Data at Harvest Collegiate

- "We are what we measure"

- Teachers control the process

- Data is the start of a conversation focused on identification of strengths and next steps

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"We are what we measure"

- **City measures:**

  - **Credit Accumulation**

  - **State Regents Exam Scores**

  - **Graduation Rate**

  - **Survey Results**

"We are what we measure"

- City measures:

  - Credit Accumulation

  - State Regents Exam Scores

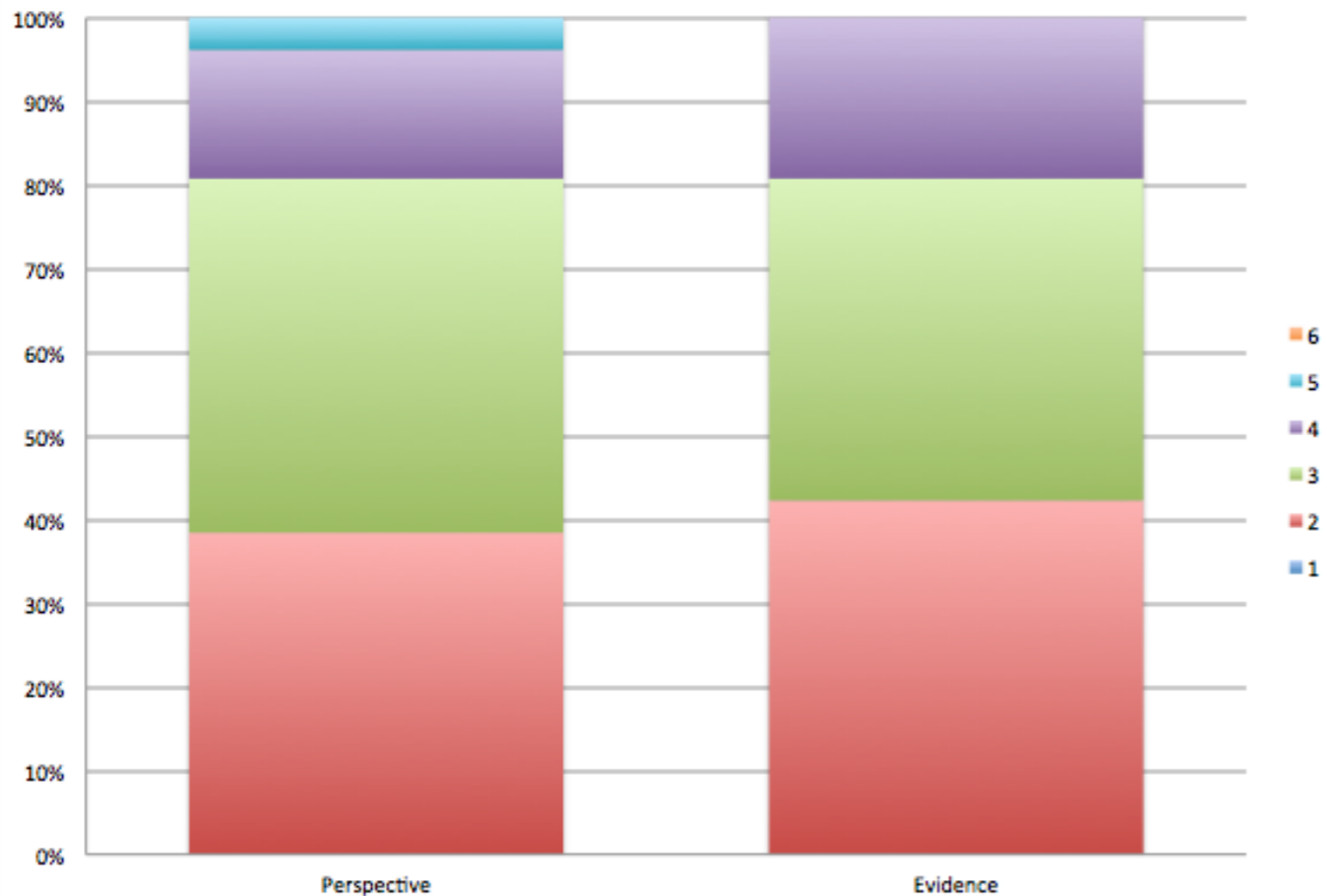 - Graduation Rate

  - Survey Results

  - **Harvest measures:**

    - **Growth**
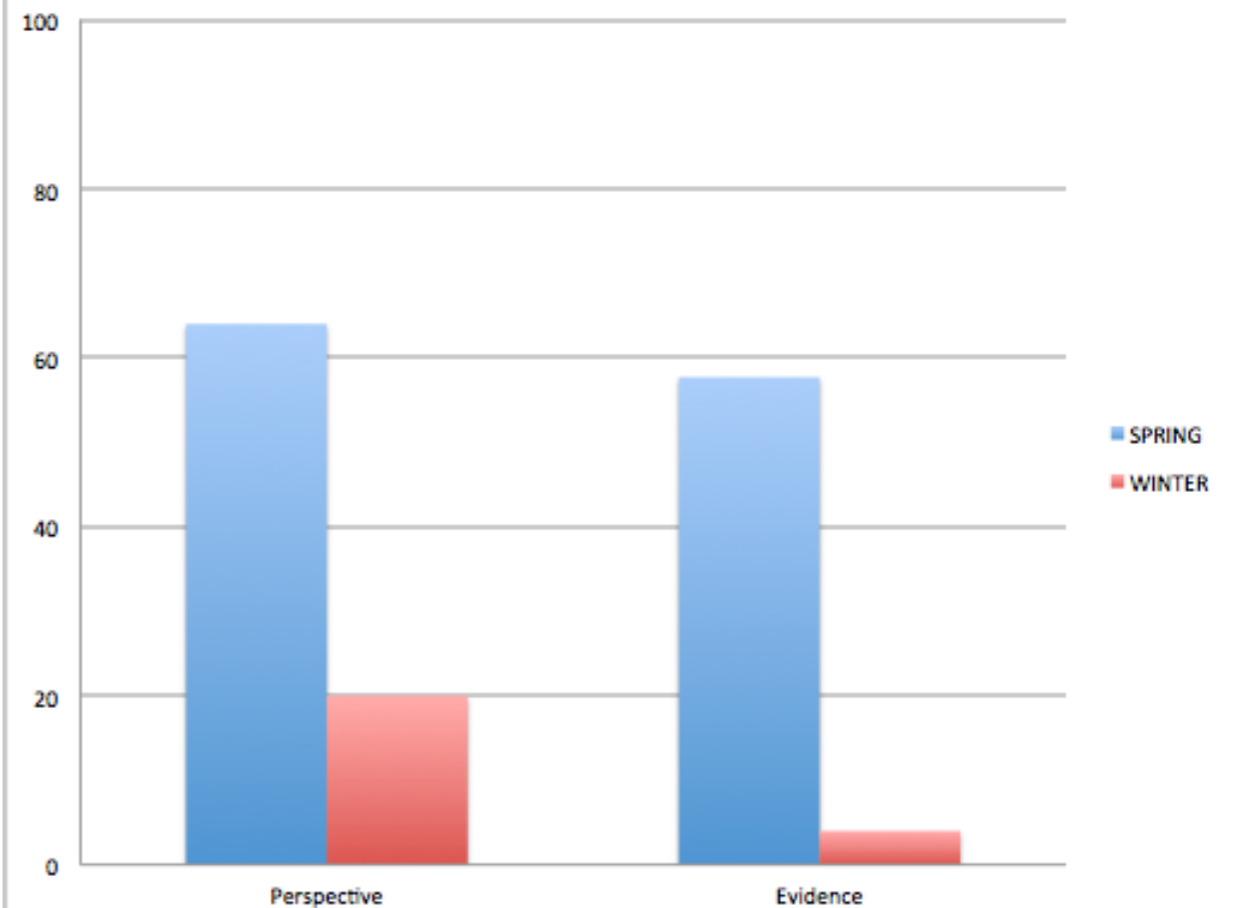
Teachers own the process

1) Department teams decide what Habits to focus on

2) Department teams design "task shells" and rubrics

3) Teachers design curriculum-embedded performance tasks

