

Leadership Summit

October 10, 2025

The Ritz-Carlton, Denver

FORWARD → 2025



PRESENTED BY



D|A|DAVIDSON
FIXED INCOME CAPITAL MARKETS



COLORADO LEAGUE of
CHARTER SCHOOLS

Leveraging Data to Drive School Improvement and Success

Joshua Smith (Executive Director, Galvanized Education Partners)

**CLCS Leadership Summit
October 10, 2025**





WELCOME
WE'RE GLAD YOU'RE HERE!

Logistics

QR Code to Access Materials



About Josh



About Josh



About Josh



About Josh



RELAY / GSE
GRADUATE SCHOOL of EDUCATION

About Josh



About Josh



But Enough About Me, Let's Talk About You!

School Types?

Roles?

Experience Levels?

Geography?



Warm Welcome

What's one example of how you've used data to inform a decision made in your personal life recently?



Objectives

- Participants will explore best practices for gathering and analyzing academic data to measure progress and drive school-wide improvement efforts
- Participants will reflect on and evaluate their school's current approach to gathering and evaluating data



KEY POINT



Data = Information

Everything is information



KEY POINT



Data = Information

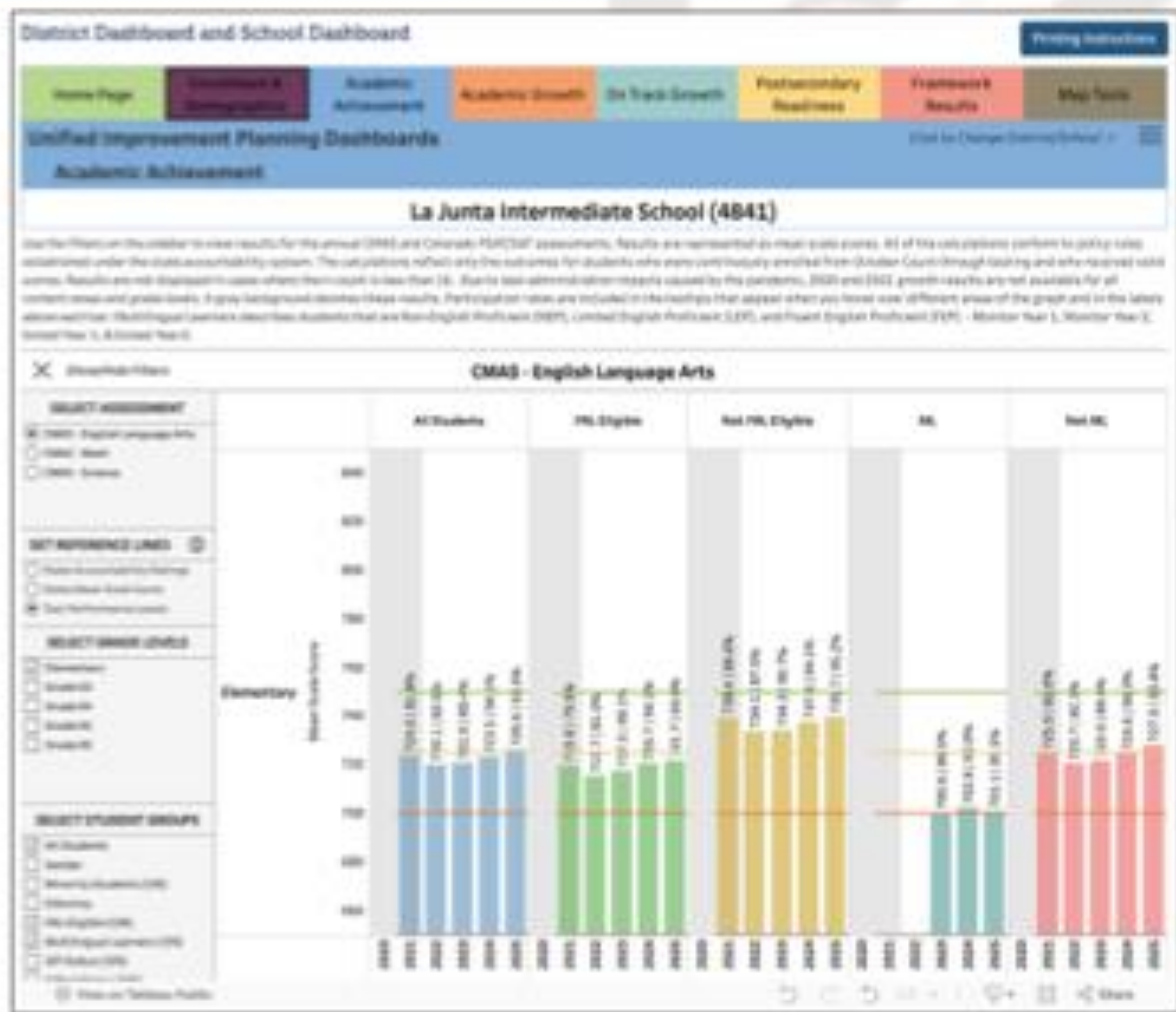
Everything is information

Therefore, determining what data to gather and analyze depends on what we're seeking to accomplish

Level 1.0 Data: High-Level, School-Wide Data Dashboards



CDE's School and District Data Dashboards



CDE's School Performance Framework

COLORADO Department of Education

2024 Final School Performance Framework

4882: La Junta Intermediate School | 3520: East Otare B-1 | Grade Levels: 6 - (3 Year)

Plan Type: Official Rating based on SINGLE-YEAR SPF Report

Priority Improvement Plan | 34.2/100 Points Earned

Year 3

The performance framework evaluates district and school performance on indicators Achievement, Student Growth, and Mathematics & Science Business Indicators. The percentage of points earned across all indicators determines the final performance rating for districts or the final year for a school, which is displayed below. The targets for this rating are set by the State Board of Education and are shown at the right of this page. Failure to meet test participation, safety, and finance measures may result in a rating being lowered by one level. Refer to the corresponding year 1 report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned (of 100)	Rating
Academic Achievement	30.0%	30.0/100	Does Not Meet
Student Growth	30.4%	30.4/100	Does Not Meet

Assurances

Participation: **Meets 97% Participation**

Test Participation Rates and Total Participation Rate Descriptors*

Year	State	Year	Test Participation Rate	Number of Students	Accountability Participation Rate	Rating
2023	90.0%	22	100.0%		Meets 97% Participation	
2024	90.0%	20	100.0%		Meets 97% Participation	

Total Participation Rate Description for Planning Purposes: **Low Total Participation**

Summary of Ratings by ESM Level

Performance Indicator	Percent of Points Earned	Points Earned (of 100)	Rating	2023	2024
Academic Achievement	30.0%	30.0/100	Does Not Meet	34.2%	Priority Improvement
Student Growth	30.4%	30.4/100	Does Not Meet	34.2%	Improvement

Rating Guide for 2024 District School Performance Framework

Performance Indicator	Rating	Points Earned	Points Possible
Academic Achievement	Does Not Meet	30.0	100.0
Student Growth	Does Not Meet	30.4	100.0
Mathematics & Science Business Indicators	Meets	39.8	100.0
Total	Does Not Meet	34.2	100.0

Academic Achievement - School Year Rating by Indicator and Year

Indicator	2023	2024
Academic Achievement	Does Not Meet	Does Not Meet
Student Growth	Does Not Meet	Does Not Meet
Mathematics & Science Business Indicators	Meets	Meets

Points Earned by Year for SPF Report Target

Indicator	2023	2024
Academic Achievement	30.0	30.0
Student Growth	30.4	30.4
Mathematics & Science Business Indicators	39.8	39.8

SPF Points Earned by Performance Rating

Performance Rating	Points Earned	Points Possible
Does Not Meet	30.4	100.0
Meets	39.8	100.0
Exceeds	0.0	0.0

SPF Points Earned by Performance Rating

Performance Rating	Points Earned	Points Possible
Does Not Meet	34.2	100.0
Meets	39.8	100.0
Exceeds	0.0	0.0

SPF Points Earned by Performance Rating

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Academic Growth	30.4%	30.4/100	Does Not Meet

Assurances

Participation: **Meets 50% Participation**

Test Participation Rates and Total Participation Rate Descriptor*

Category	Test	Grade	Year	Participation Rate	Count	Accountability Rating
English Language Arts	400	600	60.1%	22	100.0%	Meets 50% Participation
	600	600	60.0%	20	100.0%	Meets 50% Participation

Summary of Ratings by ESM Level

Indicator	Percent of Points Earned	Points Earned (of 100)	Rating	2023	2024 Rating vs. 2023
Academic Achievement	30.0%	30.0/100	Does Not Meet	34.2%	Priority Improvement
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Rating Guide for 2024 School Performance Framework

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Academic Achievement	30.0/100	Does Not Meet	34.2%	Priority Improvement
Academic Growth	30.4/100	Does Not Meet	34.2%	Priority Improvement
Participation & Attendance	34.2/100	Meets 50% Participation	34.2%	Meets 50% Participation

Academic Achievement - School Performance Framework

Indicator	Points Earned	Rating	2023	2024 Rating vs. 2023
Academic Achievement	30.0/100	Does Not Meet	34.2%	Priority Improvement
Academic Growth	30.4/100	Does Not Meet	34.2%	Priority Improvement

Participation & Attendance - School Performance Framework

Indicator	Points Earned	Rating	2023	2024 Rating vs. 2023
Participation & Attendance	34.2/100	Meets 50% Participation	34.2%	Meets 50% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Category	Test	Grade	Year	Participation Rate	Count	Accountability Rating
English Language Arts	400	600	60.1%	22	100.0%	Meets 50% Participation
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Total Participation Rate Descriptor for Testing Purpose

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So why not just wait for CDE to update their lovely data dashboards every year?

