On-Track Data Teams

A RISE Network Strategy Guide

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About the RISE Network

The RISE Network represents a partnership between teachers, counselors, and administrators working in different communities to help all students achieve college, career, and life success. Founded in 2016, the Connecticut RISE Network's mission is to empower educators to achieve breakthrough results, helping all students realize and achieve their full potential. RISE currently partners with 10 public high schools across nine districts, serving over 13,000 students. We collaborate as a community of educators to use data to pinpoint needs, form hypotheses, and pursue ideas to advance student achievement. In addition to our direct partnerships and student outcomes goals, we aspire to have catalytic impact. Just as we share innovations and learnings within and across the RISE Network, we are also committed to sharing resources in an open-source way with educators to enhance our collective impact. We hope this strategy guide supports your efforts to improve student engagement, learning, and achievement in your community.

I. Strategy Guide

Context and Goals

High schools in the RISE Network implement strategies to promote student engagement, on-track achievement, and college and career readiness. Through our partnership, we embrace evidence-based strategies and ideas informed by national research, educator expertise, student voice, and data insights. As we pilot new ideas and understand what works under which conditions, RISE is committed to supporting educators with tools and resources to support scalable change, systems solutions, and improved student outcomes. As a community, we learn from one another's successes, challenges, and unique approaches to advance shared goals.

Guide Sections

Through the RISE Network strategy guides, we are excited to share actionable ideas and tools with educators driving student success in their local communities. Each of the RISE strategy guides are organized to include the following sections, which are summarized here.

II. **Strategy Overview:** This section provides an introduction to the strategy and our approach. We use local and national research to illustrate the need we aim to address.

III. **Strategy Components:** Each strategy involves specific steps or components, and this section breaks the strategy into more manageable parts.

IV. **Templates and Tools:** RISE aims to maximize impact and minimize time spent reinventing the wheel. This section provides links to resources to support implementation. Most are in the form of Google slides and documents that can be copied for editing and local customization.

V. **Strategies in Action:** Each high school in the RISE Network implements the network-wide strategies, but local implementation varies by school. This section provides specific ideas from partner schools, showcasing how schools put their own spin on the network strategies.

VI. **Helpful Tips:** RISE partners are committed to continuous learning and improvement. This section summarizes learnings from multiple rounds of implementation and refinement.

VII. **Project Planning:** Turning ideas into action takes careful planning. This section provides step-by-step project management tools to organize action steps, both during the planning and implementation phases.

VIII. **Progress Monitoring:** Great student outcomes are our top priority. This section explains how the strategy is designed to positively impact students. It also provides guidance and reflection questions to support progress monitoring and continuous improvement.

II. On-Track Data Team Overview

Need and Opportunity

Students and schools generate an immense amount of data, including attendance, behavior, grades, and assessment records. The Data Quality Campaign explains, "When information about students is provided in a timely, useful manner, every adult working with a child is able to support so that student is learning more effectively."[1] However, educators often rely on multiple, disconnected data systems to generate a holistic understanding of a student's performance.

Data can also serve as a powerful vehicle for educator collaboration as teams work to meet students' unique needs. Research from EdVestors concludes that, "Teacher collaboration is a key factor in improving student learning."[2] High schools often organize collaborative teams around content areas, creating time for teachers in a particular subject area to review lessons, analyze student work, build assessments, and discuss content-specific data. However, there is also a need for educators to collaborate across roles and disciplines, focusing on students' holistic needs.

Our Approach

On-track data teams engage a diverse group of educators in regular, data-driven collaboration to support a specific group of students (e.g., grade-level teams). Educators share their unique perspectives and experiences working with a common set of students in an effort to advance shared student outcome goals. Distinct from content area meetings, on-track data meetings focus on shared students and a wide variety of data points at the center of their collaboration. For example, high schools in the RISE Network engage in weekly Grade 9 on-track data team meetings. These meetings bring together teachers across content areas, support staff, and administrators who serve a common caseload of Grade 9 students. Teams use a combination of data, protocols, norms, and team roles to engage in evidence-based and solution-oriented conversations.

On-track data teams use protocols to review data for individual students, specific subgroups, or aggregate trends over time. Protocols are strengths-based and encourage teams to recognize student assets and progress before diagnosing and prioritizing developmental areas. Likewise, protocols keep conversations rooted in data and evidence. Through this process, teams identify actionable next steps and personalized interventions. On-track data teams regularly revisit intervention plans to track implementation and progress.

Data teams may also decide to engage in problem of practice discussions and professional learning to deepen collaboration and promote best practices. This team collaboration deepens professional relationships among adults, contributes to school improvement, and, most importantly, has a positive impact on student outcomes.

