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## I Data- The Key to customized instruction

### Appetizer –The Evolution of K12 Education from Monopoly to Market

In the 1950s public education was a monopoly no different than AT&T.. Students had to attend their neighborhood schools with no choice.. Education has evolved into a market with competitive options. Many states and districts allow students to attend a variety of publicly funded and regulated options:

- Local public schools
- Public Charter schools
- On line virtual schools, or
- Open enrollment schools in their own or adjoining communities.

The market forces are growing :

- High quality schools and districts that were losing enrollment due to aging demographics are marketing the quality of their programs such as; language immersion, STEM or technology, higher scores, and improved educational outcomes. A district with 25% empty seats can fill those seats with out of district students who are attracted by the nature and quality of the district's programs. The increased dollars follow student enrollment, filling seats is critical to a district's financial success. The flip side is that many schools lack resources because their enrollment has dropped



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- **Charter schools have demonstrated mixed results.** Some of the nationally known charter school groups like KIPP, Khan Academy and Aspire perform well due to their high standards, consistent curriculum, and ongoing professional development which create positive outcomes. On the other hand, some smaller community based charter schools with limited enrollment and or poor management fail to attract students, aren't recertified by their chartering authority and fall out of the market..
- On-line virtual schools despite some poor outcomes, appeal to large numbers of alternative students, home schoolers, and provide on line courses for public schools who lack the staff to supply such courses as advanced foreign languages or calculus

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**II Effective Data Use--The Secret Sauce of Successful Schools in A Market Environment**

Data is the cornerstone for the development of educational improvement at the student, teachers, school ,and district level

To illustrate the point, I recently visited 4 districts is an open enrollment state. Each of the districts was at a different stage of data usage:

**District 1 STEP !-Laying out the Basic DATA** District 1 a rural elementary district with a 2<sup>nd</sup> year superintendent. Prior to the superintendent's arrival performance had fallen significantly, teachers had not been evaluated, and there were no strong principals. The superintendent **has brought in 2 new principals and a data analyst who tracks weekly performance in each classroom.** In addition they have begun a PLC program, every 3 week bench



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mark tests, and an adaptive assessment every 3 months.. The combined process of the PLCs and publication of the test data is enables the superintendent to identify teacher performance, provide teachers need support by the analyst and the PLC. District 1 is taking the first step of laying out a baseline of data..

**School 2 is a K12** school with an experienced psychologist who has developed an easy to use system for the last decade that enables teachers to identify student entry points in each subject and to repeat the easy to sue instrument every 3 weeks. Teachers discuss the results in order to determine remediation AND next steps for advancement. The psychologist is very active in determining the cognitive, learning style, and the type of intervention that is appropriate. This school finds the state department's data demands excessive "too much information and no actionable data" The school has remained on the highest performing level of all schools in the state.

**District 3—New Superintendent no use of data. District 3 is in its scond year of** low performance by the state in two of its 3 schools. It has a very veteran staff and the school board micromanages the district. The superintendent does not feel able to work effectively with the board yet. The superintendent believes he will need to wait for retirements of current teacher andand hiring of his own staff before taking data based action for improvement.

**District 4—Advanced Use of Data.** District 4 has a 4th year superintendent and they have just constructed a brand new school with capacity for an additional 100 students. Before the new school the district was bringing in 28% open enrollment students. There are 2 teacher coach analysts who collect data on all classroom, bench mark, and adaptive tests. And put it into a complex spread sheet...The district has a very intense PLC program and has improved its performance from the low middle to among the highest in the



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state. The teachers own the data as their own. They do not see it as a requirement from on high. The superintendent is trying to work with the state to develop a dashboard for all teachers so that they can dig deep into the skills of their students.

**III The Take AWAYS on USE of DATA to Improve Schools.**

1. Using data effectively is a multi year process starting with laying out the basic data and gradually growing it with PLCs so teachers own it.
2. The tools for Data Analytics are still limited and hard to use.. There is a need to move past the spread sheet and have effective easy to use dashboard and data analytic tools that can dig into skill development.
3. Effective Use of Data demands a team who collectively own the data...The superintendent, coach analyst, the principals and the PLCs (Professional Learning Communities)
3. Testi data must be gathered on an ongoing basis for it to be actionalble for teachers. Last year's state test data is not helpful to teachers in November of the following school year.
4. Adaptive assessments are good but tend to be underutilized, providing only quarterly data and are not used to their fullest capacity to analyze skills
4. Data must be seen as informative and helpful by a teacher, not as a threat. That is why PLCs and collaboration of the staff are critical
5. There is a need for a combination of data analyst coach to work with teachers and principals
6. It is necessary to evaluate curriculum content as well as teaching and learning. When the content is inadequate it needs to be changed.

**Data is the key for school districts to effectively compete in the evolving education market place. UNTIL THE SCHOOL**



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**and DISTRICT EFFECTIVELY USE DATA It will not gain the greatest benefit of digital curriculum and assessment.**