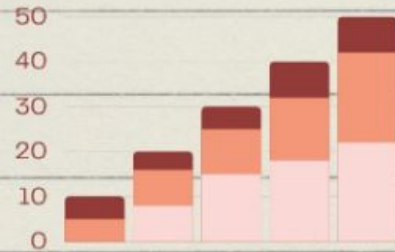
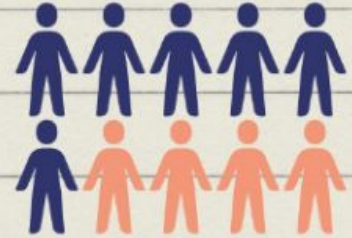
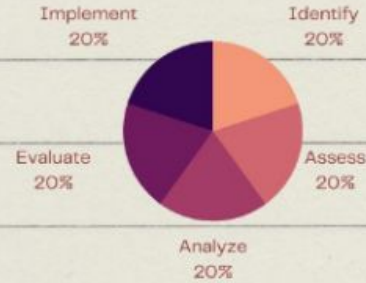
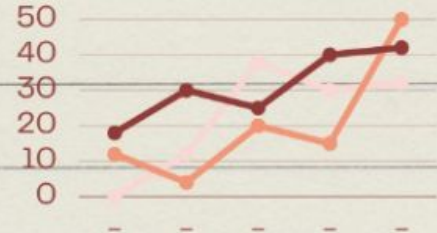
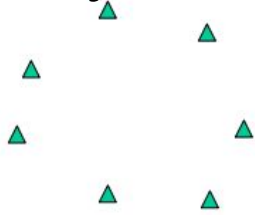


# Data-driven improvement: Identifying and using evidence for school-wide effectiveness

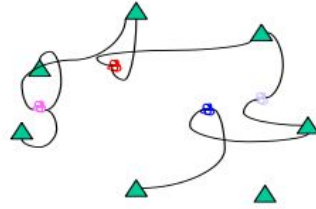


# 5 ways to foster leadership interdependence

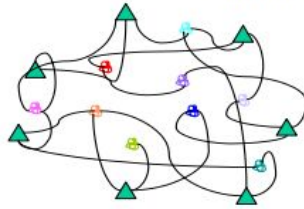
1. The network partner schools



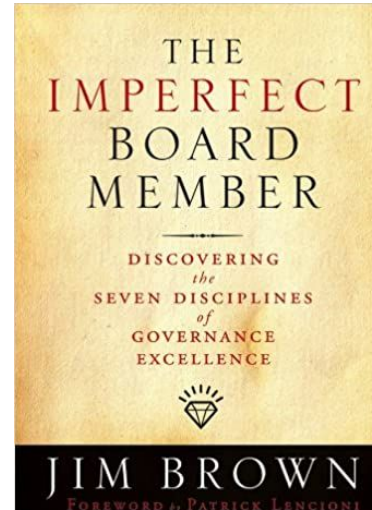
2. The growth of threads and knots



3. The net - working!



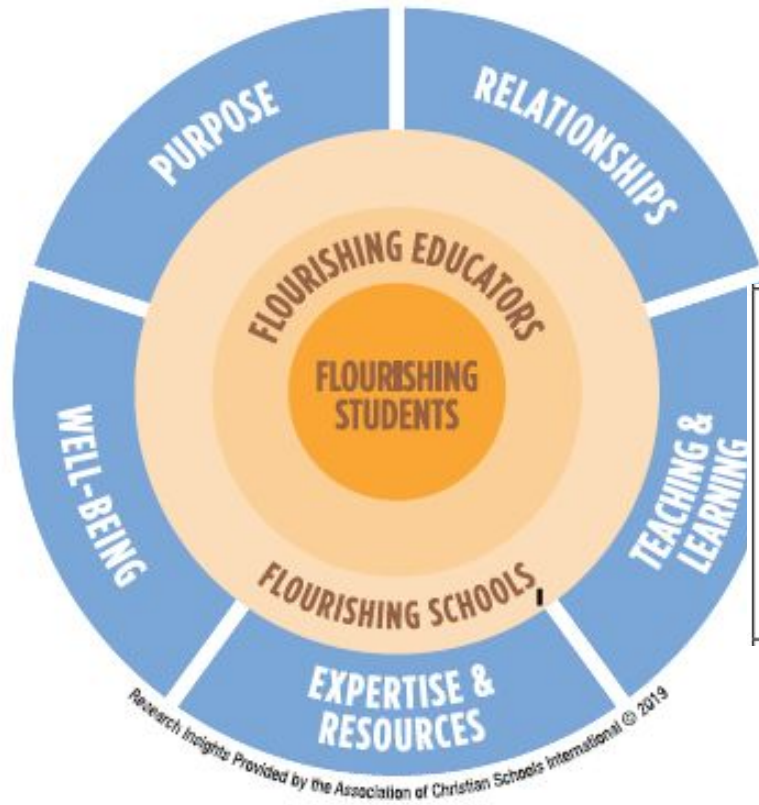
<https://www.innovationunit.org/wp-content/uploads/2017/04/From-professional-learning-community-t>