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[1] Time to Act, Data Quality Campaign, https://2pido73em67o3eytaq1cp8au-wpengine.netdna-ssl.com/wp-content/uploads/2016/04/Time-to-Act.pdf
[2] EdVestors, Making Space: The Value of Teacher Collaboration, https://www.edvestors.org/wp-content/uploads/2016/05/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

III. Strategy Components

Summary

On-track data teams promote collaboration and contribute to school improvement and student success. To maximize their impact, on-track data teams require careful planning and attention to detail. This section outlines the major phases or components of the on-track data team strategy. These elements are listed sequentially, and Section IV provides templates and tools for many of these strategy components.

Design and Planning

Goals, Roles, and Norms: It is imperative that teams establish goals, roles, and norms for their meetings to define the team's core objectives and protocols for fruitful collaboration. Team members should collaborate to establish team norms and shared expectations at the start of the school year. Team roles may include:

- **Facilitator** - Prepares the agenda and guides the team discussion;
- **Time keeper** - Manages time for each item on the agenda;
- **Note taker** - Records key decisions, discussion points, and next steps/action items;
- **Norm checker** - Ensures that participants adhere to norms; and
- **Engaged participants** - Actively contribute to the discussion.

Meeting Calendar: At the beginning of the school year, determine when and how often the data team will hold its meetings. For example, teams may decide to meet twice a week; the first meeting may be dedicated to discussing student-level data, and the second meeting may focus on grade-level data or professional learning topics. Put the meetings on a calendar for the year, or plan to schedule meetings at the beginning of each quarter. Integrate the meeting schedule with the school's master schedule to ensure all staff are informed and considerate of data team meeting times.

Standing Agenda: Meeting agendas create a transparent structure and format to intentionally guide team conversations and direct toward intended outcomes. Agendas also make participants aware of the meeting content, as well as any tasks they may be expected to complete prior to and/or during the meeting. At the beginning of the year, develop a standing agenda to outline recurring agenda items (or different standing agendas for different meetings types -- e.g., problem of practice meeting, KidStat data protocol), and share agendas with team members prior to team meetings. Some teams will use a running Google document to centralize agendas and simply add pages/agendas for each meeting; this centralizes historic agendas in one location to promote team knowledge management. Consider the optimal flow for each meeting. For example, teams may start each meeting by highlighting bright spots or having team members recognize other team members they want to acknowledge. Teams may close each meeting with a recap of next steps to ensure team members are clear about meeting outcomes and action items.

Data Protocols: Data protocols are meeting discussion guides -- with detailed steps, discussion topics, and specific time allocations for each topic -- that can help structure on-track data team discussions and agendas. They ensure that conversations are structured and accomplish specific goals. The protocols help to facilitate meaningful, intentional, and actionable team dialogue. Teams often use protocols to engage with student-level data, grade-level data, problems of practice, norm-setting activities, and data dives.

Defined Data Sources: Data tools -- such as the RISE data dashboards and shared trackers -- are integral resources data teams as they provide educators real-time access to information needed to make informed decisions to support student success, including academic, behavior, attendance, and postsecondary data at the student, grade, and school levels. The RISE data dashboards provide educators with secure access to the information needed to inform personalized interventions and supports. The RISE staff are available to provide dashboard trainings, allowing educators to become familiar with the dashboard tools.

Strategy Implementation

Team Culture: One of the greatest professional resources educators have are their colleagues. Effective on-track data teams work closely together to advance student outcomes, and it is important for team members to build and maintain meaningful connections with one another and bond as a team. Establishing a culture of collaboration requires trust, support, peer accountability, and teamwork. It is critical to take time at the start of the school year -- and in an ongoing way throughout the school year -- to foster a team's identify and positive culture. Teams can develop a productive team culture by collaboratively developing norms and goals and reserving meeting time for icebreakers or team-building activities. When the team has established a strong team culture, team members will feel supported, connected, and productive.

Shared Language and Student Investment: As educators, it is important to promote students' self-efficacy, motivation, and engagement. Teams can make progress in these areas by celebrating student success and progress, and recognizing student needs. Data teams can use meetings to plan events that celebrate students' accomplishments, or initiatives that offer students academic support, social skill development, or leadership opportunities based on needs identified through data analysis. These strategies strengthen relationships among students, educators, and families, while also creating a positive school environment where students feel welcomed and valued. These efforts also promote on-track conversations, a common language, and shared expectations among students, families, and educators.

IV. Templates and Tools

This section provides links to tools and resources to support the design and implementation of on-track data teams. All of the materials are provided in a Google format, allowing schools to easily copy and customize the content. Click on the blue hyperlinks below to access the various templates and tools as standalone files.

The materials are school-agnostic, meaning that schools may customize these materials by adding school logos and branding. Many of these resources are compiled in the Appendix at the end of this document for reference.

Overview Video

This short video clip features teachers, counselors, and administrators from across RISE high schools explaining our on-track data teams strategy. Educators interviewed in the video describe the purpose and impact of this approach. The video also offers footage from on-track data meetings, helping educators to understand the look and feel of this strategy.

