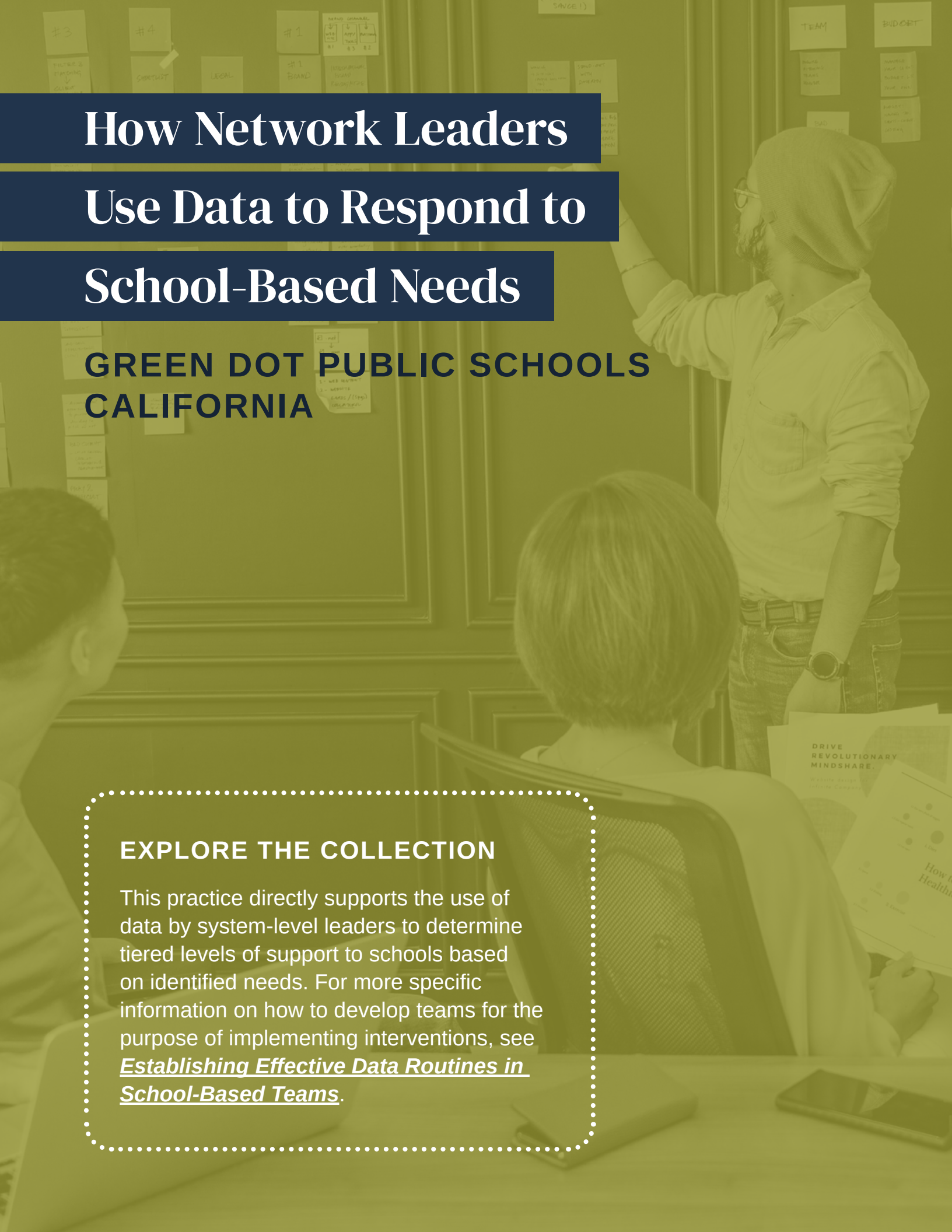
How Network Leaders Use Data to Respond to School-Based Needs

GREEN DOT PUBLIC SCHOOLS CALIFORNIA



EXPLORE THE COLLECTION

This practice directly supports the use of data by system-level leaders to determine tiered levels of support to schools based on identified needs. For more specific information on how to develop teams for the purpose of implementing interventions, see ***Establishing Effective Data Routines in School-Based Teams***.

Snapshot

WHAT IS THE PRACTICE?

An interdisciplinary, cross-functional team that meets regularly with a clear purpose, defined membership, and established routine to review data in order to identify strengths and needs and problem-solve to take timely action to intervene for all students.

WHY IS IT IMPORTANT?

- School systems and teams are often designed to operate in silos, which limits effective collaboration and ultimately hinders positive impacts on students. This is true at the school level and also at the network level for many school systems across the country.
- Intentional structures are needed to break down silos and create opportunities to analyze data across teams for the purpose of allocating resources and support where needed.
- Network teams require a clear purpose, process, and next steps that align with existing ways of working and organizational goals.
- This type of collaboration can reinforce a sense of shared responsibility for all students. Students can be more fully supported in general education classrooms and achieve positive outcomes when teams bring together diverse knowledge, expertise, and creativity.



"It helped me broaden my understanding of MTSS at the systems level, not just assigning and removing interventions to kids at the local level."

— LEILANI ABULON, CHIEF PROGRAMS OFFICER

The Challenge

How can network teams use data to respond effectively to school needs?