<https://blog.edmentum.com/professional-development-5-tips-start-your-plc-right-fool>



<http://www.commonsenseleadership.com/mentoring-sharing-your-gift-of-leadership/>



**Figure 1.** ACSI Flourishing School Culture Model (FSCM)

	<p>A school culture in which educators are committed to ongoing learning and improvement is predictive of flourishing not only for the school and educators, but also for students. For teachers, this includes best practices in feedback and collaboration, high-quality professional development, individualized instruction, and effective and orderly classroom environments where students are deeply engaged in learning. For school leadership, this entails using systems thinking to develop a culture of improvement, which is both focused on student outcomes and is data driven.</p>	<ul style="list-style-type: none"> <li>✓ Feedback</li> <li>✓ Collaboration</li> <li>✓ Systems Thinking</li> <li>✓ Data-Driven Improvement</li> <li>✓ Professional Development</li> <li>✓ Outcomes Focus</li> <li>✓ Culture of Improvement</li> <li>✓ Individualized Instruction</li> <li>✓ Best Practice Orientation</li> <li>✓ Engaged Learning</li> <li>✓ Behaviors for Learning</li> </ul>
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**Date-driven improvement**

Leadership Specific Construct (leaders embody)

Data is used to gauge school results and effectiveness, determine goal attainment, and address problems the school faces.

# Beginning with the end in mind:

By the end of this session, you'll be able to:

- Describe the connection between data-driven decisions and flourishing schools
- Articulate different ways in which you have used data to drive improvement
- Identify your Theory of Change to direct school change
- Examine different tools to gather and analyze evidence
- Explain issues related to reliability, validity, and generalizability
- Understand some cautions about the ways in which we use data
- Interpret data to generate new insights to guide improvement efforts
- Identify visual displays to analyze data and monitor improvement over time
- Identify self and board-related diagnostic questions about evaluation





# How have you used data (evidence) to improve practice?

[Link to Jamboard](#)



# Theory of Change

**IF**



**THEN**

5th/5th/50 by 2025

# Theory of Change

## Enabling Conditions and Values

- Relationships and Collaboration
- Education and Capacity Building
- Shared Data and Mapping
- Resource Integration
- Disruption and Innovation
- Adaptive Leadership
- Measurement and Strategic Learning
- Focus on Community Engagement
- Focus on Technology and Data
- Focus on New Business Models
- Focus on Regulatory Policy
- Focus on Social Innovation
- Integrity and Equity
- Inclusion and Inclusiveness

## Our Projects

- Nutritious Foods**
  - 1 Asset and Behavioral Mapping
  - 2 Climate Action Plan
- Circular Jobs & Business**
  - 1 The Shifted Economic Job
  - 2 Impact Fund
  - 3 New Food Economy Skills and Training
- Waste as a Resource**
  - 1 Redesign Tools and Services
  - 2 We're Super Cool! Assessment Campaign
  - 3 Circular Carbon Credits
  - 4 Value Mapping



**So that by 2025...**

We can deliver on our goals of

- 50%** increase in access to a **nutritious food**
- 50** new circular economy businesses and collaborations
- 50%** increase in circular economic revenue by incorporating the value of waste

## Purpose

A circular food system benefits communities in three critical ways.



## People

We ensure access to nutritious food, improved food security, reduced diet-related disease.



## Planet

Reduced soil health, reduced amount of food thrown away, lower greenhouse gas emissions.



## Prosperity

New revenue streams, jobs and business innovation support families, reduced production and health care costs, increased resilience of food systems.





Qualitative

VS.



