Day 8: 301 Participant Resources
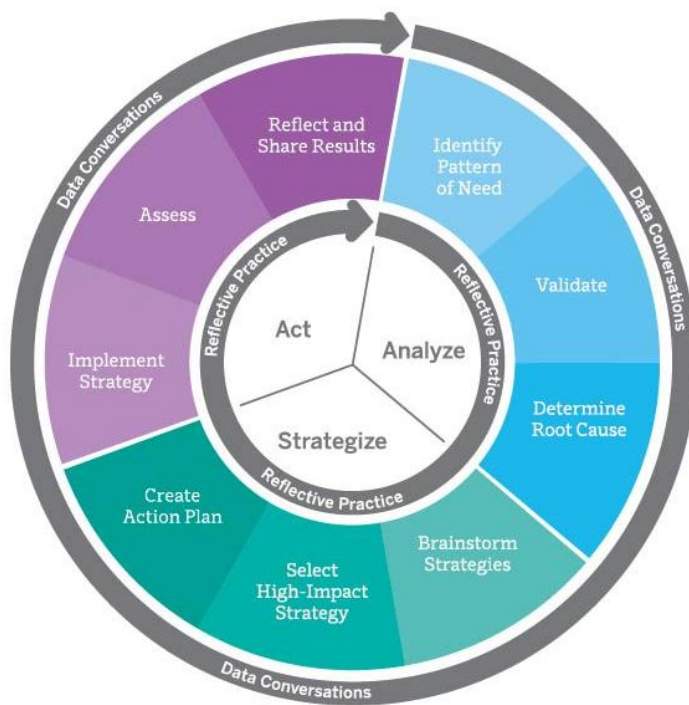
Data Use Professional Development Series
Rhode Island Department of Education

www.ride.ri.gov

www.amplify.com

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Implementation Progress

Create a timeline illustrating the pathway of your work so far this year.

What is one "critical incident" or turning point in your work thus far?

Exercise 5.1: Long Cycle of Inquiry

Analyze

Data Source	

Pattern of Need	

What additional data source(s) will you use to validate?	

Refined Pattern of Need	

Root Cause	

Strategize

High-Impact Strategy	

Create Action Plan	What is the goal of the Action Plan? How does this goal support the school's other goals/plans?
	□ Schoolwide □ Grade Level □ Whole Class □ Small Group
	List the steps you will need to take to reach your goal: / Timeline:
	What are the main resources you will need?
	How and when will you assess whether your high-impact strategy is working? What measures/assessments will you use? Where are the checkpoints along the way that will help you adjust, if needed?
	What will success look like as measured by your identified measures/assessments? How will you know that you've reached it?
	What stakeholders will receive a copy of your Action Plan?

Act

| Implement | With whom did you implement the high-impact strategy? |
| | When and how did you implement? At which checkpoints did you adjust implementation? |

| Assess | How did you assess effectiveness? What qualitative or quantitative evidence does your measure(s) provide? |
| | Did your high-impact strategy work? How do you know? |

| Reflect and Share Results | Reflect on the successes and challenges of this process. |
| | With whom will you share the results and how? What data displays will you use? |

| Next Steps | |

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Exercise 5.2 Protocol: Reading a Data Display

Protocol	Notes
Step 1: What do the text and labels convey? • Title or heading • Label on the vertical axis (the y-axis) • Label on the horizontal axis (the x-axis) • Text on or around the graphic • Symbols or keys indicating what different colors or sections mean Step 2: What is the underlying context of the visual data display? • Which population(s) does the visual represent (e.g., a particular class, a whole school, all third graders, all RI students)? • What units are used (e.g., time, scores, percentages)?	

What is one inference or conclusion you can make by looking at this data display? Write one sentence:

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What is one inference or conclusion you can make by looking at this data display? Write one sentence:	

