



# COFFEE AND CONVERSATIONS

SESSION ONE

12 FEBRUARY 2020

- Overview
- Collaborative Inquiry
- Data Inventory
- Identifying Priority Problems of Practice

# HOSTS

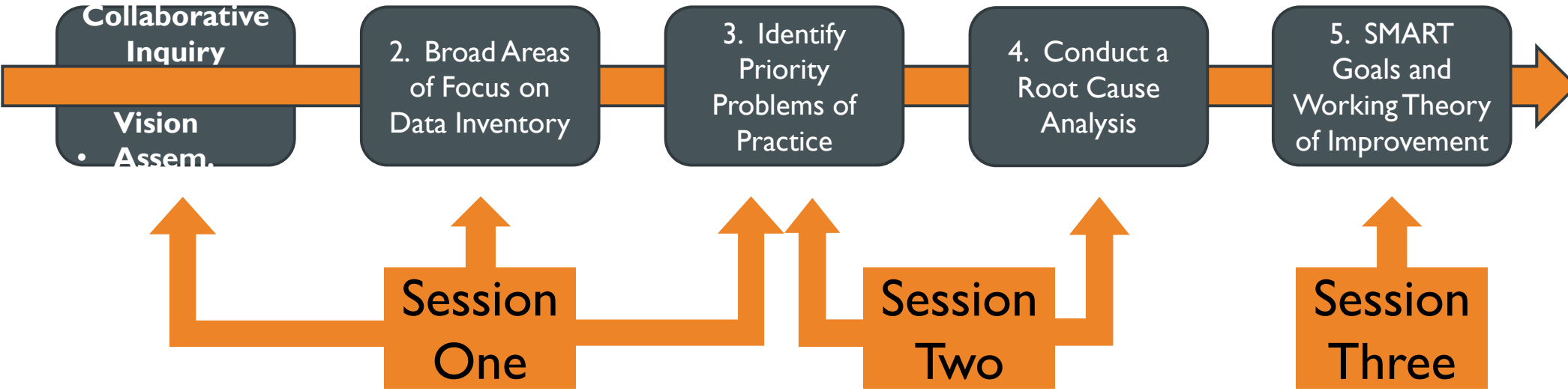
- Vermont AOE
  - Patrick Halladay, Director, Education Quality Division
  - Josh Souliere, Asst. Director, Education Quality Division
  - Jesse Roy, Asst. Director, Federal Programs
- National Partners
  - Evangeline Ambat, Education Development Center
  - David Blumenthal, American Institutes for Research

## GO TO WEBINAR

- Question Tab
- Chat Tab
- Raise Hand
- (Un)Mute




# OVERVIEW






# COLLABORATIVE INQUIRY




## Develop or Revise a Shared Vision



A shared vision is a written statement of your team's common beliefs and goals for school and student outcomes.

If your school or district already has a shared vision, you might introduce it to your stakeholders to check for agreement to consider revisions.




The shared vision can then serve to steer the needs assessment towards the collective goals the team desires to achieve.




# DATA INVENTORY





## Organize and Conduct a Data Inventory



The process of identifying specific goals and change ideas for improvement begins by assembling a broad inventory of LEA or school data that represent a wide range of practices or outcomes. This will lead to the **identification of broad area(s) of focus** to explore further.

Most schools and LEAs will collect data about:

- Systems/school processes
- Demographics
- Student outcomes
- Perceptions

**Data Inventory**

CFP Application

**Select Broad  
Areas of Focus**

Priority Problems of Practice

Root Cause Analysis

Working Theory of Improvement

## Safe and Healthy Schools—SAMPLE

### Sources Used

SWIS data, walkthrough data, attendance data, school climate survey, school nurse data

