### Indicator 2.E: Data Collection and Collaborative Data Use

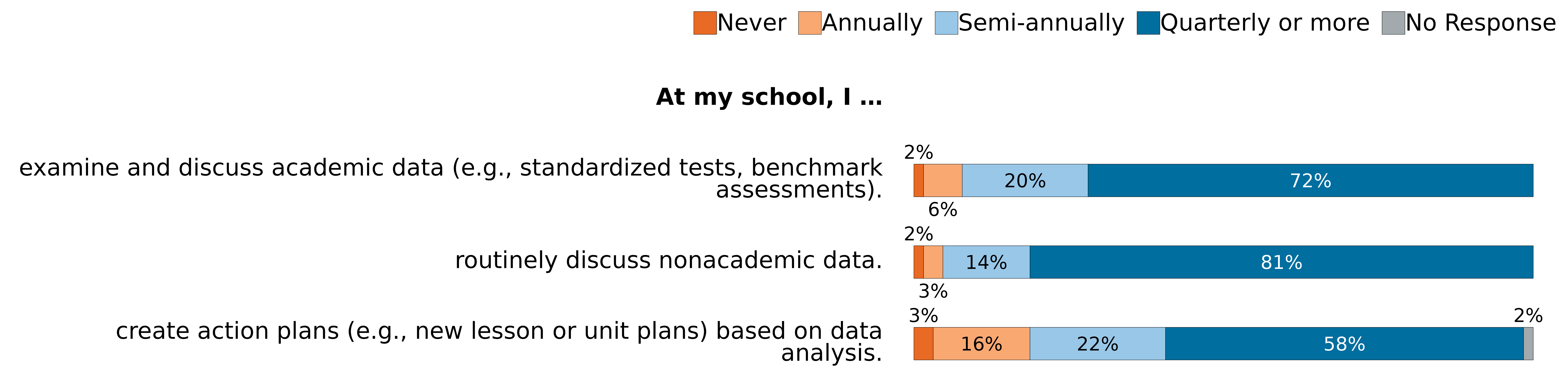


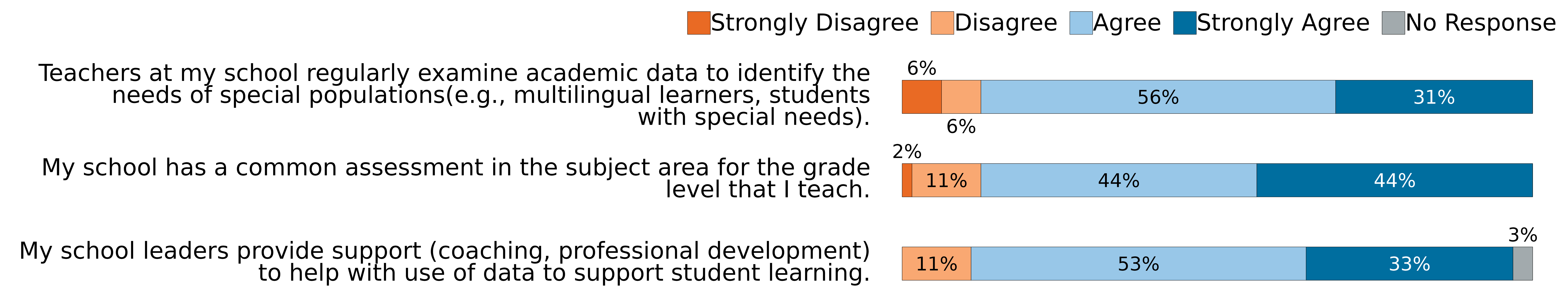
School leadership and staff use a set of validated assessments to monitor student learning across all grade levels and core content areas at least three times per year. Instructional staff have been allocated collaborative time within grade-level or content teams to analyze student assessment data to determine progress toward intended student and school outcomes at least two times per year. Teams use a variety of student assessment data (e.g., common assessment data, student work) to determine progress and are guided by common data use protocols. Instructional staff teams determine appropriate action steps, but there is no system in place to consistently monitor the results of those actions.

#### OVERALL RATING SUMMARY:

Consistent with an established rating for this indicator, staff use a set of valid common assessments in math and ELA to monitor student learning across grade levels. Teachers sometimes work in grade-level content teams to use data to examine student progress. While most staff do use data to form appropriate action steps, a system for consistently monitoring student results is not in place. There are indications of professional development related to data analysis but barriers to consistent or efficient data use.

#### STAFF SURVEY RESPONSE:





INDICATOR 2.E: DATA COLLECTION AND COLLABORATIVE DATA USE (CONT.)

#### STAFF PERSPECTIVES:

* Evidence of Student Learning (EJC): Nearly three-quarter of staff survey respondents (72%) indicated that they examine and discuss academic data (e.g., standardized tests, benchmark assessments) at least quarterly, and 88% agreed or strongly agreed that they regularly examine data to identify the needs of special populations. School leaders reported that data analysis is integrated into PLC time and specifically mentioned analyzing IXL and NWA data to monitor student learning, identify students who are struggling, and guide instruction.
* School leaders mostly agreed that resources are available to support teachers' data use and reported that the school is incorporating data use into their professional development sessions. Staff focus group participants described hearing brief data talks from the district and having some time to analyze data by reviewing student work, but perceived these opportunities as being infrequent and limited.
* Most staff survey participants (81%) indicated that they routinely discuss nonacademic data on a quarterly or more basis. For example, staff focus group participants reported that staff discuss discipline related to specific students, but these conversations are more prevalent for middle school teachers.