

DATA SUMMIT™

Date	February 11, 2019		
School/District	District 97		
Grade/Subject	Literacy		
Cycle/Marking Period #	Winter	Start Date	End Date
Team	Central Office Team		
Lead Person	Dr. Kelley		

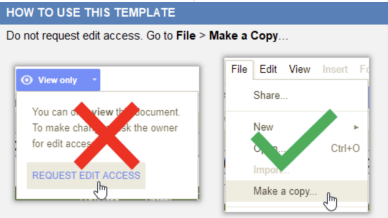
Practitioners'
Workbook

Additional Resources:

4-Lens Guide

Data Summit Guide

Data Summit
SHOW ME!



What You Will Do

Part 01: Analyze Student Learning

Section A	GUIDING QUESTIONS:	Review the 4-Lens™ guiding questions you will use to analyze student data (in Section C).
Section B	STUDENT FOCUS AREAS:	List the student learning Focus Areas you will analyze (e.g., Grade 3: Math; Grade 9: English; Algebra 1; Fluency; Attendance; Student Conduct; Teacher A: Writing; School B: Science; Attendance; Student Conduct).
Section C	4-LENS RATINGS:	Use the Guiding Questions (in Section A) to analyze the data for each Focus Area.

Part 02: Examine Professional Practices

Section D	PRACTICES & STRATEGIES:	List the professional practices and strategies that were selected for implementation during the cycle; identify each as a teaching practice, leadership practice, or organizational practice.
Section E	STUDENT FOCUS AREAS:	Review the student Focus Areas (auto-populated from Section B).
Section F	EFFECTIVENESS RATINGS:	For each Focus Area, rate the <i>effectiveness</i> of professional practices and strategies that were selected for implementation during the cycle.

Part 03: Draw Conclusions

Section G	STRENGTH & CONCERN – STUDENT LEARNING:	Identify the highest-priority areas of strength and areas of concern based on your analysis of the student data (in Section C). Compare and contrast with key findings from prior cycles (if available).
Section H	STRENGTH & CONCERN – PRACTICES & STRATEGIES:	Identify the highest-priority areas of strength and areas of concern based on your <i>effectiveness</i> of implementation ratings (in Section D). Compare and contrast with key findings from prior cycles (if available).
Section I	PATH FORWARD:	Outline implications/priorities for instructional planning and effective implementation for the next assessment cycle.

The Data Summit™ is not an exercise to “prove ourselves,” rather, **it is an exercise to improve ourselves.** It is an evidence-based, collaborative conversation about student learning and professional practices.

*If a cell fills with red, you have exceeded the character limit for that cell.

01 – Analyze Student Learning

A

→ Review the 4-Lens™ guiding questions you will use to analyze student data (in Section C).

	GUIDING QUESTIONS FOR 4-LENS PROTOCOL		
LENS 1 GROWTH	1.1	ACROSS ASSESSMENT CYCLES:	Are more students in the cohort (i.e., same pool) of students meeting/exceeding proficiency standards for the cycle?
	1.2	ACROSS ASSESSMENT CYCLES:	Are more students in each subgroup-cohort meeting/exceeding proficiency standards for the cycle?
LENS 2 CONSISTENCY	2.1	DURING THE MOST RECENT ASSESSMENT CYCLE:	Are results for non-cohort students (i.e., different populations) consistent across classrooms or grade levels or schools?
	2.2	ACROSS ASSESSMENT CYCLES:	Are results for non-cohort students (i.e., different populations) improving across classrooms or grade levels or schools?
LENS 3 EQUITY	3.1	DURING THE MOST RECENT ASSESSMENT CYCLE:	Did each student-subgroup meet/exceed proficiency standards for the cycle?
	3.2	ACROSS ASSESSMENT CYCLES:	Are underperforming student-subgroups meeting/exceeding proficiency standards at an accelerated (i.e., higher than average) rate?
LENS 4 STANDARDS	4.1	DURING THE MOST RECENT ASSESSMENT CYCLE:	Did most students master the essentials skills and concepts (i.e., learning targets) for the cycle?
	4.2	ACROSS ASSESSMENT CYCLES:	Are more students mastering more of the essential skills and concepts (i.e., learning targets) for the cycle?

B

→ List the student learning Focus Areas you will analyze (e.g., Grade 3: Math; Grade 9: English; Algebra 1; Teacher A: Writing; School B: Science; Attendance; Student Conduct).

C

→ Use the Guiding Questions (in Section A) to analyze the data for each Focus Area.