### Summarized Data and Key Findings

- Per SWIS data, the number of referrals for minor behaviors has been relatively steady over the past three years (205, 198, 208), while the number of major behavior incidents has decreased (33, 23, 20). Of the 20 major incidents this past year, 16 of them occurred outside of the classroom, and 10 of them were physical fights. Most common minor behaviors were class disruption, misuse of technology and minor language.
- Per walkthrough data, Responsive Classroom implementation is mostly consistent across classrooms, with all rooms meeting basic expectations of using The First Six Weeks of School, collaboratively developing classroom expectations, utilizing time out and time away spaces, using common language for redirection and conducting morning and afternoon meetings.
- Attendance data for the past three years indicates an overall decrease in total number of days missed but an increase in the number of students who have missed ten or more days (10, 16, 19).
- Key takeaways from the parent school climate survey include a strength in overall satisfaction with the culture and climate of the school, with 88% responding as “satisfied” or “very satisfied”, a 15% increase from the previous year. Parents expressed continued high levels of concern about class disruption/loss of instructional time (65% of respondents) and increased concerns about unsafe student behavior (40%, up from 26%).
- Staff climate surveys indicate that staff are largely satisfied with Responsive Classroom (92%), with some concerns expressed that new teachers are not receiving enough support in implementation. 72% of staff report that school readiness is a concern, up from 55%, with “knowledge of classroom expectations” and “basic supplies” as areas of highest need.
- Nurse’s data shows a 15% increase in well-being needs, such as hygiene, dental and hunger concerns, in kindergartners.

## Title IV Consideration: Promoting Safe and Healthy Students—SAMPLE

### Sources Used

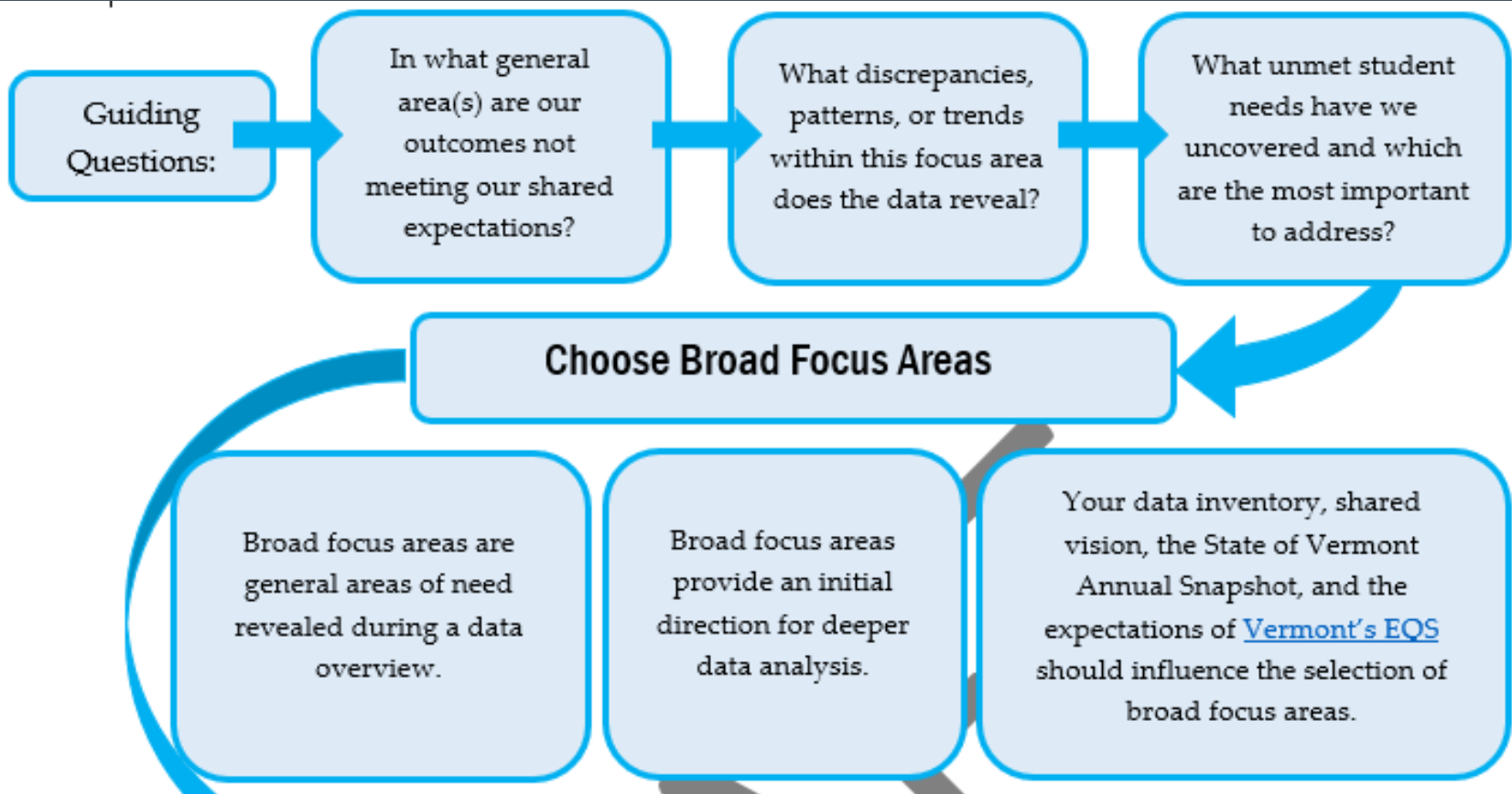
SWIS data, walkthrough data, attendance data, school climate survey, school nurse data, PD survey, school counselor interview

