



An Equity-Focused Approach to TSI/ATSI School Improvement

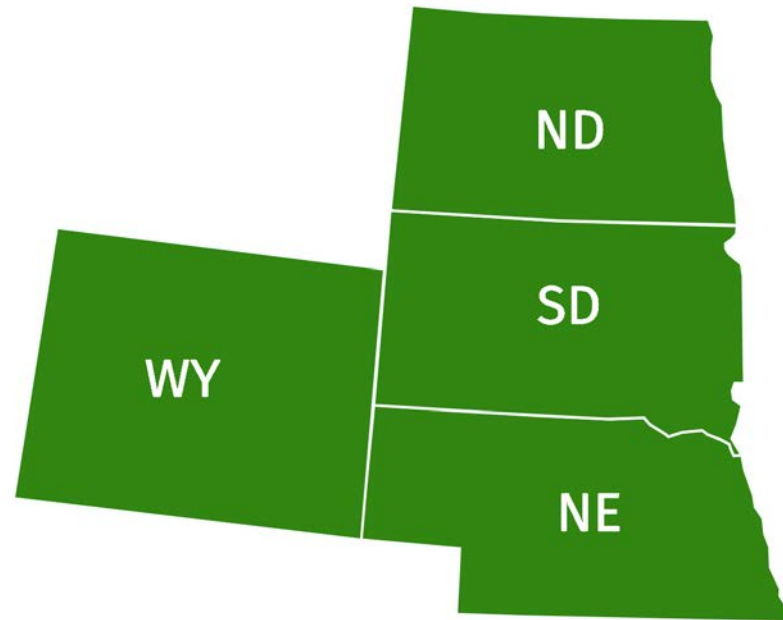
Learning Community:
Understanding Data

September 24, 2020



The R11CC

- Funded by the U.S. Department of Education to assist four state education agencies
- Collaborates with the NDE on initiatives to support TSI and ATSI schools



Does this sound familiar?



Purpose of the Learning Communities

- Engage with colleagues
- Collaborate with content experts
- Learn from successes and challenges
- Network
- Develop a team approach
- Serve and support kids

School Improvement Core Beliefs

>> We believe...

- > in the value of work already taking place in schools
- > all schools can improve
- > demography is not destiny
- > school improvement is fundamentally about equity

Circle of Trust® Touchstones

developed by Parker J. Palmer and the Center for Courage & Renewal
www.couragerenewal.org

Give and receive welcome.

People learn best in hospitable spaces.
In this circle we support each other's learning
by giving and receiving hospitality.

Be present as fully as possible.

Be here with your doubts, fears and failings
as well as your convictions, joys and successes,
your listening as well as your speaking.

What is offered in the circle is by invitation, not demand.

This is not a "share or die" event!
Do whatever your soul calls for, and know
that you do it with our support. Your soul
knows your needs better than we do.

Speak your truth in ways that respect other people's truth.

Our views of reality may differ, but speaking
one's truth in a Circle of Trust does not mean
interpreting, correcting or debating what
others say. Speak from your center to the
center of the circle, using "I" statements,
trusting people to do their own
sifting and winnowing.

No fixing, saving, advising or correcting.

This is one of the hardest guidelines for
those of us who like to "help." But it is
vital to welcoming the soul, to making
space for the inner teacher.

Learn to respond to others with honest, open questions...

instead of counsel or corrections. With such questions,
we help "hear each other into deeper speech."

CENTER FOR
**Courage
& Renewal**

Learn more about Circles of Trust® at www.couragerenewal.org/approach

When the going gets rough, turn to wonder.

If you feel judgmental, or defensive, ask yourself,
"I wonder what brought her to this belief?" "I wonder
what he's feeling right now?" "I wonder what my reaction
teaches me about myself?" Set aside judgment to listen
to others—and to yourself—more deeply.

Attend to your own inner teacher.

We learn from others, of course. But as
we explore poems, stories, questions and
silence in a Circle of Trust, we have a
special opportunity to learn from within.
So pay close attention to your own
reactions and responses, to your
most important teacher.

Trust and learn from the silence.

Silence is a gift in our noisy world, and
a way of knowing in itself. Treat silence as a
member of the group. After someone has
spoken, take time to reflect without
immediately filling the space with words.

Observe deep confidentiality.

A Circle of Trust depends on knowing
that whatever we say will remain with
the people to whom we choose to
say it — whether in small groups or in
the large circle — and will never be
passed on to others without
our explicit permission.