Exercise 5.2: Reading a Data Display – Sample 1
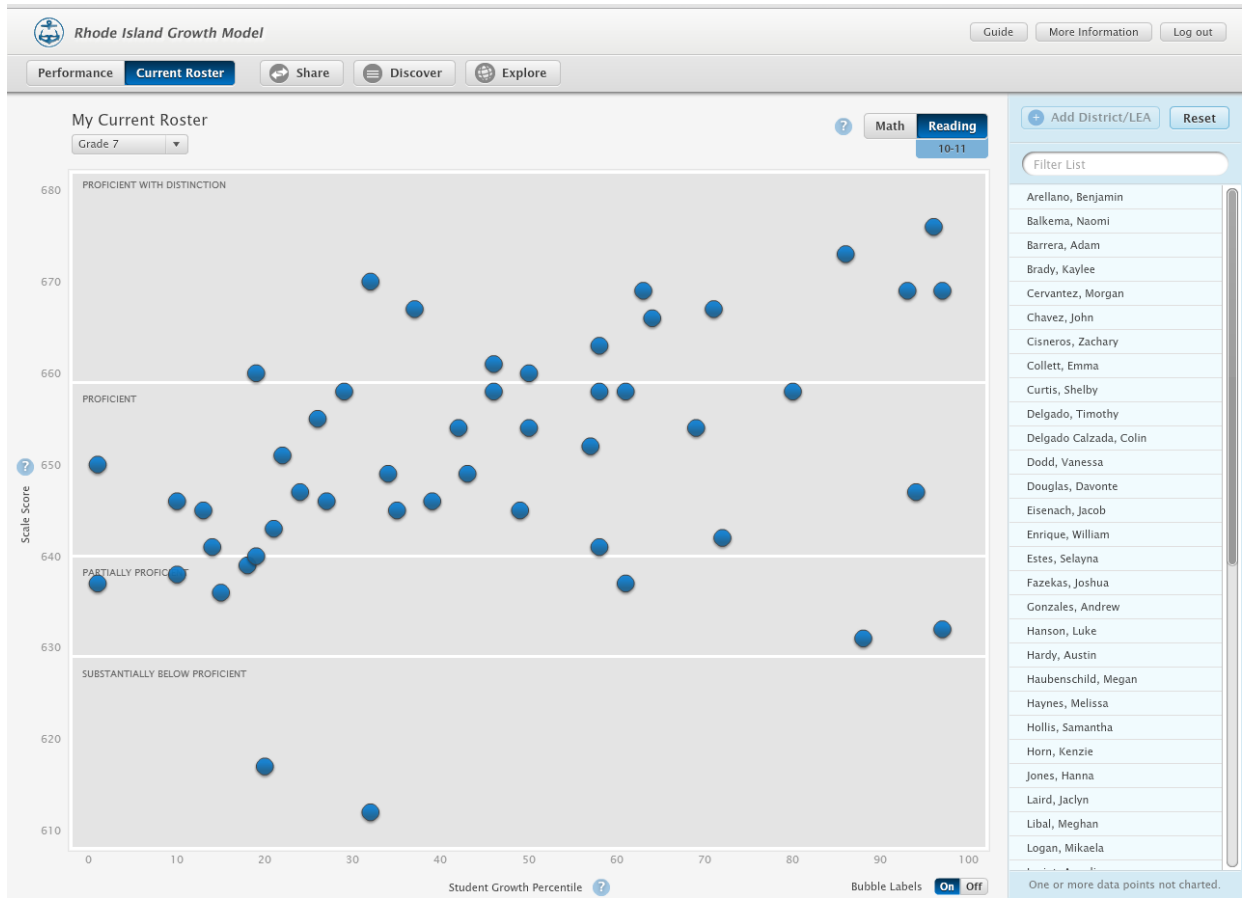
Exercise 5.2: Reading a Data Display – Sample 2

Isabelle Donnelly   **Omega Middle School**

How to interpret this student growth & achievement report
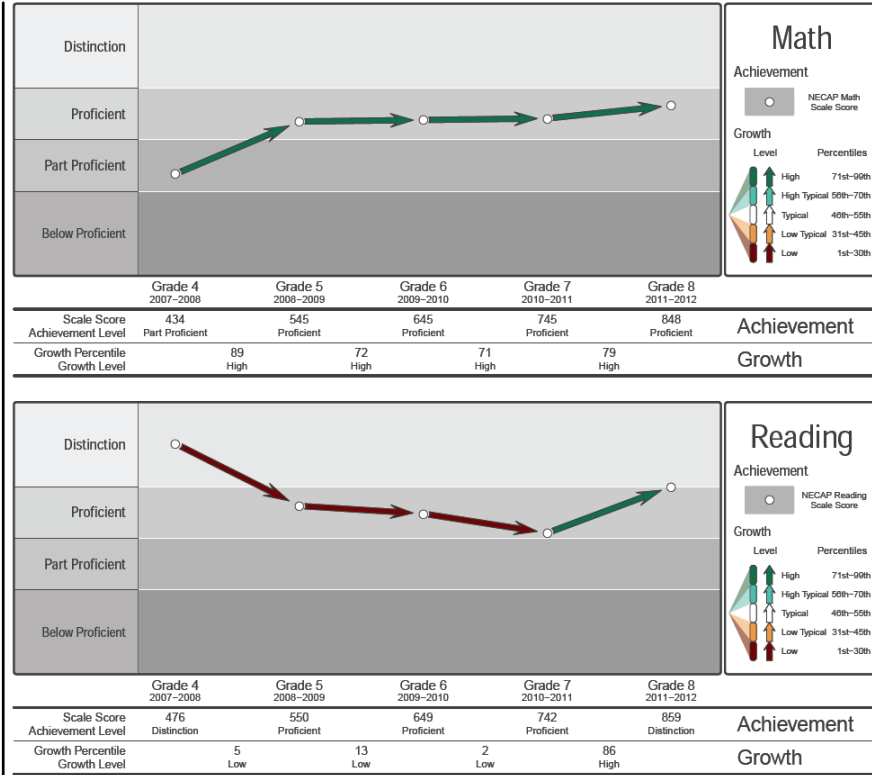
- NECAP Scale Score
- NECAP Achievement Levels
- Student Growth Percentile

Suggested Uses

- Review past growth to assess student academic progress toward NECAP achievement goals.
- Develop remediation or enrichment plans based on rate of growth needed to reach higher NECAP achievement levels.
- Identify the rate of progress needed in order to reach or maintain proficient status on the NECAP next year.