Sample Grade 9 Meeting Schedule

It is important to start the school year with a calendar for on-track data meetings. Many teams will calendar team meetings and Grade 9 events. It can be helpful to develop monthly calendars for the entire year or for the upcoming quarter. This provides the team with a big-picture schedule beyond weekly meeting agendas. The calendar also ensures that teams meet on a regular basis and utilize different protocols.

Team-Building Activities

Team-building activities help educators build trust and camaraderie. Over time, these team-building efforts can support deeper and more honest conversations amongst the team. This document offers a variety of quick team-building activities that can be adapted to fit the timeframe available and the focus areas for the group.

KidStat Data Protocol

This 15-minute protocol is designed to facilitate strengths-based and data-driven conversations about an individual student's on-track status and overall school experience. On-track data teams generally complete two or three KidStat conversations within a single meeting period, depending on the meeting length. This protocol allows for a balanced discussion of a student's strengths and growth areas, including action steps to better support their success.

Student-Centered Data Protocol

This 20-minute protocol facilitates data-informed conversations about a targeted group of students that share a data characteristic. For example, data teams can use this protocol to focus on students who are chronically absent, have a GPA between 2.0 and 2.5, or are not on-track to promote to the next grade level. This protocol requires pre-work around determining the focus data point and collecting data for that conversation. Many network schools use this protocol to select two to three students for the more in-depth KidStat protocol discussion during the following meeting.

Platt High School Sample KidStat Meeting

This video includes a sample KidStat data meeting. The video features a Grade 9 on-track data meeting from Platt High School in Meriden. The team uses the protocol to discuss an anonymized student to protect data privacy. The team follows the KidStat protocol by reviewing the student's data, discussing the student's strengths, analyzing growth areas, and prioritizing next steps. Schools may use this video for training purposes and to help build familiarity with the KidStat protocol and on-track data meeting format.

KidStat Tracker Form (and Spreadsheet)

This Google Form enables teams to record and track interventions generated during the KidStat protocol. Teams complete the form as they discuss an individual student, and the entries feed into a back-end spreadsheet or log. The spreadsheet allows team members to keep tabs on past discussions and action steps that team members committed to, and share notes with colleagues who were not at the meeting but who should be made aware of the team's plans for supporting the student. As with other tools, creating a copy of the form will allow you to customize it to meet your school's needs.

Problem of Practice Protocol

This 30-minute protocol encourages on-track data teams to collaboratively address individual team members' specific challenges, frustrations, or barriers. It allows for a structured deep dive conversation around a current, concrete problem of practice, allowing for creative problem-solving around potential solutions. The final wrap-up within this protocol allows for the presenter to commit to next steps to support action around the problem of practice.

SchoolStat Data Protocol

This 45-minute protocol facilitates data-informed analyses and conversations around aggregate data and high-level patterns within the school community. This protocol works best when paired with data for key performance indicators, such as PSAT scores, chronic absenteeism, or on-track credit accumulation. It allows participants to dive into the data, engage in focused analysis, and establish actionable next steps.

Golden Line and Last Word Text Protocol

This 20-minute protocol supports discussion around a relevant reading, study, or news article. The protocol requires participants to read and annotate a reading prior to the scheduled meeting, creating a common jumping off point for team debate and dialogue. Because the protocol itself is brief, it can easily be combined with another brief protocol like KidStat or a team-building activity.

Attendance, Behavior, and Grades Data Protocols

These data protocols support team conversations about aggregate and subgroup grade- or school-wide attendance, behavior, and grades data. For each of the three areas, there is both an abbreviated, 30-minute version of the protocol and a more in-depth and guided version.

- Attendance: Full Data Dive, Abbreviated Protocol
- Behavior: Full Data Dive, Abbreviated Protocol
- Grades and Pass Rates: Full Data Dive, Abbreviated Protocol

Assembly Outline

This assembly outline offers a sample run-of-show for a student Grade 9 on-track assembly. It outlines logistics, team roles, and talking points. On-Track assemblies can provide a powerful opportunity to celebrate student success and communicate goals. (Note that this outline does not align with the slides below).

Start of School On-Track Assembly Slides

This sample slide deck introduces freshmen to the concept of "on-track" and other measures of success. Each school's on-track criteria will vary, as will the incentives for meeting the benchmark. We recommend customizing these slides with school colors, logo, and photos. (Note that these slides do not align to the outline above).

V. Strategies in Action

Within the RISE Network, partner schools adapt each of the network-wide strategies to align to their local needs, vision, and context. While the goals and central components are consistent across partner schools, each school puts a local spin on their approach. Educators in each school collaborate to design and implement the strategies consistent with the school's goals, priorities, and culture.

Hartford Public High School

Grade 9 on-track data teams at Hartford Public High School (HPHS) recognize students for their growth and on-track performance through quarterly assemblies to promote an on-track culture at the school. A group of educators from across the school's Grade 9 teams plan and coordinate these quarterly celebrations, which spotlight students' standout academic achievement, leadership and service, and strong attendance.