Know that it's possible...

to leave the circle with whatever
it was that you needed when
you arrived, and that the seeds
planted here can keep growing
in the days ahead.

Facilitators of Courage & Renewal programs use these Touchstones to define clear boundaries in a Circle of Trust, the kinds of boundaries that create safe space for the soul. While these Touchstones define how we relate in a retreat, they can be adapted to support workplaces, schools, communities, and other groups—any place where we want to honor the integrity of the individual and build relational trust.

Virtual Learning Norms

- >> Be present
- >> Be engaged
- >> Be courageous
- >> Take and maintain an inquiry stance
- >> Remain student-focused
- >> Use cameras as comfortable
- >> Move beyond “I know that” to “Now what?”

Introducing: Kent Davis



Goals for Today's Session

» Participants will:

- > Hear more about the value of data-driven decision-making
- > Understand the importance of developing clear, enduring, and asset-driven focus questions
- > Learn more about the four types of data
- > Discuss next steps on involvement and participation in the Learning Community series



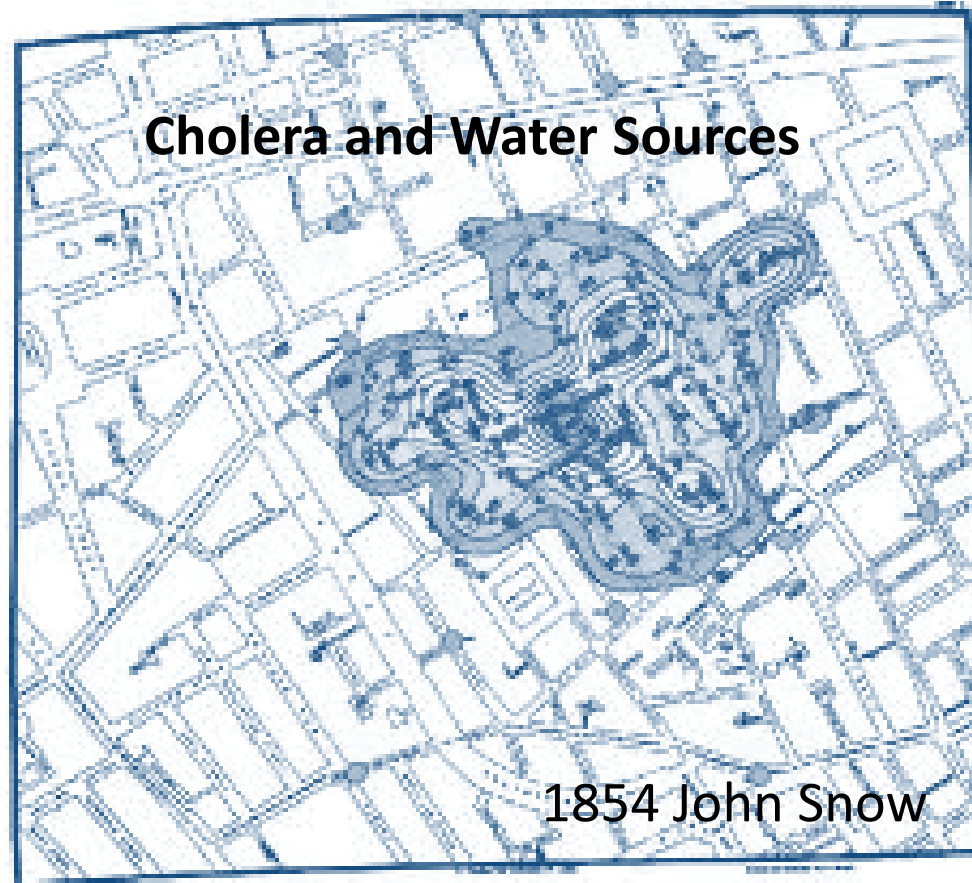
Success Criteria for Today's Session

- I can develop an equity-focused focus question for an initiative that supports TSI/ATSI school improvement.
- I can create a data inventory to support the focus question.
- I can classify the data in my inventory based on the four types of data.

Data-Driven Decision Making



A Lesson on Data-Driven Decision Making: Cholera in the 1800s



What Often Happens



What Should Happen



Nebraska Department of Education (2019)

Steps for Data-Driven Decision Making



Understand Data

- >> What do we want to know?
- >> What data do you have to explore what you want to know?
- >> What data do you need to analyze what you to know?