Math

Achievement — NECAP Math Scale Score

Growth

Level	Percentiles
High	71st–99th
High Typical	56th–70th
Typical	46th–55th
Low Typical	31st–45th
Low	1st–30th

	Grade 4 2007–2008	Grade 5 2008–2009	Grade 6 2009–2010	Grade 7 2010–2011	Grade 8 2011–2012	
Scale Score Achievement Level	434 Part Proficient	545 Proficient	645 Proficient	745 Proficient	848 Proficient	Achievement
Growth Percentile Growth Level		89 High	72 High	71 High	79 High	Growth

Reading

Achievement — NECAP Reading Scale Score

Growth

Level	Percentiles
High	71st–99th
High Typical	56th–70th
Typical	46th–55th
Low Typical	31st–45th
Low	1st–30th

	Grade 4 2007–2008	Grade 5 2008–2009	Grade 6 2009–2010	Grade 7 2010–2011	Grade 8 2011–2012	
Scale Score Achievement Level	476 Distinction	550 Proficient	649 Proficient	742 Proficient	859 Distinction	Achievement
Growth Percentile Growth Level		5 Low	13 Low	2 Low	86 High	Growth

For more information please visit the Rhode Island Department of Education (RIDE) at www.ride.ri.gov/ or contact 401–222–4600
Cooperatively developed by the RIDE & the Center for Assessment, Inc. Distributed by the RIDE.

Exercise 5.3: Choosing a Data Display

Review the data display and discuss the following questions:

Sample 1: CBM Passage Reading Fluency
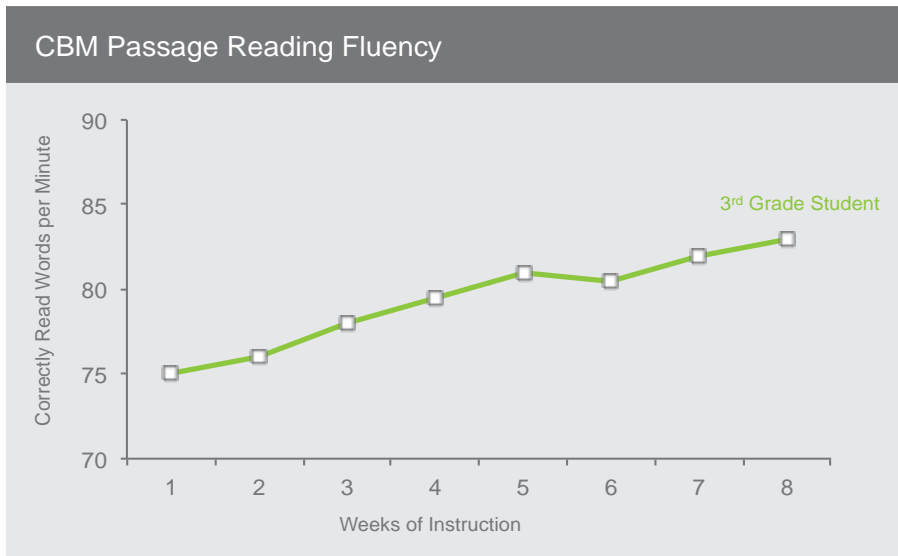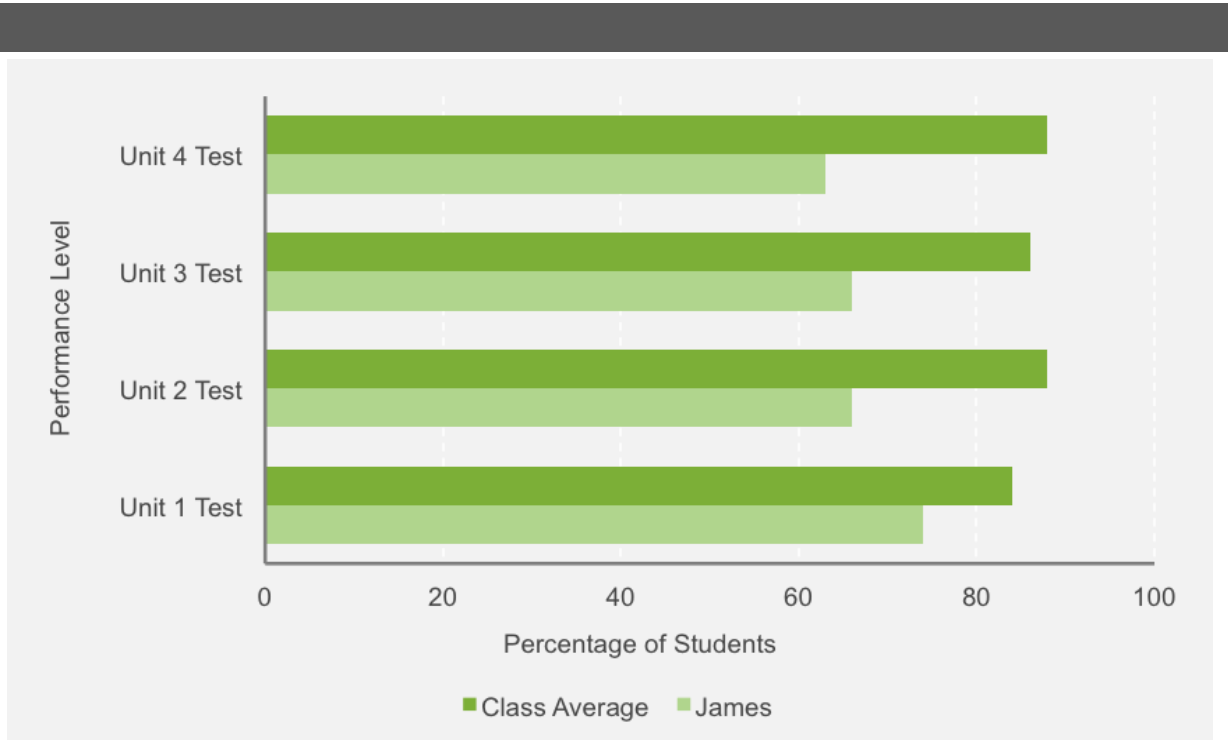

