Title 1 Conference: Expanding the Data Conversation for Districts and Schools

Data Sort	
• State test data • Teacher observation data • Mobility data • Graduation data • Student survey data • Teacher-based unit assessment data • Student work	• Walkthrough data • Teacher retention data • Teacher survey data • Attendance data • Suspension data • Data on parental involvement
Rank the different types of school improvement data, placing those you think are the most important at the top.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.

Sort the types of data into different categories, then circle and name each category	Category 1:	Category 2:	Category 3:	Category 4:	Category 5 :

Ongoing Progress Monitoring

Open-ended survey question and focus groups

Effective Leaders	
Program Coherence	• Describe the school's top prioritized programs • What does consistency in curriculum, instruction, and learning materials look like? What does inconsistency look like? • Does your school have school-wide instructional strategies? If so, are they implemented? How do you know? • What structures, such as policies or trainings, are in place to facilitate this process?
Teacher-Principal Trust	• What actions or words can a principal take or use to create trust? To break trust? • What does it look like or sound like when a principal is respectful of teachers? • How do you know if a principal is confident in your practice? • How can a principal make the school run smoothly?
Teacher Influence	• In what part of the school would you like more influence? Why? • Describe what it looks like to have influence on standards for student behavior • Describe what it looks like to have influence on curriculum issues • Describe what it looks like to have influence on how books and other materials are used? • What would it look like for the principal and administration to incorporate

Walk-through indicators

Supportive Environment Students feel supported/ Teachers are demanding and supportive	Student Teacher Trust-Student Level	Safety-Student level	Academic Personalism	Peer Support for Academic Work
	• Students treat teachers with respect • Students respond positively to teacher redirections • Students reinforce key teacher culture and classroom management messages with other students. • Students say that teachers keep their promises • Students say that they feel comfortable with their teachers • Students say that their teachers are fair	• Students follow school rules in bathrooms and hallways • Bathrooms and hallways are orderly and well-managed • Students can articulate bathroom and hallway procedures • Students say they feel safe in their classes	• Students say they are supported in achieving their academic goals • Students say they get extra support if they need it • Students can articulate how their teacher helps them catch up • Students know their progress, grades, scores, etc in their classes	• Students are engaged and focused on their work • Students say doing homework is important • Students say they work hard to get good grades
	Student Teacher Trust-Teacher Level	Safety-Teacher/School level	Academic Personalism-Teacher/School Level	Peer Support for Academic Work-Teacher/School Level
	• Teachers treat students with respect • Teachers use positive/private/patient language and tone to redirect students • Teachers listen to student	• Teachers set clear expectations around using the bathroom and transitioning between classes • Teachers enforce school procedures for bathroom	• Teachers use a variety of methods and activities to explain concepts • Teachers notice student misconceptions and help students arrive at a correct answer	• Teachers uses several different engagement strategies • Teacher corrects and addresses disengaged students • Teachers reference and help students track their grades • Teachers explain the relevance

Student and teacher interview questions	**Safety**		
	Classroom/School Observation Indicators: • Students follow school rules in bathrooms and hallways • Bathrooms and hallways are orderly and well-managed • Students say they feel safe in their classes • Teachers enforce school procedures for bathroom and transitions • School uses adults and protocols to supervise arrival and dismissal	**Teacher/Leader Competencies:** • Establishes a clear cultural vision for the school and invests staff and students in the vision • Teachers work with student and families to ensure they have safe passage to and from school. • Teachers set clear expectations around using the bathroom and transitioning between classes • Teachers actively supervise hallways, bathrooms and other indoor spaces to prevent safety concerns.	**Teacher Discussion Questions:** • How would you characterize safety and order in your classroom? School? • Is there a system you use in your class and/or in the school uses to teach expected behavior? **Principal Discussion Question:** • How have you ensured consistent expectations for the rules across the school? • Have their been safety issues in the past that you have had to addresses? How did you go about addressing it? • How would you describe your hallway and bathroom procedures?

Case Studies of Improvement: Data Adoption Protocol	
1. Which phase of data adoption best describes how you approach most school improvement data? Why?	
2. Describe a time in which you have shown vulnerability when engaging with a set of data	

Challenging the test / instrument	"Question #3 is poorly worded." "Answer 'b' is a trick answer." "People don't feel strongly about these things."
Feeling inadequate or distrustful	"How can two questions show what students know or believe?" "We can't control this." "This is just a popularity contest."
Confusion, overload	"This is too much!" "How can I really use all of this?"
Analytical but surface	"Students do poorly on word problems, so we'll do more word problems." "We need more reading." "The data suggest that our sixth grade students do not trust their teachers."
Looking for causes	"The wrong answers show that students are struggling to synthesize the information from the passage." "The data show that sixth grade students do not feel respected by their teachers or that teachers keep their promises."
Changing practice and improving student learning	"I need to write lesson plans for that differentiate." "we need to focus on establishing authentic connections with students and being true to our word."

Case Studies of Improvement: Nettelhorst Elementary and Lake View High School

Monthly grade level meetings	**A Vision for Trust and Student Teacher Relationships**
	✓ *What is the power behind knowing my kids as individuals?*
	✓ *What will I value in my students?*
	✓ *How can I repair broken relationships (restorative conversations)?*
	✓ *How can I use an empathy based approach?*
	✓ *How can I incorporate student choice and opinions?*
Enrichment & Remediation Block (WIN)	WIN Block Vision: Our WIN block vision is to help students build independence and self-advocacy through more individualized attention to student's instructional and social/emotional needs. Teachers will provide intentional, differentiated academic support based on needs, data, and observations. Teachers will also work to meet one-on-one with students who need additional social/emotional support and help them identify and problem-solve personal needs. Check-ins are purposeful and teachers balance conversations with prioritized students with more comprehensive whole-group progress monitoring.

Teacher Expectations	Student Expectations
-Teachers check-in with prioritized students on a daily basis -Teachers ask students to write down a goal and rationale in agenda at the start of each block -Teachers plan to check-in with different students throughout the week -Teachers use data (grades, MAP scores, MTSS) to help decide who they check-in with -Teachers use diferent strategies during check-ins (goal-sheets, self-assessment rubrics, resotrative conversation protocols, etc.) and follow up on these conversation each week -Teachers ciriculate, coach, and coach during the block	-Students have a clear goal and rationale for at the beginning of each block -Students are engaged and focused on work and assignments -Students can meaningfully explain why they are working on a specific task -Prioritized students receive a weekly check-in with teachers