

Results

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Aileen Finnegan, Principal

WHAT WE'VE DONE IN SCHOOLS

The Using Data culture leads to improved student performance in a relatively short time. Many districts have seen measurable gains in reading/English/language arts, math, and science, as well as reduced achievement gaps between economic, racial, and special needs groups.

Rowland Unified School District (RUSD), Rowland, CA

"Leader Support for Using Data Results in Measureable Gains"

—Headline about the data literacy efforts at Rowland Unified School District suggested by the district's Learning Director for Curriculum, Staff Development, and Student Assessment.

Over a three-year period Adequate Yearly Progress (AYP) growth steadily increased, with only 53% of the district's schools meeting AYP the first year, compared with 84% by the third year. AYP growth was also seen in disaggregated school data for student subgroups. Overall, the district met AYP targets for every student subgroup except students with disabilities, and that still represented a 29-point average jump from their 2009 AYP base. [More >>](#)



Clarke County, Las Vegas, Nevada

"The staff at Wendell Williams phoned yesterday screaming. They received their CRT results ... all scores, all grade levels, and all subjects went UP!"

—Florence Barker, Principal and Data Coach, Cartwright Elementary School, Clark County School District, Nevada

In one year, math problem-solving scores at Katz Elementary improved from 59.9% to 67.5%, reading and math scores at Wendell Williams Elementary improved from 18% to 42%, and the percentage of students at Cartwright Elementary scoring proficient or advanced on the Nevada CRTs improved 16% in third grade and 11% in fifth grade.

Johnson County, Tennessee

"Data used to be a secret. Now everyone uses data."

—Teresa Cunningham, Principal, Laurel Elementary School, Johnson County, Tennessee

Math and reading scores improved in grades 3, 5, and 8, nearly eliminating the gap between regular education and special education students.

Canton City, Ohio

"When our middle school mathematics data team received their most recent state achievement test results, they broke into cheers and tears. That's ownership!"

—Pam Bernabei-Rorrer, Mathematics and Data Coach, Canton City, Ohio

Math scores improved over three years, allowing high schools to meet AYP in math for the first time and doubling proficiency levels in the middle school.

Colorado Springs, Colorado

"The biggest change is that our school went from a group of individual teachers to a community."

—Aileen Dickey, Principal and Data Coach, Wildflower Elementary School, Colorado Springs, Colorado

Math scores improved from 29% to 61% proficiency at Pikes Peak Elementary.

Arizona Rural Systemic Initiative, Mesa, Arizona

"I don't think we can ever go back. Using Data has become a part of our culture."

—Mary Ann Wood, Data Coach, Salt River Elementary School, Mesa, Arizona

Reading scores showed gains of 37%-62% at Salt River Elementary, and the percentage of students in the "falls far below" category dropped from 95% in 2001 to 45% in 2005 in eighth-grade math at San Carlos Junior High School.

WHAT EDUCATORS ARE SAYING:

"The Using Data Process has been key in helping us decide how to spend our resources, and we're seeing phenomenal results."

- David Timbs, ED.D., Supervisor of Accountability and Testing

"It's not magic, and it's not chance, and it's not the students you inherited. With Using Data, you can make a plan and see something different happen."

- Aileen Finnegan, Principal

"Using Data is providing us with longer-term solutions based on research. There is no short-term fix to make up for the inequities and to transform learning. When the process is right, the payoff will come."

- Mary Wermers, Curriculum Director