Closing the Student Achievement Gap and Fostering Student Success Through Data

Moderator:
Vera Turner, AASA

Panelists:
Robert Green, Collinsville Community School District, IL
Floyd Cobb, Cherry Creek School District, CO
Deirdre Pilch, Boulder Valley School District, CO
Jonathan Dings, Boulder Valley School District, CO
Closing the Gap gives educators the resources they need to turn data into action to strengthen instructional practices.

- Reports based on broad input from the K-12 educational community including up-to-date information on student information systems (SIS) and learning management (LMS) software solutions.
- Best practices for implementing SIS/LMS software systems.
- Engaging online Communities of Practice (CoPs) to facilitate the use of project resources, share results and learn from each other.

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February 3

Education Community Attitudes Toward SIS/LMS Solutions

How SIS and LMS data is used in the classroom and factors that are hindering the use of data to improve student achievement.
Free Resources Available to K-12 Education Community [www.turningdataintoaction.org]

- **Reports**
  - Education Community Attitudes Toward SIS/LMS Solutions
  - SIS/LMS Selection and Implementation Approaches
  - SIS And LMS Industry Market Overview and Vendor Features

- **Tools, Templates and Case Studies**
  - 9 SIS/LMS Selection and Implementation Templates
  - 6 District Case Studies and 3 Companion Video Exemplars

- **Training and Shared Ideas**
  - Professional Development Toolkit
  - Open Community of Practice (Website Discussion Forum)
  - Private Community of Practice
Communities of Practice

**Bridging SIS & LMS in New Ways:**
Exploring the use of formative data to inform classroom instruction and standards-based content

- Boulder Valley School District RE-2, CO
- Cherry Creek School District, CO
- Collinsville Community School District 10, IL
- Community High School District 94, IL
- Hernando County School District, FL
- Holbrook Public Schools, MA
- Santa Ana Unified School District, CA
- Wellsville Central School District, NY

**Growing a Data Rich Culture:**
Creating a learning eco-system that fosters continuous use of data to strengthen instruction

- Altar Valley School District, AZ
- Appleton Area School District, WI
- Erie School District, PA
- Lincoln County Schools, TN
- Morley Stanwood Community Schools, MI
- Nicolet Union School District, WI
- Sandusky City Schools, OH
- Westfield Washington Schools, IN
Collinsville Community School District

**Data-driven Focus**

- Board of Education training (Spring – Summer 2012)
- New teacher evaluation system (Initiated May 2012)
- New administrator evaluation system (Initiated August 2012)
- Implementation of collaboration (Initiated June 2012)
- Data training (Initiated October 2012)
- District improvement plan (Reviewed and Updated July 2012)

**Standards-based Content**

- Development of District Curriculum Council (Initiated October 2012)
- Development of District Technology Committee (Initiated Nov. 2012)
Collinsville Community School District

Collaboration through Professional Learning Communities

Closing the Gap
TURNING DATA INTO ACTION
“In Cherry Creek it’s not about averages it’s about individuals.”
• **Excellence and Equity** – raising the academic achievement of all students, closing the gap between the highest- and lowest-performing students, and eliminating the predictability of achievement by race.

• **College and Post-Secondary Preparedness and Success** – preparing students for success in college and other post-secondary options, including vocational education, the military, and the workforce.
Revise curriculum offering and instructional practices across all levels so that all students are prepared for success in college and other post-secondary training or are “on track” to do so.

Revise curriculum offerings and instructional practices so that students with disabilities are prepared for success in college and post-secondary training.

Increase teachers’ understanding and utilization of best practices in culturally responsive instruction (CRI).
Dedicated to Excellence
Cherry Creek Schools

• Progress
  — Transformational Framework for action
  — Training in formative practices/processes
  — FA as a culturally responsive practice
  — Data-to-the-Desktop
  — Public reporting/transparency

• Challenges
  — Developing skill and will
  — High expectations and opportunities to learn for all students

Excellence and Equity
College Post-Secondary Readiness and Success

Closing the Gap
TURNING DATA INTO ACTION
Boulder Valley School District Context:

- High Achieving, but Gaps in Achievement, Growth
- Recent Gains in Graduation and Dropout Rates, But Only Some Test Scores
- Long History of Site-Based Decision-Making and School Improvement Planning
- Some Schools and Many Teachers Have Developed Exemplary Formative Assessment Practices
Start by being clear on what we wish to promote

“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.” (Council of Chief State School Officers FAST SCASS, October 2006)
Identify teachers who use research-based formative assessment practices effectively:

- setting clear learning targets
- communicating success criteria
- effective open-ended questioning to promote critical thinking
- providing descriptive feedback
- engaging students in self-assessment and peer assessment

Videotape effective practices in action for peer sharing and reflection
Panel Discussion
Q & A
Thank you for your participation!

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Closing the Gap: Turning Data into Action Website
www.turningdataintoaction.org