

# PAPER AND ONTO THE WALL



Presented by:  
Brandi Cade, NBCT  
Instructional Facilitator  
George I Pair Elementary  
School  
West Columbia, SC  
bcade@lex2.org

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## ESSENTIAL QUESTIONS

- Why does data matter?
- How does posting data on the wall affect dialogue among educators?
- How will differentiated instruction look using the data wall?

## PURPOSE

Today's presentation will introduce you to data walls, their potential use, and the potential impact data walls and data analysis will have on professional development and student achievement.

## TURN AND TALK

# How do you use data?

## WHAT THE RESEARCH SAYS:

"Numbers alone mean nothing. The right numbers, interpreted well, provide information to evaluate effectiveness of our improvement efforts, guide our practice, and ultimately transform even our lowest performing schools into places with high levels of learning for both students and adults" (Huff, 2008, p. 197).

## HOW DO YOU INTERPRET THE NUMBERS WELL TO SEE RESULTS?

- Embrace the data
- Ask the hard questions
- Face reality
- Contemplate consequences
- Use focus questions
- Collaborate
- Meet often

## HOW DO YOU INTERPRET THE NUMBERS WELL TO SEE RESULTS?

- "The Key is not to retreat from data but to truly embrace the data by asking hard questions, considering organizational realities, and contemplating unintended consequences" (Hess, 2008/2009, p. 14).
- Researchers agree you must use focused questions to guide collaboration and data analysis (Reeves, 2008/2009; Buhle & Blachowicz, 2008/2009; Ronka, Lachat, Slaughter, & Meltzer, 2008/2009)

## HOW DO YOU INTERPRET THE NUMBERS WELL TO SEE RESULTS?

- o “A study by the Bay Area School Reform Collaborative (Oberman & Symonds, 2005) revealed that schools that reviewed data several times each month were far more likely to close achievement gaps than those that reviewed data only a few times a year” (as cited by Reeves, 2008/2009, p. 89).

## SO WHAT IS A DATA WALL?

Douglas Reeves guidelines for data walls:

- o Data walls should be portable and tell the “story” without a presentation. Reeves suggests using a project board like the ones used for science project. They should include 3 key pieces: external data (state scores for example), internal data (class assessments), and inferences/conclusions drawn from data.



(The Leadership and Learning Center,

2009)

## WHY USE A DATA WALL?

Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	Lexile Range	Mean	Std Dev	Median
F. Juan	3	SIG	Oct 2	151	3.0	147-155	1-1	BR	150-155	135-150	148-155
	3	SIG	Oct 2	153	3.5	150-157	1	1-1	BR	149-161	148-159
	3	SIG	Sep 18	156	3.3	153-159	1	1-1	BR	155-165	147-159
M. Ryan	3	SIG	Sep 16	159	3.3	156-162	1	1-1	BR	155-169	153-164
	3	SIG	Sep 16	175	3.3	172-178	12	7-17	45-105	162-174	170-182
	3	SIG	Sep 16	176	3.4	173-179	13	8-19	62-212	176-191	186-178
S. Amy	3	SIG	Sep 16	176	3.3	173-179	13	8-19	61-211	176-187	174-186
	3	SIG	Sep 16	181	3.4	178-184	23	15-30	152-302	180-192	177-189
	3	SIG	Sep 16	184	3.4	181-187	30	23-40	218-358	181-193	180-192
T. Alex	2	SIG	Sep 16	189	3.3	186-192	76	66-82	296-449	183-195	186-197
	3	SIG	Sep 16	191	3.3	189-194	48	40-59	343-493	183-194	194-199
	3	SIG	Sep 16	194	3.3	191-197	56	48-65	393-543	198-209	173-189
L. Alex	3	SIG	Sep 16	195	3.4	192-198	59	51-66	412-562	201-215	182-193
	3	SIG	Sep 20	198	3.2	195-201	68	59-78	470-620	201-213	189-201
	3	SIG	Sep 16	198	3.3	195-201	68	56-76	460-610	198-210	187-199
M. Alex	3	SIG	Sep 16	199	3.4	196-202	70	62-81	495-639	198-208	190-211
	3	SIG	Sep 16	200	3.2	197-203	73	65-83	509-659	204-217	190-202
	3	SIG	Sep 16	202	3.4	199-205	76	68-85	534-684	203-216	192-203
M. Alex	3	SIG	Sep 16	208	3.3	205-211	90	85-94	644-794	211-212	204-216
	3	SIG	Sep 16	208	3.3	205-211	90	83-94	637-787	210-221	201-213
	3	SIG	Sep 16	209	3.0	205-213	91	85-95	657-807	212-224	195-209
M. Alex	3	SIG	Sep 16	209	3.3	205-212	91	87-95	650-810	206-219	200-211

