DOINGWHATWORKS

USING STUDENT ACHIEVEMENT DATA TO SUPPORT INSTRUCTIONAL DECISION MAKING:
COMPREHENSIVE PLANNING TEMPLATE FOR SCHOOLS

Planning templates are designed to help school leaders review the status of each area of responsibility and determine next steps. The template can help school personnel translate the recommendations of IES Practice Guide *Using Student Achievement Data to Support Instructional Decision Making* into actionable strategies within the school, encourage systematic identification of existing strategies, and establish a coordinated and coherent plan that addresses the needs of all students. Technical assistance providers can be helpful in supporting this review. As school leadership uses this template to assess school progress, a more complete description of its progress can be ascertained if principals design a collaborative approach including lead teachers, department chairs, and other key individuals in the school. A technical assistance provider can encourage a collaborative planning approach. This template provides guidelines that users might want to adapt for their particular context.

AREA OF SCHOOL RESPONSIBILITY	CURRENT STATUS			NEXT STEPS/COMMENTS
	Already in Place	Not Feasible/ Inappropriate	Progress to Date	
A. Setting Standards and Expectations				
1. School leadership consistently demonstrates a commitment to data-driven instructional decision making.				
2. School leadership communicates policies and standards regarding effective data use in monitoring student progress and making instructional decisions.				
3. School leadership and staff set high academic achievement expectations for *all* students.				
4. School leadership encourages and supports staff implementation of research-based data-use practices (e.g., establishing a data team, designating a school-based data facilitator).				

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5. School leadership and teachers create a classroom and school climate of high expectations for student achievement.				
6. School leadership communicates student evaluation standards and benchmarks to staff.				
7. School leadership monitors and conveys progress towards standards and benchmarks to staff and provides clear direction and strong leadership.				
B. Supporting Instruction in the Classroom				
1. School leadership communicates the importance of systematic, consistent use of multiple data sources to inform instruction and improve student learning.				
2. School leadership ensures teachers have access to student achievement and other relevant data to inform their instruction.				
3. School leadership provides dedicated time for teacher collaboration in evaluating student progress and developing strategies to improve teaching and learning.				
4. School leadership examines school- and class-level student achievement data to identify gaps in student learning and works with teachers to implement strategies to address student needs.				
5. School leadership provides teachers with feedback regarding their use of data to make instructional changes.				
6. School leadership ensures that teachers receive adequate, ongoing, and sustained professional development on how to use data effectively to make instructional decisions.				

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7. School leadership ensures that teachers receive adequate professional development to modify instructional practices based on areas of need identified through data analysis.				
8. School leadership ensures that teachers have resources and technology tools to support their using data to make instructional decisions.				
9. School leadership collaborates with teachers to ensure the implemented curriculum meets the needs of *all* students.				
10. School leadership seeks adequate staffing support (e.g., teaching assistants, speech-language therapists), especially for teachers of struggling students and students with disabilities.				
11. School leadership provides teachers with supports (e.g., school-based data facilitator) for systematically, consistently collecting and analyzing data to improve instruction and student learning.				
12. Teachers adjust instruction to address gaps in class and individual student learning.				
13. Teachers instruct students in using data to develop learning goals and monitor their own learning.				
14. The physical environment of the school and classroom reflects the focus on student learning and data use. For example, standards, goals, and student work are visible in the halls and in classrooms.				

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C. Recruiting, Retaining, and Supporting High-Quality of Staff				
1. School leadership seeks teacher candidates with prior training in using data to make instructional decisions.				
2. School leadership ensures teachers receive professional development and technical assistance on managing and accessing data and using data to make instructional decisions.				
3. School leadership collaborates with staff to support a schoolwide culture of data use (e.g., establish a data team).				
D. Supervising and Monitoring Instruction				
1. School leadership visits teachers' classrooms regularly (e.g., daily or weekly) to monitor instruction and provide feedback (e.g., daily or weekly).				
2. School leadership discusses class and student achievement data with individual teachers or teacher teams on a regular basis (e.g., weekly or monthly).				
3. School leadership encourages and supports teachers to observe one another for learning and informal peer coaching on data use.				

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E. Using Data for Planning and Accountability				
1. School leadership and staff collaborate on using school-level achievement data to prioritize goals and develop school improvement plans.				
2. School leadership collects and analyzes school-level achievement data to track progress towards school goals regularly (e.g., weekly).				
3. School leadership plans and facilitates professional development for individual teachers and the staff overall to address gaps identified in the data.				
4. School leadership, in conjunction with district leadership, establishes a student-level data monitoring system.				
5. School leadership uses data to evaluate the effects of curriculum and instructional practices and make decisions about future strategies.				
6. School leadership integrates data use into school improvement plans.				
F. Engaging Families and Community				
1. School leadership communicates the AYP status of the school and progress of student achievement to parents and community members.				
2. School leadership and staff provide parent workshops on the importance of teacher and student use of data to make instructional decisions and help parents become involved in their children's learning.				

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3. School leadership and staff communicate with families regularly about their children's academic needs and progress.				
4. School leadership partners with community agencies, businesses, and/or postsecondary institutions to obtain data-use resources for school staff to effectively monitor student progress and to make instructional decisions.				
5. School leadership and staff collaborate to identify potential funding sources (e.g., grants) to support data-driven instructional decision making.				