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A Practitioner's Guide to Building a Data-Informed Culture

Belton School District #124 - Learning Forward MO

Agenda

1. **Introductions & session objectives**
   5 minutes

2. **Aligning goals: creating an improvement plan**
   10 minutes

3. **Taking action at the school level**
   15 minutes

4. **Progress monitoring & course corrections**
   20 minutes

5. **Q&A**
   20 minutes

Wrapping up & exit slip 5 min

Introductions

5 minutes

Dr. Lorenzo Rizzi
Assistant Superintendent,
School Improvement

Kim Mauck
Principal, Mill Creek Upper
Elementary

Dr. TJ Winkelmann
Assistant Principal,
Hillcrest STEAM Academy

Mindy Zacharjasz
KickUp

During today's session,

- Attendees will receive **practical tips** for **developing an effective data-informed culture from administration to classroom**.
- Attendees will **identify ways to collect multiple forms of formative data**, including observational data through three types of walkthroughs (classroom observations, school walkthroughs, and peer learning walks).
- Attendees will **understand and apply the five levels of Thomas Guskey's model of professional development evaluation** to build a comprehensive data collection plan.

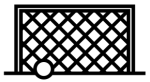
Getting to know you

The Basics: Your name, district, and role

Choose one to answer:

Why are you passionate about professional learning (PL)?

What are the challenges you face around assessing the impact of your district's PL?



What's one goal you have for this school year?

Aligning Goals

10 minutes

Belton School District #124

10 campuses ranging from PreK-12

Selected as Model School District by the Missouri Department of Elementary and Secondary Education (DESE) in 2017.

4,800 students

Free & Reduced Lunch: 52%
IEP: 13%
ELL or **LEP**: 4%

Demographics
Asian - 0.6%
Black - 8%
Hispanic - 13%
Multiracial -6%
White (non-Hispanic) - 71%

2015-20 Strategic Plan

#1: Ensure **challenging and engaging learning experiences** for all students

#2: Create a **unifying culture** of mutual respect among our community

#3: **Strengthen partnerships and relationships** throughout school community

#4: Focus resources to support **high quality team**

Improvement Plan

In order to (#1) **create challenging and engaging learning experiences for all students**, we will focus on

- Technology integration
- Literacy
- College-and-career focused learning

Taking Action at the School Level

15 minutes

Adapting strategic plan at the school level

Mill Creek's Building Strategic Plan includes: MC Strategic Plan 17-18

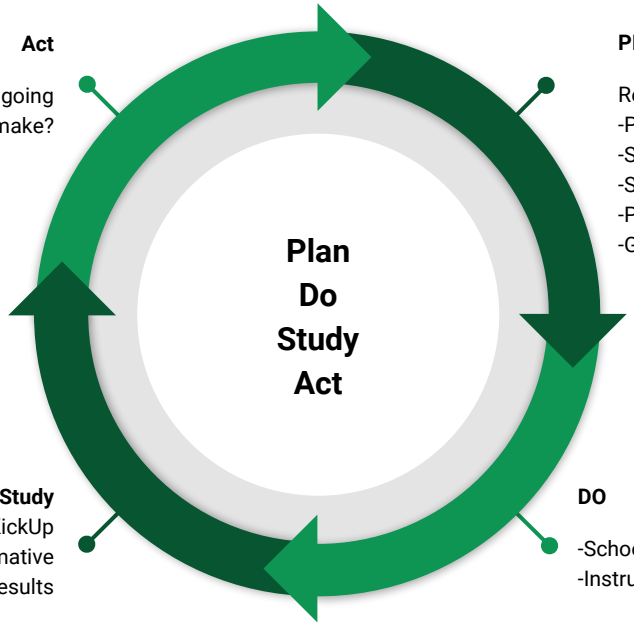
- **Related Strategic Goal**
- **Academic Focus (ELA, Math, Science)**
- **School Culture and Attendance Focus**
- **School Budget**

Each focus includes:

1) Stakeholders responsible
2) Data to be monitored and evaluated
3) Resources Requested and used
4) Professional Development requested and required
5) Specific Action Steps

***These are reviewed and shared with building leadership team and during PLC's.**
***Data notebook 17-18**

03. Applying the improvement plan to school level



Act

-What changes are we going to make?

PLAN

Review existing data
-PLC
-Strategic Planning
-Stakeholders
-Professional Development\
-Goal-setting
*Academics,
*Culture
*Attendance

Study

-KickUp
-Summative/Formative Assessment Results

DO

-School Improvement Plan
-Instruction

Progress Monitoring

20 minutes

We had a clearly defined target, but needed to know if we were on track to hit it.

Good PL evaluation goes beyond measuring reactions to events.

Level 1	**Participants' Reactions**	*Did they enjoy the PL event?*
Level 2	**Participants' Learning**	*Did participants acquire the intended knowledge and skills?*
Level 3	**Organization Support and Change**	*Was implementation of new practices facilitated and supported?*
Level 4	**Participants' Use of New Knowledge and Skills**	*Did participants effectively apply the new knowledge and skills?*
Level 5	**Student Learning Outcomes**	*Did it affect the student experience?*

Source: Thomas Guskey's research on professional development (PD) evaluation

Multiple times during the year

We captured reflections and observations during the fall, winter, and spring to identify change over time.