What kind of data is displayed?

What is the purpose of the data display?

Why did the author choose this type of data display to represent this information?

Exercise 5.3: Choosing a Data Display

Review the data display and discuss the following questions:

Sample 2: James' Math Unit Test Performance, Percentage Correct

What kind of data is displayed?

What is the purpose of the data display?

Why did the author choose this type of data display to represent this information?

Types of Data Displays

Type	Purpose	Sample Questions
Bar Graph	• Compares quantities in particular categories or groups • Displays relationships	• What percentage of students in each grade level achieved proficiency? • How do female students compare to male students?
Line Graph	• Shows changes in data over time at equal intervals • Displays trends over time, such as performance or growth	• How did the fourth graders from Wilson Elementary perform on the NECAP over the last five years? • How has an intervention over the last 8 weeks increased the number of words a student can read per minute?
Pie Chart or Circle Graph	• Compares parts of a whole • Shows percentages or proportions of data as it relates to the whole	• What is the relative distribution of student scores across performance levels in Ms. Park's class?
Scatter Plot	• Shows relationship between two different measures	• What is the correlation between a student's grade on a unit assessment and her NECAP score?

Sample Data Displays: Fall 2012 NECAP Reading Tests

Which data display(s) represents the data appropriately?
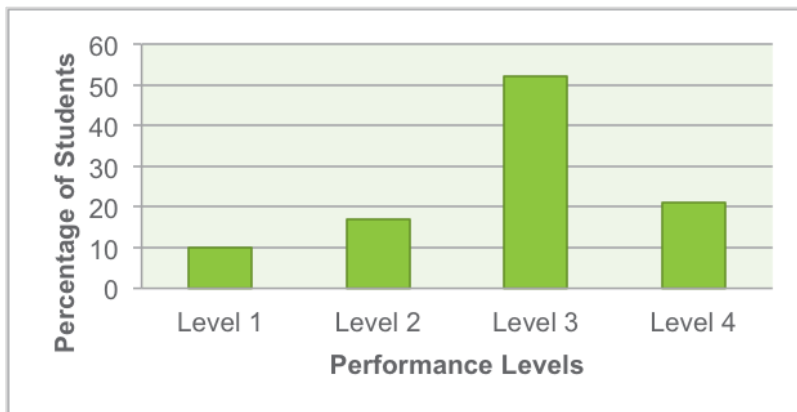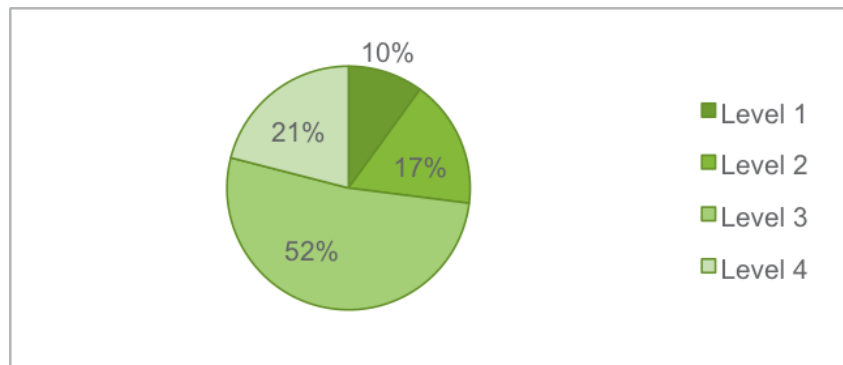
Creating a Visual Data Display

As an SDLT, choose a data set and create a visual data display.

