The Learning Analytics Suite

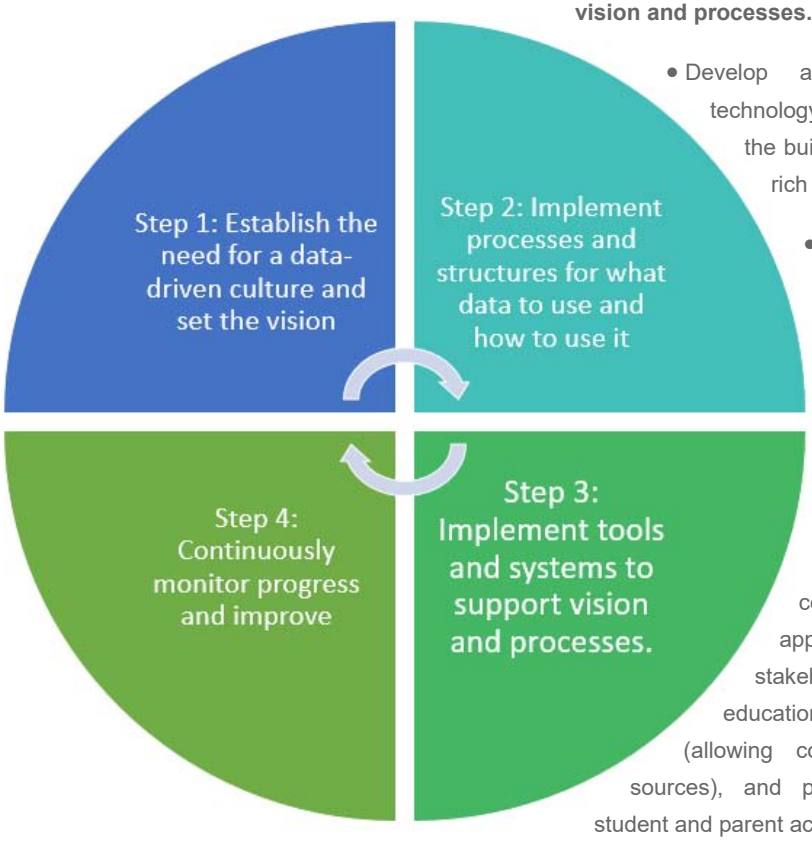
Building a Data Rich Culture

WHAT MAKES A DATA-RICH CULTURE

A data-rich culture is one where educational data is used to support decisions at all levels within the school (Board, School-Leaders, Teachers, Students, and Parents).

Schools which have a data-rich culture exhibit the following characteristics:

- They have an established vision and supporting goals for how data will be used to improve student achievement.
- They have a standard approach and set of resources for collecting, reporting, and analyzing student data.
- They consistently and regularly use student assessment data to inform and improve policies, interventions, and teaching approaches and to improve communication among teachers, students, and parents.
- They have a mechanism in place to continuously monitor and improve the process of collecting and analyzing data in order to enhance teaching methods and interventions.



DEVELOPING A DATA-RICH CULTURE

Step 1: Establish the need for a data-driven culture and set the vision:

- Develop an understanding of the rationale for stakeholder engagement for using educational data at all levels.
- Understand the role of trust in using educational data at all levels.
- Set goals for the use of educational data at all levels.

Step 2: Implement processes and structures for what data to use and how to use it.

- Develop an understanding of how educational data can be used effectively to support feedback between students and teachers.
- Identify and prioritize the questions educational data will answer to inform decision-making at all levels for stakeholder groups (for example, teachers, students, and parents).

Step 3: Implement tools and systems to support vision and processes.

- Develop an understanding of how technology tools and solutions support the building and sustaining of a data-rich culture.
- Develop an understanding of best practices for selecting and implementing technology solutions.
- Identify technology tools and resources that enable the effective use of educational data at all levels, which provide a comprehensive level of analysis appropriate to the needs of all stakeholders, which draws educational data from multiple sources (allowing comparison of multiple data sources), and provides facilities for secure student and parent access.

REFERENCES

Gartner, Inc. (2011). Education community attitudes toward SIS/LMS solutions. Retrieved from Closing the Gap: Turning Data Into Action.

Sindelar, N. (2010). Assessment-powered teaching. Thousand Oaks, CA: Corwin.

FAST DEPLOYMENT

PLATFORM INDEPENDENT

SIS INTEGRATION

SMART DESIGN

ANALYSIS TOOLS

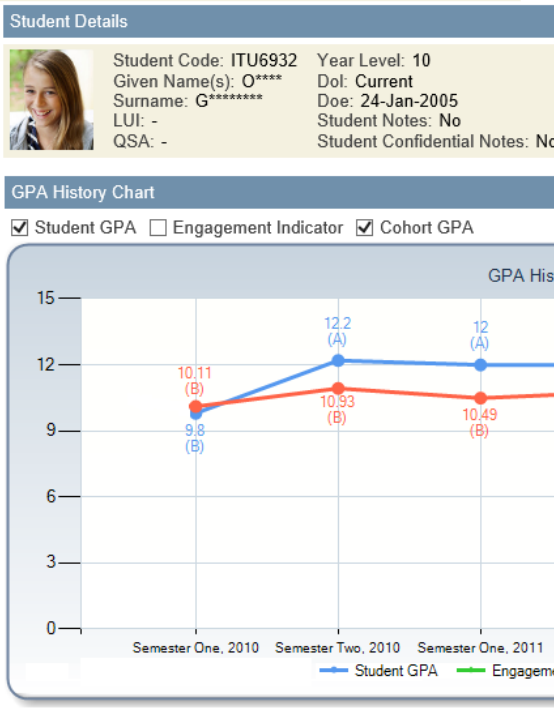
THE LEARNING ANALYITCS SUITE

The Learning Analytics Suite extends the data analysis capabilities of schools and makes accessing, analysing and publishing academic data simpler and more efficient.