### Summarized Data and Key Findings

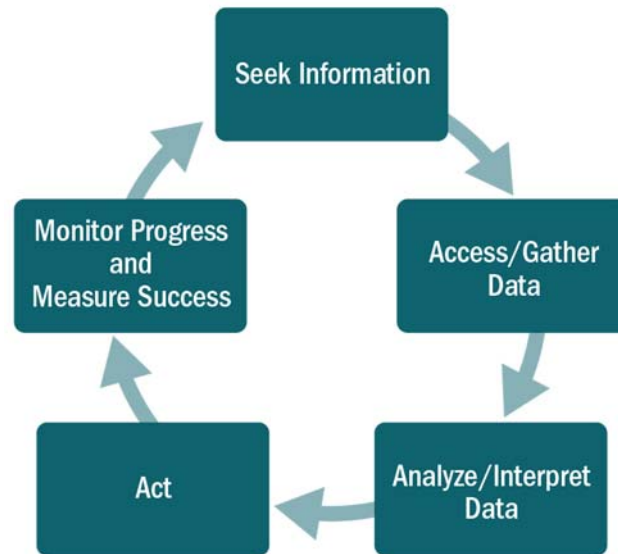
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- Nurse’s data shows a 15% increase in well-being needs, such as hygiene, dental and hunger concerns, in kindergartners.
- Professional Development survey identifies classroom management strategies as primary PD need of new staff.
- Counselor describes doing more resource coordination, less proactive classroom and small group instruction this year.



# IDENTIFY PRIORITY PROBLEMS OF PRACTICE



# INTRODUCTION TO THE DATA INQUIRY CYCLE

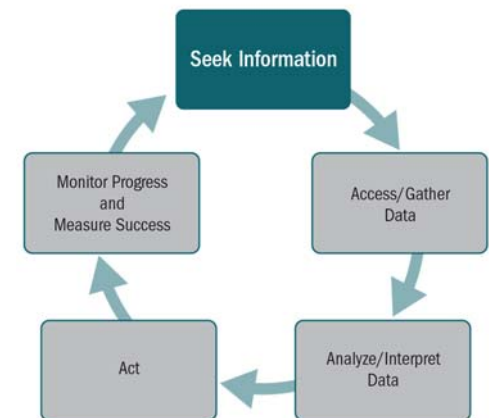


Source: Bocala et al., 2014

## STEP 1: SEEK INFORMATION

Guiding questions:

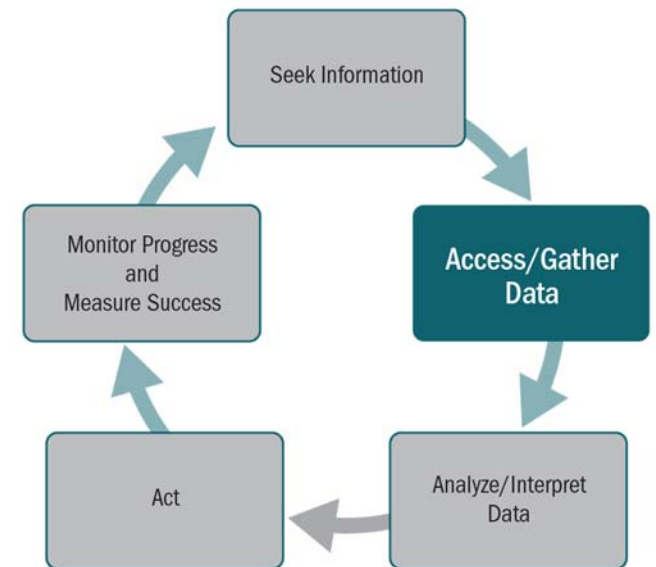
- What are your Supervisory Union's (SU's) long-term goals related to Academic Proficiency?
- Why are these goals important to your SU?
- Related to these goals, what SU priorities can be informed by exploring data from the EQR Annual Snapshot?





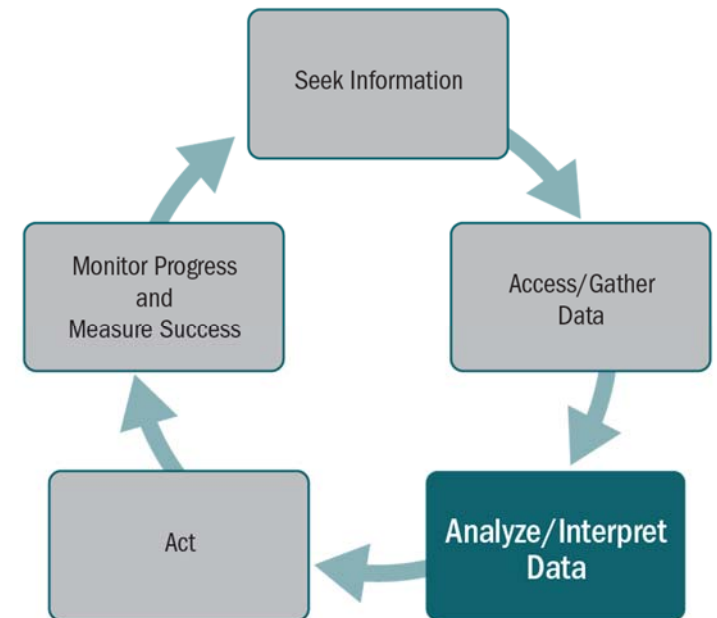
## Step 2: Access/Gather Data

- What other data, besides the EQR Annual Snapshot, might your SU need to determine progress towards the long-term goals?



## Step 3: Analyze/Interpret Data

- Guiding questions:
- What do you observe in the data?
- What can you infer about SU/school/student strengths and challenges?
- What challenges should/can you address?



Source: National Forum on Education Statistics, 2012



## Examine Data

As your team begins to observe data, note whether your observations meet the following criteria:

- *Specific*: Is this item focusing on one thing at a time?
- *Evidence based*: Does this observation incorporate any assumptions, beliefs, or inferences?
- *Connected to a high-leverage goal*: Does the observation address a high-leverage goal of the SU (for example, a goal that is listed in an accountability or school improvement plan) or stem from the EQR Annual Snapshot?



# Examine Data

- Guiding questions:
- Are there patterns that emerge from your observations?
- Are there observations that indicate strengths?
- Are there observations that indicate challenges?
- From among the challenges identified, what is a key challenge?



## TIMELINE

- 15 February—CIP application window open
- 1 April—CFP application window opens
- 30 June—CFP application submitted for substantial approval to obligate funds at the start of the fiscal year
- CIP must be approved in order to have CFP approved

## NEXT STEPS AND RESOURCES

- Session Two: Problems of Practice
  - 4 March, 1:00-2:00pm
- Session Three: Planning and Testing Change Ideas
  - 11 March, 2:00-3:00pm
- Data Inventory with sample: <https://education.vermont.gov/documents/cfp-cip-data-inventory>
- Comprehensive Needs Toolkit: <https://education.vermont.gov/documents/edu-comprehensive-needs-assessment-toolkit>
- FAQ: Coming Soon!