1. Identify the data source.

2. What is the story that you want to tell with this data?

3. Which type of visual data display best tells the story?

4. Create a visual data display with your data.

5. Does the data display tell the story in the way you anticipated?

6. How does the visual data display help you to better understand the story of your data? Are there additional Patterns of Need that emerge when you view the data in this different way?

7. Reflect: How does a visual data display strengthen the process of analyzing data?

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Data Walls Discussion

There are several factors to consider and discuss when developing a data wall. Talk through the following topics with your SDLT and then complete the *Data Wall Planning Template.*

- Individual vs. Aggregate: Do you want to track individual student data (Student A has mastered all of her subtraction math facts, Student B has mastered 90%, etc.) or do you want to track aggregate data (78% of 4th graders have mastered subtraction math facts)?

- Anonymous vs. Identified: Do you want student names (or any identifiable data) to be displayed on the wall? When is each appropriate?

- Public vs. Private: Where will this data wall be displayed? Who would have access to it?

- Mastery vs. Growth: Do you want to track how many students have mastered the content (or behavior) or do you want to track the students as they move toward the goal?

- Physical vs. Technology-Supported: Will your data wall be set up in a physical location (e.g., teacher work room) or will you set up a virtual data wall using technology?

- Level of data being displayed (School, Grade, Classroom, Student)

- Who will create and maintain the wall?

NOTES:

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Data Wall Planning Template

What objective/goal will you measure?	
What data will be used?	How frequently is this data collected?
What level of data will be displayed (School, Grade, Classroom, Student)?	
How will this data be used to inform decision-making?	
Will the data be publicly or privately displayed? Where exactly?	Who will be in charge of creating and maintaining the data?

What type of data display will you use?

Draw a sketch of your data wall:

Exercise 4.8: Student Profile 1

Scenario: Teacher or Administrator/Parent Conversation

You called a parent because her child was misbehaving in class. The parent seemed extremely concerned and promised her child's behavior would improve. The child apologized to you the next day, but now is behaving poorly again. You decide to call the parent a second time.

Student Profile: Anna (Grade 7)

Schoolwide Discipline Report

Date	Infraction	Action
09/15/2013	Throwing food in cafeteria	Detention; Parent Contact – phone
09/28/2013	Cell phone use	Detention; Behavior Contract completed
10/10/2013	Dress code violation	Detention; Changed to appropriate attire
10/12/2013	Insubordination – classroom	Detention; Parent Contact – phone

Attendance Record

Date	Excused Absence	Unexcused Absence	Tardy
09/15/2013			9:55 AM
09/16/2013	Illness, Parent note		
10/01/2013			9:40 AM
10/08/2013		X	
10/11/2013		X	

Classroom Discipline Report: Period 1

Date	Disruptive	Out of Seat	Off-task	Disrespectful	Additional Notes	Action
09/14/2013	X				Talking out of turn	Talked to Student
09/15/2013			X	X	Refused to participate	Phone call home
10/09/2013	X	X	X		Not working on project	Talked to Student
10/11/2013	X			X	Talking out of turn, talked back	Parent meeting

History: Anna has been an academically average student throughout her school career, usually scoring near the state average on standardized assessments, including NECAP and universal screeners on literacy and math. She has many friends and is considered "popular" among her peers. She is active on the student council and loves her role as dance committee chair.

Before you begin:

What is your purpose for the Data Conversation?

What is the first question you will ask (using positive presumptions)?

Exercise 4.8: Student Profile 2

<u>Scenario</u>: **Teacher/Parent Conversation**

A parent is coming in for a parent/teacher conference. The child is well-behaved and has done fairly well on weekly reading comprehension quizzes, but you feel she could be doing better.

<u>Student Profile</u>: Olivia (Grade 5)

Weekly Averages by Category				
Week	Classwork	Homework	Group Work	Weekly Quiz
9/1-9/5	95%	100%	93%	82%
9/8-9/12	93%	97%	100%	75%
9/15-9/19	95%	100%	100%	70%
9/22-9/26	100%	95%	90%	75%
9/29-10/3	90%	100%	95%	80%

<u>History</u>:

Olivia has always been a successful student, scoring above the school average on her past ELA standardized assessments. Olivia has made honor roll every year she has been in attendance. Olivia has had perfect attendance for the past two years. Olivia currently plays soccer for the local town league as well as acts in the local children's theater.

