



# Tools of the Trade

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Flashlights and Hammers



# Agenda

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- Who am I?
- Data Thoughts
- What systems are generating data?
- What's the difference between a flashlight and a hammer when talking data?
- How do I know which tool is appropriate?
- Exit ticket

# Who am I?

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- Jamie Harper Martinez, Assistant Superintendent for Curriculum and Instruction at Van Alstyne ISD
  - 6th year at VAISD
- PK-5 principal
  - 3 years
- PK-8 principal
  - 3 years
- RLA teacher, both general education and special education at elementary and secondary levels (Seniors to kinder)
  - 8 years

# Data Thoughts

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# Why use data?

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# What systems are generating data?

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## District Level Data Reviewed

- BOY tests in 5<sup>th</sup> and 8<sup>th</sup> Science
- TEK aligned Quarterly Assessments
  - STAAR released questions where applicable
  - 1<sup>st</sup>-12<sup>th</sup> grade all core subjects
- TEKS Checks
- Benchmarks
- District Written
- Build stamina in STAAR grades/tests
- TEKS Checks no more than 10 questions (preferably 5)
  - \*STAAR tested subjects only
- Benchmarks are released STAAR tests

# What's the difference between a flashlight and a hammer when talking data?

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## Flashlight allows us to

- ★ Highlight strong instructional practices
- ★ Collaborate across teams/campuses
- ★ Determine what needs to be spiraled
- ★ Examine curriculum resources
- ★ Plan PD
- ★ Utilize teacher strengths
  - T.O.T.
  - Teacher led peer support
- ★ Determine common misconceptions
- ★ Celebrate growth
  - Even if they aren't to standard yet
- ★ Ensure vertical alignment of curriculum

## Hammers allow us to

- ★ Document the evidence of poor instructional strategies/poor teaching
- ★ Use the data as a basis for tough conversations

## Things to remember:

- ★ Separate honors/AP from general education when comparing teachers
- ★ Check cohort data to determine growth
- ★ Check longitudinal data to determine program effectiveness
- ★ Track subpops from the beginning!