The planning team also invites educators to nominate freshmen who are making significant progress for "on-a-roll" recognitions, a practice that helps shine a light on students who are not yet on-track but putting forth notable efforts. Responding to the challenges that freshman year can present and looking to build positive culture among their students, the Grade 9 on-track events also include small incentives for students and announcements of upcoming on-track-related events. A few teachers are also known to put on the school's owl mascot costume when it is their turn to emcee the event!

East Hartford High School

After launching the on-track data team strategy in Grade 9 and seeing improved freshman on-track rates, East Hartford High School sought to introduce the structure in Grade 10. This required some innovative adjustments because Grade 10 students and educators are not organized in teams during sophomore year. The school's leadership accounted for this by forming temporary "teams" before each meeting, strategically assigning educators to groups that discuss specific students with whom those educators have some familiarity.

The approach takes effort, but leaders and participants report that the model is still valuable and support continued on-track and college-ready conversations beyond Grade 9. It also allows multiple smaller "teams" to complete the KidStat protocol simultaneously, allowing the larger team to discuss about 10 sophomore students per 45-minute meeting.

Hill Regional Career High School

At Hill Regional Career High School in New Haven (locally known as "Career"), educators meet in weekly grade-level teams in Grades 9 through 12. In an effort to keep teams organized, informed, and accountable to one another, educators developed an intervention tracking tool. Each on-track data team records interventions from KidStat meetings in Google Forms that export data to a secure, user-friendly Google Sheet. Any Career staff member can access the spreadsheet for additional context about a student discussed by one of the school's on-track data teams.

Teams complete the Google Form during their meetings by responding to the KidStat protocol prompts with data and insights about an individual student's strengths, growth areas, and action plan. The form helps teams capture specific interventions they plan to employ to support the student, the team members responsible for implementing each intervention, and a follow-up date when teams will update the tracker to note whether interventions were completed and/or effective. This structure helps team members stay organized and ensures they are following through on interventions, while also enabling educators who are not in data team meetings to participate in and benefit from the collaboration virtually.

VI. Helpful Tips

1) Create and Comply with Team Norms. Team norms and meeting protocols maximize an on-track data team's time and promote progress toward the team's shared student outcome goals. Make the creation of team norms a collaborative process at the start of the school year to give team members a sense of ownership in how the team operates. The team's investment in its norms helps establish a culture of commitment to these norms. Keep team norms front and center by displaying them in the team's regular meeting space and starting each meeting with a reading of the norms.

2) Adhere to Agendas and Protocols. Conversations around student data and challenges can veer off track or participants can become disengaged, both of which compromise an on-track data team's productivity and overall effectiveness. Strict adherence to data meeting agendas and protocols (i.e. SchoolStat, Student-Centered, KidStat) helps ensure data meeting discussions remain data-driven, student-centered, and solutions-oriented. Consider including time checks on meeting agendas and protocols to encourage the team to stay on task. Many schools also embed links to relevant documents and resources into one running agenda so that it serves as a hub of information and tools that the team can quickly and easily access.

3) Assign Roles with Clear Expectations. Assign team roles and responsibilities (e.g., time keeper, facilitator, note taker). Teams should set explicit and implicit expectations for role assignments to establish a strong culture of accountability. Teams can decide how often to rotate roles among team members (i.e. every meeting, monthly, quarterly) to evenly distribute responsibilities and provide opportunities for all team members to assume leadership opportunities.

4) Diversify Meeting Types for Balance. Implement a variety of meeting types and protocols. While data meetings are critical for monitoring student progress, developing personalized supports, and increasing outcomes, it can become repetitive for teams to use the same data protocols during each team meeting. Teams should use a variety of different data protocols and balance time spent on professional learning, team-building, and data-focused conversations.

5) Track Intervention. Maintain an inventory of students discussed and interventions attempted. This promotes transparency and accountability, and it allows the team to monitor student progress and evaluate the efficacy of different interventions. Intervention trackers should be user-friendly and living documents that the entire team can access and update.

6) Celebrate Student Success. Get students invested in their data and on-track achievement by planning data-based incentives and celebrations for those who have met, exceeded, or progressed toward on-track goals. On-track data team meetings can provide a venue to celebrate team progress and plan student recognitions. This is hard work, and it is important to keep students and staff motivated by their early progress and results.
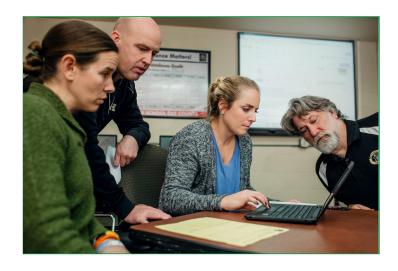
VII. Project Planning

Planning Questions

This section provides planning questions for school teams looking to design and launch on-track data teams in their schools. The success of this strategy depends on thoughtful planning and the appropriate allocation of time, people, and other resources. Even before formally starting to plan, we encourage school leaders to establish their vision and goals for on-track data teams.