BENEFITS

The Learning Analytics Suite is a complete educational data analysis solution which provides schools with:

- a flexible data analysis tool which has been developed in partnership with leading Australian teachers and schools;
- the ability to access, compare and analyse data related to student academic performance, external exam performance, subject performance, student behaviour and enrolment;
- support for external exams from a wide range of providers including NAPLAN, ACER, and ICAS;
- secure and seamless integration with the schools existing Student Information System allowing data to be analysed in real-time;
- the ability to organise data allowing it to be targeted to the specific needs of schools leaders, teachers, students, and parents;
- information to assist decision making at all school levels, inform pedagogical change, and highlight students for learning support and enrichment; and
- a secure platform for the development of additional custom components.



FLEXIBILITY

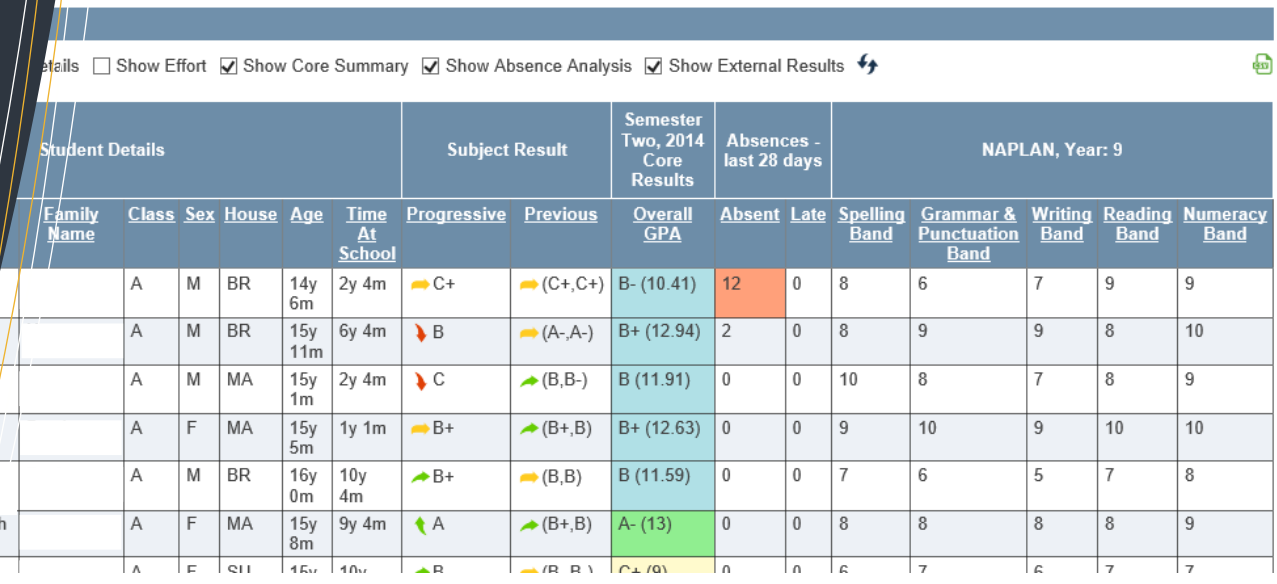
Every school is unique and as such the Learning Analytics Suite has been designed to act as a flexible platform which can be extended by the TrackOne Studio development team to include unique, custom built components to meet your specific requirements.

FIND OUT MORE

To find out more about the Learning Analytics Suite, to access our online demonstration site, or to arrange an onsite meeting.

Visit our website: **www.trackonestudio.com**

Email us at: **info@trackonestudio.com**



Student Details							Subject Result		Semester Two, 2014 Core Results	Absences - last 28 days		NAPLAN, Year: 9				
	Family Name	Class	Sex	House	Age	Time At School	Progressive	Previous	Overall GPA	Absent	Late	Spelling Band	Grammar & Punctuation Band	Writing Band	Reading Band	Numeracy Band
		A	M	BR	14y 6m	2y 4m	C+	(C+,C+)	B- (10.41)	12	0	8	6	7	9	9
		A	M	BR	15y 11m	6y 4m	B	(A-,A-)	B+ (12.94)	2	0	8	9	9	8	10
		A	M	MA	15y 1m	2y 4m	C	(B,B-)	B (11.91)	0	0	10	8	7	8	9
		A	F	MA	15y 5m	1y 1m	B+	(B+,B)	B+ (12.63)	0	0	9	10	9	10	10
		A	M	BR	16y 0m	10y 4m	B+	(B,B)	B (11.59)	0	0	7	6	5	7	8
		A	F	MA	15y 8m	9y 4m	A	(B+,B)	A- (13)	0	0	8	8	8	8	9
		A	F	SU	15y	10y	B	(B,B-)	C+ (9)	0	0	6	7	6	7	7