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# Accelerated Learning

# Accelerated Learning Icon Set



**Worth it -**  
statements of value, purpose,  
advantage or impact



**Tools -**  
resources, links, handbooks or  
guides



**Key Actions -**  
"to do", actionable items



**Professional Learning  
Modules –**  
other training opportunities



# Accelerated Learning System

A component of the Roadmap for Equitable School Systems



# Systems for Accelerated Learning

- Focus on High Quality Academics
- Foster Supportive Learning Environments
- Establish Healthy System Conditions
- Design a System of Scaffolded Supports



# Focus on **High-Quality Academics**

*Define the instructional changes needed for the new school year and cultivate a thriving data culture to ensure every student has access to the instructional strategies, resources and supports necessary to successfully engage with and master grade-level content.*

# High Quality Academics



- **Assess:** How will we develop a balanced approach to using formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work?
- **Analyze & Interpret:** How is the analysis and interpretation of data being used to accelerate student learning?
- **Instruction:** what instruction changes need to occur for the 2021-22 school year and beyond?
- **Reflect/Monitor/Share:** How do we create a data culture that focuses on effective use of data to inform instruction, support teacher collaboration, and engage parents and caregivers in their students' academic growth?

# Assess



- A highly developed assessment system includes a balanced approach to using formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work. **The adoption of a systemic approach enhances the use of assessment data to inform teaching and learning practices.** This system should include assessment tools that are congruent with the district's values, goals, curriculum, teaching, and learning.



# Local Assessments



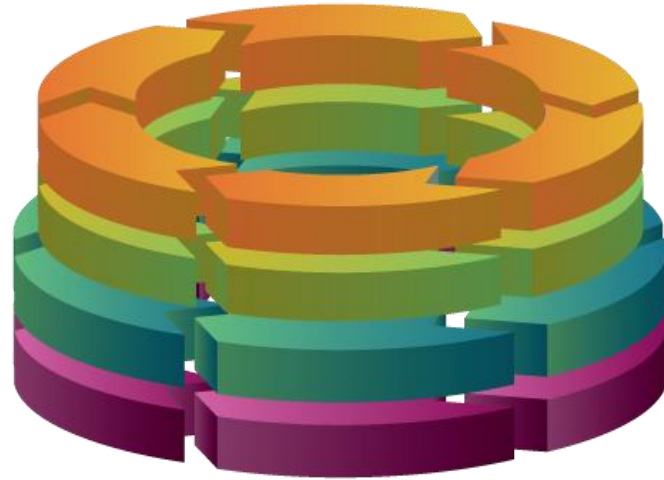
- Assessment Literacy & Designing Local Assessments
- Creating a Local Assessment Plan
- **Data Analysis & Communicating Student Progress**







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# Data Analysis and Communicating Student Progress

# Learning Targets

Participants will be able to:

- describe **what** data protocols are.
- explain **why** the use of data protocols are part of a highly developed assessment system.
- explain **how** data protocols can be used



# What are Data Protocols?

## How do we look at data?

- Data are everywhere and to make the best use of these data schools and teachers need to decide what data to look at. They also need to adopt agreed upon systems of how to look at these data.

One practice is to develop systems to use specific data protocols.

- Data protocols are a system-based approach to studying data.



# Why use Data Protocols?



## Protocols

- Data protocols provide systematic approaches that schools can follow to explore data in a consistent and deliberate manner.
- Data protocols offer structure to data conversations, provide for an efficient use of time, and ensure that all voices are heard.

# Data Protocols Considerations



When choosing a protocol consider the following questions:

- What data are you looking at?
- Is there something specific you are looking for?
- Who will be looking at the data?
- How much time is available?

Depending on the protocol there will be additional considerations

- Who will take on what roles in the conversation?
- What norms, both general and specific to the protocol, need be established?



# How Data Protocols Can Be Used



- Data protocols can be used:
  - As a guide for individual teachers to look at their data.
  - As a focal point for department/grade level meetings.
  - As a part of a needs assessment to determine strengths and challenges.
  - Etc...
- Data protocols can be used to interpret:
  - Assessment data
  - Growth data
  - Survey data
  - Etc...

# Example Protocol



## Example Protocol: Atlas – Looking At Data

- Norms
  - Each person has a voice, and each voice needs to be heard.
  - Statements and discussion are only about the data presented.
- Role:
  - Facilitator explains the chosen data set and then keeps the discussion on topic with specific prompts.

# Data Protocol Example



## Protocol: Atlas – Looking At Data

- Getting started
  - Facilitator reviews norms, roles, and explains the specific data set.
- Describing
  - Facilitator asks, “What do you see?” and monitors conversation to maintain focus on facts of what is in the data without interpretations or judgements.
  - Facilitator or member of the team records observations.



# Data Protocol Example



## Protocol: Atlas – Looking At Data

- Interpreting
  - Facilitator asks, “What do the data suggest?” and “What are the assumptions we can make about students and their learning?”
  - Facilitator guides the discussion through these two themes, encouraging different ideas and open minds while recording interpretations.
- Implications
  - Facilitator asks, “What are the implications of this work for teaching and learning?”

# Data Protocol Example



Protocol: [Atlas-Looking At Data](#)

Data Set:

Pennsylvania's Math PSSA results by reporting categories and anchors for 2016-2019

The data show by grade level the weight of each anchor on a specific year's PSSA and the percentage of points available that were earned by students in Pennsylvania.

1. Open the [Math PSSA Data](#)
2. Go to the 7th Grade Tab
3. Use Atlas-Looking At Data protocol (5 min describing, 5 min interpreting)

# Data Protocols - How to Choose



## Questions to Ask

- What data will be studied?
- What questions need to be answered?
- Who will be looking at the data?
- How will the data and analysis be used?
- What protocols make the most sense?

# Data Protocols - Options



- **Different Types of Data Protocols**

- [School Reform Initiative](#) has a large curated list of protocols
  - Choose a few different types of protocols that meet your needs, make them a part of your data culture
- Three Examples
  - [Atlas: Looking At Data](#) – facilitator shares one data set with a team
  - [Data Mining](#) – facilitator presents two data sets to a team
  - [Looking At Data Sets](#) – presenter shares data and their analysis to a team, facilitator manages discussion, team questions presenter