4) Department teams review tasks and norm grading

5) Teachers grade and collect data

6) Teachers generate report

7) Teachers write explanations, reflections, and plans

BM3 Perspective	BM3 Evidence	BM2 Perspective	BM2 Evidence	ΔPerspective	ΔEvidence
4	3.5	3	1.5	1	2
2.5	2	1	1	1.5	1
1.5	2	1	1	0.5	1
2	2	2	1.5	0	0.5
4	3.5	2	3	2	0.5
2	2	2	1	0	1
4	3.5	2	1	2	2.5
2.5	2.5	1	0	1.5	2.5
2	2	1	1	1	1
4.5	3.5	3	1	1.5	2.5
2	2	1	1	1	1
2.5	2	2	2	0.5	0
3	2.5	2	2	1	0.5
1.5	2	1	0	0.5	2
2.5	2.5	2	1	0.5	1.5
2	2	2	1	0	1
1.5	1.5	1	1	0.5	0.5
1.5	1.5	2	0	-0.5	1.5
3	2.5	3	2	0	0.5
3	2.5	3	1	0	1.5
2	2.5	2	1	0	1.5
3	2.5	1	1	2	1.5
3	2.5	2	2	1	0.5
3	2.5	3	1	0	1.5
4	3.5	2	1	2	2.5
3	2.5	1	2	2	0.5

Score Bands

Perspective | Evidence

Legend: 6, 5, 4, 3, 2, 1

Percentage Meeting Gateway

Perspective | Evidence

Legend: SPRING, WINTER

Growth

Evidence | Perspective

Legend: -2, -1, 0, 1, 2, 3
