

## Outcomes

At the conclusion of this institute, the principal will be able to:

1. analyze data in relation to standards;
2. use a wide range of data to improve achievement;
3. organize data in an effective format;
4. discuss data in simple terms;
5. apply user-friendly models of data analysis;
6. create time to discuss data;
7. make data a part of daily decision-making; and
8. create a school culture in which standards and data drive decision-making.

# Agenda

1. Getting Started
2. Organizing Classroom Assessment Data
3. Analyzing Classroom Assessment Data
4. Applying a User-friendly Model of Data Analysis
5. Using Data for Instructional Decision-Making: Quantitative Data
6. Using Data for Instructional Decision-Making: Student Work
7. Using Data for Instructional Decision-Making: Holistic Data
8. Making Changes at our Schools

## Something to Think About...

“Understanding and using data about school and student performance are fundamental to improving schools. Without analyzing and discussing data, schools are unlikely to identify and solve the problems that need attention, identify appropriate interventions to solve those problems, or know how they are progressing toward achievement of their goals. Data are the fuel of reform.”

---Joellen Killian & Thomas Bellamy

From: Joellen Killian & Thomas Bellamy. “On the Job: Data Analysis Focus School Improvement Efforts,” *JOURNAL OF STAFF DEVELOPMENT*, Winter 2000.

## The Principal's Challenge

How does a principal prepare to lead a standards-based, data-driven school? Given that the principal cannot be an expert in all subject areas, all grade levels, and all the different ways in which teachers assess student achievement, he/she must have a set of strategies and tools that can be applied to many different forms of classroom assessment data.

1. What are those tools for using data for instructional decision-making?
2. What are those strategies for using data for instructional decision-making?

## Four Basic Questions for Instructional Decision-Making

1. What do I want my students to know and be able to do?
2. How will I know they know it and can do it?
3. How do I account for the students' performance?
4. What am I going to do for the students who don't get it?  
(...and those who do get it?)