Proposition



If you find yourself surprised by what you see on the School Performance Framework each year, you probably need to rethink what level 1.0 data your monitoring during the year.

School Data Dashboards

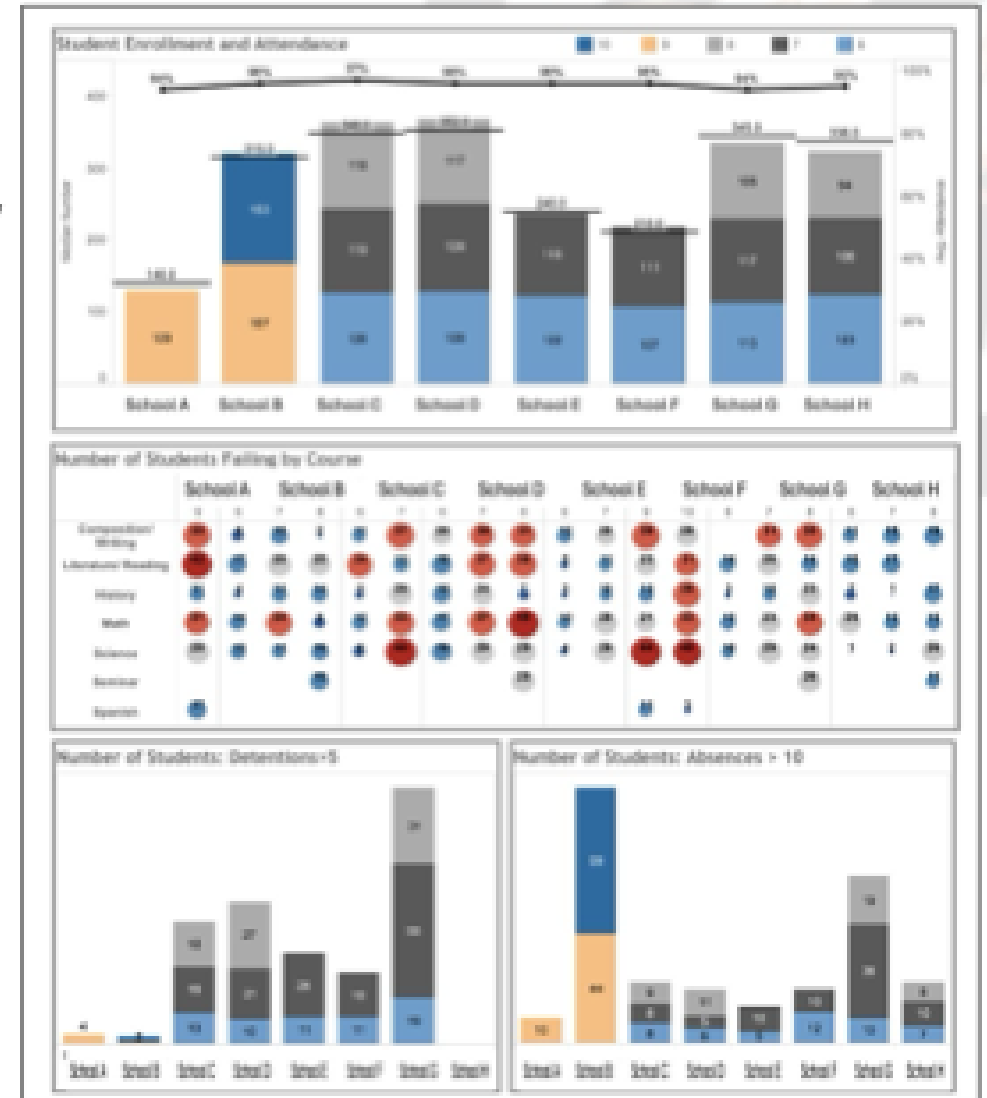
Goal:

Capture high-level “snapshot” on what’s going well and what’s not across the school, typically in the domains of:

- Academic
- Culture
- Enrollment / Operations
- Talent?

Purpose:

Identify trends and area of concern you want to dig deeper into



Sample Simple School Data Dashboard

Example 1:

What do you like about it?

What do you not like about it?

What questions do you have?

Enrollment	6th Grade	7th Grade	8th Grade
# of Students	125	124	121
% ELL	83%	64%	48%
% SPED	13%	16%	14%
% FRL	92%	94%	91%
# Withdrawn since 10/1	2	1	2
# Added since 10/1	4	7	3
Culture & Attendance	6th Grade	7th Grade	8th Grade
% Attendance	94%	89%	96%
# with 5+ Absences	4	9	6
# of Students serving 5+ Det	7	13	9
# of Total Suspension Days (ISS/OSS)	7	9	4
# of Students Suspended	5	6	3
Q2 Student Survey: % of S feeling safe, valued, and supported	89%	86%	92%
Q2 2 Family Survey: % of Fams satisfied with school	94%	98%	92%
Academic	6th Grade	7th Grade	8th Grade
% of students failing 1+ Course	18%	29%	17%
# of At-Risk Summer School	16	24	14
NWEA: % Meeting Ind Growth Goal (ELA)	56%	39%	61%
NWEA: % Meeting Ind Growth Goal (Math)	41%	34%	62%
Q2 IAs: % Mastery (ELA)	82%	64%	79%
Q2 IAs: % Mastery (Math)	71%	68%	82%
Q2 IAs: % Mastery (Science)	87%	81%	67%
Q2 IAs: % Mastery (Social Studies)	81%	75%	88%

Sample Simple School Data Dashboard

Pros:

- Simple, limited # of data points
- Allows identification of bright spots and areas of concern

Cons:

- Doesn't help answer "why" behind areas of concern
- Doesn't include student sub-groups
- Doesn't have pretty graphs?

