

Worksheet: Annual Data Cycle in the Classroom

Teachers, students, and families need data throughout the year to understand how students are progressing toward their learning goals, to make decisions about the next steps in learning, evaluate the impact of instruction, and inform ongoing planning. With access to so many different types of data, teachers need to be savvy about which data are most useful for specific purposes.

Below is an example of how Mr. Garcia, a 5th grade teacher, strategically engages with a wide range of data to support classroom goals during the school year. The purpose of this example is to prompt you to think about how teachers currently use data to support their teaching and learning goals and where you may want to support teachers with engaging with different sources of data at strategic points during school the year. Figure 1 shows a timeline of Mr. Garcia's goals throughout the school year. Table 1 includes the actions and data Mr. Garcia will use to help him reach those goals and includes space for your thoughts on how to support teachers' data practice over the school year.

For more information about the different types of data in Table 1, revisit the article "Identifying Appropriate Data Sources" from Activity 14.5 in this module.

Figure 1. Timeline of Mr. Garcia's Goals



Table 1. Mr. Garcia’s Yearly Data Use Timeline

Mr. Garcia’s Timely Goals and Strategic Use of Data	What are your goals throughout the year? What data do you currently use to meet those goals? What other data might also be helpful?
<p>Goals in the weeks before school begins:</p> <ul style="list-style-type: none"> • Use data to evaluate curriculum and instruction from the previous year to inform planning for the new year. • Use data about incoming students to identify some key areas for further inquiry to learn more about students once the school year starts. <p>Actions and data to support goals:</p> <ul style="list-style-type: none"> • Mr. Garcia examines student outcome data (e.g., Minnesota state summative results [MCAS, MTAS], local interim assessment data from his previous class) to identify patterns in student outcomes that suggest strengths and challenges in his curriculum and instruction. He also reviews teaching data to reflect on what, when, and how he taught last year. These data help him in planning for the upcoming school year. • He uses quantitative data (e.g., academic outcomes, supportive learning environment, learner data) to understand each student’s learning experiences, strengths, and areas for growth. He looks at local interim assessment data, cumulative records, grades, reports cards, IEP/504 files for incoming students, and intervention records. He also reviews attendance, behavior, and discipline data. • He looks at learner data, including demographic data about incoming students’ lives and experiences outside of school, family socioeconomic status, language development status, and previous schools attended. He reminds himself that these data do not provide a complete picture of who students are as individuals. • He makes sure he uses qualitative data in addition to quantitative data. He prioritizes conversations with colleagues who have experience with the students in his upcoming class. 	<p>{enter response here}</p>
<p>October and November Goals:</p>	<p>{enter response here}</p>

Mr. Garcia's Timely Goals and Strategic Use of Data

- Support students to make progress toward their learning goals. Identify students who may need additional support and intervention, and provide feedback to students and families that can support adjustments to learning.
- Monitor instructional impact and adjust plans for upcoming instruction.

Actions and data to support goals:

- Mr. Garcia continues to use **in-process learner data** during instruction to support the formative assessment process and foster student agency in their own learning.
- He also uses **preliminary student outcome data** (e.g., curriculum-embedded assessments like quizzes and assignments) to elicit data about student content learning and shares the information with students in ways that support them to develop learning goals. He also uses some of this data to inform his reporting for the first marking period.
- He uses **supportive learning environment data** (e.g., notes, student feedback, assessment data) to evaluate and make adjustments to Tier I instruction and intervention for individual learners.
- He reviews **attendance data** and follows up with students and caretakers to learn more about how students' lives are impacting their attendance and engagement at school.
- He uses all these data to make decisions about students who may need additional support and to communicate with colleagues, families, and caretakers in Student Study Team (SST) meetings.
- He **collaborates with his grade-level colleagues** in his Professional Learning Community (PLC) to review student outcome data, including interim assessment data and common end-of-unit assignments, for overall patterns that can inform their upcoming instructional plans.
- He partners with his **instructional coach** to use collaborative teacher data (e.g., classroom observation data, teacher journal entries) to review and set goals for implementation of a new English Language Arts (ELA) curriculum.
- He also devotes class time to convening small group discussions to collect learner data for feedback about **student perspectives**.

What are your goals throughout the year?
What data do you currently use to meet those goals?
What other data might also be helpful?

Mr. Garcia's Timely Goals and Strategic Use of Data

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December and January Goals:

- Continue with goals established earlier in the year and document the first semester of learning.
- Reflect on, and plan for, the second semester, and support students to establish second semester learning goals.

Actions and data to support goals:

- Mr. Garcia continues to engage in the formative assessment process and examine the kinds of data he used earlier in the year.
- He also collects a wide variety of **classroom learner outcome data** from assessments, final projects, and portfolio submissions to understand and communicate about how students have progressed toward their learning goals in dialogue with students and on report cards.
- He collects **ambitious instructional data** (e.g., his own weekly notes, assessment results, written feedback he collects from students) to help him reflect on his previous instruction and make decisions about his plans for the new semester. He does this analysis both individually and collaboratively with his grade level team and his instructional coach.

{enter response here}

February and March Goals:

- Support students to make progress toward their learning goals, including end-of-year goals articulated in the Minnesota state standards and in student personal learning goals.
- Identify students who may need additional intervention, and provide feedback to students and families that can support adjustments to learning, progress, and next steps.
- Monitor instructional impact and adjust plans for upcoming instruction.

Actions and data to support goals:

- Mr. Garcia uses ongoing data he began collecting in October and collects **preliminary student outcome data** that can help him understand student progress toward end-of-year

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Mr. Garcia's Timely Goals and Strategic Use of Data

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expectations by asking students to engage in released items from the Minnesota state summative assessments (e.g., MCAS, MTAS).

- He reviews **learning environment data** from the school climate survey administered by the school district to understand how his students and their families are experiencing school. He follows up on these data by gathering feedback directly from students and reflecting on, and making adjustments to, his classroom climate and culture.

April and May Goals:

- *Continue to use goals that support students moving toward their learning goals. Include a focus on helping students consolidate their learning and reflect on and celebrate their own process and progress.*
- *Evaluate and document learnings about instruction and capture plans for the new school year.*

Actions and data to support goals:

- Mr. Garcia partners with students to collect and analyze **summative classroom student outcome data** including final projects, portfolios, and presentations. He gathers student feedback on their learning experiences during the school year. He uses all these data to inform his reporting on individual student learning.
- He collects a variety of data about student learning to share with students, special educators, interventionists, and families in IEP, SST, and informal student learning meetings and invites students and families to provide their own data about student learning.
- He gets feedback from students about their experiences with the state summative assessments and makes notes about where students felt prepared and what felt challenging to them to inform his plans for the upcoming school year.
- He reviews student outcome data, instructional data, and teacher data with his instructional coach and grade-level team to inform planning for next year.

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