Across different audiences

Example Indicator: "Students consistently demonstrate higher order levels of thinking."

Students via community survey	My teacher wants me to explain my answers--why I think what I think.
Parents via community survey	My child is being appropriately challenged in his/her classes.
Teachers via reflections and post-events	In my class, students consistently demonstrate higher-order thinking (e.g. applying, evaluating, synthesizing).
Administrators via walkthroughs and reflections	In classes I observe, students consistently demonstrate higher-order thinking (e.g. applying, evaluating, synthesizing).

View #1 - Needs Assessment

What do our teachers say they need and where they are?
Frequency: every quarter

Guskey Levels 2 3 4

View #2 - Classroom Walkthroughs

What do we see happening in the classroom?
Frequency: 10 classrooms/month

Guskey Levels 3 4

View #3 - Achievement Data

What does our achievement data show us?
Frequency: recurring

Guskey Level 5

View #4 - Stakeholders Survey

What does our community tell us?
Frequency: community survey each spring

Guskey Level 3 4 5

View #5 - Building Walkthroughs

What do we see happening in each building?
Frequency: at least once per year

Guskey Levels 3 4

360° dashboard

kickup

Data dashboard (Backup)

Area of Focus: GRIT
Families, teachers, and students all agreed that this was an area of growth.

	Stakeholder Survey - Families	Stakeholder Survey - Teachers	Stakeholder Survey - Students
RESPONSE COUNT	554	216	1126
1. Academic Focus and Vision	72.0%	92.6%	72.1%
A. GOAL SETTING: There are clear goals for learning at all levels throughout the classroom, school and district.	78.3%	96.3%	80.1%
B. GOAL ALIGNMENT: Learning goals are aligned throughout the school and district, and are consistent with strategic plans.		89.8%	
C. HIGH EXPECTATIONS: All students are expected to learn at a level that is challenging.	77.2%	91.1%	73.4%
D. RIGOR: Students consistently demonstrate higher order levels of thinking.	67.7%	84.0%	68.0%
E. DIFFERENTIATION: Students have multiple options for taking in information, making sense of ideas and expressing what they have learned.	53.3%	97.6%	63.1%
F. CURRICULUM RELEVANCE: Materials and activities are current/relevant to student lives.	79.8%	92.5%	50.7%
G. STUDENT INTEREST: School offer programming to engage and interest students.	69.8%	73.8%	40.0%
H. STUDENT INVESTMENT IN LEARNING: Students are invested in their learning.	74.0%	69.2%	86.1%
I. GRIT: Students persevere through challenges.	42.6%	28.0%	25.6%
J. OVERALL SATISFACTION: Overall, stakeholders are satisfied with the academic program and progress.	70.7%	79.7%	54.5%

Data dashboard (Backup)

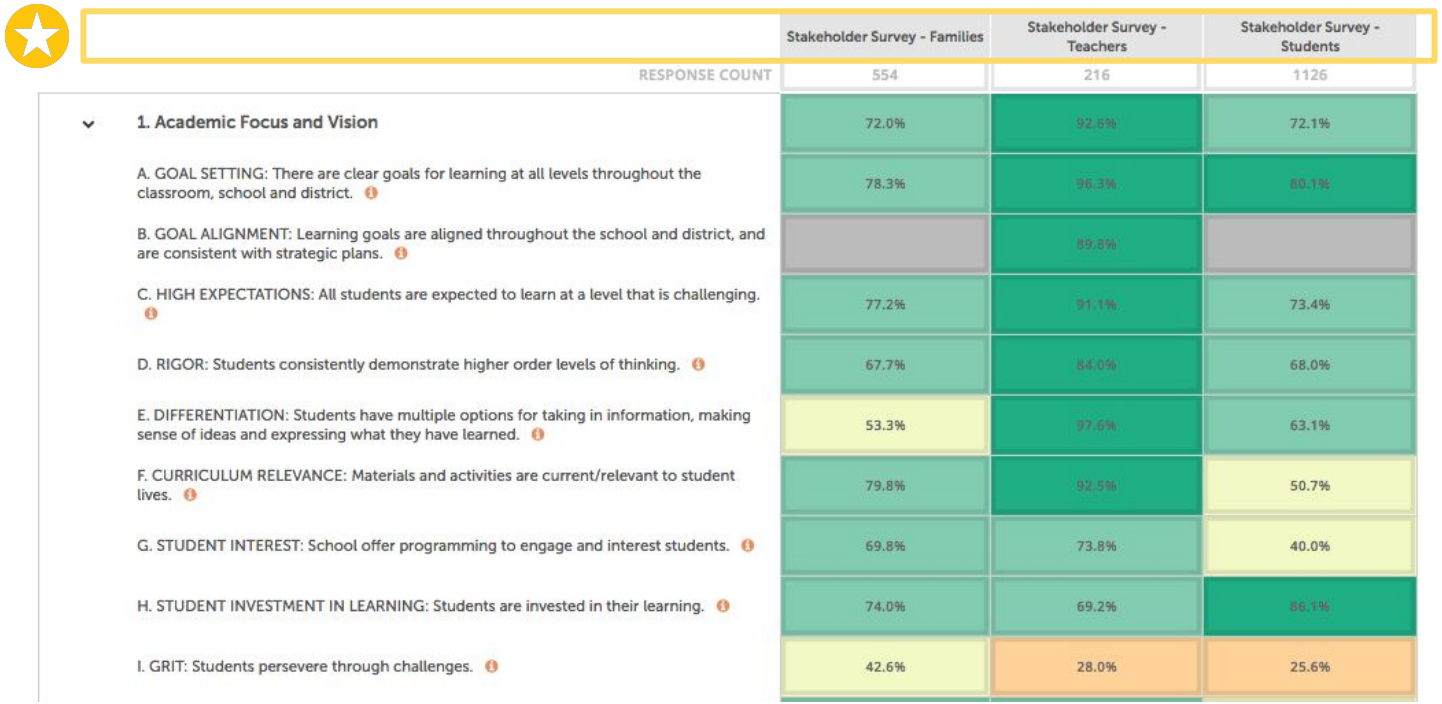
Increasing parent and community involvement was a major part of our strategic plan. Capturing and reviewing our data with stakeholders was one way we addressed it.