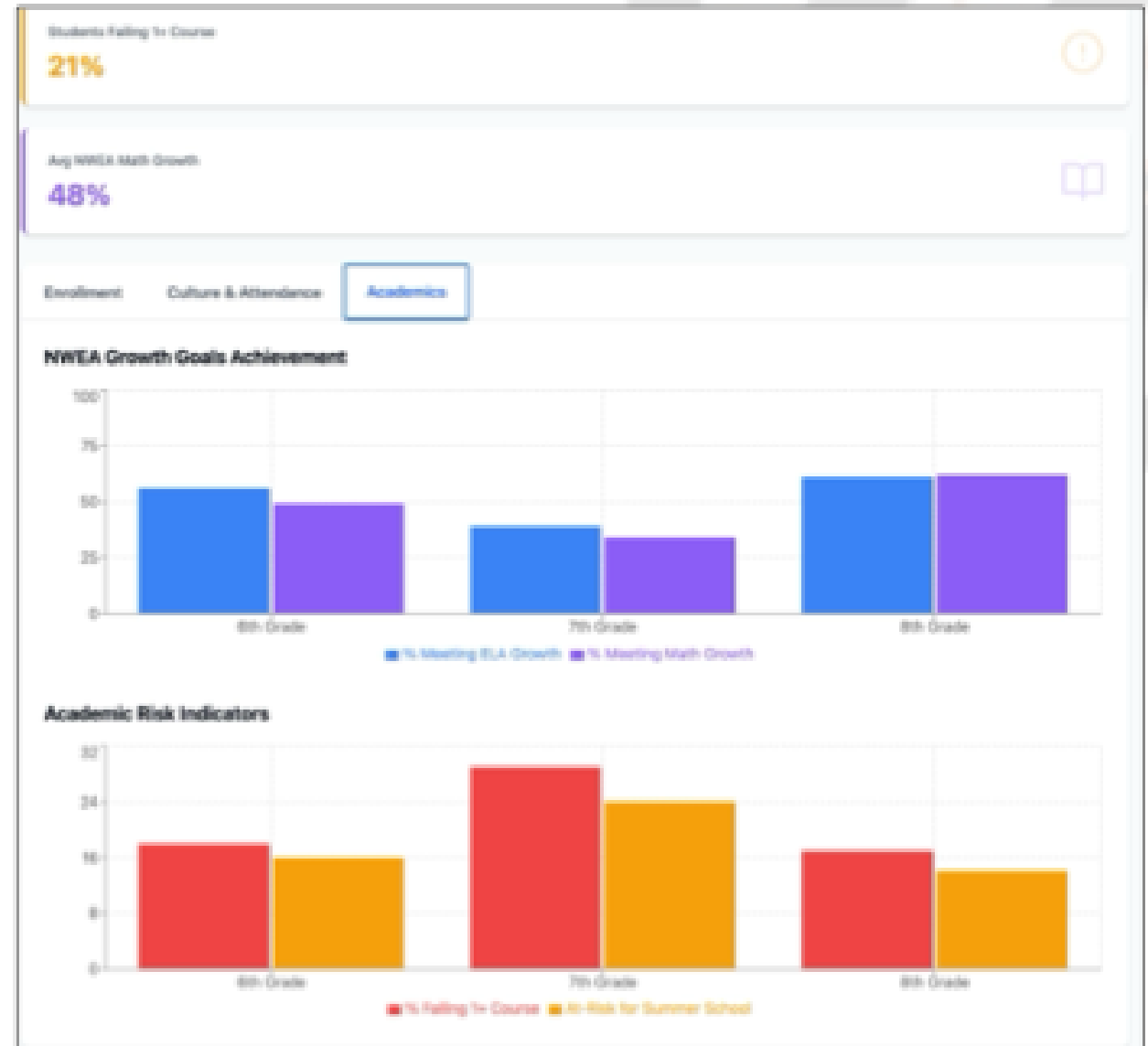
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# with 5+ Absences	4	9	6
# of Students serving 5+ Det	7	13	9
# of Total Suspension Days (OS/OSS)	7	9	4
# of Students Suspended	5	6	3
# of expulsions	0	0	0
Academic	6th Grade	7th Grade	8th Grade
% of students failing 2+ Course	18%	29%	17%
# of At-Risk Summer School	16	24	14
NWEA: % Meeting Ind Growth Goal (ELA)	56%	39%	61%
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Prefer pretty colors and data visualization?

Ask Claude (or any other AI)...





KEY POINT



A high-level school data dashboard should be relatively simple to maintain and keep updated and operate on a “less is more” approach to the quantity of data being tracked.

It’s purpose is to help us see where we might have a problem (not necessarily tell us why that problem exists)

Sample Simple School Data Dashboard

If you were the leader of this school, where would you want to dig deeper to understand what's happening?

Enrollment	6th Grade	7th Grade	8th Grade
# of Students	125	124	121
% ELL	83%	64%	48%
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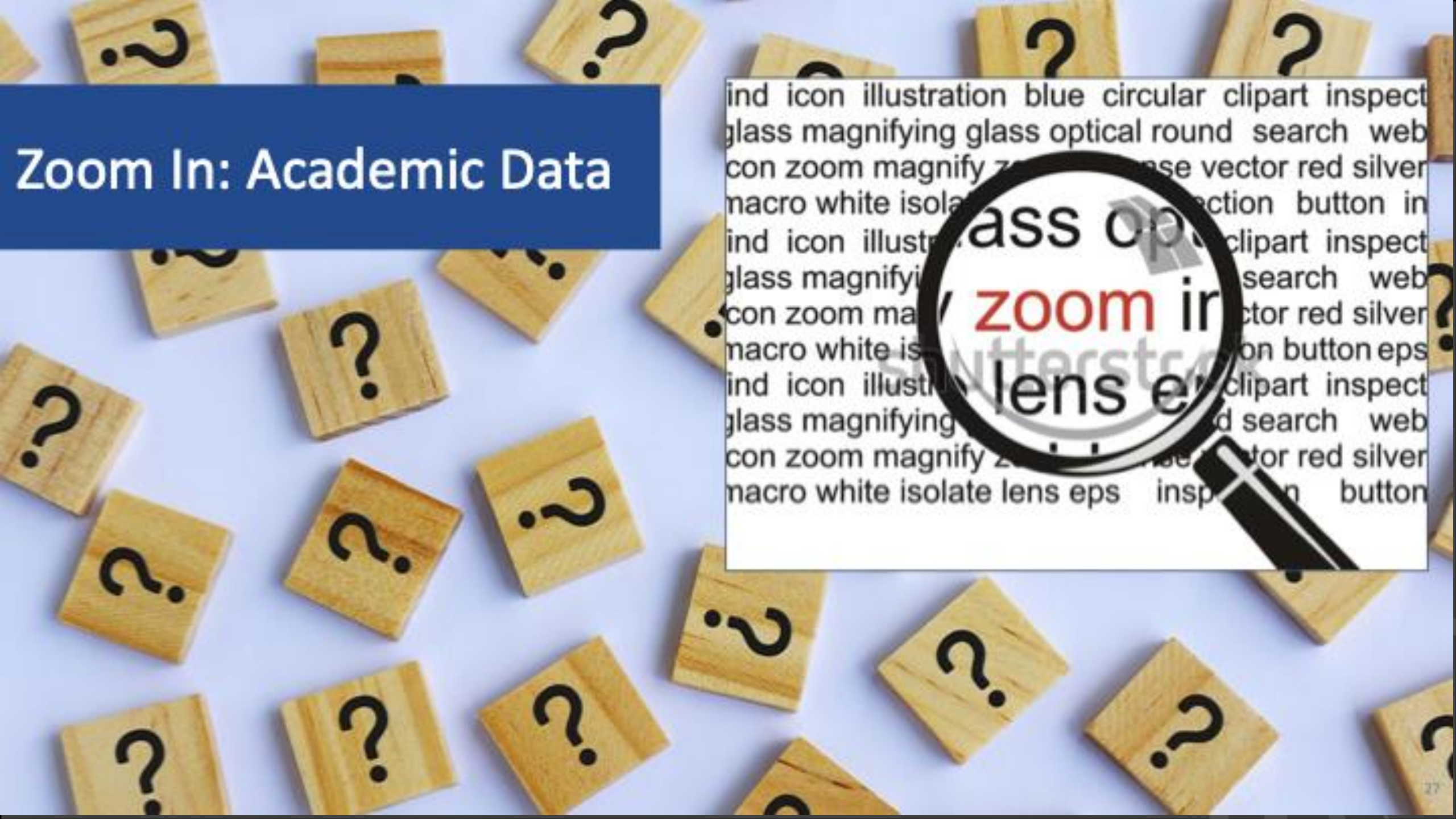
Sample Simple School Data Dashboard

If you were the leader of this school, where would you want to dig deeper to understand what's happening?

What's going on in 7th grade?

Enrollment	6th Grade	7th Grade	8th Grade
# of Students	125	124	121
% ELL	83%	64%	48%
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% FRL	92%	94%	91%
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Zoom In: Academic Data



Academic Data

How do we ensure the academic data we're gathering and reviewing is giving us the information we need about students' academic progress and mastery of grade-level standards?



Academic Data

How do we ensure the academic data we're gathering and reviewing is giving us the information we need about students' academic progress and mastery of grade-level standards?

What academic data do you include in your school-wide data dashboard?

Academic Data

How do we ensure the academic data we're gathering and reviewing is giving us the information we need about students' academic progress and mastery of grade-level standards?

What academic data do you include in your school-wide data dashboard?

Grades?

% failing?

On-Track to graduate?

Benchmark assessments (i.e. NWEA, STAR, DIBELS, etc)?

Unit Tests? Quizzes? Exit Tickets?

Academic Data

Student-level data is most useful.

