

# **Using Data in the Classroom: Lighting the Way**

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*Participant Materials*

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# Outcomes

## Participants will:

- ❖ **formulate critical questions addressing the characteristics of good readers**
- ❖ **understand what is meant by “data”**
- ❖ **distinguish between demographic, process, and outcome data**
- ❖ **understand the interrelationship of the types of data**
- ❖ **demonstrate the importance of using data for instructional decision making**

*Activity 1*

**How Will I Know A Good Reader When I See One?**

## **Scenario:**

The principal of your school has asked you to serve on a committee to help plan the upcoming teacher-parent conference week. The focus for the conference is on reading, and your committee's task is to help parents and staff members prepare for the conferences. Specifically, your committee has been asked to develop a set of questions that a parent might ask of his/her child's teacher to answer the following simple question:

**“Is my child a good reader?”**

The list of questions will be sent home to parents prior to conference week. In addition, teachers, administrators, instructional aids, and other staff will use these questions to prepare for their parent conferences.

*Activity 2*

# Types of Data



# **Using Data in the Classroom: Lighting the Way**

## **3 Types of Data for Instructional Decision Making**

- Demographic Data
- Process Data
- Outcome Data

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*Activity 3*

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**What is  
Demographic Data?**

# Demographic Data

- ❖ **Helps the staff understand its students and their unique needs.**
- ❖ **Provides vital statistics regarding the students, their families, and the community.**
- ❖ **Identifies factors that must be considered in the staff's decision-making process.**

# Demographic Data

## (student)

### Enrollment

- ❖ ethnicity
- ❖ primary language
- ❖ grade level
- ❖ special programs
- ❖ language proficiency
- ❖ gender
- ❖ categorical programs
- ❖ prior schooling

### Attendance

- ❖ daily rate of attendance
- ❖ truancy rate
- ❖ reasons for absences
- ❖ by period
- ❖ by subject matter
- ❖ tardiness rate
- ❖ mobility rate

### Language Proficiency

- ❖ language proficiency level in English
- ❖ language proficiency level in primary language

### Socioeconomic Status

- ❖ free/reduced lunch status
- ❖ social service support
- ❖ community employment figures
- ❖ caretaker employment
- ❖ parent education level
- ❖ household income

# Demographic Data

## (family)

- ❖ status of primary caretaker
- ❖ family primary language
- ❖ nature and frequency of adult participation in school events
- ❖ nature and frequency of adult support at home
- ❖ size of family
- ❖ number of siblings

# Demographic Data

## (community and business)

- ❖ number of community and/or business organizations that provide support
- ❖ nature and frequency of community and/or business organizations' support
- ❖ nature and frequency of volunteer services

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*Activity 4*

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**What is  
Process Data?**

# Process Data

- ❖ **Includes information related to the school's efforts to promote a high level of student achievement.**
- ❖ **Refers to variables over which the school has some degree of control.**
- ❖ **Helps the staff make effective decisions about curriculum, instruction, assessment, and resources.**

# Process Data

## Curriculum

- ❖ alignment with content standards, frameworks, reform documents, and other comparative documents
- ❖ use of textbooks
- ❖ consistency across similar grade levels, courses, and subject matter
- ❖ amount of time allotted to specified content
- ❖ alignment with content of external assessments

## Instruction

- ❖ evidence of sound instructional strategies
- ❖ consistency across similar grade levels, courses, and subject matter
- ❖ amount of time allotted to specified instructional practices

## Assessment

- ❖ nature of classroom assessment
- ❖ frequency of classroom assessment
- ❖ amount of time allotted to assessment
- ❖ alignment with external assessments
- ❖ consistency across similar grade levels, courses, and subject matter

## Resources

(text books, supplemental books, technology, manipulatives, materials, equipment, supplies, and other instructional items)

- ❖ quantity
- ❖ accessibility
- ❖ quality
- ❖ appropriateness

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*Activity 5*

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**What is  
Outcome Data?**

# Outcome Data

- ❖ **Describes how a student or group of students is doing at a particular point in time.**
- ❖ **Communicates the degree to which a student or group of students has acquired specified knowledge, skills, and attitudes.**
- ❖ **Is measurable and quantifiable.**

# Outcome Data

## Achievement Data

- ❖ teacher-made tests
- ❖ minimum proficiency tests
- ❖ report card analysis
- ❖ exhibitions
- ❖ portfolios
- ❖ performance assessments
- ❖ advanced placement tests
- ❖ standardized tests
- ❖ departmental exams
- ❖ progress report analysis
- ❖ projects
- ❖ audiovisual productions
- ❖ honors class enrollment
- ❖ scholastic awards

## Completion Rates

- ❖ graduation rate
- ❖ dropout rate
- ❖ promotion rate
- ❖ retention rate

## Comparative Data

- ❖ matched scores
- ❖ to external standards
- ❖ among subgroups
- ❖ to external groups

## Post Enrollment, K-8

- ❖ attendance and performance in subsequent grade levels

## Post Enrollment, Secondary

- ❖ admission to and performance in post-secondary education
- ❖ completion of post-secondary education
- ❖ admission to and performance in the armed forces
- ❖ entrance in and performance in the workforce

## Supplemental Data

- ❖ discipline referrals
- ❖ extracurricular activities
- ❖ suspensions
- ❖ expulsions

*Activity 6*

**Data Sort Activity**

## Which School is Most Effective?

**School A:** 87% students showing minimum mastery or above

**School B:** 30% students showing minimum mastery or above

**School C:** 90% students showing minimum mastery or above

**School D:** 87% students showing minimum mastery or above

Source: Successline

## Which School is Most Effective?

School A:	87% students showing minimum mastery or above	
	Low SES	40%
	Middle/Upper SES	90%
School B:	30% students showing minimum mastery or above	
	Low SES	30%
	Middle/Upper SES	30%
School C:	90% students showing minimum mastery or above	
	Low SES	35%
	Middle/Upper SES	91%
School D:	87% students showing minimum mastery or above	
	Low SES	85%
	Middle/Upper SES	87%

Source: Successline