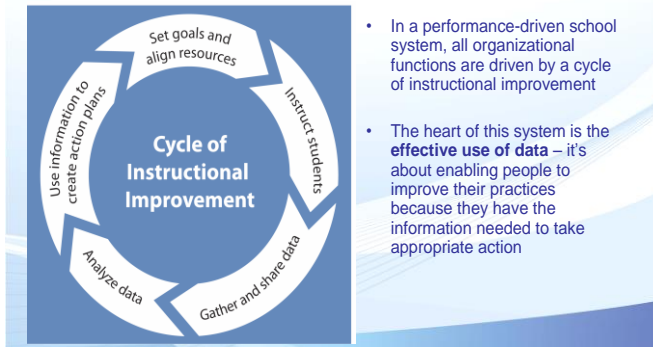


## Cambridge Education, LLC – Use of Data to Drive Instruction

### Building Performance-Driven School Systems



Transforming schools requires the Lead Partner to support districts and schools in setting ambitious targets based on reviewing and analyzing their data, including student and school-level analysis of past performance, and estimated future performance, and by challenging expectations where targets indicate low aspirations for rates of progress or outcomes to be achieved.

Our coaches model supports and train leaders and teachers in the importance of collecting and tracking a wide range of verifiable evidence, not just student achievement data.

SIG programs utilize a wide-range of research-based strategies and interventions to enhance the quality of instruction. In particular, schools tend to follow a tiered approach for intervention and enrichment: **Tier 1: Universal, Tier 2: Targeted, Tier 3: Individualized and Intensive.**

**Assessment:** In order to track the impact of these initiatives, student performance data is monitored weekly by the school support team and at least monthly by the instructional leadership team with support from the lead partner to monitor progress, determine course corrections, and adjust support services as needed. Teachers meet in professional learning communities to analyze student data and look at student work to make necessary instructional modifications. Data sources include:

- 1. Lesson Observations-** weekly and monthly disaggregated by grade, subject and teacher
- 2. Students' work** - daily and bi-weekly as part of PLC meetings
- 3. Formative assessments** - daily, weekly and monthly; disaggregated by grade, class, subject, and student to differentiate instruction
- 4. Interim/Benchmark Assessments** - at end of each quarter, disaggregated by grade, class, subject, and student to develop intervention plans
- 5. Summative Assessments** - disaggregated by student, sex, grade, class and subject to develop school-wide strategies and professional development plans

In addition to analyzing the data, the instructional leadership team should monitor, evaluate and review the impact of each intervention to suggest revisions to policies and procedures. This team will also establish a color-coded early warning system that focuses on identifying students for academic intervention and social-emotional supports or wraparound services. The following findings, after one year as Lead Partner at an Illinois elementary school, are typical of the impact of our approach: *“Instructional leadership has been a primary area of focus for this year’s work. Teachers, students and community members report a distinctive positive change and a stronger focus on learning and teaching. Teachers report that they get constant and consistent support and feedback; they confidently share that they trust the instructional leaders and that there has been a significant improvement in student learning in their classrooms.”*

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