As is, % of students making adequate growth or hitting achievement benchmark

VS

Average RIT score or comparative percentile or some other data that doesn't allow us to zoom in on individual students

Being able to compare to previous years adds to our ability to make meaning

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Types of Assessments

Assessment Type	Description (Example)
Diagnostic	An assessment given prior to teaching the content in order to determine what students already know and are able to do (Unit Pre-Test)
“In the Moment” Formative	A targeted assessment assessing a specific standard or skill during or shortly after having taught it (Exit Ticket, Weekly Quiz, Homework, can include Unit Tests)
Interim	An assessment intentionally designed to assess all (or most important) standards that have been taught up to that point in the school year. (Can include Unit Tests)
Benchmark	An assessment designed to measure students’ overall progress. Similar to IA but may not align to scope and sequence and therefore assesses all grade-level skills and standards, including those that haven’t been taught yet. (NWEA, DIBELS, etc)
Summative	An end-of-year assessment designed to assess student mastery of grade-level standards (End-of-Year State Assessments -CMAS, P/SAT, etc)

Intentional Approach to Using Assessment Data

Define Your Destination: What do students need to know and be able to do by the end of the year? How will they demonstrate mastery of grade-level standards (SUMMATIVE ASSESSMENT)

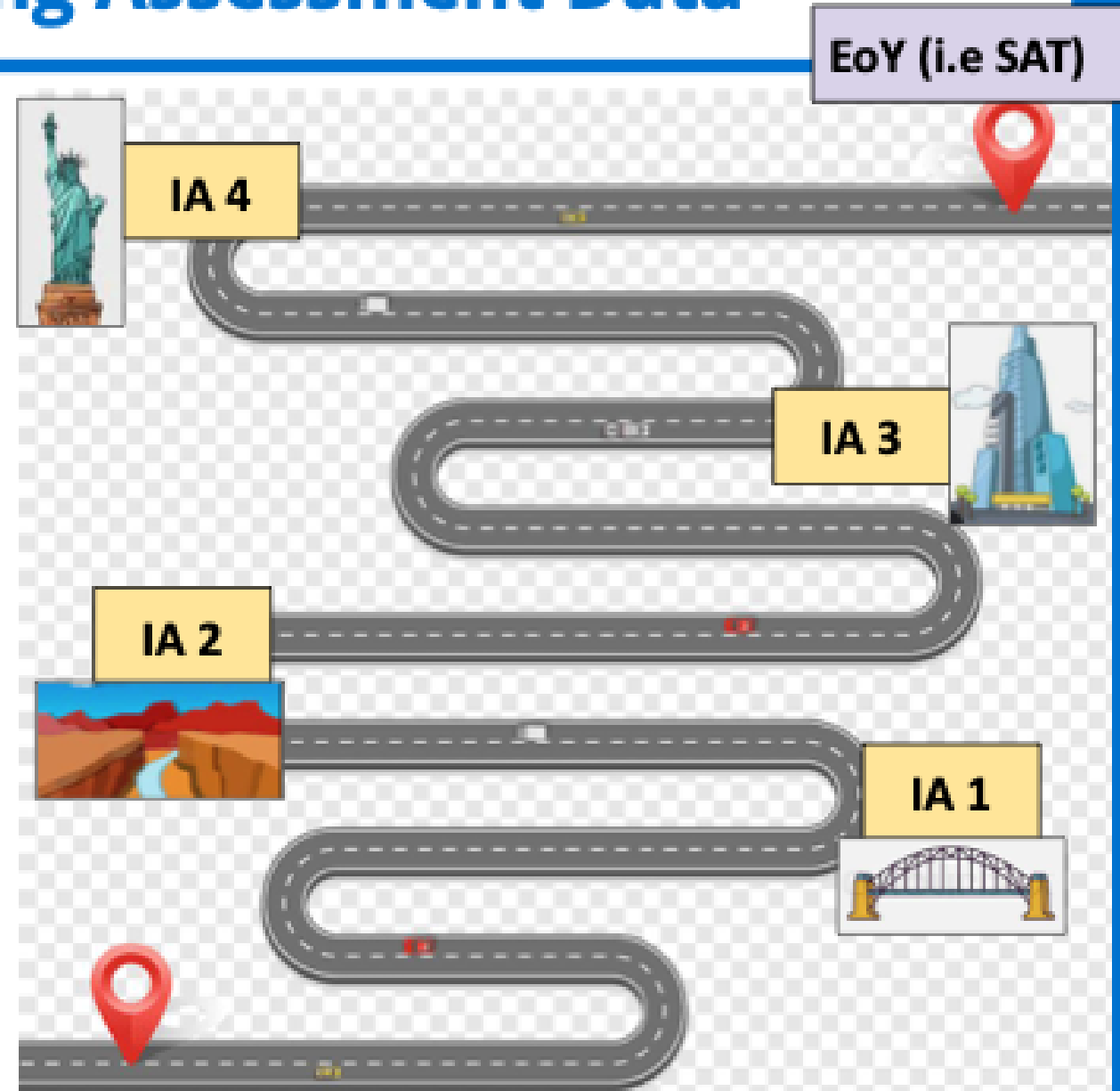
EoY (i.e SAT)



Intentional Approach to Using Assessment Data

Define Your Destination: What do students need to know and be able to do by the end of the year? How will they demonstrate mastery of grade-level standards (SUMMATIVE ASSESSMENT)

Establish Key Landmarks: How will we systematically measure student progress towards the destination over the course of the year? (INTERIM ASSESSMENTS)

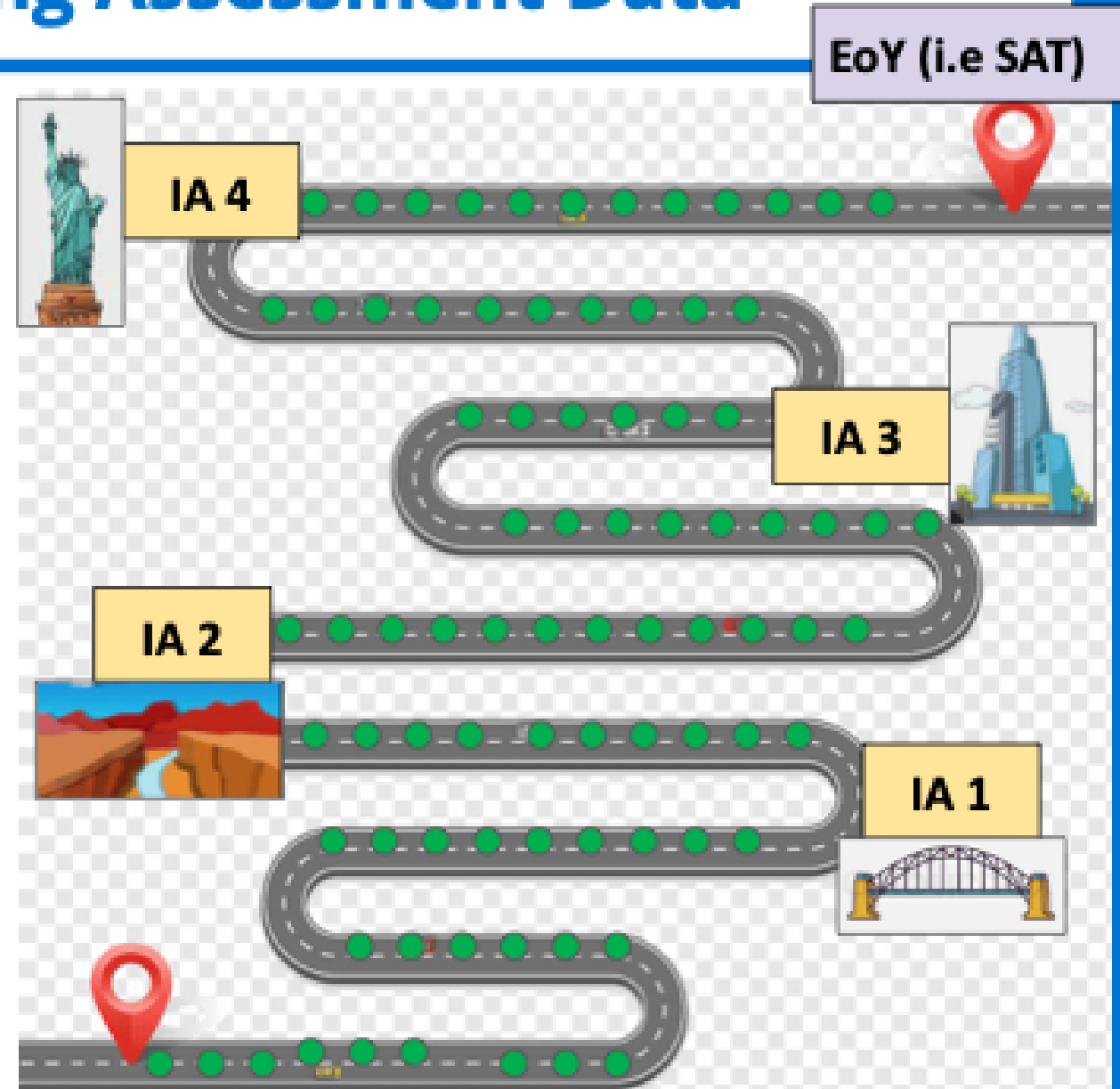


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Establish Your Mile-Markers: How will you ensure students are learning and understanding new content as you teach it? (FORMATIVE ASSESSMENTS) ● ● ● ● ● ● ●