	18-18	18-20	20-21	21-22	Q1 APP 22-23	18-18	18-20	20-21	21-22	Q1 Meets 22-23	18-18	18-20	20-21	21-22	Q1 Masters 22-23	
3rd Rdg	P	69%	ifa	80%	78%	68%	28%	ifa	44%	33%	29%	10%	ifa	33%	14%	12%
	S	80%	ifa	75%	68%	82%	42%	ifa	42%	35%	27%	27%	ifa	24%	9%	11%
3rd Math	P	80%	90%	82%	89%	85%	28%	49%	29%	63%	56%	18%	22%	12%	27%	34%
	S	92%	89%	87%	91%	89%	47%	38%	66%	68%	67%	25%	19%	38%	33%	33%
4th Rdg	P	66%	ifa	91%	67%	85%	23%	ifa	73%	35%	48%	3%	ifa	27%	12%	18%
	S	68%	ifa	83%	72%	88%	24%	ifa	59%	46%	58%	5%	ifa	34%	20%	36%
4th Math	P	100%	98%	83%	87%	95%	75%	92%	44%	52%	69%	46%	57%	19%	28%	42%
	S	87%	94%	82%	90%	92%	75%	83%	57%	75%	78%	46%	67%	40%	61%	57%
4th Writing	P	69%	42%	66%	NA		33%	21%	31%	NA		8%	15%	7%	NA	
	S	41%	59%	26%	NA		13%	41%	6%	NA		4%	30%	1%	NA	
5th Rdg	P		ifa	74%	78%	85%		ifa	37%	29%	53%		ifa	27%	8%	15%
	S	90%	ifa	71%	78%	83%	63%	ifa	37%	29%	49%	33%	ifa	28%	8%	21%
5th Math	P		87%	69%	91%	94%		74%	38%	51%	72%		35%	20%	16%	36%
	S	88%	91%	92%	79%	91%	64%	79%	62%	47%	58%	39%	24%	40%	16%	33%
5th Science	P		93%	87%	95%			78%	53%	68%			58%	25%	25%	
	S	71%	92%	95%	84%	76%	29%	85%	81%	51%	38%	10%	62%	53%	15%	7%
6th Rdg		72%	78%	82%	80%	69%	31%	31%	43%	37%	22%	12%	9%	20%	23%	5%
6th Math		93.00%	82.00%	86%	85%	96%	61.00%	83.00%	53%	60%	66%	24.00%	6.00%	33%	32%	27%
7th Rdg		83%	74%	68%	78%	84%	69%	30%	37%	44%	37%	48%	7%	17%	22%	23%
7th Math		88%	88%	79%	76%	89%	60%	48%	49%	47%	62%	27%	17%	21%	20%	31%
7th Writing		80%	70%	77%	NA		59%	30%	53%	NA		31%	8%	24%	NA	
8th Rdg		81%	62%	84%	79%	77%	43%	28%	52%	40%	34%	26%	0%	26%	19%	8%
8th Math		94%	80%	91%	89%	88%	74%	63%	66%	72%	63%	18%	17%	26%	33%	24%
8th Science		93%	82%	91%	81%	75%	86%	83%	67%	63%	56%	69%	71%	52%	45%	33%
8th SS		86%	87%	85%	82%	86%	62%	64%	61%	45%	59%	36%	66%	46%	31%	28%
Eng I		90%	95%	89%	82%		74%	89%	81%	72%		26%	44%	29%	15%	
Eng II		85%	92%	89%	88%		65%	79%	80%	73%		25%	24%	25%	14%	
Alg I																
HS		72%	87%	95%	76%		30%	34%	56%	38%		5%	14%	17%	10%	
Biology		98%	97%	96%	97%	93%	84%	83%	86%	89%	76%	53%	29%	44%	58%	32%
US History		97%	94%	90%	83%	82%	75%	76%	77%	55%	36%	43%	46%	52%	23%	7%

For 20-21, elem rdg was compared to the 18-19 school year

Lower by more than 10% points than previous year

Lower within 10% points than previous year

Higher than previous year

Same chart covers cohort and programs!

	22-23 3rd RLA Q1					22-23 4th RLA Q1					22-23 5th RLA Q1				
	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters	Total Students	Percent Score	Approaches	Meets	Masters
All Students	175	61.29%	74.29%	28%	11.43%	173	73.79%	86.71%	52.60%	27.17%	164	72.16%	84.15%	50.61%	18.29%
Economic Disadvantage	33	49.24%	51.52%	6.06%	0%	38	73.08%	84.21%	50%	23.68%	36	63.28%	63.89%	33.33%	11.11%
American Indian/Alaskan Native	1	77%	100%	100%	0%	2	89.50%	100%	100%	50%	1	79%	100%	100%	0%
Asian	4	67%	75%	50%	25%	3	67%	100%	0%	0%	2	67.50%	100%	50%	0%
Black/African American	7	46.71%	42.86%	14.29%	14.29%	2	70%	100%	50%	0%	3	62.33%	66.67%	66.67%	0%
Hispanic	45	58.89%	71.11%	28.89%	6.67%	31	73.32%	80.65%	58.06%	32.26%	34	67.06%	73.53%	41.18%	11.76%
Two or More Races	10	63.60%	90%	20%	0%	4	80.50%	100%	50%	25%	7	64.14%	85.71%	28.57%	0%
White	108	62.66%	75.93%	27.78%	13.89%	131	73.66%	87.02%	51.91%	26.72%	117	74.40%	87.18%	53.85%	22.22%
Currently Emergent Bilingual	11	46.73%	45.45%	0%	0%	11	66.27%	81.82%	27.27%	18.18%	10	55.90%	60%	10%	10%
First Year of Monitoring	-	-	-	-	-	1	100%	100%	100%	100%	1	93%	100%	100%	100%
Special Ed Indicator	37	46.05%	43.24%	5.41%	5.41%	27	64.56%	70.37%	22.22%	18.52%	21	51.76%	33.33%	14.29%	4.76%

District wide goal is for all subpops to be within 5% points of the “all students” group

# How do I know which tool is appropriate?

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Use data as a flashlight 98% of the time.

