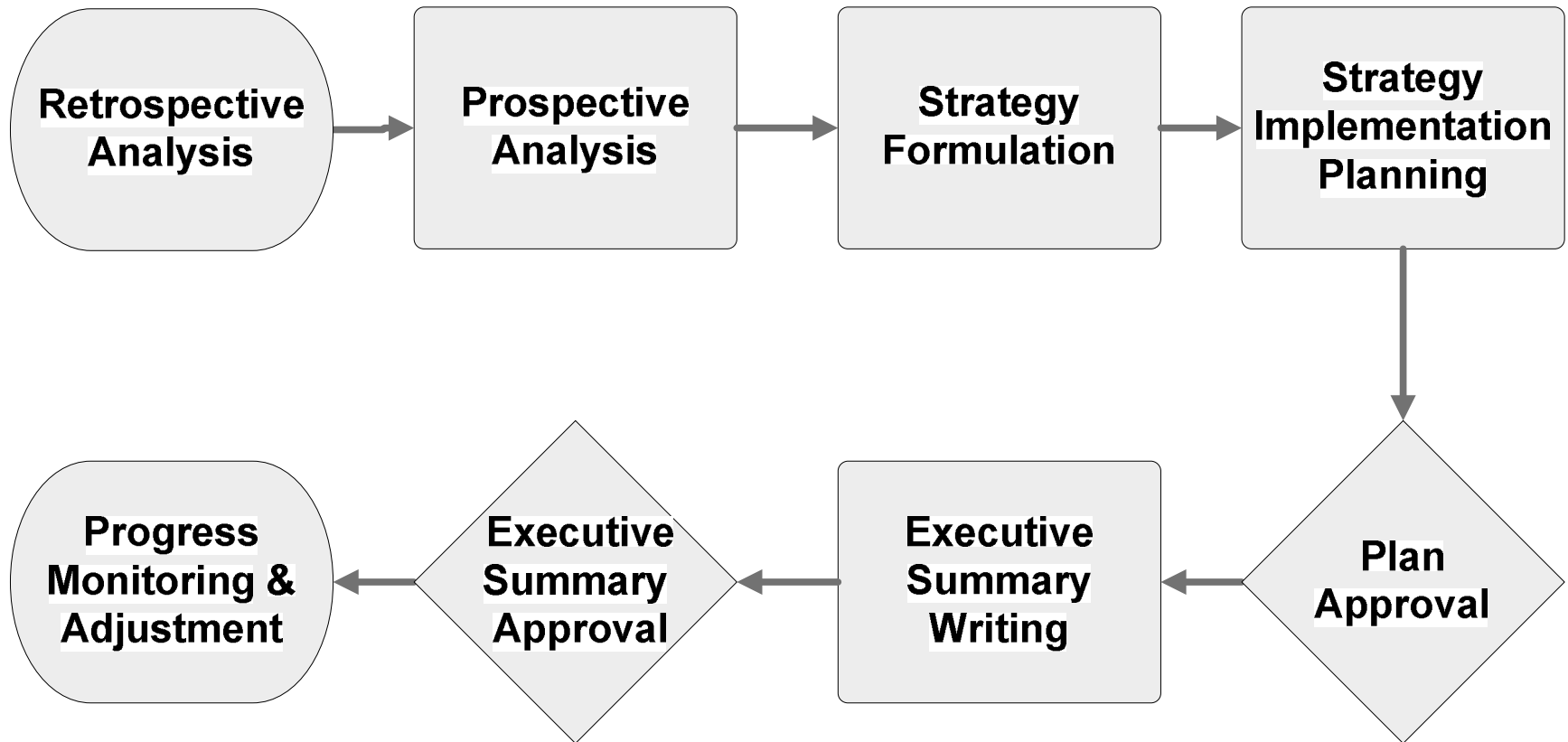
Refine the **School Plan for Excellence** to reflect best practices in school improvement, and to document and monitor ongoing efforts to achieve *Excellence For All*.



Professional Development – School Plans for Excellence

- Launched new data analysis tools and processes for using data for instructional planning by teachers and administrators
- A series of hands-on sessions in which school leadership teams analyze their school data and develop action plans is in process
- Executive Directors of School Management are being coached to follow-up with Principals on the implementation of school plans
- SPE online has been improved for one-stop data, resources, planning, and progress reporting

2007-2008 SPE Process



Strategy 3.

Develop a district-wide **formative and summative assessment system** that is efficient and focuses on using assessment for instructional decisions and improving student achievement.



Assessment of Learning

Summative assessments are designed primarily for accountability near the end of the learning cycle (e.g. PSSA, Advanced Placement exams).



“What have I learned?”

Assessment *for* Learning

Formative assessments allow teachers to evaluate their students *during* the learning cycle (e.g., curriculum benchmark assessments).



“What are my strengths?”

“Where do I need to work harder?”

Why should we use common formative assessments?

- Strategy used by high performing urban school districts
- Focus teachers and administrators on learning
 - What do we want our students to learn?
 - How will we know when each student has learned it?
 - How will we respond when some students don't learn it?
 - How will we deepen the learning of students who have already learned it?

This dialogue is not effective in the absence of data!



Common Formative Assessments

Kindergarten

- DIBELS Reading
- Standards-Based Mathematics Assessments

Grades 1 & 2

- DIBELS Reading
- Macmillan Unit Reading Assessments
- Standards-Based Mathematics Assessments

Grades 3 - 5

- 4Sight
- Macmillan Unit Reading Assessments
- Standards-Based Mathematics Assessments

Common Formative Assessments

Grades 6 - 8

- 4Sight
- ELA and Science Curriculum Benchmark Tests

Grades 9 – 11

- 4Sight
- ELA, Mathematics, Social Studies & Science Curriculum Benchmark Tests



Strategy 4.

Develop frameworks, graphics, and progress reports for **communicating results** (e.g. PSSA, 4Sight and Curriculum Benchmarks) to students, teachers, administrators, parents and families, the Board and the wider community.