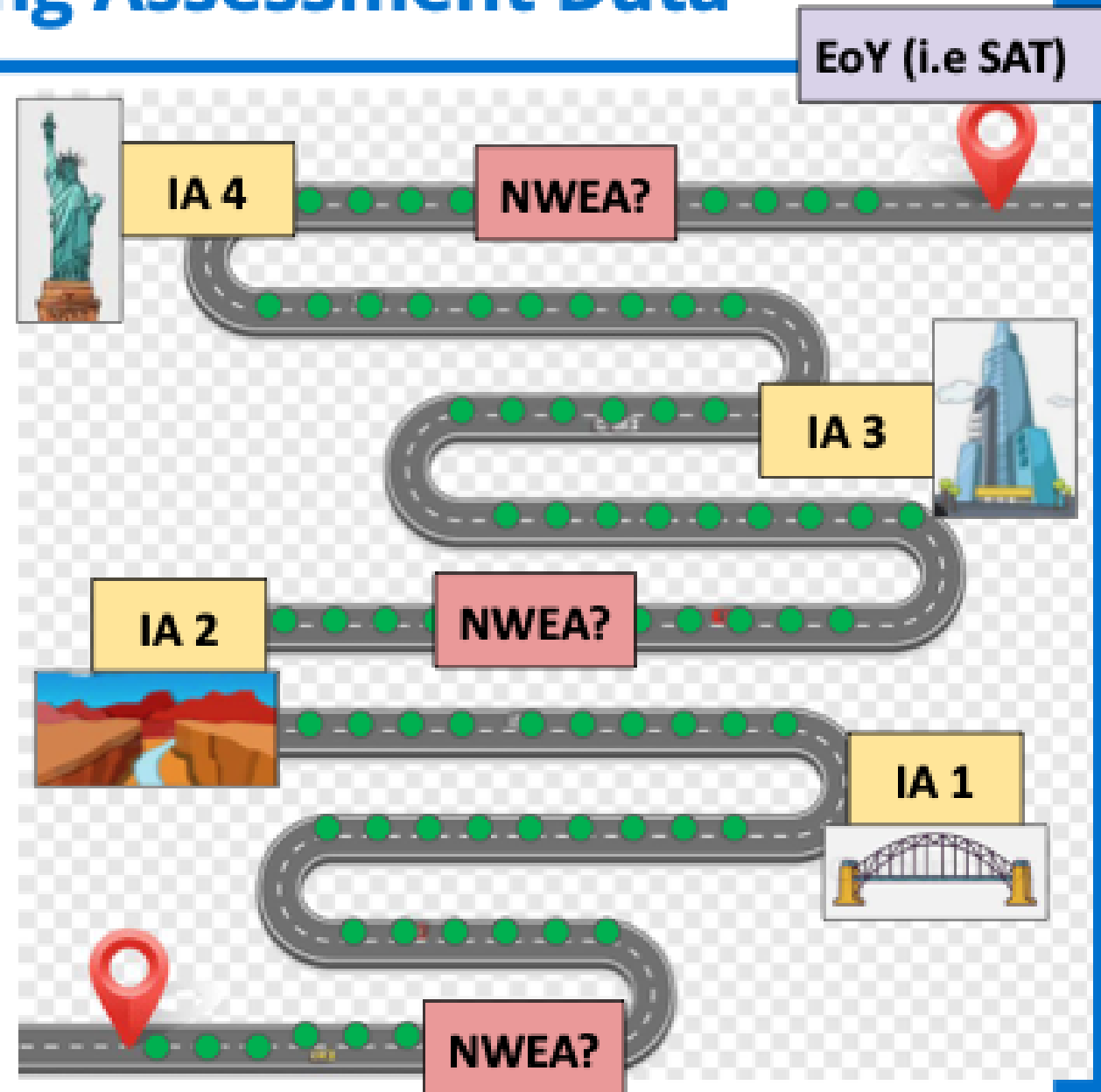
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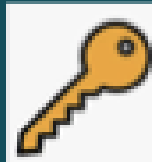
Establish Your Mile-Markers: How will you ensure students are learning and understanding new content as you teach it? (FORMATIVE ASSESSMENTS) ● ● ● ● ● ● ●

Occasionally check GPS: Are we driving the wrong direction? (BENCHMARK ASSESSMENTS)





KEY POINT



**As a general rule,
Crummy Data = Crummy Analysis**



KEY POINT



**As a general rule,
Crummy Data = Crummy Analysis**

If we're trying to accurately assess student progress towards mastery of grade-level standards, we probably shouldn't rely on data from assessments that aren't aligned to those standards.

One School's Journey



Northfield High School:

2020: Kept finding that their students' performance on P/SAT was always way lower than they predicted based on grades and internal assessments. WHY?



One School's Journey



Northfield High School:

2020: Kept finding that their students' performance on P/SAT was always way lower than they predicted based on grades and internal assessments. WHY?

- Because grades and internal assessments were almost never at the level of rigor expected to demonstrate mastery on P/SAT!



One School's Journey



Northfield High School:

So they...

- Codified which SAT skills/standards would be taught in each course
- Created mini-assessments ("CRC") to be administered every other week using SAT released questions
- Analyzed data in Data Teams held every other Monday after-school



Percent Mastery by Grade/Advisory Cohort

	9th Grade Total	9th Adv A	9th Adv B	9th Adv C
Domain: Expression of Ideas	---	---	---	---
WL 1 - Development	57	51	48	52
WL 1.1 - Proposition	61	66	61	67
WL 1.2 - Support	66	68	56	60
WL 1.3 - Focus	46	64	41	51
WL 1.4 - Quantitative Information	51	61	47	49
WL 2 - Organization	71	76	63	68
WL 2.1 - Logical sequence	68	73	62	65
WL 2.2 - Introductions, conclusions, transitions	76	84	73	81
WL 3 - Effective language use	48	73	41	51
WL 3.1 - Precision	51	61	47	66
WL 3.2 - Coherence	71	76	63	68
WL 3.3 - Style and tone	66	73	62	64
WL 3.4 - Syntax	76	84	73	81
Domain: Standard English Conventions	---	---	---	---
WL 4 - Sentence structure	59	54	68	59
WL 4.1 - Sentence formation	51	61	54	51
WL 4.1a - Sentence boundaries	64	66	56	49
WL 4.1b - Subordination and coordination	68	73	76	68
WL 4.1c - Parallel structure	66	51	73	65

One School's Journey



Northfield High School:

So they...

- Codified which SAT skills/standards would be taught in each course
- Created mini-assessments (“CRC”) to be administered every other week using SAT released questions
- Analyzed data in Data Teams held every other Monday after-school
- And saw the highest growth in P/SAT scores in DPS



Northfield HS 2024 P/SAT Results

	Math			Reading and Writing		
	% Met/Exceed Expectation	Change since 2019	Rank in DPS	% Met/Exceed Expectation	Change since 2019	Rank in DPS
PSAT 9	59%	+1	4th	76%	+5	3rd
PSAT 10	55%	+14	3rd	74%	+12	3rd
SAT	54%	+21	3rd	76%	+14	3rd

Level 1.0 Data - Pause and Reflect

How does your school currently capture and review high-level, school-wide data to get a “big picture” snapshot of overall school health?

Are you able to identify trends and areas of concern based on your current Data Dashboard?

What next steps might you take to strengthen your Level 1.0 Data?

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Q2 J Family Survey: % of Fams satisfied with school	94%	98%	92%
Academic	6th Grade	7th Grade	8th Grade
% of students failing 1+ Course	18%	29%	17%
# of At-Risk Summer School	16	24	14
NWEA: % Meeting Ind Growth Goal (ELA)	56%	39%	61%
NWEA: % Meeting Ind Growth Goal (Math)	41%	34%	62%
Q2 (A): % Mastery (ELA)	82%	64%	79%
Q2 (A): % Mastery (Math)	71%	68%	82%
Q2 (A): % Mastery (Science)	87%	81%	67%
Q2 (A): % Mastery (Social Studies)	81%	75%	88%

Level 2.0 Data: Using Data for School Improvement (ID Root Cause)



Data designed to help us pinpoint root causes

Why are we seeing concerning data in 7th grade?

