

APPENDIX

A

Annotated Table of Activities and Tools

MODULE 1: Get Ready for Inquiry (Activities)	
Activity 1.1	<p>How Data Can Help Us in the School Improvement Process</p> <p>Time: 30 minutes • Participants: Leadership or Data Team or Full Staff</p> <p>Participants are introduced to the stages of the school planning process and the uses of data in this process. Teams understand how data can be used as a lever for school change and how these data may relate to their own school improvement situation.</p>
Activity 1.2	<p>Unearthing Myths: Challenges to Change</p> <p>Time: 35–50 minutes • Participants: Leadership Team or Full Staff</p> <p>Through reading and discussion, participants deepen their knowledge of how data can be used to challenge “myths” and misconceptions that often serve to maintain inequitable or status quo practices.</p>
Activity 1.3	<p>Data for Decision-Making: Emotions, Visions, Opinions, and Understandings</p> <p>Time: 30 minutes • Participants: Leadership and/or Data Team or Full Staff</p> <p>Through this initial icebreaker activity designed to build a positive collaborative culture, participants begin a dialogue on surfacing concerns, emotions, and knowledge related to use of data for decision-making.</p>
Activity 1.4	<p>A Matrix for Making Decisions in Our School/District</p> <p>Time: 45 minutes • Participants: Full Staff</p> <p>By examining the way decisions are made at the school or district level, participants become knowledgeable about the types of decisions made as well as who is involved in making these decisions and at what level.</p>
Activity 1.5	<p>Solve the Puzzle: A System of Data-Driven Decision-Making</p> <p>Time: 1.5 hours • Participants: Leadership and/or Data Team or Full Staff</p> <p>Participants explore prior knowledge about data-driven decision-making; compare alternative approaches, a variety of sequences, and starting points; and begin to analyze their own school's process and what strengths and gaps exist.</p>

<p>Activity 1.6</p>	<p>Creating a Culture of Data-Driven Decision-Making: Reflections on Our Current Inquiry System Time: 1 hour • Participants: Leadership or Data Team or Full Staff</p> <p>Participants reflect and identify components of current accountability systems; the strengths, challenges, or gaps within current practices; and what actions and/or resources are needed for further development of accountability practices.</p>
<p>Activity 1.7</p>	<p>Leading and Sharing Leadership Time: 1+ hours • Participants: Leadership or Data Team</p> <p>Participants learn of the advantages of distributed leadership and assess their school's capacity for this. Extension activities help teams understand their capacity in greater depth.</p>
<p>Activity 1.8</p>	<p>Establishing a School Leadership Team Time: 1.25 hours • Participants: Leadership or Data Team</p> <p>Participants learn about the roles and responsibilities of a leadership team, conduct an assessment of their own school's decision-making bodies, and form a leadership team that meets the school's needs.</p>
<p>Activity 1.9</p>	<p>Developing Leadership for Collecting and Analyzing Data Time: 30 minutes • Participants: Leadership or Data Team or Full Staff</p> <p>This activity facilitates the formation of a data team so that data collection and analysis may be more organized, systematic, effective, and enjoyable.</p>
<p>Activity 1.10</p>	<p>Types of Data and Collection Methods Time: 1+ hours • Participants: Leadership or Data Team or Full Staff</p> <p>This concept-building activity helps participants identify examples of the basic types of data, discuss rationales for collecting these data, and understand data collection methods and their relationships to the various types of data.</p>
<p>Activity 1.11</p>	<p>Validity and the Data-Driven Decision-Making Process Time: 1 hour • Participants: Leadership or Data Team or Full Staff</p> <p>Participants further develop a basic knowledge base about the validity of data, conclusions drawn from the data, and the use of data to make decisions.</p>
<p>Activity 1.12</p>	<p>Conducting a School Data Inventory — What Data Do We Have and Need? Time: 2 hours • Participants: Leadership and/or Data Team</p> <p>Strategies and tools are introduced for conducting an inventory to determine what data in the school and district are readily available for analysis and use in decision-making and school improvement planning. Additional time is needed to complete the inventory.</p>
<p>MODULE 2: Organize and Analyze Data (Activities)</p>	
<p>Activity 2.1</p>	<p>Analyzing Tables and Graphs to Create Data Statements Time: 2–3 hours • Participants: Leadership and/or Data Team</p> <p>Participants learn strategies to guide their analyses of student achievement data and how to write descriptive statements about their results. The focus is on writing descriptive statements of achievement results for one year and over time, by subject area and schoolwide, as well as for data disaggregated by grade level, language proficiency, ethnicity, and other subgroup data.</p>