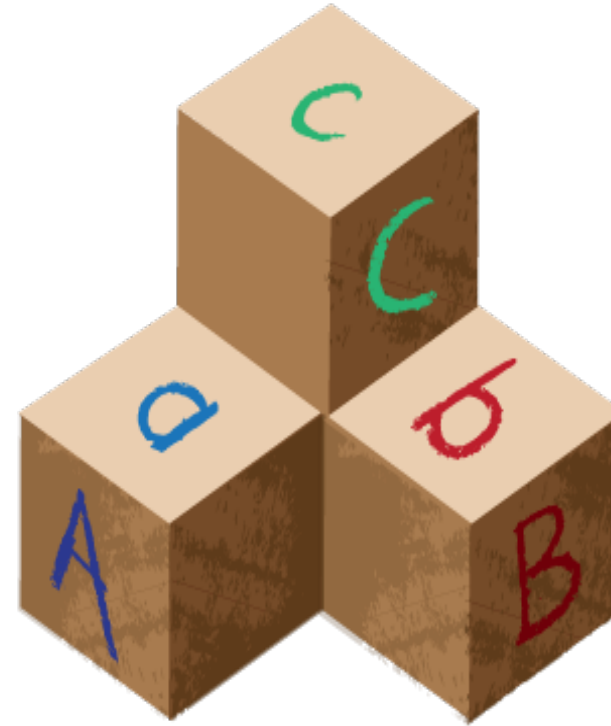
The Value of Focus

“The school leader’s ability to select the right work is a critical aspect of effective leadership. It might be the case that teachers and administrators in a low-performing school are working ‘hard’ but not working ‘smart’ in that they select interventions that have little chance of enhancing student academic achievement.”

(Marzano, Waters, & McNulty, 2005)

Building Blocks of Focus Questions

- >> Descriptive
 - > Example: In what areas of the state math test are our EL students growing?
- >> Hypothesis-driven
 - > Example: What is the relationship between students who attend extended school year (ESY) and student growth in reading?
- >> About effectiveness
 - > Example: How effective is our breakfast in the classroom program on increasing attendance for our economically disadvantaged students?



Critical Attributes of Effective Focus Questions

- >> Clear
- >> Enduring
- >> Requires data to answer or solve it
- >> Asset-driven
- >> Free of pre-conceived bias



Poll: Effective v. Ineffective Focus Questions

- »» Why are ELs not meeting growth targets?
 - > Deficit-driven
 - > Not enduring
- »» Why are SWDs the lowest performers on the ELA assessment?
 - > Deficit-driven
 - > Pre-conceived bias
- »» Why do so many ED students have high absenteeism?
 - > Deficit-driven
 - > Unclear
 - > Does it require data to answer the question?
- »» How effective are the systems of support to meet EL, SWD, and ED student academic achievement?
 - > Enduring
 - > Requires data to answer the question

Breakout Session: Think, Ink, and Discuss

- Develop a focus question for a current initiative that is important to you.
- Designate a reporter for your small breakout groups:
 - Share focus questions.
 - Discuss the critical attributes of the focus questions.
- Provide highlights to the larger group.