Before you begin:

What is your purpose for the Data Conversation?

What is the first question you will ask (using positive presumptions)?

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Exercise 4.8: Student Profile 3

Scenario: Teacher/Parent Conversation (High School Math)

A parent is coming in for a parent/teacher conference. The student has informed you that his parents have joint custody and he spends one week with his mother and one week with his father, alternating every week. You have noticed Ronnie completes and turns in all homework assignments on the weeks he spends with his father. On the weeks he spends with his mother, he turns in only about 20 percent. Subsequently, his homework average is low. Additionally, his quiz/test average is low, and you've found that he performs poorly on the weekly quizzes in which he doesn't turn in his homework. His mother is coming in for the parent/teacher conference.

Student Profile: Ronnie (Grade 10)

Weekly Homework: 9/1- 9/26

Homework Completion					
Week	Monday	Tuesday	Wednesday	Thursday	Friday
9/1-9/5	✓	✓	✓	✓	✓
9/8-9/12	✓	0	0	0	0
9/15-9/19	✓	✓	✓	✓	✓
9/22-9/26	✓	0	0	✓	0

Averages	
Homework (5%)	65%
Classwork (45%)	80%
Quiz/Test (55%)	65%
Total Current Average	75%

History: Ronnie has an inconsistent academic history. While he has never been retained, he has had to attend summer school for multiple subjects over the past few years. There is no data to suggest he has one particular weakness. His inconsistencies in his current math class are beginning to affect his academic standing. Ronnie has very few discipline referrals; the referrals he does have are for insubordination and are mostly from his advisory teacher. Ronnie is not engaged in any formal extracurricular activities and tends to keep to himself. He enjoys independent, self-selected reading and will read whenever he has free time. He plays the guitar. Ronnie works two nights a week washing dishes at the local diner; his father says he uses the money to purchase video games, concert tickets, and guitar accessories. Teachers have noted Ronnie can be extraordinarily creative if he is engaged.

Before you begin:
What is your purpose for the Data Conversation?
What is the first question you will ask (using positive presumptions)?

Exercise 4.8: Student Profile 4

Scenario: Tier 2 Initial Meeting

Elise has been identified in the at-risk range based on the results of her winter STAR Early Literacy Benchmark Assessment. In the fall screening period, Elise did not emerge in the at-risk category. As Elise's teacher, you and the RTI team contact Elise's parents to bring them in for a Tier 2 Initial Meeting. With some reluctance, they finally agree on a date and time.

Student Profile: Elise (Grade 1)

A STAR Early Literacy Benchmark from January shows the following:

Early Literacy scaled score: 583 (Late Emergent Reader)

Domain	Score (1-100%)
General Readiness	73
Graphophonemic Knowledge	59
Phonemic Awareness	46
Comprehension	44
Phonics	42
Vocabulary	42
Structural Analysis	35

When compared to national norms, these scores put Elise in the 20th percentile.

In addition, you have collected your own data on Elise:
- She can differentiate letters from other letters, as well as letters from words.
- She is also able to recognize position words.
- With scaffolded support, Elise is somewhat able to match upper and lower case letters, use alphabetical order, and recognize letter sounds.
- Elise struggles with phonics, specifically around vowel sounds. She is somewhat more familiar with consonant sounds, but cannot replace beginning and ending consonants without support.

Before you begin:
What is your purpose for the Data Conversation?

What is the first question you will ask (using positive presumptions)?

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Exercise 4.8: Student Profile 5

Scenario: Teacher or Administrator / Parent Conversation

Scott's parents are coming to a parent/teacher conference in response to an invitation you recently sent. Scott's performance in third grade has gotten off to a slow start, and you think he could make far better progress.

Student Profile: Scott (Grade 3)

Weekly Scores and Averages by Category				
Week	CBM Concepts and Application Probe	Classwork	Homework	Group Work
10/7/2013	7	75%	60%	80%
10/14/2013	9	68%	50%	75%
10/21/2013	8	70%	55%	85%
10/28/2013	9	70%	50%	90%
11/4/2013	9	75%	65%	85%

Attendance Record:

Unexcused Absences: 5 (10/15, 10/18, 10/21, 10/25, 10/28)   Excused Absences: 0   Tardy: 0

Discipline Data:

Scott is generally quiet during class, requiring few if any disciplinary interventions. However, he does not always seem attentive, and his attention during instruction seems limited.

History*:*

Scott began the year below the benchmark on STAR Math. When assessed weekly using the CBM Concepts and Application Probe, Scott is identified for primary prevention, and when progress monitoring, you notice that his rate of improvement is below the expected growth of 0.5 points per week. You have concerns about his progress, especially given his five unexcused absences over the last few weeks.

