



## **An Equity-Focused Approach to TSI/ATSI School Improvement**

### **Lunch and Learn Highlights – October 7, 2020**

Each month, the Nebraska Department of Education and the Region 11 Comprehensive Center are hosting interactive, 90-minute content-focused sessions as a part of the year-long “An Equity-Focused Approach to TSI/ATSI School Improvement” Virtual Learning Communities.

Following each session, a Lunch and Learn is hosted where colleagues participating in the Learning Communities ask questions about the intersession work and share with one another. Following are discussion highlights from the Lunch and Learn.

#### **What were the takeaways from the “Understanding Data” Learning Communities Session held September 24?**

- Importance of collecting and reviewing data beyond testing (student achievement) data.
- Affirmation of work ESUs are currently doing with schools, especially as it relates to the use of eduCLIMBER (<https://www.illuminateed.com/products/educlimber/>).
- Value of the Demographic Data Inventory (Intersession Assignment) in generating conversations around data not typically examined.

#### **What is the Demographic Data Inventory missing?**

- Mobility data, as this may lead to other questions (e.g., how to address needs of highly mobile students).
- Option Enrollment Program data (e.g., how many students participating and their grade levels).
- Need for clarification on “immigration status” in the English learners demographic data sheet and suggestion for considering how that is worded so as not to be misinterpreted.

#### **Other critical considerations**

- The process of examining data may lead to additional questions and the need to retrieve more data (i.e., not a one-time effort, but can be a recursive process).
- Identifying the multiple individuals at a school who have access to various data and the ease of retrieving data are often issues. Consider using a [data team](#) as a strategy to locate and retrieve identified data.
- It is important to study the data first and not jump to root causes. Use strategies such as the Five Whys (e.g., [Five Whys Tool](#), [Five Whys Guide and Template](#)).
- In part, a goal of the Learning Communities is to understand and discuss how student group performance challenges may require adaptive and long-term solutions while remembering that technical solutions are short-term fixes.