Enrollment	6th Grade	7th Grade	8th Grade
# of Students	125	124	121
% ELL	83%	64%	48%
% SPED	13%	16%	14%
% FRL	92%	94%	91%
# Withdrawn since 10/1	2	1	2
# Added since 10/1	4	7	3
Culture & Attendance	6th Grade	7th Grade	8th Grade
% Attendance	94%	89%	96%
# with 5+ Absences	4	9	6
# of Students serving 5+ Det	7	13	9
# of Total Suspension Days (ISS/OSS)	7	9	4
# of Students Suspended	5	6	3
# of expulsions	0	0	0
Academic	6th Grade	7th Grade	8th Grade
% of students failing 1+ Course	18%	29%	17%
# of At-Risk Summer School	16	24	14
NWEA: % Meeting Ind Growth Goal (ELA)	56%	39%	61%
NWEA: % Meeting Ind Growth Goal (Math)	41%	34%	62%
Q2 IAs: % Mastery (ELA)	82%	64%	79%
Q2 IAs: % Mastery (Math)	71%	68%	82%
Q2 IAs: % Mastery (Science)	87%	81%	67%
Q2 IAs: % Mastery (Social Studies)	81%	75%	88%

Data designed to help us pinpoint root causes

Why are we seeing concerning data in 7th grade?

Impossible to say without gathering more information

Enrollment	6th Grade	7th Grade	8th Grade
# of Students	125	124	121
% ELL	83%	64%	48%
% SPED	13%	16%	14%
% FRL	92%	94%	91%
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Q2 IAs: % Mastery (Science)	87%	81%	67%
Q2 IAs: % Mastery (Social Studies)	81%	75%	88%

Proposition



School-wide data dashboards allows us to see how things are going “big picture” in order to identify where we might have areas of concern.

But to figure out “why” we need to get closer to the action (i.e. in classrooms!)

How to gather data on what's happening **ACADEMICALLY?**



How to gather data on what's happening ACADEMICALLY?

Instructional Leadership Framework (Tier One)		GALVANIZED Learning Partners	
Focus Area	Foundational Components of School-Wide Academic Program	Priority Teacher Competencies and Expectations	Instructional Leadership (IL) Key Drivers of Teacher Development & Support
	Successful schools are grounded in these components of a coherent academic program	Successful schools operate with a set of clear, consistent teacher competencies & expectations for planning, pedagogy, and analysis	Successful schools operate with an integrated and coherent approach to teacher development and support that leverages all 4 IL Key Drivers below
Curriculum & Planning	High-Quality Instructional Materials: All core content is taught using HQIM (rated Green on EdReports or otherwise vetted) that provide students the opportunity to master a coherent, cohesive sequence of grade-level skills/standards via rigorous tasks and tests.	(BEFORE LESSON) Planning & Internalization: Teachers engage in meaningful unit/lesson internalization & planning, focused on identifying essential understanding(s), crafting exemplar student responses, anticipating potential misconceptions/errors, and planning for implementation. (Includes when right on a plan, clear Objectives for Success [and monitoring/feedback system] and around planning expectations.)	Collaborative Planning: Teachers engage in structured, collaborative lesson/unit internalization (in facilitated PLCs or 1-on-1 with IL) in order to: <ol style="list-style-type: none"> 1) identify essential understanding(s), 2) craft exemplar student responses, 3) anticipate potential misconceptions, 4) plan for effective implementation
Instructional & Pedagogy	Vision of Instructional Excellence: School articulates coherent vision of Instructional "Look Felt" across all grades/subjects and regularly monitors implementation (i.e. EL walkthroughs) to inform priorities and focus of ongoing Professional Learning and teacher development/support.	(DURING LESSON) High-Quality Instruction: Teachers deliver high-quality instruction and foster a culture of belonging. Specific instructional strategies will vary based on the Vision of Instructional Excellence, but should include Academic Monitoring and Responding to Need (i.e. monitor student thinking/work to identify trends, provide "in-the-moment" feedback to students, and respond to misconceptions in real time to ensure all students reach mastery of daily objectives)	Professional Learning: Teachers engage in regularly scheduled Professional Learning (i.e. PL) with focus determined based on school-wide priorities or observed areas of growth (in the areas of planning, instruction, and/or analysis of student data/work)
Data & Assessments	Assessment Strategy/Calendar: Teachers are unambiguously clear on the standards (including knowledge/skills) students should master by end of the year, and how mastery will be assessed. School articulates a coherent assessment strategy outlining what assessments are used, when they're administered, what purpose they serve and how data will (and will not) be used.	(AFTER LESSON) Assessments & Analysis: Analyze student data/work from variety of assessments to evaluate student progress towards mastery of key knowledge/skills and adjust ongoing instruction (i.e. via reteaches, differentiation, or additional practice) based on identified student needs	Instructional Coaching: Teachers are supported in developing the capacity and confidence to implement the Vision of Instructional Excellence through Instructional Coaching, such as: <ol style="list-style-type: none"> 1) Real-Time Coaching (i.e. "in-the-moment" feedback to teacher during instruction), 2) Observation & Feedback (i.e. observation of teaching followed by feedback meeting providing practice of Action Step), and/or 3) Modeling (i.e. opportunity for teacher to observe strong instruction and debrief).
			Collaborative Data Analysis: Teachers engage in structured, collaborative analysis of student data/work (in facilitated PLCs or 1-on-1 with IL) in order to: <ol style="list-style-type: none"> 1) unpack standards and focus tasks, 2) analyze student work to identify conceptual and procedural "hot per there gaps" in student skills/understanding, and 3) plan reteaches or other means of providing support around identified gaps.

How to gather data on what's happening **ACADEMICALLY**?

Focus Area	Key Questions to Ask & Data to Gather
Curriculum & Planning	<p data-bbox="1141 482 1538 511">WHAT ARE WE TEACHING?</p> <ul data-bbox="295 525 2384 768" style="list-style-type: none"><li data-bbox="295 525 2384 596">● Do teachers have access to high-quality instructional materials that allow students the opportunity to grapple with standards-aligned grade-level texts and tasks?<li data-bbox="295 604 2384 646">● Are teachers actually using the high-quality instructional materials (i.e. curricula) the way it's designed and intended?<li data-bbox="295 654 2384 725">● Are teachers effectively internalizing lessons and units prior to teaching them so they're "intellectually prepped" to guide students towards essential understanding(s), respond to misconceptions, etc?<li data-bbox="295 732 2384 768">● How are teachers being trained and coached to become proficient in implementing the Vision of Instruction?
Instructional & Pedagogy	
Data & Assessments	

How to gather data on what's happening **ACADEMICALLY?**

WHAT ARE WE TEACHING:

High performing schools gather data on the quality of instructional materials to ensure students are actually working with standards-aligned, grade-level texts and task



How to gather data on what's happening **ACADEMICALLY?**

WHAT ARE WE TEACHING:

High performing schools gather data on the quality of instructional materials to ensure students are actually working with standards-aligned, grade-level texts and task

		HQIM
		Are students working with standards-aligned grade-level texts and tasks on a daily basis?
6th	Davis	YES
6th	Lee	YES
6th	Shirly	YES
6th	Policarpio	NO
6th	Shannon	YES
7th	Marlo	YES
7th	Ash	YES
7th	Allie	YES
7th	Powers	YES
7th	Pable	NO
8th	Bender	YES
8th	Prince	YES
8th	Jones	YES
8th	Groff	NO
8th	Calhoun	YES
AVERAGE		80.00%

How to gather data on what's happening **ACADEMICALLY**?

Focus Area	Key Questions to Ask & Data to Gather
Curriculum & Planning	<p data-bbox="1141 482 1533 511">WHAT ARE WE TEACHING?</p> <ul data-bbox="293 525 2382 768" style="list-style-type: none"><li data-bbox="293 525 2382 596">● Do teachers have access to high-quality instructional materials that allow students the opportunity to grapple with standards-aligned grade-level texts and tasks?<li data-bbox="293 604 2382 646">● Are teachers actually using the high-quality instructional materials (i.e. curricula) the way it's designed and intended?<li data-bbox="293 654 2382 725">● Are teachers effectively internalizing lessons and units prior to teaching them so they're "intellectually prepped" to guide students towards essential understanding(s), respond to misconceptions, etc?<li data-bbox="293 732 2382 768">● How are teachers being trained and coached to become proficient in implementing the Vision of Instruction?
Instructional & Pedagogy	<p data-bbox="1141 832 1533 861">HOW ARE WE TEACHING?</p> <ul data-bbox="293 875 2382 1068" style="list-style-type: none"><li data-bbox="293 875 2382 946">● Is there a clear Vision of Instruction that articulates high-leverage instructional practices/strategies that all teachers should be striving to implement?<li data-bbox="293 953 2382 996">● Are teachers effectively implementing high-quality instruction as defined in the Vision of Instruction?<li data-bbox="293 1003 2382 1046">● How are teachers being observed in order to monitor their proficiency in implementing high-quality instruction?<li data-bbox="293 1053 2382 1068">● How are teachers being trained and coached to become proficient in implementing the Vision of Instruction?
Data & Assessments	

