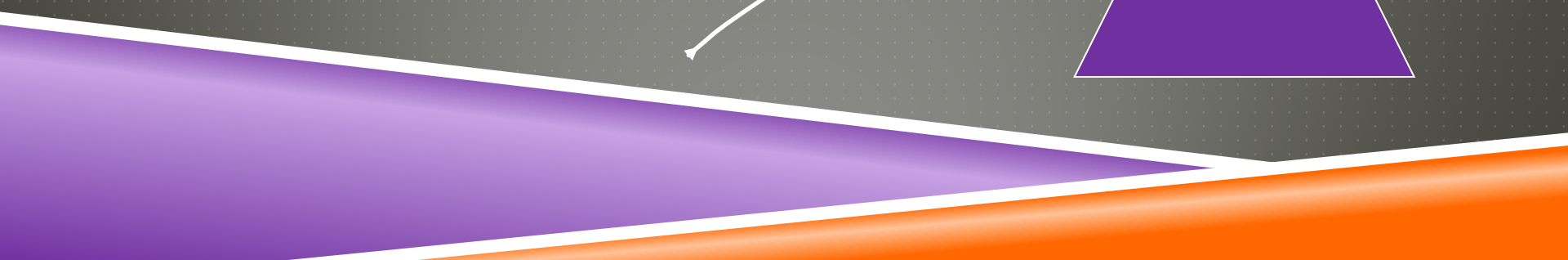
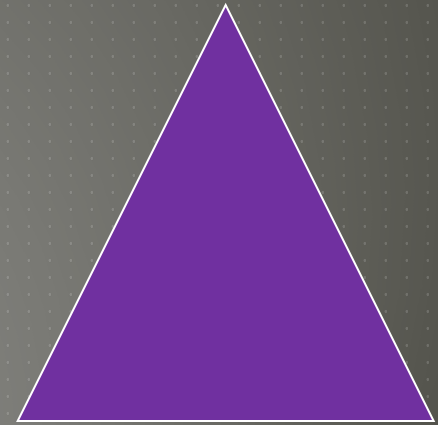
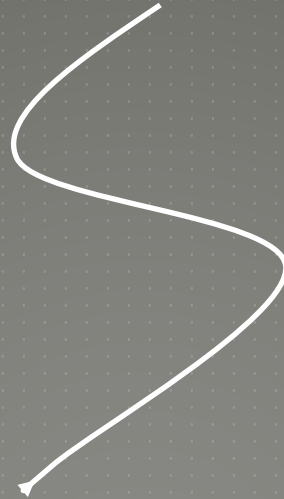
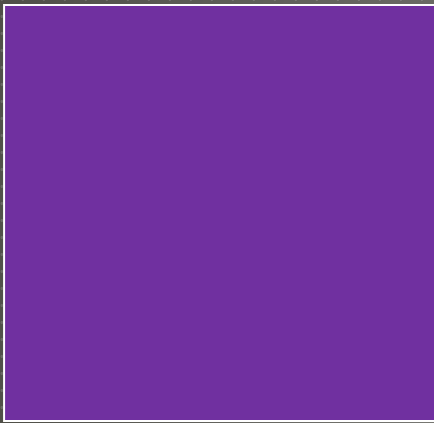
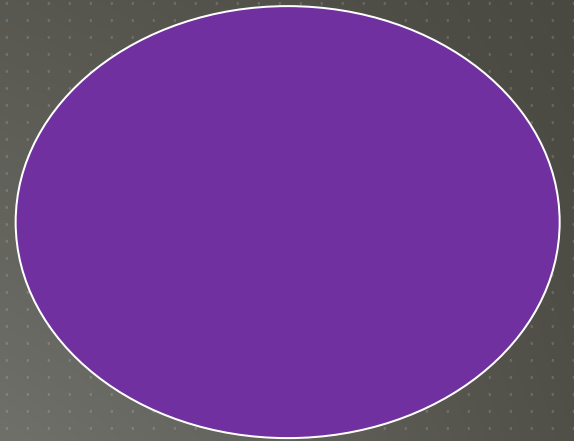
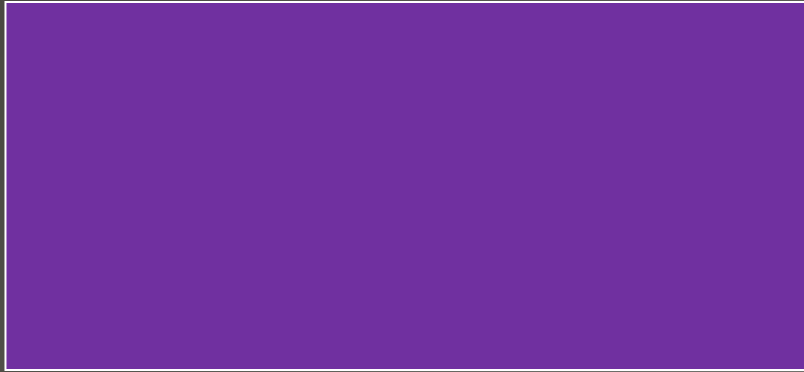


