

# Welcome to our Faculty Meeting

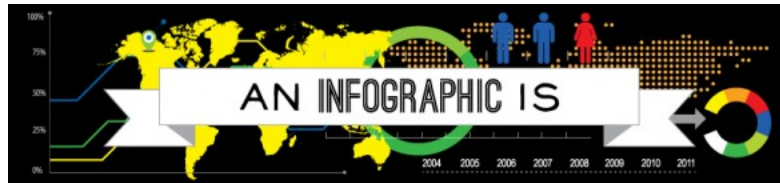
“Data can be useful!”

# Agenda

- Why do we collect data? How can we use it effectively?
- Educationalist—John Hattie—what does he say makes a difference to learning?
- Our Reading data by grade.
- Time to interrogate our own assessments

# Data/Evidence

- Education needs to be about the learning, not necessarily about the teaching.
- Data—we collect it, so we must do something with it.
- Data supports our collaborative work. It is transparent.
- Using data constructively not destructively.
- Analysis. Reflection. Future planning



DATA



SORTED



ARRANGED



PRESENTED  
VISUALLY



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# John Hattie-what makes a difference in schools?

- 15 years of research and synthesis of 50,000 studies as to what influences achievement in school-aged students.
- Highest effect size factors

Quality feedback about learning

Self-assessment—goal-setting, monitoring own progress

Raising student's self-concept

Socio-economic status and parental involvement in learning

Classroom management

Peer influences