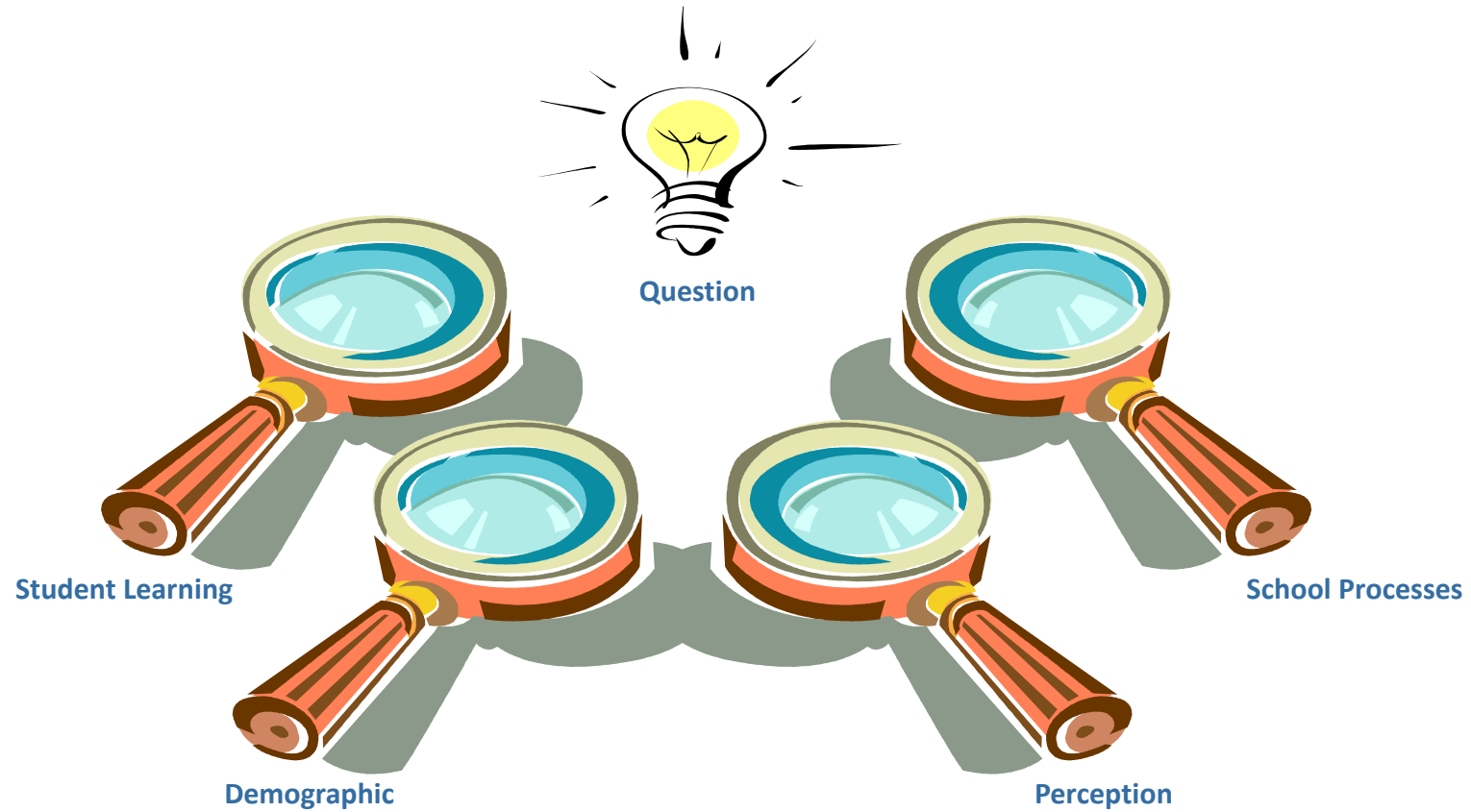


Breakout Session: Data Inventory Sketch



- » To understand and address your focus question:
 - > What data do you have?
 - > What data do you need?

Four Types of Data



Student Learning Data

- » Information about what students know and can do
- » Summarizes what students have learned, *not* how the teacher taught the material
- » Formative or summative



Demographic Data

- » Information about the people in the classroom and school
- » Students
 - > Gender
 - > Ethnicity
 - > SES
- » Staff/Schools
 - > Years of experience
 - > Certifications
- » Describes trends



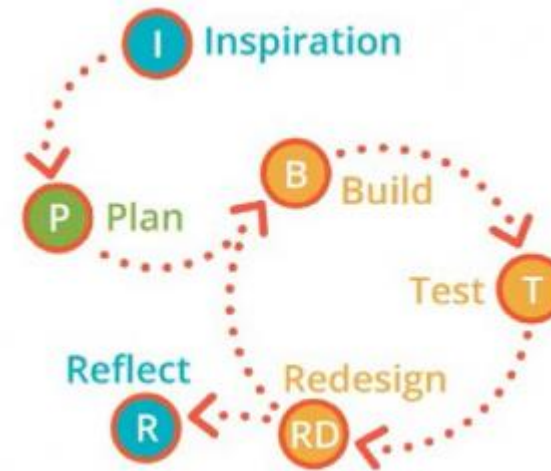
Perception Data

- » Information about what staff, students, caregivers, and other stakeholders think about how learning takes place in the classroom and in the school
- » Ways to obtain perception data include surveys, focus groups, interviews, etc.