Scott seems to be able to make connections with his classmates, although he is sometimes reticent to get involved in large group activities.

Before you begin:

What is your purpose for the Data Conversation?

What is the first question you will ask (using positive presumptions)?

Exercise 4.8: Student Profile 6

<u>Scenario(s)</u>: **Teacher/Parent, Guidance Counselor/Parent, Administrator/Parent Conversations**

Overall, attendance at the high school is strong, but for individual students like Kyle, you have concerns. After accessing the school's Early Warning System, you worry about Kyle's attendance and grades. Kyle's attendance percentage is below 85 percent, putting him at high risk for academic issues, including not graduating on time. Kyle's father does not speak English as a first language so communication has been difficult, but he is coming in for a conference at your request.

<u>Student Profile</u>: Kyle (Grade 9)

Kyle has been in the district's ESL Program for three years. According to his middle school records his attendance has been a concern in the past; now that he's in high school, it's only getting worse.

Week Of:	Unexcused Absence	Excused Absence	Unexcused Tardies	Excused Tardies
9/1-9/5	ll		l	
9/8-9/12	l		ll	
9/15-9/19	lll			l
9/22-9/26	l		lll	
9/29-10/3			ll	
10/6-10/10	ll		l	

Additionally, his grades are suffering. His most recent progress report indicated that he was at risk for failing Algebra 1, English, and World History.

Before you begin:
What is your purpose for the Data Conversation?

What is the first question you will ask (using positive presumptions)?

Data Conversation Practice Worksheet

Type: (circle)   Teacher to Teacher   Administrator to Teacher   Teacher to Parent   Teacher to Student

Before you begin:

What is the purpose of the Data Conversation? _____

What is the first question you will ask (using Positive Presumptions)? _____

Positive Presumptions	Paraphrasing	Data References
Tally:	Tally:	Tally:
Comments/Notes:	Comments/Notes:	Comments/Notes:
Conversation Stoppers:		

Action Research Scenarios

School #1

At a secondary school, an SDLT compared different data sources to find very little correlation between student grades and achievement levels on standardized assessments. Approximately 50 percent of students receiving high grades on class assignments and local assessments and A's and B's on report cards in math were either Partially Proficient or Substantially Below Proficient on the last administration of NECAP. This pattern was validated after reviewing PSAT and SAT scores, which also suggested low performance on standardized assessments in math. Accordingly, the SDLT came up with two Action Research questions:

- How does using the Cycle of Inquiry help educators to better align student performance on class assignments and local assessments with standardized assessment results?
- How does the use of standards-based grading practices impact the relationship between student grades and assessment results?

School #2

At a large elementary school, the SDLT examined formative assessment practices and found a Pattern of Need: Approximately half of educators consistently used formative assessment practices to quickly adjust instruction. The team also found that many of the teachers who frequently used formative assessment practices had also completed the Formative Assessment Modules or a similar professional development offering. The SDLT wondered what sort of impact those practices had on Student Learning Objective goals. After comparing the two Patterns of Need, they came up with the following Action Research question:

- If teachers analyze low-stakes, classroom data on a consistent basis and use it to guide instruction, will student achievement on SLO goals improve as measured by common local assessments?

School #3

At a high school, the SDLT examined science scores on the most recent science NECAP administration. Student scores — on average — were far below the state average. The SDLT found a Pattern of Need. They found that students performed poorly on Constructed Response (CR) items. The results didn't tell them whether the low scores were due to a lack of science content or the process for responding to CR items, so they dug a little deeper. The SDLT gave students released items and found that gaps in both content and process were impeding students' constructed responses. Typically,

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students who struggled with the process of writing a constructed response didn't answer all parts of the question or just restated the prompt. Students who lacked the content necessary to answer the question demonstrated a lower level of detail in their responses, or sometimes gave thorough content that was unrelated to the question altogether. Given their findings, the SDLT came up with the following Action Research question:

- How does instruction on supporting a statement with evidence and the use of a common rubric paired with a more rigorous focus on content impact teacher/student understanding and student production of high-quality constructed responses?

School #4

At a small elementary school, the SDLT felt there was a need in the content area of writing given the increased rigor of the Common Core. Historically, the Grade 5 NECAP Writing scores have been below the state average. Teachers administered benchmark writing tasks and utilized the PARCC sample rubric to evaluate student writing across the school. By examining student results from these tasks, a Pattern of Need emerged in grades 3-5: writing scores lagging far behind proficiency. The SDLT compared the results of the writing tasks with the Data Use PD implementation data they collected throughout the year (e.g., Turnkey Exercise logs, reflection sheets) to come up with the following Action Research question:

- What happens to overall writing proficiency when the Cycle of Inquiry is implemented regularly and collaboratively by upper elementary teachers?

