

# Ms. Bullen's Data-Rich Year

*When teachers are empowered with data, students do better*

Teachers have access to more quality data than ever, on factors like student performance, behavior, attendance, and more. When used along with pedagogy, content knowledge, and professional judgment, these data can be used to improve outcomes for kids. Follow one teacher, Ms. Bullen, and one of her students, Joey, through the school year to see how data help teachers, parents, and others make sure students are meeting education goals.

Produced by



[dataqualitycampaign.org](http://dataqualitycampaign.org)

FALL

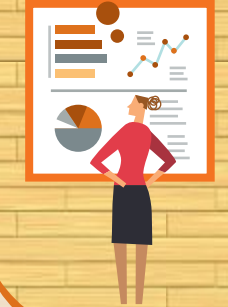
Let's get started!



Who are my students?  
What's their history?  
How do I prepare for them?  
What's the one thing that's holding Joey back?

**1** Before school starts, Ms. Bullen looks at her students' past performance and sets goals and makes working groups for all of her students—including Joey.

**2** She connects performance data with test items and standards to see where Joey has excelled or fallen behind, and designs an instructional plan just for him.



**3** In the classroom Ms. Bullen observes Joey's interactions for more information, and adjusts instruction on the fly.

**4** Ms. Bullen gauges Joey's progress with her formative quizzes, which show what Joey learned that day or week, and her summative tests, showing how he's improved over time.

**5** She goes over all Joey's data with his parents, and explains what they show about his current performance and how he may do over time if he stays on track.

**6** Joey and Ms. Bullen meet to discuss his performance, behavior, and attendance data—and what Joey's parents want for him—setting goals for the year.

**7** Throughout the year, data coaches and teachers work together to better understand and use different types of data.

**8** The principal reviews performance data with Ms. Bullen, using data to support and empower, not admonish. They note areas of strength and for improvement.

**9** Since Ms. Oswald excels in an area where Ms. Bullen struggles, she observes her class.

**10** Teachers use data together to solve problems and identify promising practices. Recurring meetings are set up by grade level, subject matter, or other useful ways.

**11** An early warning system flags Joey and tells Ms. Bullen that he is at risk of getting off track, falling behind, or even failing.

**12** Ms. Bullen meets with Joey's parents to discuss how he is struggling and works with his other teachers to prepare a plan.

**13** With his parents' approval, Ms. Bullen reviews Joey's performance data with his after-school tutor. Together, they note areas for improvement.

**14** Ms. Bullen meets with Joey to discuss how he needs to improve and set clear goals.

**15** By the end of the year, grades and summative assessment data show Joey is back on track—though he will continue to need support in the future.

**16** Ms. Bullen uses Joey's data to support her recommendation for his class placement next year. Her conclusion is based on objective—not anecdotal—data.

**17** After meeting with her principal, Ms. Bullen studies her own value-added score and evaluates how she did with different students, standards, and concepts.

**18** During the summer Ms. Bullen and other district teachers meet to solve problems using data. They identify trends and promising practices from throughout the district.

**WHO'S INVOLVED?**

- MS. BULLEN JOEY
- PARENTS
- PRINCIPAL
- TUTOR TRAINERS

SPRING

SUMMER

SUMMER BREAK

WINTER