<p>Activity 2.2</p>	<p>Analyzing Data Statements to Create Focus-Area Summaries Time: 2.5 hours • Participants: Full Staff Building on Activity 2.1, participants analyze and write data statements summarizing achievement from multiple achievement measures and across subject areas. Based on these summaries, participants also identify focus areas for further investigation.</p>
<p>MODULE 2: Organize and Analyze Data (Tools)</p>	
<p>Tool 2.1a & b</p>	<p>Developing a Student Achievement Profile: Excel Templates (a) and User's Guide (b) Time: 3–8 hours • Participants: Leadership or Data Team Participants learn to compile and organize data from standardized test score results. Excel templates are used to construct tables and graphs, personalized for the assessments and the school, to display achievement results.</p>
<p>Tool 2.2</p>	<p>Communicating With Constituents Time: 1 hour • Participants: Leadership or Data Team, Full Staff Participants review findings or decisions made as part of the inquiry process and determine which constituents will need to know the information to ensure ownership of the actions that ultimately are taken.</p>
<p>MODULE 3: Investigate Factors Impacting Student Achievement (Activities)</p>	
<p>Activity 3.1</p>	<p>Research-Based Factors That Affect Student Achievement Time: 2+ hours • Participants: Full Staff In this introductory concept-building activity, participants read various articles that present common characteristics and practices of effective high-performing schools. In reading and discussion groups, participants become familiar with these factors and begin to discuss how they affect their own students' achievement.</p>
<p>Activity 3.2</p>	<p>Connecting Research-Based Factors With Our Student Achievement Time: 2–2.5 hours • Participants: Full Staff For each focus area, staff will develop questions and hunches about how different factors have impacted student achievement. These questions will serve as the focus for further investigation.</p>
<p>Activity 3.3</p>	<p>Planning the Investigation: Understanding Our Focus Population and Factors That Impact Student Achievement Time: 2.5 hours • Participants: Leadership or Data Team, Leaders of Focus Area Task Forces Using questions from Activity 2.2 about defining the education experience of students and the factor questions developed in Activity 3.2, teams plan an in-depth investigation for each focus area. Data sources, plans for collection and analysis, and persons responsible are outlined.</p>
<p>Activity 3.4</p>	<p>Analyzing and Describing Factor Investigation Time: 2 hours • Participants: Leadership or Data Team, Focus Area Task Forces Following the digging deeper investigations, participants write the findings as descriptive statements that are objective, understandable, and useful. They will prepare to present the data to the full staff for their review.</p>

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<p>Activity 3.5</p>	<p>Summarizing Investigation Findings and Determining Identified Needs</p> <p>Time: 4.25 hours • Participants: Full Staff</p> <p>Participants review the data statements from the factor investigations and write summary statements for the findings in each focus area. These summaries help them determine the identified needs of the school.</p>
<p>MODULE 3: Investigate Factors Impacting Student Achievement (Tools)</p>	
<p>Tool 3.3a</p>	<p>School Improvement Survey</p> <p>Time: Not defined • Participants: Leadership or Data Team, Focus Area Task Forces</p> <p>Through the use of a questionnaire, schools collect data on their curriculum, instruction, assessment, professional development, and resource allocation.</p>
<p>Tool 3.3b</p>	<p>Classroom Instruction Snapshots</p> <p>Time: Not defined • Participants: Leadership or Data Team, Focus Area Task Forces</p> <p>Using a well-defined protocol, individuals gather observational data on standards-based instructional practices, classroom culture and environment, student engagement, and level of cognition for the lesson. Instructions are provided for calibration before observing, scoring, and tallying the observation data.</p>
<p>Tool 3.3c</p>	<p>Perception Surveys</p> <p>Time: Not defined • Participants: Leadership or Data Team, Focus Area Task Forces</p> <p>Several websites are provided for perception surveys if the school or district does not have its own. The tool provides suggestions for tallying and displaying the collected perception data.</p>
<p>Tool 3.3d</p>	<p>Handling Messy Data</p> <p>Time: Not defined • Participants: Leadership or Data Team, Focus Area Task Forces</p> <p>Messy data are defined as the outcome from conversations either verbal or written (e.g., focus groups, interviews, open-ended survey questions). A process is provided for collecting, tallying, and summarizing these data.</p>