Teacher-student relationships



# John Hattie-what makes a difference in schools?

- What the research says makes no difference to learning

Principals and Administrators

Retention

Homework

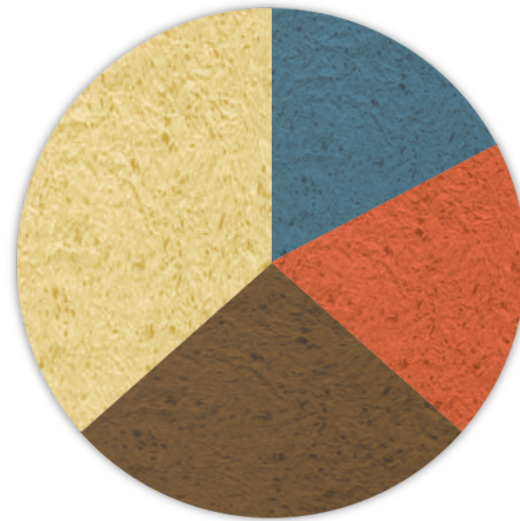
Frequent testing

Finances of the school

Television

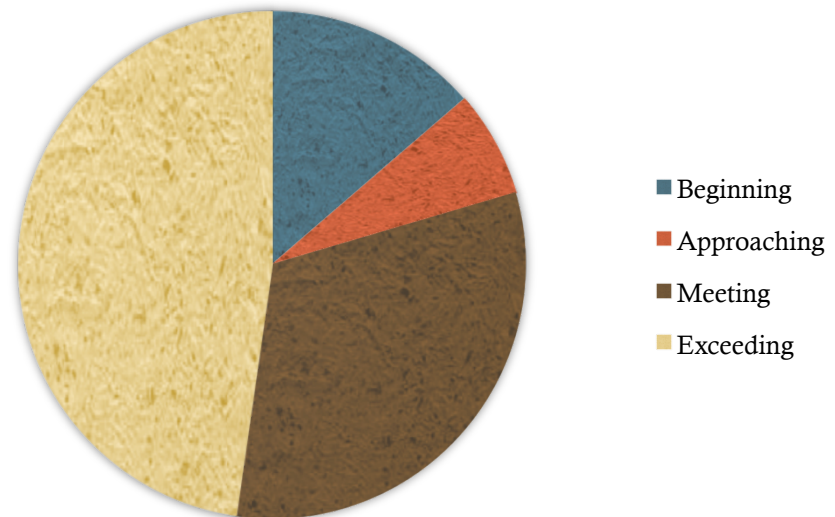
# Our Reading data

- Grade 1

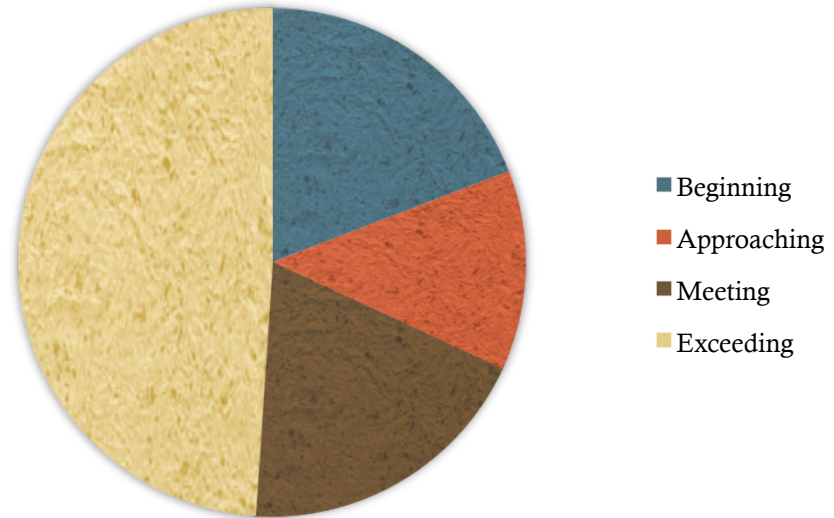


- Beginning
- Approaching
- Meeting
- Exceeding

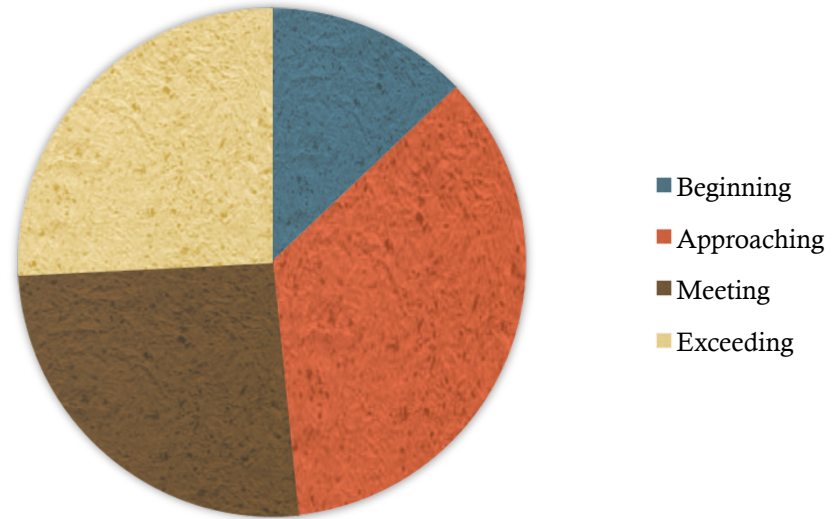
- Grade 2



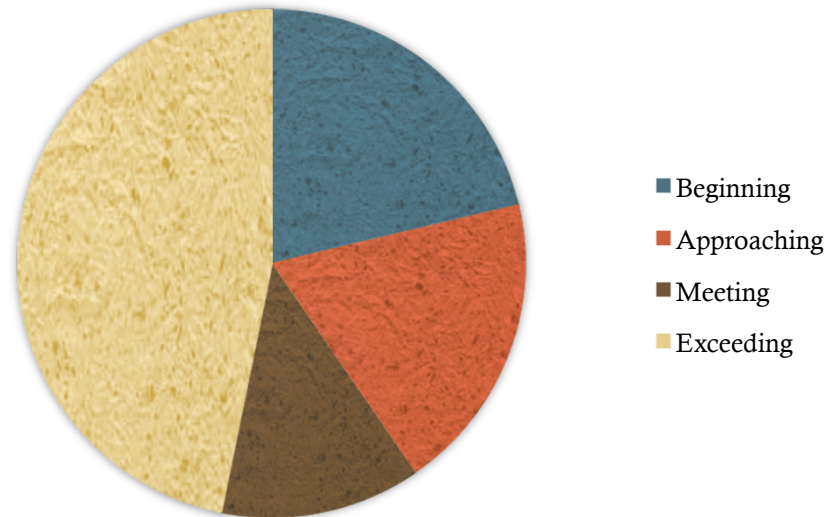
- Grade 3



- Grade 4



- Grade 5





# What makes a difference in Reading?

- Practice/Repetition/Opportunity
- Great text at the right level
- Intentional teaching
- Clarity of purpose-What do great readers do?
- A connect between assessment, instruction, feedback
- Support from home

# Time to “mine the data”

- What does your grade’s range look like?
- Who are the lowest achievers?
- Who are highest achievers?
- What can we do together to keep moving these children forward in reading?
- Are the right children receiving extra services?

# The relationship between data and support services-Ann