

North Florida, Sunshine & South Carolina

Imagine¹⁰
the power of 10

Regions

Empowering Students with Data



“When Success in the classroom is defined in terms of competitive status with others, only a few students can be successful. However, when individual growth is the criterion for success, then all students can experience success regardless of their comparative status.” Robert Marzano, *What works in Schools*

A key benefit of data notebooks is that they provide students with an ongoing, timely source of feedback, which is a known key driver of student achievement. Since the data notebooks represent only a single student's work, students use it only to compare themselves individually against their own goals and previous scores, not someone else's. What demoralizes students is when they are constantly compared to others and feel they are not up to par.

Empowering students with data builds student responsibility and creates leadership opportunities for students as suggested in *The Leader in Me* by Stephen Covey. The text suggests that while students keep data notebooks to track and enhance individual achievement, teachers keep similar notebooks for each class. Charts and Graphs are also posted on walls to capture class progress. Students work together to set and achieve class goals and are big on celebrating milestones, each student knows they must work diligently to meet their individual goal so that they can do their part to contribute to the class goals.

As teachers you don't have to wear calculators on your belts or stare at histograms all day, the best way to empower students with data is to focus on what is relevant, with an eye toward getting better using the data to start the conversation.

- Imagine Students build confidence and ownership through their clear communication of student data and progress on goals.
- Regular data chats occur and include student track and self-reflection to assess progress in academics as well as moral and performance character.
- Students frequently communicate and reflect on these goals with parents and peers. Their intelligence, knowledge, and performance grow with practice and reflection.

Page 23 Imagine Schools Academic Excellence Framework

What can we do???

Empower Students with Purposeful Data

Provide Meaningful Feedback

Encourage Curiosity

“Data by itself is useless.
Data is only useful if
you apply it.”

Todd Park
Inspiration100.com

Big FOUR

Content Planning

Establish a culture of high academic and character expectations.

Classroom Management

Equip students with personalized learning plans with self-directed goals that ensure each student is capable of success.

Empowering Students with Data

Instruction

Engage students to apply critical thinking and problem solving strategies and become an independent, self-directed learners.

Assessment

Evaluate & demonstrate pursuit of excellence through the feedback process and reflect with students on personal academic and character growth.

Motivational Framework for Instruction with Data

Four conditions for culturally responsive, motivating instruction:

- A sense of *inclusion*, developed by nurturing a community of learners who feel connected, respected and empowered by data.
- A positive *attitude*, enhanced by offering meaningful choices and assuring every student of the relevance of his or her personal experience through individualized performance goals.
- A conviction that learning has *meaning*, created by asking challenging questions and holding students to rigorous standards.
- A belief in students' *competence*, supported by providing consistent feedback and assessment emphasizing useful and valuable results.

Practical Ways to Talk Data:

Questions to ask yourself to better understand your data ..



How is my school doing?

1. How do the scores at my school compare to the county performance in reading and in math?
2. Which area does my school show the most strength: reading or math?
 - a. What strategies are we using that would produce these results?
 - b. What programs are we using that would contribute to these successes?
3. Do we see any trends from grade level to grade level or class to class?
4. How do we define grade level success?

How is my class doing?

1. What percent of my students are above average in reading?
2. What percent of my students are above average in math?
3. Which area does my class show the most strength: reading or math?
 - a. What areas in reading and math should I focus on for my whole class?
 - b. What are possible grouping configurations for small group instruction?

How are my students doing?

1. Who are my above average students and what strategies can I use with them?
2. Who are my average students and what strategies can I use with them?
3. Who are my below average students and what strategies can I use with them?
4. Who are my on watch students (those who could fall below if a plan isn't created for them) and what strategies can I use with them?
5. Do I see any patterns? What are they?
6. Can I draw any conclusions about my instruction from a student's results?
7. What methods of instruction might need changing based upon this data?

Questions for Parents to Ask During Student-Led Conferences

- 📖 What are the main things you hope to accomplish this year?
- 📖 What are some things you cannot do now but hope to achieve soon?
- 📖 What is your favorite piece of work? Why?
- 📖 Describe your favorite activities or subjects.
- 📖 What activities or subjects are hard for you? Why?
- 📖 What experiences at school do you find the most satisfying?
- 📖 What experiences frustrate you the most?
- 📖 What are the most important things you're learning this year?
- 📖 What goals have you set or do you want to set?