MODULE 4: Determine Effective Practices and Write a Plan (Activities)	
Activity 4.1	<p>Writing Student Achievement Goals</p> <p>Time: 1.25 hours • Participants: Full Staff</p> <p>Participants learn the criteria for a student achievement goal and practice writing clear and concise goals, completing the activity by writing their own student achievement goals that address the data statements in each focus area.</p>
Activity 4.2	<p>Understanding the Elements of School Change</p> <p>Time: 1.25 hours • Participants: Leadership Team, Focus Area Task Forces, or Full Staff</p> <p>In this concept-building activity, participants learn about three key elements of instructional capacity and how these work together to leverage change. They learn how this framework will guide their search for effective practices to address their identified needs.</p>
Activity 4.3	<p>Planning for Investigating Effective Practices</p> <p>Time: 1.5 hours • Participants: Leadership Team</p> <p>Participants plan how to investigate potential effective practices in a way that will generate greatest ownership in the final choice of effective practices to include in the school plan and will help ensure that the final selections adequately address the identified needs.</p>
Activity 4.4	<p>Generating a List of Effective Practices for Investigation</p> <p>Time: 1 hour • Participants: Full Staff</p> <p>The process for the investigation is first shared with participants in this activity so they understand their role. A list is generated of potential practices (e.g., strategies, programs) that participants believe will effectively address the identified needs in each focus area. The list is forwarded to the leadership team or task forces for further investigation.</p>
Activity 4.5	<p>Investigating Effective Practices</p> <p>Time: Not defined • Participants: Leadership Team, Focus Area Task Forces</p> <p>The protocols, forms, and activities included here help participants thoroughly investigate practices suggested by the staff and compile a list of recommended practices (e.g., strategies, programs) based on the information they gather.</p>
Activity 4.6	<p>Selecting Effective Practices</p> <p>Time: 3 hours • Participants: Full Staff</p> <p>A detailed process is provided for reviewing the information gathered on the recommended practices and agreeing on a cluster of related practices for each focus area that will form the basis of the school change effort and should be included in the plan.</p>
Activity 4.7	<p>Constructing an Effective Action Plan</p> <p>Time: 1 hour • Participants: Leadership and/or Data Team</p> <p>Participants compare their own action plan format and/or the samples provided as part of the activity to be sure the template they use has the necessary components to create a complete script for their school improvement efforts.</p>

Activity 4.8	<p>Developing Clear and Comprehensive Implementation Steps</p> <p>Time: 1–1.5 hours • Participants: Leadership or Data Team, Focus Area Task Forces</p> <p>Participants learn about different methodologies for developing implementation steps and create a sequence for their own plan that is clear and comprehensive.</p>
Activity 4.9	<p>Completing Implementation Steps: Aligning Resources</p> <p>Time: 3+ hours • Participants: Leadership or Data Team, Focus Area Task Forces</p> <p>In this multipart activity, participants take stock of all their resources, allocate them to each implementation step, and, finally, ensure that all the gaps are covered.</p>
MODULE 4: Determine Effective Practices and Write a Plan (Tools)	
Tool 4.7	<p>Readiness Checklist for Action Plan Development</p> <p>Time: 1 hour • Participants: Leadership or Data Team, Focus Area Task Forces</p> <p>Participants inventory the components of an action plan to be sure they have everything complete before they begin writing. Examples include having identified focus areas and effective practices within those areas. If all elements are not ready, participants are referred to the activities to complete them.</p>
Tool 4.8	<p>Readiness Checklist for Action Plan Implementation</p> <p>Time: 1.25 hours • Participants: Leadership or Data Team, Focus Area Task Forces</p> <p>Before moving to implementation, a final checklist is offered to ensure the action plan is complete. For example, participants are prompted to examine the plan to see that it has a logical sequence of steps and has a sufficient amount of detail so it can be implemented.</p>
MODULE 5: Implement, Monitor, and Evaluate (Activities)	
Activity 5.1	<p>Are We Doing What We Said We Would Do? — Monitoring the Action Plan</p> <p>Time: 1.5–2 hours • Participants: Leadership or Data Team</p> <p>Participants develop a process for monitoring the overall implementation of the action plan through reviewing the types of data they will need to monitor implementation, establishing procedures, and setting a schedule for monitoring and reporting information to stakeholders.</p>
Activity 5.2	<p>Selecting and Defining High-Leverage Practices</p> <p>Time: 1.5 hours • Participants: Leadership or Data Team or Full Staff</p> <p>From their action plan, participants select a few high-leverage practices on which to focus implementation and monitoring activities. High-leverage practices are those that will have the greatest impact on student achievement. Implementation of these practices is carefully defined.</p>
Activity 5.3	<p>Setting Interim Benchmarks</p> <p>Time: 1.5 hours • Participants: Leadership or Data Team, Focus Area Task Forces</p> <p>Primarily using district and classroom assessments, participants determine what degree of improvement they will work for and expect to see at agreed-on intervals during the school year. A schedule is also set for regular review of the data.</p>