Quantitative

# SOAR Model Analysis (Appreciative Inquiry)

Tools to  
consider:  
**Pre**

**S**

**Strengths:** *What can we build on?*

- What are we most proud of as an organization?
- What makes us unique?
- What is our proudest achievement in the last year or two?
- How do we use our strengths to get results?
- How do our strengths fit with the realities of the marketplace?
- What do we do or provide that is world class for our customers, our industry, and other potential stakeholders?

**O**

**Opportunities:** *What are our stakeholders asking for?*

- How do we make sense of opportunities provided by the external forces and trends?
- What are the top three opportunities on which we should focus our efforts?
- How can we best meet the needs of our stakeholders?
- Who are possible new customers?
- How can we distinctively differentiate ourselves from existing or potential competitors?
- What are possible new markets, products, services or processes?
- How can we reframe challenges to be seen as exciting opportunities?
- What new skills do we need to move forward?

**A**

**Aspirations:** *What do we care deeply about?*

- *When we explore our values and aspirations, "what are we deeply passionate about?"*
- *Reflecting on our Strengths and Opportunities conversations, who are we, who should we become, and where should we go in the future?*
- *What is our most compelling aspiration?*
- *What strategic initiatives (projects, programs and processes) would support our aspirations?*

**R**

**Results:** *How do we know we are succeeding?*

- Considering our Strengths, Opportunities, and Aspirations, what meaningful measures would indicate that we are on track to achieving our goals?
- What are 3 to 5 indicators that would create a scorecard that addresses a triple bottom line of profit, people, and planet?
- What resources are needed to implement vital projects?
- What are the best rewards to support those who achieve our goals?

# Tools to consider: During

## SELF-ASSESSMENT: SCHOOL CULTURE TRIAGE

*School culture requires consistent care. Determine the current condition of your culture. Do you need simply to monitor and maintain, or are you headed for intensive care?*

**Instructions:** Copy and distribute this survey to teachers and instructional staff in the same school. Have them fill out the form completely, then tally individual scores. Add up individual scores and divide by the number in the group for an average. Compare that number with the Scoring Guide on the next page to determine the health of your culture.

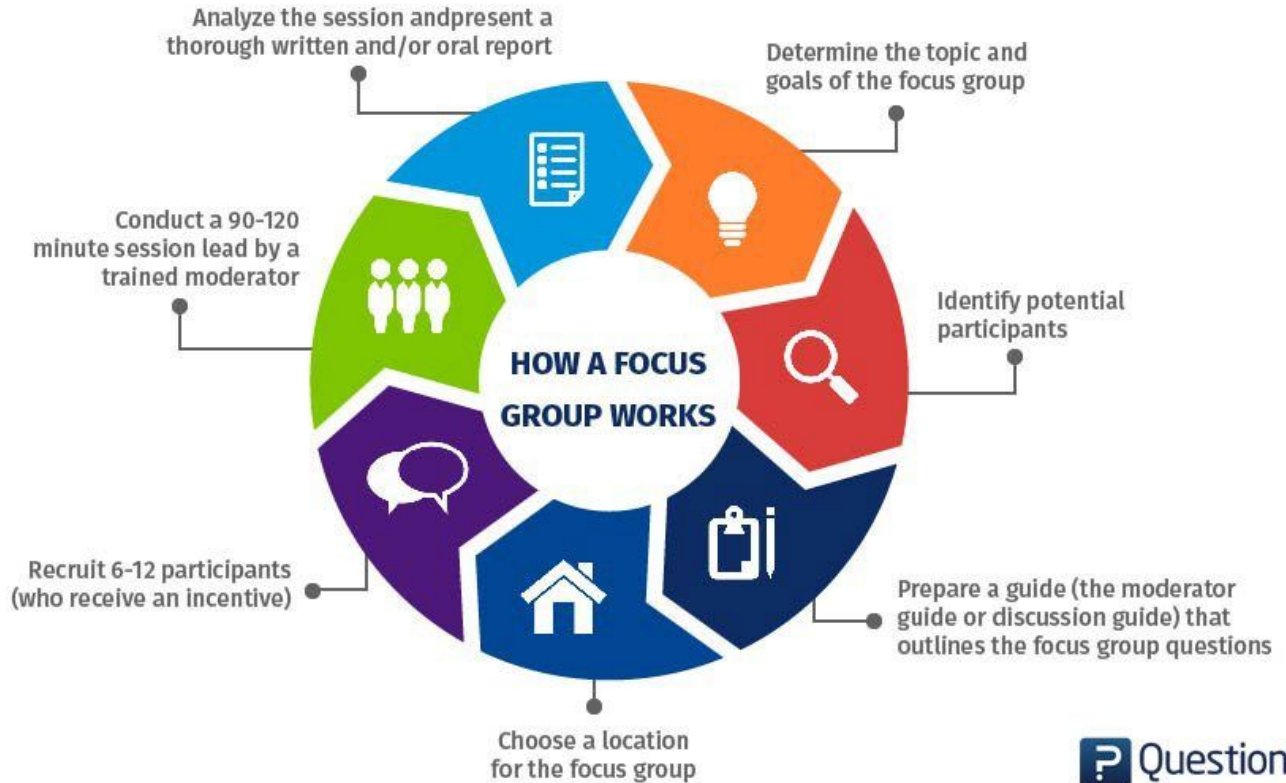
	Never	Rarely	Sometimes	Often	Always or almost always
<b>PROFESSIONAL COLLABORATION</b>					
1. Teachers and staff discuss instructional strategies and curriculum issues.	1	2	3	4	5
2. Teachers and staff work together to develop the school schedule.	1	2	3	4	5
3. Teachers and staff are involved in the decision-making process with regard to materials and resources.	1	2	3	4	5
4. The student behavior code is a result of collaboration and consensus among staff.	1	2	3	4	5
5. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	1	2	3	4	5
<b>AFFILIATIVE COLLEGIALITY</b>					
1. Teachers and staff tell stories of celebrations that support the school's values	1	2	3	4	5
2. Teachers and staff visit/talk/meet outside of the school to enjoy each others' company.	1	2	3	4	5