The questions below are meant to support teams in establishing a shared vision and launching planning in a way that helps achieve their goals for on-track data meetings.

Purpose - Why?

1. What are our goals and hopes for on-track data teams?

2. In what ways are educators at our school currently organized for teaming and data-driven collaboration (e.g., grade levels, departments, houses)? How do these structures support or inhibit educator collaboration and/or student outcomes?

3. What impact do we hope on-track data teams will have on staff collaboration and student outcomes?

Design - What? How?

4. What spaces exist for educator collaboration to identify and plan supports for students who are off-track or otherwise experiencing challenges in school, both academic and non-academic?

5. How does this strategy connect with existing school structures and practices? Are there opportunities to integrate this approach with any particular strategies?

6. Which staff should we engage as potential champions of the on-track data teams strategy, and what is the best way to roll this out with them?

7. What is the culture of data use by educators across our school? Where do we want to be, and how will we get there?

Logistics - Who? When? Where?

8. What would it take (e.g., scheduling, teaching assignments) to organize and team teachers and students to foster collaboration and relationships that promote student success? What spaces could serve as testing grounds for the on-track data teams strategy?

9. Where within the building could our on-track data team meet and have the space and technology needed to be successful? What data does the team need to access?

Action Plan

Timing	Task/Activity	✔
Design/ Planning to Launch	Determine how your school wants to pilot on-track data meetings (e.g., Grade 9 teams, EL team, college access team)	
	Establish measurable objectives for the team tailored to the team's focus or shared student population (e.g., Grade 9 on-track rates, college application rates)	
	Organize teachers and students into teams and develop schedules for staff with regular common planning time for educators	
	Identify a team lead(s) responsible for meeting design and facilitation	
	Create a calendar to schedule on-track data team meetings, ideally at least weekly	
	Identify a room for teams meetings with adequate space and technology access	
	Identify and select data sources and protocols for use during meetings	
	Create a standing agenda document to facilitate collaboration	
	Schedule initial meetings before teams' formal launch to build buy-in, share goals and early plans, seek team member input, and start to build the team mindset	
Launch	Collaboratively establish team norms and assign a first rotation of team roles (e.g., notetaker, timekeeper, norms checker)	
	Support staff in building fluency with data tools leveraged during meetings	
	Conduct mock protocols to build team comfort and familiarity with the process	
	Develop intervention tracking systems/methods	
Ongoing	Periodically rotate roles among team members to promote shared leadership	
	Engage team members in formally and informally offering feedback on on-track data teams, both in terms of the strategy's implementation and its impact	
	Revisit meeting calendar to ensure adequate variety in meeting types and themes	
	Schedule and conduct intervention reviews to monitor progress and ensure team member accountability	
	Plan for opportunities for professional learning connected to strategies to support students' on-track achievement, adolescent development, data use, and more	

VIII. Progress Monitoring

Outcome Goals

When designing and implementing new school strategies, it is always important to convey a clear and compelling purpose behind new practices. School leaders should establish why new strategies are important and how they connect to the school's priorities and student outcome goals. In the RISE Network, we connect our strategies to the network's results framework (shown at right). As a results-driven partnership, high schools within the RISE Network work to advance five shared goal areas with measurable performance indicators aligned to each goal.

On-track data meetings, like all network strategies, are designed to support leading and lagging indicators of student success. Depending on how a school designs and implements on-track data meetings (e.g., Grade 9 team, English Learner team, college and career team), teams may identify different focus indicators. The most important piece is being clear about the goals in implementing the strategy and then collecting data and feedback to support continuous learning and improvement.

Goal 1: On-Track Achievement
- Grade 9/schoolwide on-track credit earning
- Grade 9/schoolwide on-track attendance
- Grade 9/schoolwide on-track behavior
- Grade 9/schoolwide overall on-track achievement

Goal 2: College and Career Readiness
- 4-year high school graduation rate
- Grade 9 and schoolwide Bs or better college-ready unweighted GPA ≥ 3.0
- Grades 9-12 PSAT and SAT college readiness benchmark attainment
- CSDE college readiness attainment (Grade 11-12 SAT and/or AP benchmark)
- AP participation

Goal 3: College and Career Access
- FAFSA completion
- College application rates

Goal 4: Postsecondary Success
- College enrollment
- College persistence

Goal 5: Gap Closure
- Grade 9 on-track gap closure by subgroup
- College readiness gap closure by subgroup

Reflection Questions

On-track data teams are designed to support student achievement, engagement, and college and career success. Educators involved in on-track data teams, as facilitators or team members, should constantly review and critically evaluate the team's work to discuss its effectiveness, as well as progress relative to established goals for the strategy. This enables school teams to measure the effectiveness of their work, learn from their efforts, and strengthen their approach over time. Consider leveraging the questions below to guide team reflection conversations, student and educator feedback surveys, and other structures for gathering data -- both quantitative and qualitative -- connected to this strategy.

Implementation Questions

- How regularly do on-track data teams meet? Are scheduled meetings always held with full participation? What might be the root causes of meeting cancellations, delays, or poor attendance?

