

DATA REVIEW TIPS

Historical/Trend Data

At the start of the school year, teachers determine students' performance levels in order to set instructional goals. The Data Review activity is where this information is recorded. In MyPPS, teachers provide information about how students in their class(es) have performed prior to, or in some cases at the beginning of, the current school year.

For many educators, the word "data" conjures up images of spreadsheets and reports that are not necessarily connected to the way teachers think about their students. Teachers collect and use data every day. Attendance, behavior, quizzes, observations, grades, and test scores are all forms of data. To focus on improving student outcomes, teachers must first review relevant student data, school data, and instructional priorities to identify a targeted student population and areas of academic need.

Reviewing Historical/Trend Data

1. Collect and examine multiple sources of data about students' performance to identify area(s) of need.
2. Analyze the historical data and look for patterns, trends, and/or root causes for lack of achievement, strengths, and weaknesses for both whole groups and sub-groups.
3. Use the results of the analysis to determine high-need areas that could be used for SLO goal-setting.
4. Consider comparing data from assessments with grade level team and/or department goals/priorities to determine possible common areas of need.

Historical/Trend Data Points

These sources are useful for understanding students' beginning skills and abilities, and will help identify patterns and trends within a student population in order to determine the potential target population and focus of the SLO goal.

- Student scores on previous state standardized assessments
- Results from other standardized and non-standardized assessments
- Initial performance for current interval of instruction (unit, quarter, or semester)
- Report cards from previous years
- Results from diagnostic assessments
- Artifacts from previous learning
- Individualized Educational Plans (IEPs) and 504 plans for students with documented special needs
- Data related to ELL students and gifted students
- Attendance records
- Student behavior data

The Data Review activity in MyPPS requires one Historical/Trend Data point in addition to the SLO Pre-Assessment scores. Both the Historical/Trend Data point and the SLO Pre-Assessment should include the name of the data point and how students performed. In communicating how students performed, it is important to be specific. See the table below for examples extracted from previous SLO audits:

Data Review Information Provided by Teacher	Auditor Response	Auditor Comments
PARCC, 4 th Grade Math, 2015 - All students in this SLO group scored below expectations. Students' scores on PARCC broke down as follows: 4/22 (18.18%) scored at level 3; 16/22 (72.729%) scored at Level 2; 2/22 (9.09%) scored at Level 1	Correct	Suggestion: Include individual student names and scores.
All sped students are performing below grade level in reading. Developmental Reading Assessment Students selected are grades K- 2 (special education students) who are struggling with basic reading foundational skills. Students performed on DRA levels of 3-8 in grades K-2.	Missing Information	Be more specific. What areas of reading phonemic awareness, decoding, fluency, comprehension? How many students in your class? Recommend breaking down performance by grade level.
Students struggle with measurement and are still using concrete manipulatives to complete basic facts.	Incorrect	Unclear what data is being used that supports this observation. Need to include name of data point and how students in your class performed.
There is no historical data for students in Kindergarten.	Incorrect	For students who did not attend PreK, a teacher-made formative assessment at the beginning of the instructional interval can provide information about current levels of performance for Kindergarten students.

IMPORTANT: All teachers must enter information related to student performance in the Data Review activity.

Historical/Trend Data: FAQs

What if I can't find information for the Data Review for a course where students have little or no knowledge of the subject at the beginning of the year (e.g. PreK or Spanish 1). What historical data can I use?

Start by determining what content students have struggled to understand or retain in the past. Use prior school records, talk to previous teachers, and consider administering your own pre-assessments.

Teachers may collect data early in the school year to assess student skills/knowledge. For example, a PreK teacher may collect data on letter recognition. This can be used for the Data Review activity.

What information should I enter in MyPPS to show how students performed?

Individual student scores provide a very clear picture of performance. If an overview is used instead of individual student scores, include the total number of students in your class, and what percentage of students performed below, on, and above the benchmark for the data point selected.

Where can I find historical data on student performance relevant to my SLO planning?

“Baseball Card” is one tool teachers can use to find out how students performed on multiple high stakes tests across subjects and/or strands, on their benchmark assessments, and on other measures including SAT, ACT, Lexiles, and course grades. A QuickDoc on how to access and use Baseball Card is located in the Resources section of this Handbook and in MyPPS under the Resources tab.

What if my data are unrelated to my subject or do not exist?

All teachers can find data relevant to their course. It may be more challenging for a first year teacher or a teacher new to a course, but there are many ways to access relevant data. Data may be from related subjects if the subject is new to students. For example, a music teacher may glean useful information from reviewing last year’s math data and make a connection to counting, rhythm, intervals, patterns, symbols, or time signatures. In addition, although students may not have received formal instruction in a subject, students may have background knowledge acquired from outside the school setting. A brief survey may be useful in capturing information about students’ background knowledge.

Should objectives be based on data from standardized tests or teacher-created assessments?

Student learning objectives should be based on data from multiple sources when available. Some examples include standardized tests, portfolios of student work, and district-created assessments.

Can I use data that is two or three years old?

Using performance data from multiple years can provide valuable information. For example, trend data may show that students in your class for the past three years struggled with decimals. A teacher might include this in the SLO and then identify instructional strategies for teaching decimals. Data that is two or three years old should not be used in isolation, but as one of multiple data sources.

Can I use attendance and behavior data for an SLO?

Attendance and behavior data may provide context for interpreting other student data. Research suggests a correlation between behavior and overall attendance. Behavior and attendance trends may provide insight about how much time a teacher can expect a student to spend outside of the classroom over the course of the year due to office referrals, counselor referrals, or suspension from school. Attendance impacts a student’s ability to reach the targets set within the SLO. Data around student behavior and attendance are useful for consideration but are not a justification for lowered expectations.

Can I use the SLO Pre-Assessment from the current school year for the Data Review activity?

Yes, there is a specific field in the Data Review activity called ‘SLO Pre-Assessment Baseline Data for Selected Students.’ This is where you will enter the SLO Pre-Assessment information for the current school year.

If you want to use SLO Pre- and Post-Assessment scores from a previous year as part of the Data Review, that information can be entered as ‘Historical/Trend Data Point 1’ or Historical/Trend Data Point 2.’