ending Survey w/ Goals 2-5 SC VS

Students: 21  
Mean RIT: 188.5  
Std Dev: 17.4  
Median RIT: 194

Mean: 193.3 196.9 195.5  
Std Dev: 19.4 16.8 17.9  
Median: 202 190 191

## WHY USE A DATA WALL?

Student Achievement Scores										
Test Type	Test Date	Term	RIT	Std Err	RIT Rng	%ile	Wile Rng	Lexile Rng		
SIG	Sep 16	FA 09	192	3.3	189-194	1	1-1	BR		
SIG	Oct 02	FA 09	192	3.4	187-197	1	1-1	BR		
SIG	Oct 02	FA 09	193	3.5	190-197	1	1-1	BR		
SIG	Sep 16	FA 09	195	3.3	193-199	1	1-1	BR		
SIG	Sep 16	FA 09	199	3.3	198-192	1	1-1	BR		
SIG	Sep 16	FA 09	171	3.3	168-174	7	4-12	BR-132		
SIG	Sep 16	FA 09	172	3.3	169-175	8	4-12	BR-141		
SIG	Sep 16	FA 09	174	3.4	171-177	10	6-15	24-174		
SIG	Sep 16	FA 09	175	3.3	172-178	12	7-17	49-198		
SIG	Sep 16	FA 09	175	3.4	173-179	13	8-18	52-212		
SIG	Sep 16	FA 09	176	3.5	173-180	13	8-19	52-212		
SIG	Sep 16	FA 09	176	3.3	173-179	13	8-19	51-211		
SIG	Sep 16	FA 09	181	3.4	178-184	23	15-30	152-302		
SIG	Sep 16	FA 09	183	3.3	180-186	27	21-36	175-347		
SIG	Sep 16	FA 09	184	3.4	181-187	30	23-42	216-366		
SIG	Sep 16	FA 09	187	3.3	184-190	37	27-46	262-412		
SIG	Sep 16	FA 09	188	3.4	185-191	40	32-51	287-437		
SIG	Sep 16	FA 09	190	3.3	187-193	46	37-56	316-469		
SIG	Sep 16	FA 09	192	3.3	187-193	46	37-56	316-466		
SIG	Sep 16	FA 09	191	3.3	188-194	48	40-59	343-493		
SIG	Sep 16	FA 09	194	3.3	191-197	56	48-65	393-543		
SIG	Sep 16	FA 09	195	3.3	192-198	59	51-68	412-562		
SIG	Sep 16	FA 09	195	3.3	192-198	59	49-69	402-557		
SIG	Sep 16	FA 09	195	3.3	192-198	59	51-70	415-562		
SIG	Sep 16	FA 09	195	3.4	192-198	59	51-68	412-562		
SIG	Sep 16	FA 09	196	3.3	193-199	62	51-70	414-571		

## WHY USE A DATA WALL?

	< 140	141-170	171-180	181-190	191-200	201-210	211-220	221-230	231-240
WINTER 2007					Michael A Jordan K Cory Erika Laurin Die				
		Shawn Austin W Richard Daniel Munira	Drake Brandon W Nash Michael L Erika Austin Trevor	Michael A Jordan K Cory Erika Laurin Die	Jordan E Brittan Michael B Jahid	Orlando Andrew	Daniel		
FALL 2006		Jordan K Raymon Nash Brandon W Daniel C Austin W Munira	Shawn Cory Misty Felix Derrin	Michael A Erika Brittan Caryn Die	Drake Jordan E Daniel E Michael B Die Austin C Jahid	Drew Laurin Michael I	Andrew Orlando	Martin	





## WHY USE A DATA WALL?

- Turn and talk:
  - Why should you use a data wall at your school? If you are already using one, how might you change it to be more effective?
- Afterall: “Why do we need a data wall or a data room? I have all the same information in my reports. I don’t think this is an effective use of my time,” anonymous teacher response on Monkey Survey.

