

EDMONTON PUBLIC SCHOOLS

January 25, 2005

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Analyzing Data to Increase Student Achievement

ORIGINATOR: C. Ziegler, Director, Student Achievement Services

RESOURCE
STAFF: Robert Gardner

INFORMATION

As part of the Supporting Teaching and Learning initiative, principals and lead teachers attend monthly professional development sessions. At the October session, high school principals, assistant principals and department heads reviewed 2002-03 and 2003-04 course completion results for grade 10, 11 and 12 core subjects. Participants had the opportunity to analyze their school data and share successful teaching practices with other departments within their school, as well as from other schools.

Reviewing achievement data is crucial to the process of improving results. Achievement data that is gathered and analyzed by a team or faculty reveals the impact teachers are having on student learning and promotes meaningful sharing of effective teaching practices. District results indicate that the work high schools have been undertaking to review data and take action is having a positive impact on course completion rates.

Bob Gardner, Social Studies department head at Harry Ainlay School, presented a “school story” to his colleagues at the October Data Day professional development sessions. He shared how analysis of school data provided the catalyst for change in instructional practices within their department. By providing the opportunity to share and discuss what was tried, school leaders gained a deeper understanding of teacher skills and abilities, as well as successful initiatives.

At tonight’s presentation, Bob Gardner will share his experience, which will include data on improvement in completion rates, descriptions of observable differences in student learning and the research base that supported the strategies used in his school.

RG:gj