FOCUS AREAS	LENS 1		LENS 2		LENS 3		LENS 4	
	GROWTH		CONSISTENCY		EQUITY		STANDARDS	
	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
Grade 3 Reading at/above grade level	Y	N	N	N	N	N	Y	Y
Projected College Ready - Reading	Y	N	N	Y	N	N	Y	Y
Projected College Ready - Math	N	N	N	N	N	N	N	N
Tier 2 & Tier 3 Accelerated Growth (1.5x) - Reading	Y	N	N	Y	NA	NA	N	Y
Tier 2 & Tier 3 Accelerated Growth (1.5x) - Math	Y	N	N	Y	NA	NA	N	Y
Students Sense of Belonging	Y	N	N	Y	N	NA	Y	Y
Chronic Absenteeism	NA	N	N	NA	N	NA	Y	N

<i>Legend</i>	Y	Yes	N	No	NC	No Change	NA	Not Applicable
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02 – Examine Professional Practices

D

→ List the professional practices and strategies that were selected for implementation during the cycle.

PRACTICE TYPES		TP: Teaching Practice	LP: Leadership Practice	OP: Organizational Practice					
PRACTICE/ STRATEGY #	PRACTICE TYPE	PROFESSIONAL PRACTICES, EDUCATIONAL STRATEGIES, PD/COLLABORATION (Character limit: 280)							
#1	OP	Revise K-5 written curriculum & IB units							
#2	OP	Implement/support BAS administration & other forms of universal formative assessments							
#3	LP	Provide job-embedded coaching							
#4	LP	Conduct learning walks (implementation of materials with confidence, fidelity and quality)							

E

→ Review the student Focus Areas (auto-populated from Section B).

F

→ For each Focus Area, rate the effectiveness of professional practices and strategies that were selected for implementation during the cycle.

FOCUS AREAS	#1	#2	#3	#4	#5	#6	#7	#8
Grade 3 Reading at/above grade level	2	1	2	2				
Projected College Ready - Reading	2	1	2	2				
Projected College Ready - Math	2	1	2	2				
Tier 2 & Tier 3 Accelerated Growth (1.5x) - Reading	2	1	1	2				
Tier 2 & Tier 3 Accelerated Growth (1.5x) - Math	2	1	1	2				
Students Sense of Belonging		1	1	1				
Chronic Absenteeism		1	1	1				

Legend

1

SEEDING (Beginning or Consistently fails to meet expectations for effectiveness)

3

PROPAGATING (Consistently meets expectations for effectiveness)

2

CULTIVATING (Needs improvement to meet expectations for effectiveness)

4

HARVESTING (Consistently exceeds expectations for effectiveness)

03 – Draw Conclusions

G Highest-priority Strengths & Concerns – Student Learning:

→ Identify the highest-priority areas of strength and areas of concern based on your analysis of the student data (in **Section C**). Compare and contrast with key findings from prior cycles (if available).

STRENGTH / CONCERN	LABEL	SUPPORTING EVIDENCE (Character limit: 350)
○ Concern	Growth	Less students in each subgroup-cohort met/exceeded proficiency standards for the cycle (comparison to last Winter cycle)
○ Concern	Consistency	Results for non-cohort students (i.e., different populations) were inconsistent across grade levels or schools.
● Strength	Growth	More students in the cohort (i.e., same pool) of students (Fall vs. Winter) meeting/exceeding proficiency standards for the cycle
○ Concern	Equity	Each student-subgroup did meet/exceed proficiency standards for the cycle.

H Highest-priority Strengths & Concerns – Practices & Strategies:

→ Highest-priority Strengths & Concerns – Practices & Strategies: Identify the highest-priority areas of strength and areas of concern based on your effectiveness of implementation ratings (in **Section D**). Compare and contrast with key findings from prior cycles (if available).

STRENGTH / CONCERN	LABEL	SUPPORTING EVIDENCE (Character limit: 350)	PRACTICE TYPE
○ Concern	Use of Data	Implement/support BAS administration & other forms of universal formative	TP
○ Concern	Professional Learning	Job-embedded coaching for Tier 2 & Tier 3 academic implementation, Tier 1 PBIS	LP
○ Concern	Monitoring	Learning walk for Tier I PBIS and chronic absenteeism (support for culture & climate)	LP

Path Forward: Milestones for the Next Cycle

- ➔ Outline implications/priorities for instructional planning and effective implementation for the next assessment cycle.

TASKS (Character limit: 250)	START DATE	END DATE	LEAD PERSON