Data can drive our instruction or it can drive us crazy. In either case, WE are in the driver’s seat.

**Best Practice Description:**
When collecting DDM results, our main emphasis was placed on student learning outcomes and not on educator ratings. Our goal was to shift away from collecting this data for compliance purposes and, instead, utilize the information to help improve teaching and learning. Establishing a safe culture where DDMs are used as formative feedback will allow educators to have valuable conversations that result in action-oriented goals to improve student growth and achievement.

**Strategies:**
- Utilization of an online tool that compiles the data
- Organization of results to present to teachers
- Educator collaboration occurred inside and outside of data meetings
- Training of key players who can help facilitate the data analysis

**Who is involved?**
- Coaches
- Educators – departments and/or grade-level teachers
- Principals to assist with establishing time for data meetings to occur

**How is the work structured?**
- Pre/Post Assessments were taken online.
- The coach distributed data reports to teachers, comparing their scores with those within their grade-level (without using names of others).
- The team met to discuss the results and analyze the data.
- Action plans were created for the current population of students.

**Next steps?**
- Track the practices that have had a positive or negative impact on student growth and achievement.
- Work collaboratively to build on strengths and improve areas of weakness for future practice.

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Four Key Messages about Student Impact Ratings:
- Use Multiple Measures: DDMs and GOF are part of a comprehensive evaluation system.
- Focus on Students: The focus of measuring student impact is improving student learning.
- Build Capacity: Developing DDMs builds knowledge about assessment and data use.
- Engage Educators: Educators have expertise developing and evaluating assessments.