

SUCCESS SPOTLIGHT

Little Silver Borough Public Schools' Data Committee Focuses on Student Success

Little Silver Borough Public Schools is a top-performing pre-K–8 district located approximately 50 miles from New York City on the New Jersey coast. The students at the district's two schools have consistently had fantastic performances on the annual New Jersey Student Learning Assessments (NJSLA).

In 2019, the state's proficiency rates for English language arts (ELA) and math were 58 percent and 45 percent, respectively. Little Silver's 2019 rates were 90 percent proficient for ELA and 85 percent proficient for math.

How have Little Silver educators and students achieved such strong assessment performances? As Little Silver's Director of Curriculum and Instruction Angie Rosen explained, a big part of their success has to do with how the district's dedicated educators have embraced and used data.

“In education, you can't just talk about numbers. You have to use the data available to form an understanding of why a student is performing at a certain level and then discuss ways to move them forward . . . It's all part of a bigger picture.”

—Angie Rosen, Director of Curriculum and Instruction

Little Silver
Borough Public
Schools



STUDENTS
828

GRADES
Pre-K–8

DATA TEAM
MEMBERS
18

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What They Did

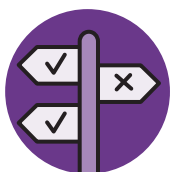
Little Silver's 18-person data committee is at the center of the district's robust data culture. This team of educators—which includes district leaders, one teacher from every grade, and representatives from other areas, such as special education—regularly meets to collate and analyze multiple measures of data from sources, such as the NJSLA and *i-Ready Assessment*, a standards-based program that provides actionable data about students' academic strengths and specific skills.

When the data committee convenes, they discuss the following:



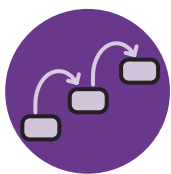
Data Trends

The team goes through reports to check the alignment between the data and students' grades and to see if there are any surprise findings that need to be addressed. "Rather than focusing on school-level trends, we really home in on what is happening across each grade," said Rosen.



What Is and Is Not Working

In addition to identifying and analyzing grade-level trends, the committee members ask one another pointed questions about data and instruction. "It is important to see if the instructional practices we have in place are having a measurable impact," said Rosen.



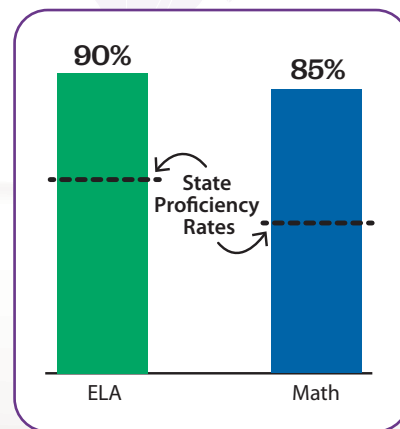
Next Steps

After each meeting, an action plan is created for grade-level representatives to share with their colleagues. These plans include specific, grade-level instructional steps, such as differentiating and grouping students based on their strengths, having conferences with each student after their next Diagnostic, and implementing more small group instruction.

"It's all about creating goals and then working toward them," said Rosen. "We want our committee members to be prepared to talk about the steps taken and the progress made during our next meeting."

What They Accomplished

Little Silver uses data to communicate internally and externally. Before sharing students' *i-Ready* results or reports with families, educators call them to discuss how their students are doing. These conversations give families a chance to ask questions and ensure everyone is on the same page. "From informing instruction to enhancing communication, we are really just trying to use data in every way possible to best support our students," said Rosen.



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