How to gather data on what's happening **ACADEMICALLY?**

HOW ARE WE TEACHING:

High performing schools gather data on the quality of instruction happening in classrooms to identify trends and what supports teachers needs



How to gather data on what's happening **ACADEMICALLY?**

HOW ARE WE TEACHING:

High performing schools gather data on the quality of instruction happening in classrooms to identify trends and what supports teachers needs

		Learning Objectives		What To Do Directions		STRONG INSTRUCTION PRIORITIES		
		Standards-Aligned Learning Objectives Present	Obj. Aligned to IP	Clear, Concise, Sequential	CPQs/clarify content	Adequate time for IP	Named CPQ for IP	Evidence of Examples in Hand
6th	Davis	4	4	4	4	2	3	3
6th	Lee	4	4	3	4	3	3	3
6th	Shirley	4	3	4	3	3	4	3
6th	Pulkarski	3	3	4	3	3	3	3
6th	Stanton	3	4	4	3	2	3	3
7th	Mart	2	2	2	2	2	4	4
7th	Ash	1	2	2	3	1	2	1
7th	Alle	2	2	4	2	2	1	2
7th	Powers	3	2	4	4	3	2	2
7th	Pablo	2	1	2	2	3	2	2
8th	Bender	3	4	4	4	4	3	3
8th	Prince	4	3	4	3	4	4	3
8th	Jones	3	3	3	3	3	4	4
8th	Griff	4	4	4	3	4	3	4
8th	Calloun	3	3	3	3	4	3	3
AVERAGE		3	2.9	3.4	3.1	2.9	2.9	2.9

How to gather data on what's happening **ACADEMICALLY?**

HOW ARE WE TEACHING:

High performing schools gather data on the quality of instruction happening in classrooms to identify trends and what supports teachers needs

		STRONG INSTRUCTION PRIORITIES						
		Learning Objectives		What To Do Directions		Independent Practice / Exemplars		
		Standards-Aligned Learning Objectives Present	Obj. Aligned to IP	Clear, Concise, Sequential	CFOs prior to release	Adequate time for IP	Named CFOs for IP	Evidence of Exemplars in Hand
6th	Davis	4	4	4	4	2	3	3
6th	Lee	4	4	3	4	3	3	3
6th	Shirley	4	3	4	3	3	4	3
6th	Pulkarjan	3	3	4	3	3	3	3
6th	Shannon	3	4	4	3	2	3	3
7th	Marlo	2	2	2	2	2	4	4
7th	Ash	1	2	2	3	1	2	1
7th	Alle	2	2	4	2	2	1	2
7th	Powers	3	2	4	4	3	2	2
7th	Patte	2	1	2	2	2	2	2
6th	Bender	3	4	4	4	4	3	3

Performance by Grade Level



How to gather data on what's happening **ACADEMICALLY**?

Focus Area	Key Questions to Ask & Data to Gather
Curriculum & Planning	<p style="text-align: center;">WHAT ARE WE TEACHING?</p> <ul style="list-style-type: none">• Do teachers have access to high-quality instructional materials that allow students the opportunity to grapple with standards-aligned grade-level texts and tasks?• Are teachers actually using the high-quality instructional materials (i.e. curricula) the way it's designed and intended?• Are teachers effectively internalizing lessons and units prior to teaching them so they're "intellectually prepped" to guide students towards essential understanding(s), respond to misconceptions, etc?• How are teachers being trained and coached to become proficient in implementing the Vision of Instruction?
Instructional & Pedagogy	<p style="text-align: center;">HOW ARE WE TEACHING?</p> <ul style="list-style-type: none">• Is there a clear Vision of Instruction that articulates high-leverage instructional practices/strategies that all teachers should be striving to implement?• Are teachers effectively implementing high-quality instruction as defined in the Vision of Instruction?• How are teachers being observed in order to monitor their proficiency in implementing high-quality instruction?• How are teachers being trained and coached to become proficient in implementing the Vision of Instruction?
Data & Assessments	<p style="text-align: center;">WHAT ARE STUDENTS (ACTUALLY) LEARNING?</p> <ul style="list-style-type: none">• How are teachers regularly monitoring student progress towards grade-level skills and standards via CFUs, formative assessments, etc?• How are teachers analyzing student data and student work to identify gaps in student understanding and respond to those gaps?• How are teachers being trained and coached on how to analyze student work and respond?

How to gather data on what's happening **ACADEMICALLY?**

WHAT ARE STUDENTS (ACTUALLY) LEARNING?

High performing schools gather data to support teachers in tracking student proficiency and responding to student needs



How to gather data on what's happening **ACADEMICALLY?**

WHAT ARE STUDENTS (ACTUALLY) LEARNING?

High performing schools gather data to support teachers in tracking student proficiency and responding to student needs

UNIT ONE: Introducing Multiplication										
Unit 1, Section A (Interpret and Represent Data in Scaled Graphs)									Section A Checkpoint	
Teacher	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	Q1	Q2
	Cool Down	Cool Down	Cool Down	Cool Down	Cool Down	Cool Down	Cool Down	Cool Down	Represent data using scaled graphs and bar graphs.	Interpret data using scaled graphs and bar graphs.
Cherish	X	45%	25%	80%	70%	70%	20%	X	50%	50%
Elisa	X	55%	71%	71%	80%	71%	12%	12%	35%	24%
Kaitlin	X	21%	93%	90%	35%	71%	71%	44%	63%	44%
Marah	X	X	X	X	X	X	X	17%	20%	30%
Mark	25%	18%	25%	15%	31%	65%	25%	5%	21%	15%
Unit 1, Section B (From Graphs to Multiplication)									Section B Checkpoint	
Teacher	1.9	1.10	1.11	1.12	1.13	1.14	1.15		Q1	Q2
	Cool Down	Cool Down	Cool Down	Cool Down	Cool Down	Cool Down	Cool Down		Understand multiplication in terms of equal groups.	Represent and solve multiplication problems involving equal groups.
Cherish	95%	85%	75%	85%	80%	70%	52%			
Elisa	82%	81%	88%	82%	85%	58%	40%		71%	41%
Kaitlin	75%	73%	79%	93%	82%	81%	25%		47%	6%
Marah	58%	58%	94%	87%	82%	82%	58%			47%
Mark	25%	62%	56%	81%	25%	50%	50%		37%	21%
Unit 1, Section C (Represent Multiplication with Arrays and the Commutative Property)									Section C Checkpoint	
Teacher	1.16	1.17	1.18	1.19	1.20	1.21			Q1	Q2
	Cool Down	Cool Down	Cool Down	Cool Down	Cool Down	Cool Down			NA	NA
Cherish	85%	65%	95%	95%	70%	X			NA	NA
Elisa	52%	64%	94%	93%	87%	X			NA	NA
Kaitlin	25%	58%	100%	94%	88%	X			NA	NA
Marah	75%	73%	100%	100%		X			NA	NA
Mark	58%	23%			52%	X			NA	NA
Unit 1, End-of-Unit Assessment										
Teacher	Q1	Q2	Q3	Q4	Q5	Q6	Q7			
	1.MD.R.3	1.MD.R.3	1.OA.A.1	1.OA.A.3	1.OA.A.3	1.OA.A.3	1.OA.A.4			
Cherish	55%	50%	73%	75%	70%	50%	70%			
Elisa	32%	65%	85%	82%	94%	82%	65%			
Kaitlin	38%	18%	38%	35%	55%	12%	21%			
Marah	6.67%	25%	53%	20%	46%	6.67%	33%			
Mark	80%	65%	76%	48%	58%	79%	45%			

Level 2.0 Data - Pause and Reflect

How does your school currently gather data that allows you to identify “why” students may not be making academic progress?

Do you currently track...

- **Curriculum & Planning:** % of time students spend on standards-aligned, grade-level texts and tasks (i.e. high-quality instructional materials)?
- **Instruction & Pedagogy:** Evidence of teacher proficiency on instructional practices and priorities?
- **Data & Assessments:** Data that teachers are using to gauge student mastery and respond to identified gaps?

What next steps might you take to strengthen your Level 2.0 Data?

Level 3.0 Data: Using Data for School Improvement (Drive Progress)



School Improvement Planning

General high-level school-wide dashboards are great for the big picture.

But they don't always help us track progress towards annual goals/priorities/initiatives.