# LOGIC II – DAY 1

*Oklahoma GEAR UP*



# WHICH SHAPE ARE YOU?



# SETTING THE NORMS

- **What's said here stays here.**
- **What's learned here leaves here.**
- **Everyone has a voice – be respectful.**
- **25 minute technology break.**

# LOGIC

**Leadership with  
Ongoing Guidance,  
Instruction and  
Curriculum**

# OBJECTIVES FOR TODAY:

- ▶ **Recognize the difference between formative and summative data**
- ▶ **Review relevant micro and macro data by district to determine areas to celebrate and areas of concern**
- ▶ **Review relevance and significance of college readiness data**
- ▶ **Observe how to conduct a school/grade level data meeting**

# GEAR UP

**Gaining Early Awareness and  
Readiness for Undergraduate  
Programs**

# GEAR UP GOALS

- ▶ **To increase the academic performance and preparation for post-secondary education for GEAR UP students.**
- ▶ **To increase the rate of high school graduation and enrollment and postsecondary education for GEAR UP students.**
- ▶ **Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing**

GEAR UP OBJECTIVES

**Review Handout**



# WHAT IS DATA DRIVEN DECISION MAKING (DDDM)

- ▶ **Using student assessment data to inform decisions related to planning and implementing instructional strategies at the district, school, classroom and individual student level**
- ▶ **Research shows that if instructional plans are based on assessment data relevant to the desired learning outcomes for students, the probability is increased that they will attain these desired learning outcomes**

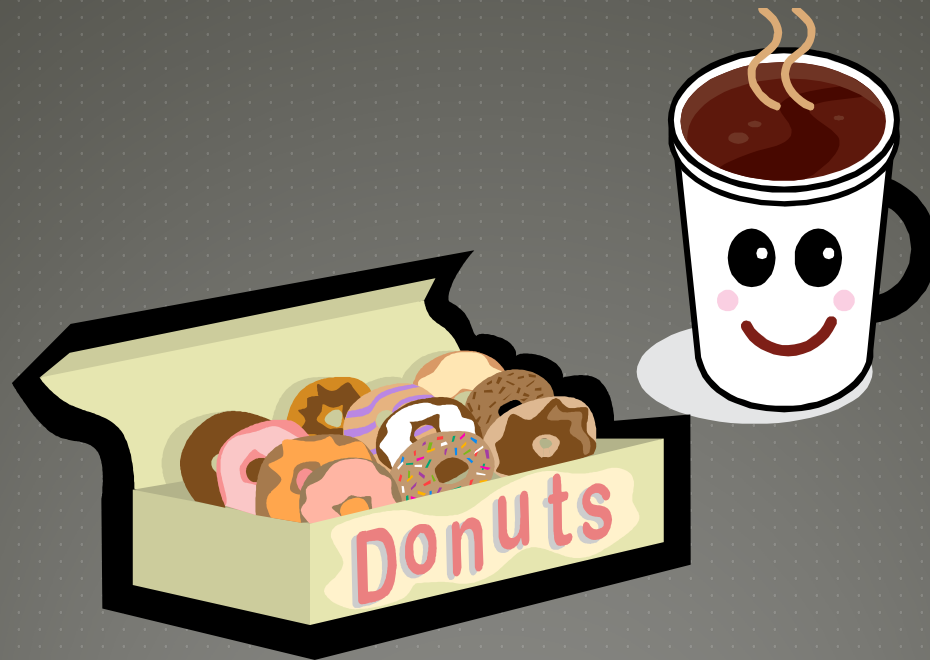
# DATA QUESTIONS

- ▶ **What does DDDM look like in your school?**
- ▶ **How are teachers currently using data?**
- ▶ **What do your faculty surveys say about it?**

# SCHOOL REPORT CARDS

- ▶ **Do you see any trends or changes in district demographic data?**
- ▶ **Has enrollment changed over the past three years?**
- ▶ **Have student scores on standardized tests changed during the past three years?**

# BREAK



# EXPLORE AND PLAN

- ▶ EXPLORE Profile Summary & Presentation Packet
- ▶ PLAN Profile Summary & Presentation Packet

# WHAT DO YOU NOTICE ABOUT...

- ▶ Scores by class
- ▶ By gender
- ▶ By ethnic group
- ▶ After high school plans

# EXPLORE AND PLAN

- ▶ **What are your reasons to celebrate?**
- ▶ **What are your concerns?**



# ACT DATA

- ▶ **Senior Data – What questions do you have about this data?**
- ▶ **Junior Data – What questions do you have about this data?**



