Data Inquiry During a COVID-19 Response

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Questions! Questions! Questions!

What do we know?
> How do we know it?

What do we wonder?
> How will we find out?

What will guide our work?
> Which data will inform us?

What have we learned?
> How will we use our learning?

This Webinar

TOPICS

Will address:

- **Preparing:** How to prepare for inquiry during the 2021 school year in light of a very different data situation

- **Questioning:** Guiding questions that help focus upcoming actions - Questions for teachers and for school leaders

- **Engaging:** How to engage throughout a new year of collaborative inquiry

- **Next steps:** How to use this guidance after participating in this webinar

Preparing

Inquiry in 2020-21: State Data

What do we know? Limited state data from 2019- 2020.

State Data Available new for 2019-20 *CAUTION: Data may be incomplete due to lack of reporting during COVID*	**State Data NOT Available for 2019-20**
ACCESS for ELs ACT w/ Writing (for most current 12th graders) Roster Course Enrollment DEWS (final posted Jan. 2020, preliminary for Fall 2020?) Attendance Rate (only through pre COVID-19) Discipline Enrollment (incomplete during summer)	Forward 3-8 Aspire 9-10 Graduation Rate (2019-20; not certified until fall snapshot) Growth Absenteeism (data not required during COVID-19) CREWS (most recent 12-14-18) Drop Out Retention

Inquiry in 2020-21: Local Data

What do we know? What local data has been collected?

Possible Local Data Available for 2019-20	
Achievement Data ● Interim ELA/Math Assessments? ● Course Grades/Completions? ● Reading Levels? ● College Career Readiness? ● Formative assessments? ● Student work? ● Conferences and advisories? ● Family feedback? **Engagement Data** ● Attendance/Participation? ● Documented Observations? ● Family Engagement? ● Technology Access and Use?	**Perceptions and Social-Emotional Data** ● Staff? ● Students? ● Parents/Families? **Staff Data** ● Attendance? ● PLC/Collaboration? ● Technology Access and Use? ● Connectedness and Communication (with students, families and leadership)?

Accessing the Data

Where does your data reside?

Who has access to it?

Are there data (information) that need to be quantified or summarized?

What Data Is Missing?

Which areas still need data to inform decisions?

How will you collect needed data?

- Do tools currently exist?
- Have the right questions been raised?
- Has the need been a priority?

MISSING DATA

What is your evidence of equity?

OUR MISSION: Educational Equity—every student has what they need to learn when they need it.

https://dpi.wi.gov/statesupt/every-child-graduate?rdt=ecg-ccr

FIVE FOCUS AREAS:

Effective Instruction: Each student is taught by teachers using high-quality, standards-aligned, culturally responsive materials and practices.

School and Instructional Leadership: Each student's needs are met in schools led by high quality and effective educators.

Family and Community Engagement: Each student attends a school that authentically engages with families, communities, and libraries.

Safe and Supported Students: Each student learns in an environment that promotes social, emotional, and physical well-being and removes barriers to learning.

Meaningful Relationships with Students: Each student has meaningful connections with at least one adult in their school.

Collaborative Inquiry

How will you bring teams together to analyze and interpret the data to determine your school's "current state"?

Inquiry Process to Guide Our Work

QUESTION: What critical data questions need to be asked?

INVESTIGATE: Where is the data to inform the questions?

CLARIFY: What patterns and trends are observed?

HYPOTHESIZE: What educator practices, within our control, are likely root causes for our student outcomes?

WISExplore
4-Step Inquiry
Process

Reflecting Questions:
What have you learned?

School Leadership

How did we do with School Leadership?

Basic Needs and Connectedness

Student Learning

Connectedness and Expectations

Next Year Planning

This survey was adapted from the TNTP COVID-19 Support Survey (found at https://tntp.org/covid-19-school-response-toolkit), with additional items from the WISExplore Team.

SCHOOL LEADER: COVID-19 Support Survey

Google Form Survey: https://docs.google.com/forms/d/1SPNPU2bJUB2nAHC_khXmIIHwc0SB0VObwsu1KwCQtKU/copy

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DPI's Reopening Guidance as Inquiry

Topics
- Governance
- Learning Landscape
- Operations
- Health & Safety
- Instructional Programming
- Out-of-School Time Programs.