- How often do meetings have established agendas? How effectively does the team stick to planned agendas for each meeting?

- How many students has the team discussed during on-track data team meetings? What percentage of the total students in the grade/team/cohort does this represent?

- To what extent do data inform the team's next steps and student support plans?

- With what level of fidelity do members of the team implement the interventions and next steps established during meetings?

- How often does the team revisit students discussed in earlier meetings to follow up on planned interventions and monitor students' progress?

Impact Questions

- Are the team's focus metrics (e.g., attendance, on-track rates) improving?

- Do students discussed during KidStat conversations show improvement? How much and in what ways?

- Which interventions are most commonly assigned as action steps to support students discussed during team meetings? To what extent do these interventions seem to result in positive outcomes for students?

- In aggregate, what evidence is there that students' grades, behavior, or attendance improved following the action steps taken by staff?

- In what ways has educator collaboration increased as a result of the on-track data teams strategy?

Appendix

On-Track Data Team Templates and Tools

Sample Grade 9 On-Track Team Meeting Calendar | P. 17 or standalone file

Team Building Activities | P. 19 or standalone file

Student-Centered Data Protocol | P. 21 or standalone file

KidStat Data Protocol | P. 22 or standalone file

Problem of Practice Protocol | P. 24 or standalone file

SchoolStat Data Protocol | P. 25 or standalone file

SAMPLE GRADE 9 MEETING CALENDAR
(September - October)

August - September						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
27	28 Team-building and reading	29	30 Team purpose and norms	31	1 Excel/Google sheets training	2
3	4 Mock KidStat	5	6 Grade 8 risk & opportunity data review	7	8 Dashboard training	9
10	11 Back-to-school night	12	13 KidStat (2)	14	15 Problem of practice	16
17	18 KidStat (1) + intervention review	19	20 KidStat (2)	21	22 Team-building and reading	23
24	25 Advisory and spirit week	26	27 KidStat (2)	28	29 September SchoolStat (Attendance)	30

October						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
1	2 KidStat (1) + intervention review	3	4 KidStat (2)	5	6 Team-building and reading	7
8	9 Q1 freshman on-track conferences	10	11 KidStat (2)	12	13 Problem of practice	14

15	16	17	18	19	20	21
	KidStat (1) + intervention review		KidStat (2)		Team-building and reading	
22	23	24	25	26	27	28
	Advisory and team operations		KidStat (2)		October SchoolStat (Q1 Grades)	
29	30	31	**Calendar Key**			
	KidStat (1) + intervention review		Data review and intervention conversations Professional learning and collaboration Team operations and planning			

TEAM-BUILDING ACTIVITIES

Overview: The document includes several short team-building activities or icebreakers. These activities are designed for professional teams collaborating to advance a shared outcome or set of goals. The team-building activities are meant to foster trust and camaraderie, while also allowing team members to get to know one another as people and professional colleagues. Each of these activities should take approximately 15 to 30 minutes, allowing teams to incorporate these team-builders within team meeting agenda.

1. **Personal Artifact:** Ask all team members to identify and bring one personal artifact to the meeting. The artifact should represent or symbolize why they do this work. Team members may identify an object, text, experience, person, or something else that inspires them to do what they do. Give each team member 3-5 minutes to share their personal artifact during the team meeting.

2. **M&M Share-Out:** Give each team member a small bag of M&Ms. Go around the room and have each team member take an M&M out of their bag. Based on the color of the M&M the individual selects, team members respond to one of the following questions:

   a. *Blue:* Who is an inspirational person in your life? Why?
   b. *Green:* If you could travel anywhere in the world, where would you go? Why?
   c. *Brown:* What would you have for your last meal?
   d. *Yellow:* What is your favorite movie or book? Why?
   e. *Red:* If you were to switch professions, what would you do? Why?
   f. *Orange:* What is your proudest personal or professional accomplishment, and why?

3. **Penny for Your Thoughts:** Everyone selects a penny/coin from a jar. Each person looks at the year on their coin and shares an important milestone that happened in their life during that year.

4. **Fun Fact Scavenger Hunt / Two Truths and a Lie:** Have team members submit one to two fun facts to you prior to the meeting. Number and list all of the fun facts on a piece a paper with a blank line in front of each fun fact. Team members have to do their best to assign the fun fact to a team member. Whoever successfully matches the most team members to their fun facts wins a small prize. This activity can also be accomplished with no prep work through two truths and a lie. Every team member shares two true personal facts and one believable lie. The team has to correctly identify fact from fiction.

5. **What You Should Know About Me:** This activity allows new co-workers to understand one another's work styles. Give everyone a strip of paper. Have every person write down "three things you need to know about me." This could include silly things (e.g., I am not a morning person) to more substantive descriptors (e.g., I'm not very tech-savvy, but I'm trying to learn). Everyone folds and puts their strip of paper in the middle. Folks take turns picking a strip at random and reading the mystery person's "three things." Team members try to connect the work styles to the mystery person.