## TEACHER CONVERSATIONS

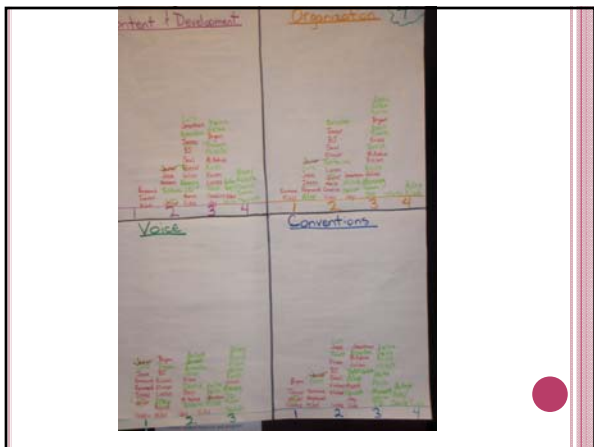
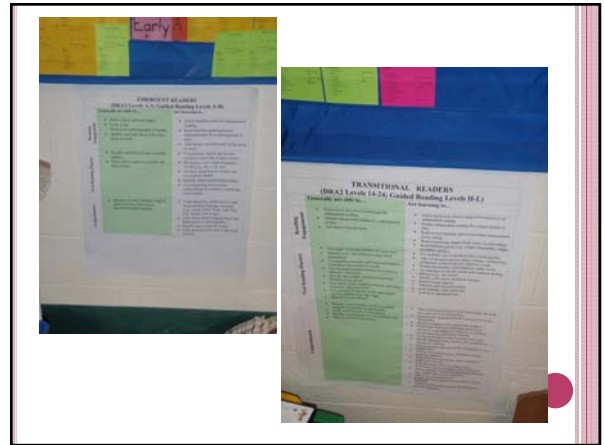
- Part of an effective data wall is teacher collaboration.
- What types of conversation do you hear your teachers having?
  - “Wow, I’m really surprised. I didn’t know \_\_\_\_ could do so well.”
  - “I’m really proud to see \_\_\_\_\_ is improving with writing.”
  - “Having pictures really helps me to personalize the data, I’m no longer looking at a name with some numbers. It also helps me see trends in gender and ethnicity.”
  - “I see that \_\_\_\_\_ is not making growth. I don’t know what to do.”
- As quoted earlier, these discussions must have focus questions to guide the process of digging through the data.

## DIFFERENTIATING INSTRUCTION

- Based on the data analysis and conversation, teachers can then make informed decisions about instruction.
- As we look at more example pictures of data walls, how do you see differentiated instruction becoming part of the discussion?
- What about Response to Intervention (RTI)?

## DATA WALL EXAMPLES





**OTHER WAYS TO CREATE A DATA WALL**

- File folders:
  - Each teacher or grade has a file folder
  - Section into columns
  - Use color coded sticky notes for student names and RIT scores.
- Poster boards
- Section off the wall using colorful tape

### WAYS I COULD POST DATA:

- Lexile
- Percentile
- RIT band
- DRA
- Reading Stage
- PASS Predictor
- Student cards:
  - Color by grade level
  - Color by teacher
  - Color by PASS predictor

### TURN AND TALK

- Why does data matter?
- How does posting data on the wall affect dialogue among educators?
- How will differentiated instruction look using the data wall?

### THINGS TO KEEP IN MIND

- Embrace the data
- Ask the hard questions
- Face reality
- Contemplate consequences
- Use focus questions
- Collaborate
- Meet often

### REFERENCES

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