

IV.3 Leadership and School Improvement: **Using Multiple Sources of Data to Improve Student Achievement**

Overview

Teachers and school leaders in Expeditionary Learning schools collect data to understand student achievement, assess teaching practices, and make informed decisions about instruction. They analyze and disaggregate test data to determine patterns of performance and collect and use multiple sources of data beyond test scores (e.g., data on school-level assessments, student engagement, family participation, and teaching practices). Expeditionary Learning school leaders use data to tell their schools' stories, and to leverage change and resources.

BENCHMARK 3:

USING MULTIPLE SOURCES OF DATA TO IMPROVE STUDENT ACHIEVEMENT

A. Analyzing Student Work and Data on Student Achievement

1. Principals lead their faculties in examining student achievement data from school-based, district, and/or state-mandated assessments.
2. Teachers examine data with colleagues to understand their class profiles and analyze the achievement of individual students.
3. Teachers analyze test items to understand the nature of the assessment and their students' performance in particular areas.
4. In addition to required tests, school leaders systematically collect other kinds of student assessment data (e.g., performance assessment, reading inventories, etc.) that inform decisions about teaching and learning.
5. Teachers analyze examples of student work to identify problems and strengths.

B. Using Data to Ensure Equity

1. School leaders and teachers disaggregate and examine test scores and other data for subpopulations and study achievement patterns by socioeconomic status, gender, and ethnicity.
2. Teachers know the achievement patterns of subgroups of students in their classrooms and of sub-populations in the school as a whole.
3. School leaders and teachers use data to monitor and address achievement gaps.

C. Collecting Other Data

1. School leaders and teachers collect and analyze data on student, family, and faculty participation and engagement (e.g., attendance, family participation, student discipline, graduation and promotion rates and transfers, professional development, etc.).
2. School leaders and teachers use the data from Expeditionary Learning's annual implementation review to assess teaching practice and focus on improving instruction.

D. Using Data to Tell the Story of The School

1. School leaders go beyond mandated reporting or district report cards to collect such data as student and family participation, graduation rates, and college enrollment to tell their school's story.
2. The school maintains a schoolwide portfolio for documenting the school's story.