



## Criterion 3: Planning with Data

*Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.*

### Criterion 3 Rubric | *Planning with Data*

***Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.***

*Data refers to any type of information. Information or data can be represented numerically; data is also qualitative, the result from a relevant conversation with any stakeholder. Effective leaders rely on data to promote improvement in multiple aspects of school and across all of the eight Criteria. A leader influences others to achieve mutually-agreed upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.*

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3.1 Recognizes and seeks out multiple data sources</b>	Does not recognize multiple sources or quality of data or has a limited understanding of the power and meaning of data	Seeks multiple sources of data to guide decision making; emerging knowledge of what constitutes valid and reliable sources of data and data integrity	Systematically collects valid and reliable data from at least three sources to be used in problem solving and decision making; builds capacity of staff to recognize information as data by providing examples of using data throughout the building and in staff meetings; systematically gathers data on grades, attendance, behavior and other variables to inform efforts	Is proficient AND explores and uses a wide variety of monitoring and data collection strategies; responds to an identified need for timely data by putting new data collection processes in place to collect reliable and valid data
<b>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts</b>	Reviews and shares limited school-level data only as required; interpretation of data may be incorrect or incomplete; misuses data	Uses numerous data analysis methods and eager to broaden knowledge of data analysis and interpretation; uses school-level data to inform improvement across eight criteria	Analysis includes multiple years of data, including state, district, school and formal and informal classroom assessments; interprets available data to make informed decisions about strengths and areas of need; provides teacher teams with previous year's data and asks them to assess students' current needs	Is proficient AND consistently leads in data interpretation, analysis, and communication; links multiple years of student data to teachers and builds capacity of staff to understand and use their data for improved teaching and learning; practices a high standard for data reliability, validity and fairness and keeps these concepts in the forefront of conversations with staff

<b>3.3 Implements data driven plan for improved teaching and learning</b>	Plan is limited, not data driven and/or not aligned with the needs of the school; little stakeholder involvement and commitment	Plan is monitored, evaluated and revised resulting in data driven changes; works to build stakeholder involvement and commitment; models data-driven conversations in support of plan	Provides leadership such that plan is clearly articulated and includes action steps and progress monitoring strategies, and strategies in the plan are directly aligned with the data analysis process and are research based; leads ongoing review of progress and results to make timely adjustments to the plan; data insights are regularly the subject of faculty meetings and PD sessions	Is proficient AND creates a school culture of using data for decisions and continuous improvement in aspects of school life; orchestrates high-quality, low-stakes action planning meetings after each round of assessments; data driven plan specifically documents examples of decisions made on the basis of data analysis and results are documented to inform future decisions; provides assistance or coaching to other school administrators to improve their data driven plan and analysis
<b>3.4 Assists staff to use data to guide, modify and improve classroom teaching and student learning</b>	Does not assist staff to use data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate	Occasionally assists staff to use multiple types of data to reflect on teaching to determine whether re-teaching, practice or moving forward is appropriate; strategies result in incomplete relationship between the actions of teachers and the impact on student growth	Regularly assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (highly achieving as well as non-proficient) and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; strategies result in clear relationship between the actions of teachers and the impact on student growth	Is proficient AND demonstrates leadership by routinely and consistently leading teachers to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level
<b>3.5 Provides evidence of student growth that results from the school improvement planning process*</b>	School improvement planning process results in no improvement in student academic growth	School improvement planning process results in minimal improvement in student academic growth	School improvement planning process results in measurable improvement in student academic growth	School improvement planning process results in significant improvement in student academic growth

*\*Student growth rubric rows are designed to focus on actual student growth, rather than principal actions. Element 3.5 is intended to analyze the growth of all or most of the students in the school. Element 5.5 is designed to analyze the growth of students assigned to a subset of teachers that a principal identifies. Element 8.3 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.*

## Criterion 3 Reflection Components | *Planning with Data*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS	
		SUPPORT	AUTHORITY
<p>Ensure the creation of a School Improvement Plan (SIP)</p> <p>Know components and purpose of the SIP</p> <p>Mobilize staff to implement the SIP</p> <p>Ensure the SIP is focused, feasible and implementable</p> <p>Clearly communicate the elements of the SIP with constituent groups (staff, parents, board and community)</p> <p>Utilize a variety of assessment data</p> <p>Analyze data to assess the effectiveness of the SIP</p> <p>Collaborate, problem-solve and build consensus with individuals and groups</p>	<p>Individual student achievement data</p> <p>Compilation of classroom data, including collection of and response to measures of classroom achievement</p> <p>Principal observation notes of teachers and students regarding learning goals and teachers' use of assessment data to inform subsequent instruction</p> <p>Results of a focused short-term/long-term data-driven plan</p> <p>Student/family involvement in student achievement plans</p> <p>Teacher/student self-evaluation</p> <p>Individual student intervention plans</p> <p>Establish a building data dashboard to monitor progress</p>	<p>Parent and community support of the SIP in schools and district</p> <p>District support of school needs for personnel, time and resources, including time for collaboration</p> <p>District expectations that require collaborative behavior of teachers</p> <p>District provides training and support in how to use data to influence instruction</p> <p>District provides time with staff outside instruction day for collaboration and data analysis</p>	<p>Authority to require teachers to teach essential learnings as defined by state and local curriculum</p> <p>Authority to require teachers to use authentic assessments and the data from their assessments to drive instruction</p> <p>Authority for staff and principal to modify the SIP based on data results (e.g., remediation needs while still maintaining high academic standards)</p>

