

# Using Data for Continuous School Improvement

## Session Planning Notes

### *Reference*

<i>Agenda Item</i>	<i>Purpose/Intent</i>	<i>Book Ref.</i>	<i>Timing</i>
WHY Data Analysis /Continuous School Improvement?	Data just to satisfy compliance and accountability or to inspire real improvement focused on implementation of a shared vision.	Chapter 1: <a href="#">pgs 1-10</a> . Table on <a href="#">pg 4</a> . Addl activities: What would it take to ensure student learning increases?; Historygram.	30 mins.
Continuous Improvement Planning Framework	The framework that describes how schools/districts work through the process of improvement.	Chapter 2: <a href="#">pgs 11-26</a> . Framework graphic on <a href="#">pg 14</a> .	15 mins.
Intro to Multiple Measures of Data	Informing a shift from sole reliance on just student learning data to include multiple measures of data.	Chapter 2: overview, <a href="#">pgs 15-16</a> . Graphic on <a href="#">pg 17</a> . Chapters <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a> , <a href="#">6</a> : detailed description and examples for each area of data.	15 mins.
Input – Process - Outcome	Discovering the importance of process data analysis in school improvement.	<a href="#">Chapter 14</a> : overview and descriptions. Engagement activity resources separate.	30-45 mins.
Data Profile Case Study	Experience analyzing someone else’s data before digging into their own is an effective way to depersonalize the context for improvement.	<a href="#">Chapter 3</a> : purpose and intent of a data profile, <a href="#">pgs 32-38</a> . Appendix F: Facilitation Guide, <a href="#">pgs 263-264</a> ; Data Profile Case Study, <a href="#">pgs 265-334</a> . Appendix G: What We Saw in the Case Study, <a href="#">pgs 335-342</a> .	30-60 mins. per section of the profile
Questionnaire Administration	Most schools/districts don’t have good perceptions data to inform their improvement efforts, they need to administer staff, student, and parent questionnaires.	<a href="#">Appendix C</a> : detailed information to support the entire questionnaire process. See your ESU or district contact person for more information on receiving questionnaire services.	NA
Demographic, Perceptions, Student Learning, and Process Data Inventories	Completing inventories creates an awareness of the data we have, the data we need, and the relationships within and across each area of data.	Appendix <a href="#">B1</a> , <a href="#">B2</a> , <a href="#">B3</a> , <a href="#">B4</a> : Facilitation guides, templates, and examples for demographic, perceptions, student learning, and process data.	30 mins. per inventory.

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Problem Solving	Reverse-engineer undesirable results back to multiple measures, ownership of processes, and a focus on vision.	Chapter 8: example, <a href="#">pgs 105-108</a> . Appendix I: facilitation guide, <a href="#">pgs 354-355</a> ; activity sheet, <a href="#">pgs 356-358</a> .	45-60 mins.
Data Profile: Demographic Data	Note the trends and patterns available in demographic data to inform analysis of all other data.	Use your own data. Chapter 3: purpose and intent of a data profile, <a href="#">pgs 32-38</a> . Appendix F: Facilitation Guide, <a href="#">pgs 263-264</a> .	30-60 mins.
Data Profile: Perceptions/Questionnaire Results	People can only act according to what they value, believe, and perceive. Review staff, student, and parent questionnaire results to determine what your stakeholders think and feel about the learning environment.	Use your own data. Chapter 3: purpose and intent of a data profile, <a href="#">pgs 32-38</a> . Appendix F: Facilitation Guide, <a href="#">pgs 263-264</a> .	30-45 mins.
Data Profile: Student Learning Data	Examine the outcomes of process implementation.	Use your own data. Chapter 3: purpose and intent of a data profile, <a href="#">pgs 32-38</a> . Appendix F: Facilitation Guide, <a href="#">pgs 263-264</a> .	30 mins.
Programs and Processes Template	Consider the purpose and ingredients of any program or process before moving to initiate or repair implementation.	Description and examples, <a href="#">pgs 159-160, 80-90, 111, 151</a> . Appendix D: facilitation guide and example, <a href="#">pgs 253-257</a> .	30-60 mins.
Flowcharting	Describe implementation of programs and processes using process mapping.	Chapter 6 <a href="#">pgs 87-90</a> . Appendix E: facilitation guide and example, <a href="#">pgs 258-262</a> .	30-60 mins.
Create A To Do List	As you work through content, create a list of the next steps we need to engage for implementation.	See DOE or ESU support staff for resources and materials.	30-45 mins or interspersed between activities during a workshop.

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Aggregating Implications for Planning from Data	Look across the planning implications from all areas of data to identify commonalities and determine next steps relative to key areas.	Chapter 7: description, <a href="#">pgs 93-100</a> . Appendix H: facilitation guide, examples, study sheets, <a href="#">pgs 343-353</a> .	1-3 hours depending on number of staff and quantity of data.
Values and Beliefs for Vision	Use the findings of data analysis to inform a shared vision for improvement for your learning organization.	Chapter 9: description and examples, <a href="#">pgs 115-126</a> . Appendix J: facilitation guide and examples, <a href="#">pgs 359-371</a> .	90-120 minutes for just core values and beliefs.
Continuous Improvement Continuums	Assess systems-level processes as well as your progress within the process of school improvement.	Chapter 2: description and examples, <a href="#">pgs 20-25</a> . Appendix A: facilitation guide and continuums, <a href="#">pgs 193-204</a> . Additional <a href="#">district</a> , <a href="#">school</a> , <a href="#">SPED</a> , and <a href="#">RtI</a> continuums available.	3 hours for all 7 CICs, first assessment. Less time required for subsequent assessments.
Planning: Professional Learning, Leadership, Partnerships	Plan to implement the vision, not just to satisfy compliance and accountability.	Chapter 10: descriptions and examples, <a href="#">pgs 127-144</a> . Appendix L: facilitation guide, <a href="#">pgs 381-386</a> . Also see Appendix <a href="#">M</a> , <a href="#">N</a> , <a href="#">O</a> , & <a href="#">P</a> .	Depends on segment of the planning process that is being engaged.
Collaborative Strategies	Work in team with data more effectively.	Chapter 11: descriptions and examples, <a href="#">pgs 145-156</a> . Appendix <a href="#">Q</a> , <a href="#">R</a> , & <a href="#">S</a> : facilitation guides, pgs 396-404.	Depends on strategy implemented. See facilitation guide.
Timeline for Implementation	Consider the different elements that must be in place, the sequence of their implementation, and the services required to support your work over the coming year.	Chapter 13: description and examples, <a href="#">pgs 167-182</a> . Appendix T: facilitation guide and example, <a href="#">pgs 405-415</a> .	2 hours.