https://dpi.wi.gov/news/releases/2020/dpi-education-forward
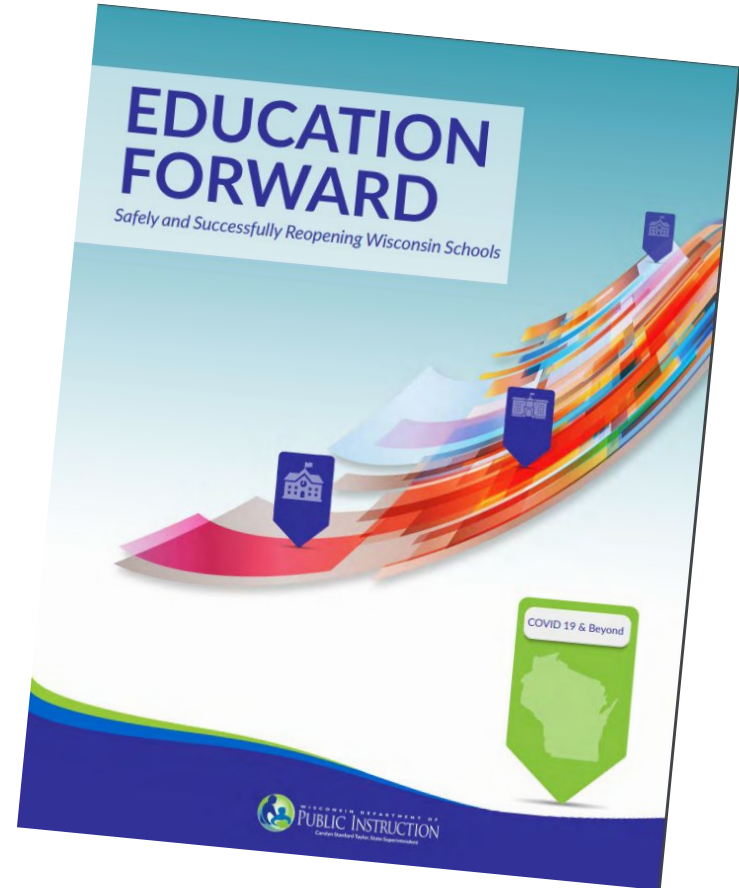
Reflecting Questions:
What have you learned?

Teachers

How did we do with Teacher Practices?

Basic Needs and Connectedness

Student Learning

Instructional Practices

This survey was adapted from the TNTP COVID-19 Support Survey (found at https://tntp.org/covid-19-school-response-toolkit), with additional items from the WISExplore Team.

TEACHER/ STAFF: COVID-19 Support Survey

Google Form Survey:
https://docs.google.com/forms/d/1fhk1TQHYm98uUOo675iRRka9zFkRJHwAOn7Gw3l7WpA/copy

Data Leadership Academy

WIsconsin
Digital Learning Collaborative

Six Resources to Support Remote Instruction

Remote Instruction Checklist

☑ **Make connections with students**
Find a way to connect with students right away. Consider using video, whether a screencast or a live web conferencing session.

☑ **Set the tone of the "new classroom"**
Model consistent communication for students. Set a schedule for check-in emails and web conferencing sessions that students can depend on. Publish office hours and grading turnaround to establish expectations and limit troubleshooting.

☑ **Use feedback to engage students**
Feedback in an online course makes up the majority of a teacher's responsibility. This form of communication can be used for relationship building, coaching, instructing, correcting, redirecting, and encouragement.

☑ **Add personality and human touch**
Don't be afraid to add a little fun into the experience. Creating opportunities for students to connect with other students will encourage engagement.

Teacher Readiness Rubric

Two resources to help teachers determine their level of readiness for remote instruction. Tools are self-reflective, and contain tool recommendations.

Remote Instruction Actionable Strategies

A tiered checklist to help instructors prepare students, guide and facilitate learning, and teach effectively in a new environment.

Teacher Guide to Online Learning

Provides a starting point for instructors with little experience in the online learning environment, and reinforces online learning best practices for those that have taught online.

Enhance Community in the Online Classroom

A one-page infographic with four key strategies to enhance community remotely. Each of the four areas include practical examples such as online lesson or unit video introductions.

National Standards for Online Teaching

Each standard contains practical examples; topics include digital citizenship, digital pedagogy, community building, and diverse instruction.

Voices from the Field

Archive of previous webinars led by K-12 online instructors. Each session contains slide deck and recording. Topics include time management, communication tools, and teacher efficiencies.