6. **Short Answer:** Everyone in the group gets to pose a question to everyone else in the group, but participants must be able to answer the question in a one-word or short-phrase response (e.g., favorite cream flavor, least favorite subject in school when growing up, favorite school supply). Everyone has the opportunity to ask their questions and respond to everyone else's questions.

7. **Personal Highlights Reel:** Begin by asking each participant to consider the best moments of his/her life. This can include moments they've had alone or shared with family or friends; these moments can pertain to professional successes, personal revelations, or exciting life adventures. After the participants have had a moment to run through highlights of their lives, inform them that their search for highlights is about to be narrowed. Ask each participant to take a moment to decide what 30 seconds of their life they would want to relive if they only had thirty seconds left in their life. The first part of the activity enables participants to reflect back on their lives, while the second part enables them to get to know their coworkers on a more intimate level. The leader of the activity will ask each and every participant what their 30 seconds entailed and why they chose it, which will allow participants to get a feel for each other's passions and personalities.

8. **Peer Recognition:** Bring in one blank card for everyone in the team meeting (i.e., pieces of blank paper folded in half with each individual's name on the front). Pass the cards around in a circle and have everyone jot down thing they appreciate about that person (this can be a thank-you, shout-out, compliment, or personal appreciation). This can be a mood-booster after the marking period is underway and folks need a bit of a boost.

9. **Marshmallow Tower:** Split your team into groups of 3-5 people each. Provide each team with 20 pieces a spaghetti, one yard of tape, one yard of strong, and one marshmallow. Each team has 10-20 minutes to build the tallest tower possible with the supplies provided. The marshmallow must be stationed at the tallest point of the tower. Please find more information here and a video [here](#). This can be expanded to a longer and more symbolic conversation about the team's shared objectives.

STUDENT-CENTERED DATA PROTOCOL

Overview: This 20-minute protocol facilitates data-informed conversations about a targeted group of students that share a data characteristic. For example, data teams can use this protocol to focus on students who are chronically absent, have a GPA between 2.0 and 2.5, or are not on-track to promote to the next grade level. This protocol requires pre-work around determining the focus data point and collecting for that conversation. Many network schools use this protocol to select two to three students for the more in-depth KidStat protocol discussion during the following meeting.

Pre-Work:
- Determine a specific focus (e.g., grades, attendance) and selection criteria (e.g., chronically absent, GPA < 2.0) for the meeting discussion.
- Generate a spreadsheet with data for 10-15 students meeting these criteria (or access the RISE data dashboards) prior to the meeting.

Recommended Roles: Facilitator, time-keeper, note-taker, and student case manager.

Recommended for: Grade-level teams, behavior teams, and attendance teams.

Guiding Question: What actions can we take to help this targeted group of students get back on track?

Discussion Protocol:

1. **What?** Looking at the data, what do you notice about this group of students? Silently review the data then share facts that you observe (3 minutes).

2. **So What?** What do we make of our list of observations about the data? What questions do you have, or what are your wonderings? What is most significant? Share out wonderings. (5 minutes)

3. **Now What?** What do we need to do to support this student to get back on track? (6 minutes)

4. **What's Next?** What are our action items? (4 minutes)

What	Who	By When

This protocol was adapted from the School Reform Initiative's Looking at Datasets Protocol.

KIDSTAT DATA PROTOCOL

Overview: The KidStat data protocol is designed to facilitate team conversations about an individual student's on-track status and school experience. This strengths-based protocol asks team members to reflect upon the student's strengths and positive connections to school prior to brainstorming and prioritizing growth areas. The protocol also requires team members to commit to actionable next steps to support the student's success in school. Team members should plan to revisit the student within 2-6 weeks to review the implementation and outcomes of interventions developed by the team.

Length: 15 minutes per student.

Pre-Work:
- Identify a student for team review and collaboration.
- Ask team members to review the data profile for the student under review prior to the meeting.

Recommended Roles: Facilitator, time-keeper, note-taker, and student case manager.

Recommended for: Grade-level teams, behavior teams, and attendance teams.

Step 1: Personal Data Review   (2 minutes)
- Meeting facilitator reminds participants of the meeting format and norms.
- Facilitator reminds participants of the student under discussion and asks the team to access the data profile for the student.
- Team members individually review the student data profile, noting student strengths, growth areas, and personal experiences working with this student.

Step 2: Strengths and Positive Connections to School   (4 minutes)
- Team discusses the student's strengths.
- What are the student's strengths and positive connections to school?
- Where is the student experiencing success and/or improved performance?
- How does the student learn best in your classroom?
- What are the student's hobbies and interests?

Step 3: Growth Areas   (4 minutes)
- Team discusses and prioritizes student challenges and growth areas.
- What are the student's challenges and prioritized growth areas?
- Why does the student experience difficulty in these areas?
- What are the root causes of the student's current achievement levels?

