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school culture, and improve student learning.

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~~Data Wise : Kathryn Parker Boudett :
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City, and Richard J. Murnane, 2013,
Cambridge, MA: Harvard Education
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"Data Wise" is a proven process for collecting and using big data in schools. This book provides a blueprint schools can use to initiate school-wide conversations about these data and make better decisions to enhance school culture and climate.

Data Wise: A Step-by-Step Guide to

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Using Assessment Results to Improve Teaching and Learning presents a clear and carefully tested blueprint for school leaders. It shows how examining test scores and other classroom data can become a catalyst for important schoolwide conversations that will enhance schools' abilities to capture

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teachers' knowledge, foster collaboration, identify obstacles to change, and enhance school culture and climate. This revised and expanded edition captures the learning that has emerged in integrating the Data Wise process into school practice and brings the book up-to-date with recent developments in education and technology

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Edition A including: The shift to the Common Core State Standards. New material on the “ACE Habits of Mind”: practices that prioritize Action, Collaboration, and Evidence as part of transforming school culture. A new chapter on “How We Improve,” based on experiences implementing Data Wise and to address

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two common questions: “Where do I start?” and “How long will it take?” Other revisions take into account changes in the roles of school data teams and instructional leadership teams in guiding the inquiry process. The authors have also updated exhibits, examples, and terminology throughout and have added

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new protocols and resources.

Data Wise in Action shares practical advice school leaders can use to improve teaching and learning objectives through data. This book strives to prove that the Data Wise system is effectual in diverse school settings and useful for any

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This book, by two editors of *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*, attempts to bring about a fundamental shift in how educators think about the meetings we attend. They make

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the case that these gatherings are potentially the most important venue where adult and organizational learning can take place in schools, and that making more effective use of this time is the key to increasing student achievement. In *Meeting Wise*, the authors show why meeting planning is a high-leverage

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strategy for changing how people work together in the service of school improvement. To this end, they have created a meeting-planning “checklist” to develop a common language for discussing and improving the quality of meetings. In addition, they provide guidelines for readers on “wise

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facilitating” and “wise participating,” and also include “top tips” and common dilemmas. Simple, succinct, and practical, Meeting Wise is designed to be read and applied at every level of the educational enterprise: district leadership meetings with central office staff, charter-school management summits, principals’

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meetings with teachers, professional development sessions, teacher-team meetings, and even teachers' meetings with parents and students.

The chief executive officer of a corporation is not much different from a public school administrator. While CEOs

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base many of their decisions on data, for school administrators, this type of research may conjure up miserable memories of searching for information to meet a graduate school requirement. However, the value of data-based decision making will continue to escalate and the school community—students, teachers, parents and

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the general public—expect this information to come from their administrators.

Administrators are called on to be accountable, but few are capable of presenting the mountain of data that they collect in a cohesive and strategic manner.

Most statistical books are focused on statistical theory versus application, but

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Statistics Made Simple for School Leaders presents statistics in a simple, practical, conceptual, and immediately applicable manner. It enables administrators to take their data and manage it into strategic information so the results can be used for action plans that benefit the school system. The approach is 'user friendly' and leaves

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the reader with a confident can-do attitude to communicate results and plans to staff and the community.

Don't jump from problem to solution without first investigating root causes. This book helps you more accurately focus on school improvement issues, so you can

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avoid wasting precious time and resources. It is clearly written, contains lots of real examples, and is presented in a style and format designed for the non-expert. It will help you make decisions which will improve learning for all students.

"Ruth Johnson and Robin Avelar La Salle

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provide a comprehensive overview of how to use data to provoke questions that lead to the kind of quality education that all students deserve. This book should be required reading in every school district."

—Gary Anderson, Professor New York University, NY "Equity warriors everywhere will find this useful resource

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packed with effective strategies, user-friendly processes, and helpful tools."

—Jennifer Frentress, Director of Teaching and Learning Forest Grove School

District, OR Uncover buried data to close the achievement gap! Standardized test scores and other outcome-based data are useful tools, but they also paint an

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incomplete picture that papers over the cracks in our education system. Peel away the layers, however, and you discover hidden factors that contribute to the achievement gap and chronic low school performance. Ruth S. Johnson and Robin Avelar La Salle dramatically illustrate how data from nontraditional

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sources—disciplinary policies, teacher attendance, special education referrals, and more—can be used to uncover and eliminate systemic inequities. This solution-focused guide: Helps you identify sources of data and questions to ask Examines disparities in graduation rates, special education placement, and the

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achievement of English learners Includes
data exercises to help you analyze your
school or district as you read Data
Strategies to Uncover and Eliminate
Hidden Inequities arms you with the
tactics you need to challenge the status
quo and take decisive action.

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With plain language and practical examples, Popham covers key understandings for school leaders, including validity, formative assessment, interpreting test results, instructional sensitivity, and more.

This book is an easy-to-read primer that

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Edition A describes what it takes to increase student achievement at every grade level, subject area, and student group. Readers will learn how to use data to drive their continuous improvement process as they develop an appreciation of the various types of data, uses for data, and how data are involved with the school improvement process.

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Drowning in Data? outlines best practices for ongoing assessment that help you both plan instruction for your students and determine how much and how well they are learning.

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