Mr. Maya’s Data-Rich Year
When principals are empowered with data, teachers and students do better.

Principals have access to more quality data than ever, on factors like student and teacher performance, professional development needs, budget and resources, student behavior, attendance, and more. Let’s follow one principal, Mr. Maya, along with his leadership staff and team of teachers (and parents!) through a school year to see how data help him enable teachers and students to set and meet education goals—and to continually improve.

**WHAT’S INVOLVED?**
- **Leadership & Teams**
- **Teachers** like Ms. Bulleen
- **Parents**
- **Students** like Joey

**WHEN**
- **Schedules**
  - 11th Grade
  - 9th Grade
- **Goals**
- **Hobbies**
- **Surveys**
- **Data on school needs and teacher applicants are used to find and recruit highly qualified educators suited to the particular needs of the school.**
- **Teacher surveys** to determine what professional development opportunities are needed next year and how teachers are feeling about the school’s goals.
- **Data on school needs and teacher applicants are used to find and recruit highly qualified educators suited to the particular needs of the school.**
- **At Open House, he shares the school vision and goals based on data about students in the school with parents and members of the community.**
- **Teachers return and Principal Maya shares new data, discusses professional development options, and explains the co-created goals for the school year.**
- **Mr. Maya meets with teachers and discusses their evaluations. He gets an idea of who’s returning and who’s not, and who wants to move subjects or grade levels so that he can assign teachers according to student needs.**
- **Mr. Maya works with assistant principals and guidance counselors to develop student schedules based on what they know about student performance and teachers’ skills and abilities.**
- **During the first week of school, Mr. Maya informally observes in hallways, classrooms, and the cafeteria. He makes notes on areas that need improvement and is readily available to assist students, parents, and teachers.**
- **Mr. Maya meets with students regarding academics, behavior, and other concerns. They discuss attendance, discipline, and achievement data to guide students in setting personal and academic goals.**
- **Mr. Maya meets with the leadership team to review teacher and student growth, track progress toward schoolwide goals, and discuss areas of concern. This is shared with teachers at team meetings.**
- **Principal Maya reviews analysis of recent attendance, discipline, and academic data with teachers at the school’s regular faculty meetings. Teachers then review their individual data in small groups and set personal goals that align with schoolwide objectives.**

**HOW**
- **Mr. Maya discusses schoolwide goals for the next year and asks teachers to think about individual goals as well.**
- **Mr. Maya meets with the leadership to discuss student retentions, promotions, and recommendations (honors, AP, etc.) for next year based on data about teacher strengths and student needs.**
- **At the end of the school year teachers meet with leadership to discuss student retentions, promotions, and recommendations (honors, AP, etc.) for next year based on data about teacher strengths and student needs.**
- **Mr. Maya discusses schoolwide goals for the next year and asks teachers to think about individual goals as well.**
- **Mr. Maya meets with the leadership team to review teacher and student growth, track progress toward schoolwide goals, and discuss areas of concern. This is shared with teachers at team meetings.**
- **Mr. Maya reviews the data and the team recommendations for schoolwide goal-setting. Because he attended those meetings, the context is clear. He also reviews budget and staff numbers to determine hiring needs.**
- **Mr. Maya works with assistant principals and guidance counselors to develop student schedules based on what they know about student performance and teachers’ skills and abilities.**
- **He continues to observe (formally and informally) and meets with teachers to share feedback and discuss progress.**
- **During the first week of school, Mr. Maya informally observes in hallways, classrooms, and the cafeteria. He makes notes on areas that need improvement and is readily available to assist students, parents, and teachers.**
- **At Open House, he shares the school vision and goals based on data about students in the school with parents and members of the community.**
- **Teachers return and Principal Maya shares new data, discusses professional development options, and explains the co-created goals for the school year.**
- **Mr. Maya meets with students regarding academics, behavior, and other concerns. They discuss attendance, discipline, and achievement data to guide students in setting personal and academic goals.**

**WHO’S INVOLVED?**
- **Mr. Maya**
- **Assistant Principals**
- **Guidance Counselors**
- **Teachers**
- **Parents**
- **Students**