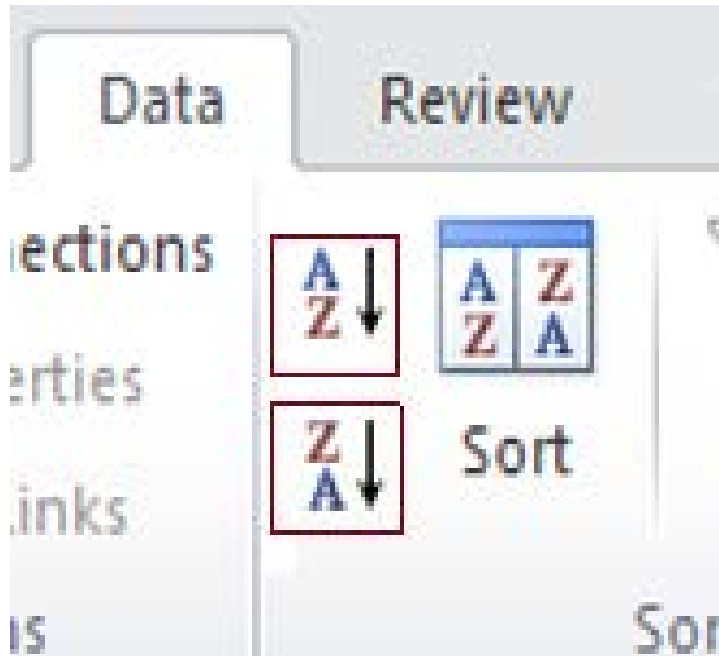


School Processes Data

- What are the structures and processes in our school that support student learning?
- How do our processes and structures help students learn, teachers teach, and leaders lead?
 - Continuous improvement process
 - Learning modalities
 - Differentiated instruction
 - Collaborative communities



Breakout Session: Sort That Data!



- >> Sort data from the brainstorm activity into the four types of data.
- >> What data do you have?
- >> What data do you need?

Next Steps

- » Intercession assignment
- » Lunch and Learn
- » Invite others to view asynchronous webinar



Intersession Assignment: Demographic Data Inventory

- Review Focus Question
- Complete Data Demographic Inventory on one student subgroup
- Should take about 1 hour to complete
- Remember the data-driven decision-making questions:
 - > What data do I have?
 - > What data do I need?

Lunch and Learn

» Join us for 1 hour between sessions:

- > Network with colleagues
- > Discuss questions about how to use data to support your students
- > Learn more about the Learning Community series
- > First Lunch and Learn: Wednesday, October 7, 12:00 p.m.–1:00 p.m.

Learning Community Topics, Dates, and Times

| Topic | Date | Time |
|--|-------------------|-----------------------|
| Introduction | 8/20/2020 | 4:00-5:00 p.m. |
| | 8/25/2020 | 10:00-11:00 a.m. |
| Understanding Data | 9/24/2020 | 3:30-5:00 p.m. |
| Collecting and Organizing Data | 10/15/2020 | 3:30-5:00 p.m. |
| Analyzing and Interpreting Data | 11/19/2020 | 3:30-5:00 p.m. |
| Identifying Action Steps | 12/17/2020 | 3:30-5:00 p.m. |
| Planning for Action Steps Implementation | 1/21/2021 | 3:30-5:00 p.m. |
| Piloting Action Steps | 3/4/2021 | 3:30-5:00 p.m. |
| Adjusting Action Steps | 4/15/2021 | 3:30-5:00 p.m. |
| Formalizing and Documenting Processes and Outcomes | 5/13/2021 | 3:30-5:00 p.m. |

Questions, Comments, Insights?





References

- Bernhardt, V. (2013). *Data analysis for continuous school improvement*. Larchmont, NY: Eye on Education: Larchmont.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005) *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Nebraska Department of Education (2019). *Planning guide for targeted support and improvement schools (TSI) and additional targeted support and improvement schools (ATSI): A collaborative planning tool for ESUs, districts, and schools*. Retrieved from: <https://drive.google.com/file/d/1Y5mmrxFnPXmoi8g0dNLCz2E5DhZyIOxe/view>

This presentation is in the public domain. While permission to reprint is not necessary, publication should be cited. The presentation is prepared by the Region 11 Comprehensive Center under Award #S283B190011 for the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education and is administered by McREL International. The content of the presentation does not necessarily reflect the views or policies of the PGSS or OESE or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. © 2019 McREL International.