## Module: Functional Behavior Assessment

Tools to consider:  
**During**

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 2. Identifying the Interfering Behavior	Score**								
1. Identify the interfering behavior that is most problematic for the learner that will be the focus of the FBA.									
2. After identifying the interfering behavior, the team members determine:									
a. how long the behavior has been interfering with the learner's development and/or learning,									
b. if the behavior involves aggression or damage to property,									
c. if the behavior is the result of environmental factors (e.g., lighting, noise level),									
d. if the interfering is occurring because the learner is being asked to demonstrate a skill that he/she cannot perform,									
e. when and where the behavior occurs,									

# Tools to consider During





Tools to  
consider:  
**After**

IDEA VALIDATION : PHASE II

## Expert Validation



# Reliability

VS

# Validity

In an experiment, you need to pay attention to many things. Arguably, two of the most important ones are reliability and validity; your experiment needs to be both reliable and valid, in order for it to make sense and provide you with quality results.

## DEFINITION

**RELIABILITY** is the **extent** to which the **outcomes are consistent** when the **experiment is repeated more than once.**

## DEFINITION

**VALIDITY** is the **extent** to which the **instruments that are used in the experiment measure exactly what you want them to measure.**

# Examples of Confirmation Bias



Not seeking out  
objective facts



Interpreting information to  
support your existing belief



Only remembering details  
that uphold your belief



Ignoring information that  
challenges your belief

# Visual Displays to Communicate Evidence



*How to Use Data to Drive  
Meaningful Change*





# Upon reflection

## Self-Reflection Questions

To what degree do I/we thoughtfully consider the input of stakeholders when planning for change to ensure a clear understanding of the potential impact, all the way to students?

How have I/we used data to identify problems, inform decisions, and gauge the effectiveness of programs and goals?

How have I/we been measuring expected outcomes to ensure that the processes and programs in place are producing the desired results in student achievement?

## Board Reflection Questions

Has the board thoughtfully and strategically solicited the input of stakeholders when planning for change to ensure a clear understanding of the potential impact down the line, all the way to students?

In what ways has the board used benchmark reporting, surveys, and other metrics to identify problems, inform decisions, and gauge the effectiveness of goals?

To what degree has the board established structures/procedures to hold the head of school accountable for expected student outcomes?



So what?  
Now what?



**NEED  
HELP!**

Next ACSI EC Leadership Institute session  
Thurs, Feb. 17  
10-11 am EST

Focus: Responsiveness to Special Needs

# Data-driven improvement: Identifying and using evidence for school- wide effectiveness

