

Date: June 8, 2018  
 For ACTION \_\_\_\_\_  
 For INFORMATION   X    
 Board Agenda: Yes \_\_\_\_\_  
 No \_\_\_\_\_

**FROM:** Lois F. Berlin, Ed.D., Interim Superintendent of Schools  
**THROUGH:** Terri H. Mozingo, Ed.D., Chief Academic Officer  
**TO:** The Honorable Ramee A. Gentry, Chair, and  
 Members of the Alexandria City School Board  
**TOPIC:** Process for Standardizing Data Collection Template for Curriculum and Instruction

**Background**

In response to a request for clarification from the School Board, the following memorandum demonstrates that schools are collecting and analyzing data. It also summarizes a recommended template for standardizing instructional and programmatic data collection, analysis, and interpretation. All schools and central office personnel are actively involved in collecting and analyzing a variety of assessment tools as part of school education plan development and progress monitoring. Additionally, the *Department of Curriculum and Instruction* and the *Department of Accountability* collaborate on analyzing benchmark, SOL, and related data within and across schools to reinforce their achievement of designated performance targets. The proposed template will bring consistency to the specific approaches, formats, and components being used across all schools and central office departments in analyzing instructional and programmatic areas for improvement and enhancement.

Specifically, this template will focus upon four major data-based components of continuous improvement: (1) Preparing the Data; (2) Analyzing and Interpreting the Data; (3) Planning Action to Improve Instruction and Learning; and (4) Implementing the Plan, Reassessing, and Adjusting based upon the availability of subsequent data. Additionally, a Data Analysis and Interpretation Team is being developed and will be comprised of representatives from offices within the Department of Curriculum and Instruction in collaboration with the Department of Accountability. This new team is integral to supporting a division-wide process for continuously collecting and analyzing data to inform teaching, learning, and professional development.

**Current Data Analysis Processes in Use by Schools and Central Offices**

Currently, schools and central office personnel use a variety of formats and protocols to collect, analyze, and interpret the instructional and learning implications of student performance data. These include (but are not limited to) analysis of student achievement and intervention needs related to the following:

- Division-Wide Monitoring Related to Schools’ Achievement of Goals and Performance Targets Articulated in the ACPS 2020 Strategic Plan
- School Education Plans (SEPs)
- SOL Data Analysis Reports (English, Mathematics, Science, Social Studies)
- Benchmark Assessment Data Reports (English, Mathematics, Science, Social Studies)
- PALS Assessment Data Reports (Primary Grades: Reading)
- WIDA (English Learner Identification and Progress Monitoring)
- Advanced Placement (AP) Data
- Advancement Via Individual Determination (AVID - Grades, College Acceptance Data)
- Career and Technical Education (CTE) Data (Including Industry Certification)

Additionally, schools currently involved in the Governance Process (our process to help schools strategize to achieve instructional goals) are required to provide monthly data analysis updates related to student performance, including formative assessment results using school-based monitoring tools and related data sets. Based upon

feedback from schools, central office personnel, and Virginia Department of Education representatives, this governance process would benefit from a more standardized and coherent approach to data analysis, interpretation, and presentation for achieving specific outcomes. This movement toward a more unitary format will (1) ensure comparability of data representation, (2) allow for cross-school collaboration related to best educational practices, and (3) strengthen the way in which cross-school support can enhance instructional improvement and student learning.

**Rationale for Establishing a Common Language and Protocol for Data Analysis and Interpretation**

The variety of data sources and protocols for analyzing data suggest a need for developing and implementing a consistent and required format for this process. This format will ensure that ACPS reinforces staff generation and testing of valid hypotheses about the ways in which interventions and their purpose might support improvement in the teaching and learning process. (Supovitz and Sirinides. “The Linking Study: An Experiment to Strengthen Teachers’ Engagement with Data on Teaching and Learning.” *American Journal of Education*. February, 2018).

The use of a common template will reinforce the importance of a common protocol and operational language for all professional learning communities addressing problems of practice. According to Supovitz and Sirinides (2018), effective data analysis and interpretation require that there be actionable information for teachers concerning student knowledge, skills, and understanding. Teachers must also develop the skills to interpret information contained in the various assessments being used to monitor their students’ progress. Finally, educators must be able to provide constructive feedback to students to help them achieve proficiency in meeting identified criteria for learning.

Perhaps most significantly, this common template will expand the effectiveness of cross-school collaboration, allowing educators to learn from one another how student achievement gaps are being addressed in their respective sites—and how they might adopt promising practices used in other schools to enhance student performance in those gap areas.

**Proposed Template for Data Collection, Analysis, and Interpretation**

The *Department of Curriculum and Instruction* in partnership with the *Department of Accountability* will develop a template and related data analysis framework for use by schools as well as central office data analysis teams. The development of this process will include the following:

|   |   |
|---|---|
| 1 | Collect and analyze existing school-based data analysis templates and protocols         |
| 2 | Collect and analyze existing central office data analysis templates and protocols       |
| 3 | Develop a synthesis of key components common to all existing templates and protocols    |
| 4 | Identify research-based best practices and effective practices related to data analysis |

Tentatively, this template and protocol will address the essential questions developed to guide this work and enhances the work underway within accountability to support a continuous improvement learning process throughout the school division.

- **Preparing the Data:** What data source(s) are we analyzing? What do the terms in the data report mean? How was the data collected?
- **Analyzing and Interpreting the Data:** What factors may have contributed to these data results? What does the data tell us? What are the major performance gap areas the data reveal? What best practices and support resources can help us to improve areas of underachievement?
- **Plan Action/Instruction:** What actionable strategies and/or interventions will the school implement to address critical standards (especially those areas in which students demonstrate significant underachievement)? What actionable strategies and/or interventions will be needed from the division to address the critical standards?
- **Act/Instruct/Re-Assess:** How and when will we reassess/progress monitor the effectiveness of the strategies and interventions? After the strategies/interventions are implemented, what assistance is still needed and how will the support be provided?

In addition, the new process will support our *Teaching and Learning Framework* (see attachment) especially as it relates to planning, teaching, assessing, and adjusting instruction based upon a variety of diagnostic, formative, and summative assessment tasks to monitor student progress. This framework includes research-based strategies that have been proven effective in meeting the diverse learning needs of our students.

| Phase 1: Plan  | Phase 2: Teach  | Phase 3: Assess   | Phase 4: Adjust  |
|--|---|---|--|
| This phase begins with providing teachers the proper tools and resources to plan lessons that are aligned with curriculum standards and pacing requirements. | This phase ensures that all students succeed by receiving an engaging educational experience. | This phase supports using a variety of diagnostic, formative, and summative assessment tasks to monitor student progress. | This phase ensures that teachers adjust the teaching and learning process based upon assessment results. |

**ATTACHMENT**

1. Teaching\_and\_Learning\_Framework

**CONTACT INFORMATION**

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cc: Senior Leadership Team