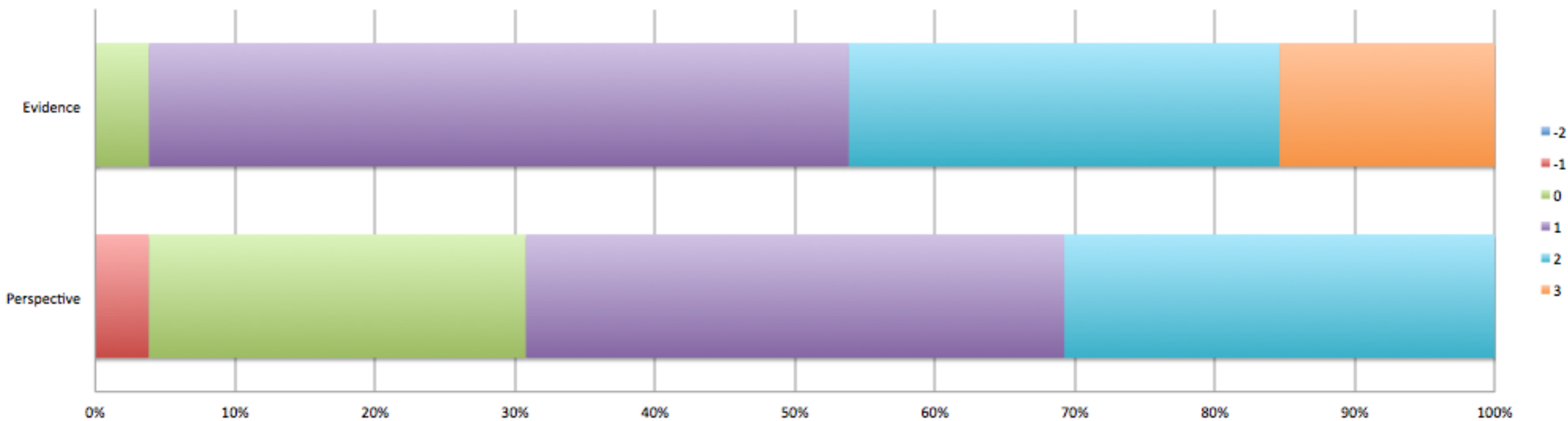
Data is the start of the conversation

- To what extent does this capture how you feel about your class? What does the data not capture?

- Who are the students who made the most growth overall? What did you do for these students to help them do that?

- Who are the students who showed the least growth? Why do you think that is? What are the next steps for these students? What could you do differently in the future to better serve similar students?

- Do the students of any particular group (gender, IEPs, language/ELLs, race, etc.) jump out to you as having done better or worse than other students? Why do you think that is?

- Based on this information, what is it important to keep on doing in your class?

- Based on this information, what is one thing you plan to do with the rest of your class?