Step 4: Action Steps   (5 minutes)
- Team develops an action plan to support the student's success.
- What are our next steps to support this student in reaching on-track/B's or better achievement?
- Who will serve as this student's case manager, coordinating next steps and reporting back to the team on the student's progress?
- When will the team revisit this student to review action steps and student progress (2-6 weeks)?

Adapted from the UChicago Network for College Success Kid Talk Protocol.

KidStat Notes

Student Name: _____   Date: _____

Strengths and Positive Connections to School

Prioritized Growth Areas

Action Steps	Owner	Deadline

Case Manager: _____

Revisit student during _____/_____/_____ team meeting.

PROBLEM OF PRACTICE PROTOCOL

Overview: The problem of practice protocol is designed to help teams collaboratively address individual team members' specific barriers, challenges, and frustrations. One presenter shares his or her problem of practice with the team, and team members ask probing questions and provide recommendations to help advance the challenge or sticky situation. The problem of practice protocol supports team members with challenges that inevitably crop up, while leveraging the experiences and expertise of the team.

Length: 30 minutes.

Pre-Work:
- Identify a presenter to share a meaningful problem of practice with the team.
- Presenter reviews the protocol.

Step 1: Problem Statement (5 minutes)
- The presenter summarizes a specific barrier or challenge they are currently confronting. The presenter provides data illustrating the problem, as appropriate.
- The presenter may summarize strategies they have tried to implement in response to the challenge.
- The presenter provides the context participants need to think critically about the issue at hand.

Step 2: Clarifying Questions (3 minutes)
- Participants ask the presenter clarifying yes/no questions to get a better understanding of the problem under review.
- Facilitator limits questions to yes/no.

Step 3: Probing Questions (7 minutes)
- Participants ask the presenter probing questions, requiring more than a yes/no response.
- Participants seek to better understand the challenge, its root causes, and various strategies the presenter has tried to address the challenge.

Step 4: Fishbowl Brainstorm (10 minutes)
- Participants engage in a fishbowl problem-solving conversation, brainstorming potential strategies, solutions, and considerations for the presenter.
- The presenter remains silent and listens to the conversation.

Step 5: Next Steps (5 minutes)
- The presenter processes the conversation and reflects on ideas and comments shared by the team.
- The presenter commits next steps informed by the conversation.

SCHOOLSTAT DATA PROTOCOL

Overview: The Connecticut RISE Network's SchoolStat Data Protocol is designed to facilitate periodic team conversations around aggregate data and the state of the school/grade level/team. The protocol allows teams to step back and review key performance indicators (e.g., chronic absenteeism, PSAT scores, on-track credit accumulation). The protocol encourages teams to objectively analyze high-level patterns by subgroup and grade level, as well as longitudinal trends, prior to making conclusions or determining next steps.

Length: 45 minutes.

Pre-Work:
- Identify a focus area for the meeting. Circulate the data topic and protocol in advance.
- Ask team members to review relevant dashboards prior to the meeting.

Recommended Roles: Facilitator, note-taker, and time-keeper, and implementation/project lead.

Recommended for: Grade-level teams, instructional leadership teams, and department teams.

Step 1: Personal Data Review   (5 minutes)
- Meeting facilitator reminds participants of the meeting format and norms.
- Facilitator focuses the team on a specific data point, set or dashboards, or objective for the meeting.
- Team members individually review the data and jot down observations.

Step 2: Describing the Data   (10 minutes)
- Team describes the data. Facilitator ensures team members avoid making inferences or judgments, or drawing conclusions. A note taker may record observations on chart paper or in a Google doc.
- What do you observe in the data? What do the data show? Cite specific data points.
- What figures, patterns, or trends stand out to you?

Step 3: Interpreting the Data   (10 minutes)
- Team begins to make sense of and interpret the data described in Step 2.
- What do the data suggest? What is important? What causes concern? How did we get these results?
- What confirms or challenges our assumptions? What new assumptions do the data trigger for you?
- If the data remain constant, what are potential consequences?
- What additional data do we need to get a full understanding of the situation?

Step 4: Connecting the Data to Practice   (15 minutes)
- Team translates data and insights into action by brainstorming potential action items and committing to several high-leverage next steps.
- What do we do in response to the data? Which deficiency/gap areas do we need to target and how?
- Which data/takeaways should inform our approach? What should we start, stop, and continue doing?
- What Tier I strategies can we pursue school-wide? What can we pursue as Tier II-III targeted supports?
- What are our goals for monitoring progress over time?
- Who needs to be involved in further conversations/implementing potential next steps?

Step 5: Takeaways and Commitments   (5 minutes)
- Team members share one major takeaway or commitment stemming from the conversation.

Adapted from the National School Reform Faculty ATLAS Protocol.

SchoolStat Notes

Focus Area(s): _____   Date: _____

Describing the Data

Interpreting the Data

Connecting the Data to Practice

Action Steps	Owner	Deadline

Personal Takeaway or Commitment