Enrollment	6th Grade	7th Grade	8th Grade
# of Students	125	124	121
% ELL	83%	64%	48%
% SPED	13%	16%	14%
% FRL	92%	94%	91%
# Withdrawn since 10/1	2	1	2
# Added since 10/1	4	7	3
Culture & Attendance	6th Grade	7th Grade	8th Grade
% Attendance	94%	89%	96%
# with 5+ Absences	4	9	6
# of Students serving 5+ Det	7	13	9
# of Total Suspension Days (ISS/OSS)	7	9	4
# of Students Suspended	5	6	3
# of expulsions	0	0	0
Academic	6th Grade	7th Grade	8th Grade
% of students failing 1+ Course	18%	29%	17%
# of At-Risk Summer School	16	24	14
NWEA: % Meeting Ind Growth Goal (ELA)	56%	39%	61%
NWEA: % Meeting Ind Growth Goal (Math)	41%	34%	62%
Q2 IAs: % Mastery (ELA)	82%	64%	79%
Q2 IAs: % Mastery (Math)	71%	68%	82%
Q2 IAs: % Mastery (Science)	87%	81%	67%
Q2 IAs: % Mastery (Social Studies)	81%	75%	88%

School Improvement Planning

What if this schools' 2 Major Improvement Strategies for this year were...

- 1) Improving academic growth for multilingual learners (MLLs)

AND

- 2) Lesson Internalization of a new Math Curriculum

Enrollment	6th Grade	7th Grade	8th Grade
# of Students	125	124	121
% ELL	83%	64%	48%
% SPED	13%	16%	14%
% FRL	92%	94%	91%
# Withdrawn since 10/1	2	1	2
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Q2 IAs: % Mastery (Social Studies)	81%	75%	88%

Proposition



Too often, school improvement plans (i.e. UIPs) talk about Major Improvement Strategies without...

- 1) defining what key actions teachers/leaders will take to drive change, and**
- 2) establishing measurable benchmarks to track progress on MISs**

Aligning data to our Major Improvement Strategies

High performing schools specifically track data aligned to their Major Improvement Strategies (MISs) in order to measure progress towards priorities and foster accountability

Aligning data to our Major Improvement Strategies

Quarter 1 Benchmark Goals	
Big Rock 1: HQIM Implementation (Planning)	Big Rock 2: High-Quality Instruction (Coaching)
100% of teachers are using assigned HQIM for ELA and Math Core classes	All staff have been observed and scored on the Q1 Walkthrough Tool a minimum of 6 times
All teachers have engage in Collaborative Planning during weekly PLCs	All teachers have engaged in a minimum of 3 Observation/Feedback coaching meetings focused on a specific Action Step
75% of teachers find value in Collaborative Planning/Analysis in PLCs (via Quarterly teacher surveys)	75% of staff have a "level 3 or higher" for culture of learning according to the La Junta Vision of Instruction

High performing schools specifically track data aligned to their Major Improvement Strategies (MISs) in order to measure progress towards priorities and foster accountability

Aligning data to our Major Improvement Strategies

Q1 Benchmark Review

Big Rock 1: HQIM Implementation Q1 Benchmarks	UJ Intermediate End-of Q1 Data Reflection (10/7)	UJ Primary End-of Q1 Data Reflection (10/8)
100% of teachers are using assigned HQIM for ELA and Math Core classes	94% based on last scored ELA/Math observation	100% based on last ELA/Math observation
All teachers have engaged in Collaborative Planning (Lesson/Unit Internalization) during weekly PLCs	YES (100%)	YES (100%)
75% of teachers find value in Collaborative Planning/Analysis in PLCs (via Quarterly teacher surveys)	100% of teachers agree/strongly agree that Collab Planning in PLC is valuable	92% of teachers agree/strongly agree that Collab Planning in PLC is valuable
Big Rock 2: High-quality Instruction Q1 Benchmarks	UJ Intermediate Mid-Quarter Data Reflection	UJ Primary Mid-Quarter Data Reflection
All staff have been observed and scored on the Q1 Walkthrough Tool a minimum of 6 times	84% (16/19) observed and scored 5+ times; 42% (8 of 19) observed and scored 6+ times]	100% of teachers scored 5+ times; 53% of teachers scored 6+ times
All core teachers have engaged in a minimum of 3 Observation/Feedback coaching meetings focused on a specific Action Step	75% of core teachers (15 of 20) had 3+ Obs/Feedback meetings in Q1	88% of core teachers (22 of 25) had 3+ Obs/Feedback meetings in Q1
75% of core teachers have a "level 3 or higher" for culture of learning according to the La Junta Vision of Instruction	91% (21 of 23) based on last observation	92% (23 of 25 based on last scored observation)

High performing schools specifically track data aligned to their Major Improvement Strategies (MISs) in order to measure progress towards priorities and foster accountability

Aligning data to our Major Improvement Strategies

What's the impact of having clearly defined Benchmarks aligned to major improvement strategies that can be tracked and shared with staff throughout the year?

Q1 Benchmark Review


<i>Big Rock 1: HQIM Implementation</i> Q1 Benchmarks	<i>LJ Intermediate</i> End-of Q1 Data Reflection (10/7)	<i>LJ Primary</i> End-of Q1 Data Reflection (10/8)
100% of teachers are using assigned HQIM for ELA and Math Core classes	94% based on last scored ELA/Math observation	100% based on last ELA/Math observation
All teachers have engaged in Collaborative Planning (Lesson/Unit Internalization) during weekly PLCs	YES (100%)	YES (100%)
75% of teachers find value in Collaborative Planning/Analysis in PLCs (via Quarterly teacher surveys)	100% of teachers agree/strongly agree that Collab Planning in PLC is valuable	92% of teachers agree/strongly agree that Collab Planning in PLC is valuable
<i>Big Rock 2: High-quality Instruction</i> Q1 Benchmarks	<i>LJ Intermediate</i> Mid-Quarter Data Reflection	<i>LJ Primary</i> Mid-Quarter Data Reflection
All staff have been observed and scored on the Q1 Walkthrough Tool a minimum of 6 times	84% (16/19) observed and scored 5+ times; 42% (8 of 19) observed and scored 6+ times	100% of teachers scored 5+ times; 53% of teachers scored 6+ times
All core teachers have engaged in a minimum of 3 Observation/Feedback coaching meetings focused on a specific Action Step	75% of core teachers (15 of 20) had 3+ Obs/Feedback meetings in Q1	88% of core teachers (22 of 25) had 3+ Obs/Feedback meetings in Q1
75% of core teachers have a "level 3 or higher" for culture of learning according to the La Junta Vision of Instruction	91% (21 of 23) based on last observation	92% (23 of 25 based on last scored observation)

Level 3.0 Data - Pause and Reflect

How does your school currently gather and review data related to implementation of your Major Improvement Strategies?

How do you know whether your MISs are being successfully implemented? How do you know whether they're leading to the desired effect?

What next steps might you take to strengthen your Level 3.0 Data?

A stack of smooth, dark stones is balanced on a beach. The stones are stacked vertically, with the largest at the bottom and the smallest at the top. The background shows a blurred ocean and sky. A blue rectangular box is overlaid on the left side of the image, containing text.

What are your takeaways and/or next steps for leveraging data to drive school improvement and success?

Let's stay in touch!

- Strategic Improvement Planning
- Instructional Leadership PDs and Coaching
- Teacher-facing professional development and coaching
- Developing Tier 1 Vision of Instruction

Our Services

Galvanized Education Partners is committed to aligning all supports and services to the specific needs of partner schools and districts, meaning that the precise focus and scope of all engagements are developed in collaboration with partners and in alignment with the goals of the engagement.

In general, Galvanized Education Partners employs the following types of support as core drivers of the work:



School Review & Strategic Improvement Planning



Site-based Do-Site School Improvement Support



Instructional Leadership Development and Coaching



Professional Development

Let's stay in touch!

Want to talk more or get support in implementing some of the things we've explored?

www.GalvanizedEducation.org

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The screenshot shows the Galvanized Education website. At the top left is the logo for Galvanized Education Partners, featuring a stylized 'G' with a pencil. To the right of the logo are navigation links for Home, About, Services, Contact, and a user profile icon. The main banner image shows a teacher and four students gathered around a laptop in a classroom. Overlaid on the banner is the text "DRIVING ACADEMIC SUCCESS FOR EVERY STUDENT". Below the banner, there are two columns of content. The left column is titled "Our Approach" and features an image of a man pointing at a whiteboard. The right column is titled "Our Vision" and features an image of a man standing at a round table in a meeting room. Both columns have a "Learn More" link at the bottom.

A green rectangular sign with rounded corners and a white border, mounted on a wooden post. The sign features the words "Thank You" in a large, white, sans-serif font. The background is a sky with soft, golden-brown clouds, suggesting a sunset or sunrise.

Thank You



Help us to Improve.

Your feedback is appreciated. Please use the QR code at right to tell us how we did.



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