## Criterion 3 Research | Planning with Data

**Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.**

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SUPPORTING RESEARCH AND LEARNING RESOURCES	
<b>3.1 Recognizes and seeks out multiple data sources</b>	<p><b>These resources explain the reasons to use multiple measures and the importance of triangulating data. The fundamentals of education measurement are reviewed to help guide the analysis, interpretation and communication of data results.</b></p> <p><i>Mintz, E., Fiarman, S.E., &amp; Buffett, T. (2005). Digging into data. In K. P. Boudett, E.A. City, &amp; R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 81-96). Cambridge, MA: Harvard Education Press.</i></p> <p><i>Goldberg, G. L. &amp; Roswell, B. S. (2001). Are multiple measures meaningful? Lessons from a statewide performance assessment. Applied Measurement in Education, 14(2), 125-150.</i></p> <p><i>Frisbie, D. A. (2005). Measurement 101: Some fundamentals revisited. Educational Measurement: Issues &amp; Practice, 21-29.</i></p> <p><i>Pelligrino, J.W. , Chudowsky, N. &amp; Glaser, R. (2001). Knowing What Students Know: The Science and Design of Educational Assessments. Washington, D. C.: National Academies Press.</i></p> <p><i>Technical Education Research Center (TERC). <a href="http://www.terc.edu">www.terc.edu</a>. Using Data for Meaningful Change Blog, <a href="http://usingdata.wordpress.com/category/practical-tips-on-using-data/">http://usingdata.wordpress.com/category/practical-tips-on-using-data/</a></i></p>
<b>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts</b>	<p><b>Using data in a systematic way can provide insight into students' thinking; thus, informing classroom instruction to assist moving students' toward the learning targets.</b></p> <p><i>Wahlstrom, K. L., Louis, K. S., Leithwood, K., &amp; Anderson S. E. (2010). Investigating the links to improved student learning: Executive summary of research findings. The Wallace Foundation.</i></p> <p><i>Bernhardt, V.L. (2000). Designing and Using Databases for School Improvement. Larchmont, NY: Eye on Education, Inc.</i></p> <p><i>Bernhardt, V.L. (1998). Data Analysis for Comprehensive Schoolwide Improvement. Larchmont, NY: Eye on Education, Inc.</i></p> <p><i>City, E.A., Kagle, M., &amp; Teoh, M.B. (2005). Examining instruction. In K. P. Boudett, E.A. City, &amp; R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 97-115). Cambridge, MA: Harvard Education Press.</i></p> <p><i>Langer, G.M., Colton, A.B., &amp; Goff, L.S. (2003). Collaborative Analysis of Student Work: Improving Teaching and Learning. Alexandria, VA: ASCD.</i></p>
<b>3.3 Implements data driven plan for improved teaching and learning</b>	<p><b>These guides help clarify the foundational understandings needed to create a systematic way to collect and interpret data accurately.</b></p> <p><i>Halverson, R., Grigg, J., Prichett, R. &amp; Thomas, C. (2006). The New Instructional Leadership: Creating Data-Driven Instructional Systems in Schools. University of Wisconsin-Madison. Presented at the Annual Meeting of the National Council of Professors of Educational Administration, July 2005 in Washington, D.C.</i></p> <p><i>Hodge, S.T., &amp; Willett, J.B. (2005). Creating a data overview. In K. P. Boudett, E.A. City, &amp; R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 59-79). Cambridge, MA: Harvard Education Press.</i></p> <p><i>Love, N, Stiles, K. E., Mindry, S. E., DiRanna, K., &amp; Mundry, S. (2008). The Data Coach's Guide to Improving Learning for All Students. Thousand Oaks, CA:Corwin Press.</i></p>

	<p>Technical Education Research Center (TERC). <a href="http://www.terc.edu">www.terc.edu</a>. <a href="http://usingdata.wordpress.com/category/data-driven-decision-making/">http://usingdata.wordpress.com/category/data-driven-decision-making/</a></p> <p><a href="http://www.youtube.com/results?search_query=school+using+data+to+improve+teaching+and+learning">http://www.youtube.com/results?search_query=school+using+data+to+improve+teaching+and+learning</a></p>
<p><b>3.4 Assists staff to use data to guide, modify and improve classroom teaching and learning</b></p>	<p><b>Many different types of qualitative and quantitative data can be used to examine classroom teaching and learning. Student data can be disaggregated by gender or proficiency level, for example, to uncover the effects of teaching interventions on different subgroups of students and guide instructional strategies. Students get the same assessment question incorrect for different reasons but there are methods to solicit students' misconceptions and correct them.</b></p> <p><i>City, E.A., Kagle, M., &amp; Teoh, M.B. (2005). Examining instruction. In K. P. Boudett, E.A. City, &amp; R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 97-115). Cambridge, MA: Harvard Education Press.</i></p> <p><i>Mintz, E., Fiarman, S.E., &amp; Buffett, T. (2005). Digging into data. In K. P. Boudett, E.A. City, &amp; R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 81-96). Cambridge, MA: Harvard Education Press.</i></p> <p><i>Protheroe, N. (2002). Improving instruction through teacher observation. Principal, 82, 48-51.</i></p> <p><i>D'Agostino, J. V., Welsh, M.E. &amp; Corson, M. E. (2007). Instructional sensitivity of a state's standards-based assessment. Educational Assessment, 12, 1-22.</i></p> <p><i>Pelligrino, J.W., Chudowsky, N. &amp; Glaser, R. (2001). Knowing What Students Know: The Science and Design of Educational Assessments. Washington, D. C.: National Academies Press.</i></p>