Know Your Why

Analyzing data to identify strengths and weaknesses and setting improvement goals to improve student learning.

Birmingham City – Title I Summit
HELLO!

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ALSDE – Office of Student Learning

You can find me at @mjshields on Twitter!
You can follow along with this presentation!
Today’s Agenda

● Discussing Why Data Matters
● Reflecting on Accessible Data
● Prioritizing the Data
● Creating Shared Leadership Opportunities
● Looking Ahead
When you know your "why," your "what" has more impact....
"You always have two choices: to accept things the way they are, or to have the courage to change them.

-Jeckov Kanani
what defines you
The Focus of the Great Leader

Future Thinking Timeline

Present Day +15 Years +30 Years

The Focus of the Good Leader

Legacy

© George Ambler 2014
1. Where are we now?
2. Where do we want to be?
3. How will we get there?
4. How will we monitor our progress?
5. How will we evaluate our effectiveness?
# Why Data Matters

- Measure student progress
- Assess instructional effectiveness
- Guide curriculum development
- Maintain educational focus
- Show trends

- Measure program effectiveness
- Promotes accountability
- Informs stakeholders
- Meet state and federal reporting requirements
- Allocate resources wisely
What data does the public see?

What data do we see?
# Multiple Measures of Data

<table>
<thead>
<tr>
<th>Learners &amp; Parents</th>
<th>Support Systems</th>
<th>Education Professionals</th>
<th>Schools &amp; Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>Graduation Rate</td>
<td>Teacher Attendance</td>
<td>Culture &amp; Climate</td>
</tr>
<tr>
<td>Learning Gains</td>
<td>Drop Out Rate</td>
<td>Administrator &amp; Teacher</td>
<td>Community Engagement</td>
</tr>
<tr>
<td>Achievement Gaps</td>
<td>Attendance</td>
<td>Effectiveness</td>
<td>Professional Development</td>
</tr>
<tr>
<td>College &amp; Career Readiness</td>
<td>Discipline</td>
<td>Recruitment &amp; Retention</td>
<td>Continuous Improvement Plan</td>
</tr>
<tr>
<td>Demographics</td>
<td>Intervention</td>
<td></td>
<td>School Finance</td>
</tr>
<tr>
<td>Perception</td>
<td>Enrichment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Engagement</td>
<td>Guidance &amp; Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health &amp; Well-Being</td>
<td></td>
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</tbody>
</table>
Data-Informed Decision Making During a Pandemic

**Student Learning**
- Interim Assessments
- Student Work Samples
- Classroom Assessments (Type and Frequency)

**Perception Data**
- Teaching and Learning Surveys
- Perception Survey Data (e.g., parents, students, teachers, community, school leaders)
- Self-Assessment Tools

**Local Demographics**
- School Location and Size
- Student Characteristics (Poverty, IEPs, migrant, race, ethnicity, mobility)
- Staff Characteristics (Experience, Attendance, Turnover)
- Feeder pattern

**School Processes**
- Instruction
- Curriculum and Instructional Materials
- Services and/or Programs (Title, Special Ed)
- Interventions
- Family/Community Involvement
- Evaluations of School
- Discipline Referrals and Suspension Rates

**Self-Assessment Tools**
- Perception Data

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“Schools don't need more things to do. They need to do less with greater focus.”

From Instructional Rounds in Education
You can’t teach me if you don’t know me...
Portfolio Assessments

Teacher-Student Conferences
<table>
<thead>
<tr>
<th><strong>BLUE ZONE</strong></th>
<th><strong>GREEN ZONE</strong></th>
<th><strong>YELLOW ZONE</strong></th>
<th><strong>RED ZONE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Happy</td>
<td>Frustrated</td>
<td>Mad/Angry</td>
</tr>
<tr>
<td>Sick</td>
<td>Calm</td>
<td>Worried</td>
<td>Mean</td>
</tr>
<tr>
<td>Tired</td>
<td>Feeling Okay</td>
<td>Silly/Wiggly</td>
<td>Mean</td>
</tr>
<tr>
<td>Bored</td>
<td>Focused</td>
<td>Excited</td>
<td>Terrified</td>
</tr>
<tr>
<td>Moving Slowly</td>
<td>Ready to Learn</td>
<td>Loss of Some Control</td>
<td>Yelling/Hitting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Out of Control</td>
</tr>
</tbody>
</table>
Started class with this check-in today & I'm so glad I did.