[School names hidden]

RESPONSE COUNT	679	89	177	66	54	55	13	72	33	73	46
› Standards Based Reporting (MasteryConnect)	40.4%	17.6%	26.8%	31.1%	59.6%	56.9%	9.1%	53.4%	19.4%	53.8%	53.3%
› Instructional Coaches	40.6%	27.9%	34.3%	34.4%	37.0%	35.2%	100.0%	55.1%	21.9%	62.5%	48.9%
⌄ Culture & Environment	83.5%	84.1%	77.8%	89.2%	72.2%	90.7%	76.9%	79.2%	97.0%	86.3%	89.1%
INVOLVEMENT: Involving parents and the community in the school community.	27.9%	18.2%	20.5%	24.6%	11.1%	51.9%	7.7%	15.3%	63.6%	31.0%	66.7%
EXPECTATIONS: How invested are students in a culture of high expectations?	67.6%	54.0%	59.4%	78.5%	59.3%	72.2%	69.2%	66.7%	75.8%	76.7%	87.0%
STUDENT RELATIONSHIPS: Building strong and respectful relationships among students.	73.5%	78.4%	73.7%	70.8%	63.0%	75.9%	30.8%	62.5%	84.8%	79.5%	80.0%
GROWTH MINDSET: Approaching discipline as an opportunity for growth for students (rather than as punishment).	86.8%	84.1%	78.3%	93.8%	84.6%	87.0%	92.3%	91.3%	100.0%	91.5%	90.9%
LEARNING ENVIRONMENT: Establishing a productive and respectful classroom environment.	89.8%	93.2%	91.4%	86.2%	87.0%	90.7%	69.2%	88.9%	90.9%	87.7%	89.1%
TEACHER RELATIONSHIPS: Building strong and respectful relationships between teacher and students.	92.1%	93.2%	89.0%	93.8%	90.6%	90.6%	84.6%	91.7%	97.0%	93.1%	95.7%

Data dashboard (Backup)

Reports can be customized to find trends across different data sources.



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Protocol

During the year, our administration, principals, and coaches reviewed our data in both KickUp-led and internal data review meetings.

Frequency	Once a month check-in & quarterly progress checks
Participants	Administration (school services, school improvement, professional learning team), principals, sometimes instructional coaches and tech specialists
Format	• Started by reviewing our improvement plan-p 16, 17, 18 and 22 • Went through a data book to see progress • Consider assessment data & cross-reference with KickUp data to see if we need to refine our PD support

Shared internally

As data came in, we shared our reports internally with our team.

- Improvement plans
- Formative evaluation of instructional coaches
  Mrs. Annie Sisemore
- Sharing data with teachers (building specific)
  Mr. Phil Clark- BHS
  Dr. TJ Winkelmann- STEAM
  Mrs. Kim Mauck- Mill Creek Upper Elementary

Shared externally

During the year, we were able to share results with other stakeholders.

- Communications Director
  Mrs. Melissa McConnell
- Building reports and district achievement reports to school board

The percent of teachers observed being effective or highly effective in core instructional practices increased by 22 points (from 65.4% to 87.5%)

84% of teachers reported high student engagement, an increase of 13 percentage points at the start of the year.

Q&A

20 minutes

Dr. Lorenzo Rizzi
Assistant Superintendent,
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Learnings & Looking Forward

5 minutes

Key Takeaways

Deliberate planning of data collection - timing, sources, alignment

Push beyond reactions - challenge assumptions and look at multiple levels of impact

Clear, transparent communication on expectations and purpose of data collection

Take action based on data, and continue to track progress; build data muscle

Share results and findings; get the right information to right people at right time

Exit Slip

5 minutes