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

The Focus of the Good Leader

Present Day  
+15 Years  
+30 Years

Future Thinking Timeline

© George Ambler 2014
Data provides answers to critical questions...

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 Effectiveness</td>
<td>Community Engagement</td>
</tr>
<tr>
<td>Achievement Gaps</td>
<td>Attendance</td>
<td></td>
<td>Professional Development</td>
</tr>
<tr>
<td>College &amp; Career Readiness</td>
<td>Discipline</td>
<td></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>
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<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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</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
- Interim Assessments
- Student Work Samples
- Classroom Assessments (Type and Frequency)
“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
The **ZONES** of Regulation®

<table>
<thead>
<tr>
<th>BLUE ZONE</th>
<th>GREEN ZONE</th>
<th>YELLOW ZONE</th>
<th>RED ZONE</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>Terrified</td>
</tr>
<tr>
<td>Bored</td>
<td>Focused</td>
<td>Excited</td>
<td>Yelling/Hitting</td>
</tr>
<tr>
<td>Moving Slowly</td>
<td>Ready to Learn</td>
<td>Loss of Some Control</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.
The single biggest problem in communication is the illusion that it has taken place. - George Bernard Shaw

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

Integrate The Zones into Discussions of Current & Historical Events

- Empathize with historical figures
- Examine the role of emotion in social movements
- Connect concepts such as Problem/Size of the Problem

Credit: Ms. Whittinghill, Newton South School, Brookfield, MA
“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.
EQUALITY DOESN'T MEAN EQUITY
Data Tools
Academic and Non-Academic Data

Workforce Development
My teacher thought I was smarter than I was – so I was.

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