Students wrote their name on the back of a sticky note and then placed it in the row that most accurately aligns with how they’re feeling right now.

Time away from school is really hard for some of my kids. Coming back to school can be really tough, too. We’re sleepy, or cranky, or anxious, or turned all the way up to 1,000.

It’s easy to misinterpret behavior and its cause. But I’m grateful (especially as the day goes on) to have a little context for why we might be making the choices we are.
Quincy Family Friday Check-In

Dear Quincy Families,

You are constantly on our minds and we would like to know how you are doing. Please respond to the questions below to let us know if you are doing okay or if you need anything.

Thank you. We miss you!

Your Q-Crew

Email address *

Our name(s) *

Please let us know how you are doing, we are here to help.

- Our family is doing just fine, all are healthy.
- We are struggling a bit with being stir-crazy, but we are holding it together.
- We are sick, but we are doing okay at this time.
- We are sick and need help. Please check in on us via email or phone. (let us know how to contact you in the "other" section)
- We need food and/or supplies. Please check in on us via email or phone. (let us know how to contact you in the "other" section)
- Other:

Submit

Never submit passwords through Google Forms.

Monday Morning Check-In (COVID-19 Edition)

How are you feeling? *

- We are doing well. I feel good about our plan for the week.
- We are doing okay, thankful we are not sick.
- We have sick family members, but we are doing okay.
- Please call me, I need some TLC.
- Please tag me in to remotely work on a project. I am going stir-crazy.
- I would love to connect virtually to learn together (book study, etc.).
- I am not doing well at all, either physically or emotionally, and would love some help.

Other:

Review and Submit

Never submit passwords through Google Forms.

https://allysonapsey.com/2020/02/10/the-power-and-simplicity-of-a-weekly-staff-check-in/
Zones and Mood Meters

Integrating The Zones into Discussions of Current & Historical Events

- Empathize with historical figures
- Examine the role of emotions in historical and current movements
- Connect concepts such as Problem/Size of the Problem

“Before I write my name on the board, I’ll need to know how you’re planning to use that data.”
Each day of absence in ninth grade is associated with a dramatically reduced likelihood of graduating.

<table>
<thead>
<tr>
<th>Days Out</th>
<th>Chance of Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>87%</td>
</tr>
<tr>
<td>5-9</td>
<td>63%</td>
</tr>
<tr>
<td>10-14</td>
<td>41%</td>
</tr>
<tr>
<td>15-19</td>
<td>21%</td>
</tr>
<tr>
<td>20-24</td>
<td>9%</td>
</tr>
<tr>
<td>25-29</td>
<td>5%</td>
</tr>
<tr>
<td>30-34</td>
<td>2%</td>
</tr>
<tr>
<td>35-40</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: Every Child a Graduate
The goal is to turn data into information and information into insight. - Carly Fiorina
Data Leadership Teams

- The process of using data is a **team effort** and should not rest solely on one person.
- Since data comes from a variety of sources, it is important to have representatives with **different perspectives and experiences** to ensure that valuable data is not overlooked.
- Teams should be kept to a manageable size. 5-7 team members is ideal.
REALITY  EQUALITY  EQUITY  SOCIAL JUSTICE
EQUALITY DOESN’T MEAN EQUITY
Data Tools
Academic and Non-Academic Data
My teacher thought I was smarter than I was – so I was.

Six-year-old
Special thanks to all the people who made and released these awesome resources for free:

◉ Presentation template by SlidesCarnival
◉ Photographs by Unsplash

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