Sustainability Planning: Action Research

Analyze	What is the Pattern of Need?
Strategize	How will you address the Pattern of Need? What is your Action Plan?
Act	How will you know if your Action Plan is working?
Data Conversations	How can Data Conversations support your plan?
Reflective Practice	At which points during the process will you take time to reflect?

Planning Questions

What is the Pattern of Need and what is its significance?

What are the benefits of addressing this Pattern of Need successfully?

How will you know if you have successfully addressed this Pattern of Need?

Which stakeholders need to be actively engaged in this process? What does their active engagement look like?

At what key moments in the school year will you look for indicators of success?

What is your Action Research question?

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Analyze

What is the Pattern of Need you want your Action Research project to address?

What data sources did you use to find your Pattern of Need?

How did you validate this pattern?

What process did you use to determine the Root Cause for this Pattern of Need, and what Root Cause did you decide to act upon?

What books, authors, articles, or sources of information (e.g., ERIC, websites, Internet, workshops) will you consult to find out more about the topic you are researching?

How does your Action Research Question align with other related initiatives (e.g., your personal goal from Day 1, School Level Objectives, School Improvement Plan, other RTTT initiatives or other school-/district-wide initiatives, etc.)?

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Strategize

What high-impact strategy have you selected to address your Pattern of Need?

What data do you need to answer your Action Research question?
- What data do you have access to already that may help you answer this question?

- What other sources of data will you use in your data collection (e.g., surveys, focus groups, interviews, student work, etc.)? Remember, you may utilize both qualitative and quantitative data.

What are the steps you need to take to implement your Action Research project, and when will you complete those steps?

Who will be involved?

What materials will you need to access or create?

How will you document your progress?

What will success look like?

How will you assess the effectiveness of the high-impact strategy?

At what points will you check in and adjust, if necessary, the implementation of the high-impact strategy?

If those involved have not participated in Data Use PD, what Turnkey Exercises can you utilize to provide them with the skills and concepts needed to carry out the Action Research?

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Act

How will you know if it is working?

What stakeholders would be interested in your research?

Where could you share your results? (e.g., staff meetings, PTA meetings, etc.)

What visual data display will you choose to share with stakeholders?

Plans for Next Steps:

Data Conversations

Which Data Conversations will help support the Sustainability Plan and move it forward?

What challenges do you see in creating time for meaningful Data Conversations throughout this process?

Reflective Practice

When will there be time to reflect on how the process is going?

How often does meaningful reflection need to take place?

What are the risks of not reflecting on Action Research?

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Sustainability Implementation Plan

	Analyze	**Strategize**	**Act**
	• What need do you see for next year? • What are the contributing factors?	• What strategies could be used to address these needs? • What is the high-impact strategy you will use?	• What will you do? • How will you know if it worked?
Collaborative Structures			
Leadership			
Extending the Reach			

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Initiative Integration			

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Resources and Supports

What additional resources and supports are necessary to carry out this plan?	From whom do you need help/support?	What are the implications if this resource and/or support are not available? Are there alternatives to this resource/support?

District-Wide Sustainability Plan

How does your plan relate to the other schools in your district?

Where might there be opportunities for collaboration within your district?

What resources and/or supports from the district office might help support this collaboration?

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Turnkey Plan Worksheet

Act: Implementing and Assessing a High-Impact Strategy

The Team

Who will facilitate this Turnkey Exercise?

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How do educators currently assess instructional interventions?

What practices are currently in place?

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What is at stake?

What might people have to give up or let go of in order to implement and assess their Action Plan? This may include longstanding practices and deeply held, sometimes limiting, beliefs.

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What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

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Turnkey Plan Worksheet

Act: Data Displays

The Team

Who will facilitate this Turnkey Exercise?

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How do educators currently interact with data displays?

What practices are currently in place?

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What is at stake?

What might people have to give up or let go of in order to use data displays? This may include longstanding practices and deeply held, sometimes limiting, beliefs.

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What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

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Turnkey Plan Worksheet

Data Conversations: Data Conversations with Parents

The Team

Who will facilitate this Turnkey Exercise?

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How do educators currently engage in Data Conversations with parents?

What practices are currently in place?

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What is at stake?

What might people have to give up or let go of in order to engage in Data Conversations with parents? This may include longstanding practices and deeply held, sometimes limiting, beliefs.

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What will success look like?

If someone were to walk through your school three years from now, after this piece of the work has taken root, what would they see?

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Turnkey Plan

School Name: _____ District Name: _____ Date: _____

Topic	Time Frame	Facilitator	Participants	Location	Expected Outcome	Data Collection
Implementing and Assessing a High-Impact Strategy Exercise 5.1 Act p. 5						
Data Displays Exercise 5.2 & 5.3 Act p. 12 & 18						
Data Conversations with Parents Exercise 4.8 Data Conversations p. 47						

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Amplify.