Data Walls

“Moving On Up: Focusing on our Goals, Making Progress Visible”

“No Child Left Behind... For Real This Time: OUSD Schools Track Progress of Every Student”

“Accelerated Individualized Student Growth”

Dear Site Leaders,

We are kicking-off a system-wide approach to Data Walls.

The Goal: to provide a visual representation of student progress; ensure every child’s represented data has a face; provide an interactive display of data; demonstrate change over time; and introduce a non-threatening method of accountability – as defined by building capacity and accounting for the results of our work.

“Data can be a road map of where we are, where we need to go.” - Arne Duncan

Data Walls in Oakland will serve as an important part of the continuous improvement process. They will provide school staff with a clear visual representation of student progress based on key indicators, such as reading, attendance, and discipline. By regularly engaging staff in activities that look at student progress and physically move students within a particular performance band on the Data Wall, schools can collaborate on strategies that are getting measurable results and those that may not be showing adequate impact.

Cut-points in the data are an important part of Data Walls because they start to show staff more visibly, which students are on-track, excelling, or falling behind. Roll out of the use of Data Walls may begin with an exercise in having teachers discuss student progress based on the indicators and cut-points. Once staff have identified which students, based on these cut-points, warrant more attention and write plans for supporting those students’ improvement, Data Walls can be introduced as a method for helping everyone track, monitor and celebrate their progress over time.

Oakland’s approach to Data Walls will be to monitor individual students over time, however, some data wall layouts include grade level or departmental targets for improvement. Data Walls require a private and secure location to ensure confidentiality and privacy. In some cases Data Walls will be able to be put-away or rolled away, if space is limited, and in other cases, a Data Wall using magnetic student markers may be installed more permanently. Guidelines and assistance in designing Data Walls will be provided.

We look forward, with your feedback, to ongoing development of these tools for continuous improvement.

Respectfully,

David Montes de Oca,  
Deputy Chief, Continuous School Improvement

Network Superintendents  
Deputy Network Superintendents

www.qualitycommunityschools.weebly.com
## DATA WALLS QUICK-FACTS:

<table>
<thead>
<tr>
<th>By When?</th>
<th>Which Students?</th>
<th>Who’s Involved?</th>
<th>How Often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I: Communication</td>
<td>All Students</td>
<td>Tight</td>
<td>Tight</td>
</tr>
<tr>
<td>Begin socializing idea with staff, discuss settings, set-up &amp; maintenance</td>
<td>May be by department, class, or grade level</td>
<td>Admin Team</td>
<td>At least every 6 weeks</td>
</tr>
<tr>
<td>- By 11/21/14</td>
<td>Demographics required: Subgroups attached (ethnicity, gender, SpEd, EL)</td>
<td>Departments</td>
<td>PLC Mtgs</td>
</tr>
<tr>
<td>Phase II: Set-Up</td>
<td></td>
<td>Grade Level</td>
<td>ILT Mtgs</td>
</tr>
<tr>
<td>Begin gathering data, assign set-up responsibilities, begin building</td>
<td></td>
<td>Network / Deputy Supts</td>
<td>Admin Mtgs</td>
</tr>
<tr>
<td>- By 12/19/14</td>
<td></td>
<td>After School Staff</td>
<td>Department Mtgs</td>
</tr>
<tr>
<td>Phase III: Implementation &amp; Reflection</td>
<td></td>
<td>Pathway Specialists</td>
<td>Extended Site Visits</td>
</tr>
<tr>
<td>Initiate first round use, inform classroom as well as school-wide practice, pause and reflect on process to date</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- By 1/23/15</td>
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</tr>
</tbody>
</table>

### IMPORTANT!

FERPA Rules MUST be followed to protect students privacy. [See here](#)

**LOCATION:**
Data Wall must be maintained in secured space w/o access by students or public.

### What Data Is Required (“Tight”)

- Dibels / IDEL (ES only)
- Fountas & Pinnel (ES only)
- DRA / EDEL (ES only)
- SRI
- CELDT
- Chronic Absence
- Suspension
- Benchmark Assessments (Inc. EOY)

### What Data Is Optional (“Loose”)

- GPA (MS/HS only)
- On Track to Promotion with Credits & GPA (MS/HS only)
- Course Completion (MS/HS only)
- CAHSEE (HS only)
- A-G Completion (HS only)
- Pathway (HS only)
- RSP / SDC

### Other Data Tools May Require Data Listed Below

- Attendance
- End of Unit Assessments
- Expulsion
- Universal Referral Form

### What if I think I have a Data Wall? (Then ask yourself these questions…)

1. **Is it student specific?**
2. **Does it have the ability to move students as their performance changes?**
3. **Is it visible to the staff that will engage with it?**
4. **Does it include all or most of the required data?**

IF YOU SAID “YES” TO ALL, THEN PLEASE CONTACT SUPERVISOR TO AFFIRM
DATA WALLS OPPORTUNITIES

Key Questions:

- Why did we get those results? …and what will we do about it?
- What are the strengths, challenges and implications for our teaching?
- What patterns are evident and what actions should be taken?
- What are you doing at your school that makes a difference in achievement for all students?
- What does the data tell us?
- Which students need the most support?
- What accelerations could support this student?

Key Actions & Activities:

- Hold a meeting to analyze “root causes” and plan instruction.
- Common planning time based on Data Wall info.
- Teachers calibrate assessments and score together.
- Case Management approach – COST or similar team meeting to develop individual student plans.
- Department, grade level, or ILT conduct data dive after each assessment (or data input.)
- Data meeting that focuses on the wall and the faces on the wall.

Key Products & Deliverables:

- Instructional Support Plan
- Class Profile Sheet
- Focus Area for Instruction (the need and the strategy)
- Data synthesis that leads to a teacher “planner” with strategic next steps
- Structure to view and access data on individual students
- Use of common data analysis tools
- Case management meeting
- Group academic conference
- Teacher support meeting
- Student groupings and differentiated lessons
- Specific students targeted in lesson plans