WISEx
Data Navigation and Inquiry

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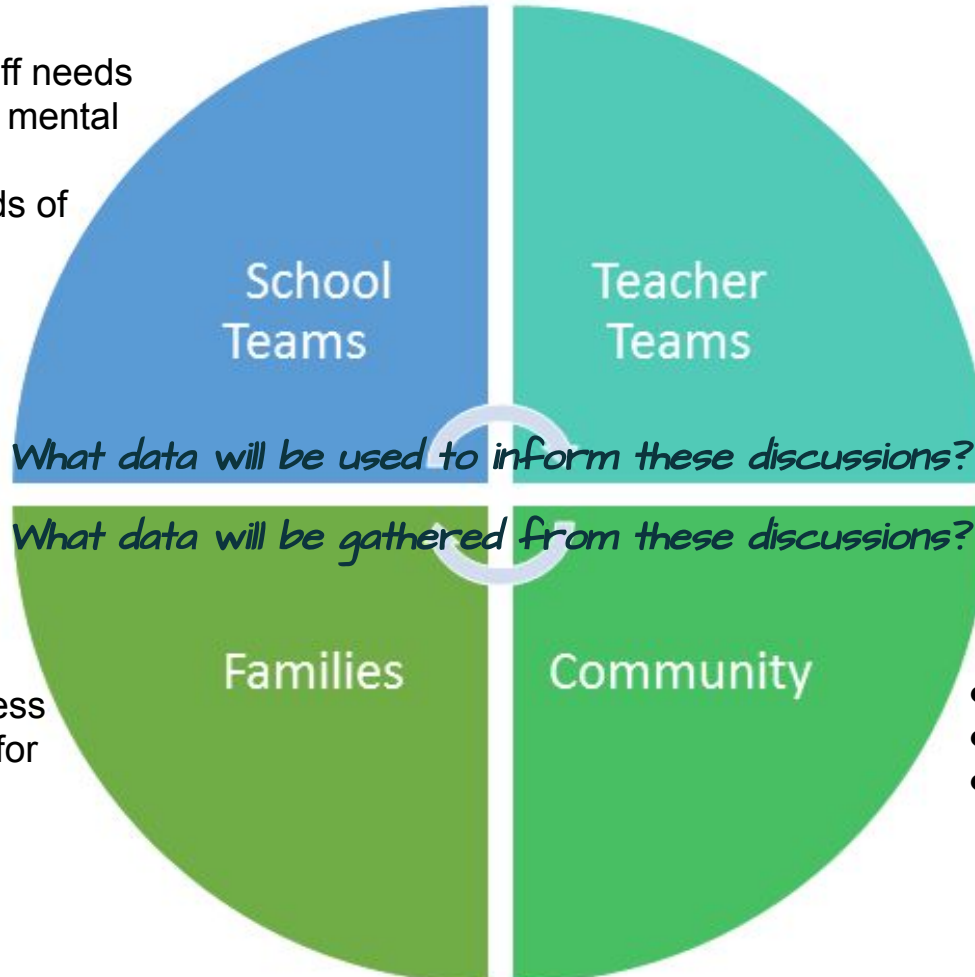# Engaging in Collaborative Inquiry During 2020-21

Collaborative Data Inquiry

- Determine your data needs to inform your students response to instruction during COVID-19

- Establish a process for ongoing monitoring of student learning progress

- Establish a process for ongoing inquiry

- Schedule time to carry out the process

- Review or prepare an agenda template for data team meetings to support your team mission

Collaborative Conversations

- Students & staff needs including SEL, mental health, basic
- Equitable needs of students
- High quality instructional resources

School Teams

Teacher Teams

- Student Engagement
- Learner profiles
- Cohort groups
- PLCs

What data will be used to inform these discussions?

What data will be gathered from these discussions?

- Two-way communication
- Health & wellness
- Home support for learning

Families

Community

- Food & Nutrition
- Childcare Centers
- Health Needs

PLC Inquiry Protocol

Why: "School leaders must do more than simply provide time for teachers to collaborate." *-Richard Dufour*

How: What process will we use to assess the effectiveness of our COVID 19 instructional strategy?
Example: WISExplore PLC Protocol

Who: Roles to Consider
- Notetaker
- Data Technician
- Instructional Researcher
- Timekeeper
- Data Wall Curator

  (From *PLC+ Activator's Guide* (2020) Corwin)

DRAFT 8-22-18

PLC Inquiry Protocol

School Improvement Goal:
This PLC meeting is focused on which goal?

Insert your school wide goal(s) here: (e.g. reading, writing, math, CCR, engagement, equity and access)

Insert School Logo Here

Team Members:	Meeting Date:

Meeting Agenda

Today's Learning Target(s) Focus	Which Data Indicates Student Achievement of the Target(s)?				Why did we meet or not meet all student needs in the core classroom?	How will we adjust our teaching?
Which learning targets in the district curriculum will be the focus for this inquiry? *What does achievement of the learning target look like? What is our criteria for success?*	**Data Source:** *Summative, Interim or Formative Assessment, Unit Tests/quizzes, Student Work Artifacts, Portfolios, Rubrics, Observation, Checklist, Homework assignments, Reading assignments, Writing assignments, Student self-evaluations, Student projects*	**Exceeded, Met, or Not Met the Learning Target(s)**	**# of Students**	**% of Students**	*Why did our strategies lead some students to meet or exceed the learning targets and others to not meet the targets? Which specific strategies seemed to have the highest percentage of success? Why do you think these strategies worked?*	*What core instructional strategies will we use to increase student engagement? What core instructional strategies will we use to help all students become ready for their next learning? What strategies will we use for those students who are struggling to learn these targets and for those students who have already mastered these targets?*
		Exceeded Met Not Met				
What next steps will we take before our next PLC meeting?						
What learning targets will be the focus for our next PLC meeting?						
What data will we gather for inquiry at our next PLC meeting?						

Next Steps

Data Leadership Academy

- For school leadership teams

- Hands-on collaborative team inquiry utilizing your local data

- Four sessions throughout 2020-21; two cohorts (Oshkosh & Wausau)

- Register through AWSA

- ESSA opportunity for reimbursement

- Facilitated by the WISExplore Team
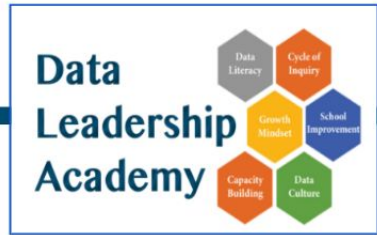
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Data
Leadership
Academy

Come and join us

AWSA
Because Leadership Matters!

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