- ★ Data meetings.
  - See data worksheet
- ★ PLC's
- ★ Curriculum Adoption/revamp
- ★ Campus focus/goals

Hammers are only to be used when you are working at "growing out" a teacher.

*Bottom line? Data tells a story. What do you want to say?*

DP	SLG	OD
6	0.658	0.3
3	0.457	0.4
0	0.375	0.4

Can data in schools protect those who are overlooked? How?

Name: \_\_\_\_\_ Grade Level/Subject Area: \_\_\_\_\_ Assessment discussed: \_\_\_\_\_

*Items to bring to the meeting: Copy of your benchmark or quarterly assessment  
Quintile Report  
Data with passing percentage of each learning standard*

**Part A, Complete BEFORE you meet with your principal**

1. Which readiness TEKS were not mastered by at least 70% of your students? Be ready to discuss your strategies for teaching these readiness TEKS at the data meeting.

2. Are your Economically Disadvantaged, ESL, and SpEd sub-pops within 5 percentage points of total students? Which readiness TEKS were not mastered by at least 70% of these students?

**Part B, Complete WITH your principal during your data meeting**

1. What did you notice about your data that was positive? What are your kids doing well? What made you happy this quarter in regards to instruction? Do you have a lesson that went particularly well? Would you like to share it with colleagues?

2. How can we extend or enrich the learning for students who have demonstrated proficiency? What's the plan for increasing your Master's Level kids?

3. The readiness TEKS in question 1, part A will be required TEKS checks this quarter (if you are a STAAR tested teacher). What's your plan for spiraling those TEKS and how can we help support you?

4. What verbs are present in the TEKS listed in question 1; does your whole group lesson match the rigor dictated by that verb?

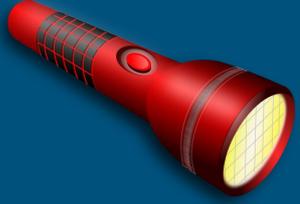
5. What instructional support can we provide this quarter?

All Students	Approaches Percentile	Meets Percentile	Masters Percentile
Q1			
Q2 or Benchmark			
Q3 or Benchmark			

SpEd Students	Approaches Percentile	Meets Percentile	Masters Percentile
Q1			
Q2 or Benchmark			
Q3 or Benchmark			

EB Students	Approaches Percentile	Meets Percentile	Masters Percentile
Q1			
Q2 or Benchmark			
Q3 or Benchmark			

EcoDis Students	Approaches Percentile	Meets Percentile	Masters Percentile
Q1			
Q2 or Benchmark			
Q3 or Benchmark			



What if teachers think data is a hammer when you sincerely mean it to be a flashlight???

How do you create the right culture?



- I think administrators feel the pressure about data like teachers do. It takes a skillful administrator (with a heart for children) to discuss data with a teacher so the teacher doesn't pass along the pressure to children. Helping teachers identify one or two goals from the data is the flashlight. Unloading on a teacher whose data indicates several goal areas is the hammer.
- I think it's all about attitude and presentation. You can tell right away if it's a "gotcha" or not based on the conversations and stress level of your admin. Data will always make people "nervous" because you feel like it shows everything you're doing wrong, but if admin doesn't have that attitude, it changes how you feel about it.
- Good teachers will always look for ways to improve their teaching and craft. Honoring this fact as part of the culture of the campus and district would be beneficial. Administration should show understanding and support when data is unfavorable. Their attitude and approach sets the tone for the teachers.

# Q&A

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Exit Ticket