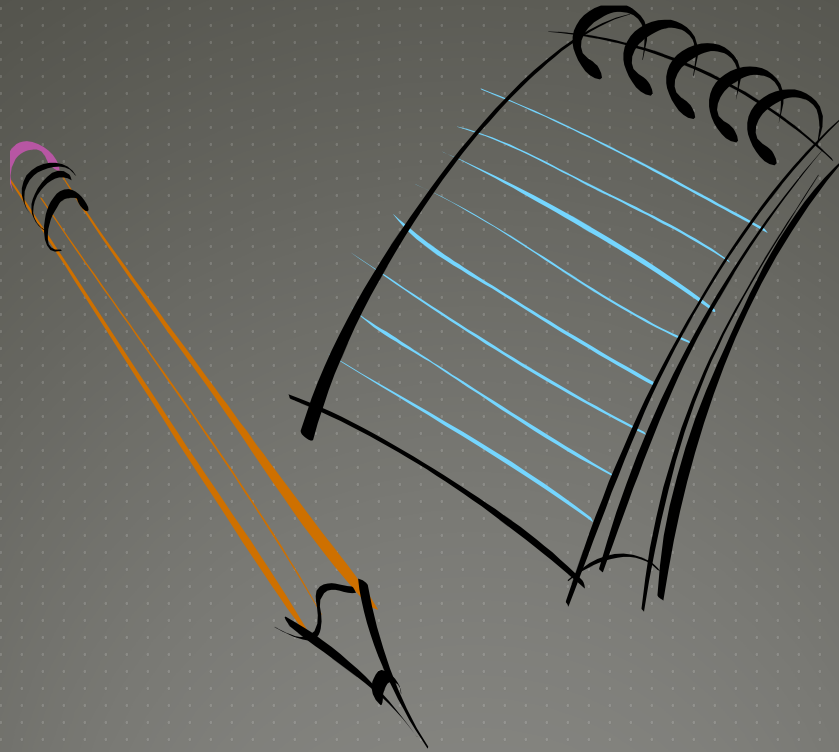
# ACT DATA

- ▶ **Find the answers to six questions concerning your ACT data**
- ▶ **What are your reasons to celebrate?**
- ▶ **What are your concerns?**

# EPAS COHORT DATA

- ▶ **What are your reasons to celebrate?**
- ▶ **What are your concerns?**

# I WONDER - I NOTICE PROTOCOL



# SUMMATIVE DATA

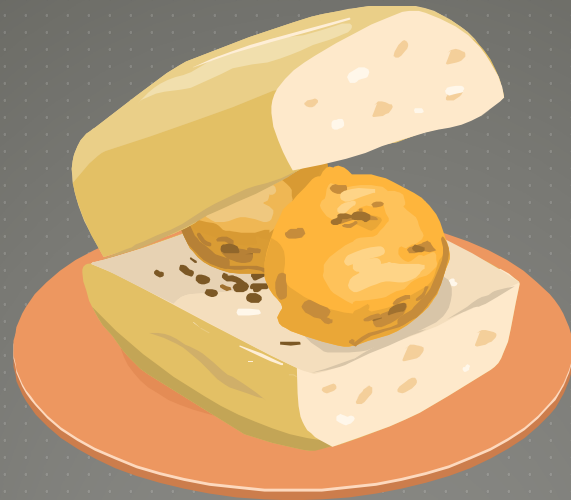
- ▶ **Assessment of learning used to evaluate instruction**
- ▶ **Classifies, categorizes, and labels students' level of mastery**
- ▶ **Typically gathered at the end of instruction with no pretense of affecting instruction**

# FORMATIVE DATA

- ▶ **Assessments *for* learning**
- ▶ **Information about how students are doing during instruction so modifications can be made immediately**
- ▶ **Enables teachers to improve instruction before its too late**
- ▶ **Can assess where students are at a particular point in time to address student gaps in learning and adjust instruction accordingly**

HOW DO YOU USE  
FORMATIVE &  
SUMMATIVE DATA IN  
YOUR SCHOOL NOW?

# LUNCH



# COLLEGE GOING DATA

► **What are your concerns?**



# COLLEGE GOING DATA


- ▶ **What are your reasons to celebrate?**

WHAT DOES A  
"DATA WISE"  
DISTRICT LOOK  
LIKE?

# SET UP A DATA SYSTEM

- A.** What data to include
- B.** How to organize it and update it regularly
- C.** How to balance access and confidentiality

# PROFESSIONAL DEVELOPMENT

- A. How to interpret and use assessment data**
  - B. How to access data and create graphic displays**
  - C. How to participate productively in group discussions**
  - D. How to develop, implement, and assess action plans**
- 

# FIND THE TIME

- A. Schedule a weekly early release day**
- B. Pay substitutes to cover classes**
- C. Compensate teachers for extra time**

# DATA DRIVEN DIALOGUE



BREAK

# DATA MEETINGS

**Do you have data meetings in your building now?**

**What do they look like?**

**Insert Video Here**






# VIDEO DEBRIEF

- ▶ Which video do you think represents a data meeting that would have the most impact on student achievement?
- ▶ Which video best portrayed your school data meetings?
- ▶ Discuss what you can do in your building to begin having data meetings.
- ▶ Create a plan for implementation of these meetings.

# AHA MOMENTS

- ▶ **What AHA moments did you have today?**
  - ▶ **Where will you keep your data moving forward?**
  - ▶ **How will you provide the data to your teachers?**
  - ▶ **How will you ensure that teachers are using data?**
  - ▶ **What training will you provide for faculty?**
- 

SEE YOU TOMORROW

BEGINNING AT  
8:30 A.M.