At Green Dot Public Schools, the Ed Management team has, for many years, existed as a group working to improve network schools. Led by Green Dot's chief programs officer, Leilani Abulon, and chief academic officer, Ed Management brings together the area superintendents who manage and support principals, along with all the program directors, who work under Leilani and lead specific network-level departments such as math and science or special education. The departments and area superintendents have long collaborated on an as-needed basis, but previously worked primarily within their own teams.

Through their participation in the Networked Improvement Community (NIC), Green Dot's network leaders saw how multi-tiered systems of support (MTSS) could be applied much more broadly than to just classroom instruction. In particular, Leilani realized that MTSS could also be used as a framework for network and school-level support, school leader support, and teacher support across the network. The Ed Management team needed to adapt its team structures to make this possible.

The Practice

The Ed Management team reviews network-level data to take action for schools.

In collaboration with SWIFT Education Center and the NIC's MTSS professional learning community, Leilani created an initial structured protocol (approximately one hour long) so that network-level leaders on the Ed Management team could have a routine:

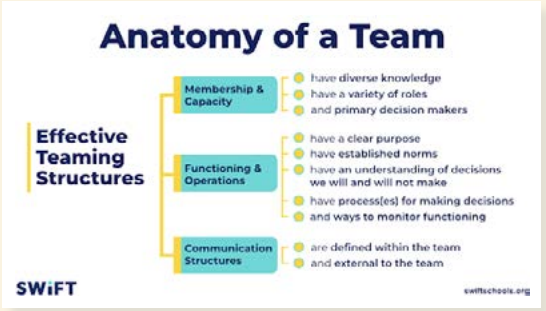
- to analyze school-level data,
- to maintain a bird's-eye view of the network to understand high-level data trends, and
- to coordinate support for schools and the network.

From the beginning, the team made key decisions to help them move forward:

- They would meet every month.
- They would use a specific data routine each meeting.
- They would agree on what data they would analyze each month and what questions they sought to answer using the data (as seen in the table).

Considerations for Team Design

Teams are most effective when they are designed with intention. This image, created by SWIFT Education Center, identifies three main considerations for team design: membership and capacity, functioning and operations, and communication structures. Team leaders can build the specific structures for the team collaboratively with team members to ensure buy-in.



DATE AND TIME	ACADEMIC DATA	CULTURE DATA
July 14, 2022 (9–11)	Feedback on Data Questions and Data Routine, Impact Reflection	
August 19, 2022 (9–11)	Attendance	
September 16, 2022 (9–11)	Universal Screeners: RI/Ready	Discipline Infractions Responsive (A): Reduction of 30% in 2 most common interactions by school from 21–22 to 22–23
October 7, 2022 (12–2)	Grades	Universal Screener: SEL
November 18, 2022 (12–2)	Grades	Discipline Infractions
December 16, 2022 (12–2)	Grades	Universal Screeners: RI/Ready
January 27, 2023 (12–2)	Universal Screeners: RI/Ready	Discipline Infractions
February 17, 2023 (9–11)	Grades	Discipline Infractions
March 17, 2023 (9–11)	Grades	Universal Screener: SEL
April 21, 2023 (12–2)	Grades	Discipline Infractions
May 19, 2023 (12–2)	Universal Screeners: RI/Ready	Discipline Infractions
June 16, 2023 (12–2)	Grades	Discipline Infractions

Importantly, after use of the protocol during the 2022–23 school year, the team opted for a more streamlined and shorter version of their data-for-equity protocol to analyze data. This type of protocol requires participants to look specifically at gaps between subgroups and consider the larger context in which data is collected. Team members are pushed to look at systemic inequities that may exist in their network or schools and to devise concrete actions that can be taken to fix them.

Network-Level Data-to-Action Protocol

Individually (10 min.)	Review data.
Small Groups (25 min.)	Share what you see in the data, particularly any gaps or opportunities that you notice.
	Share a question that comes up for you.
	Share hypotheses for why the data may look this way.
	Discuss what might be needed to address these issues.
Whole Group (25 min.)	Groups share out responses from small group sessions.
	Gain consensus on and solidify next steps.

How Green Dot Implemented the Practice

Over time, the Green Dot team developed a process to implement the data-to-action protocol, which they iterate upon each year as new members join the team, priorities evolve, and schedules change. Green Dot's Ed Management team follows clear steps to ensure they are addressing needs across the network:

Step 1: Define the team's purpose.

Step 2: Determine the team members.

- Make sure team members understand the purpose of the meeting.
- Define roles and responsibilities for team members.

Step 3: Create a meeting schedule.

- Reduce all possible conflicts.
- Reinforce the importance of the meeting by protecting the time on calendars.

Step 4: Create the protocol.

- Draft a team data protocol aligned to the purpose and vision of the teaming structure and routine.
  - The protocol should allow for data analysis, identifying trends, setting a goal, creating an action plan, and gaining consensus from the team.
  - The protocol should align all team members on the goal of each meeting so that if teams are broken up to focus on different data, topics, or even students, each group's action plan meets the common goal.
- Gain consensus on the data protocol and questions used in the protocol.

Step 5: Identify the data to analyze.

- Determine what data is most applicable to the team's purpose and goals.
- Data must be aligned with school and network priorities in order for it to be as useful as possible.
- Misaligned data will, over time, erode buy-in of team members.

Step 6: Train team members on data analysis tools and methods.

- Provide a specific step-by-step process and training on data tools that will be used by the team.
- Give examples of how to interpret the types of data that the team will look at regularly.
- Ensure understanding of how to analyze disaggregated data by subgroups based on the purpose and goals of the team.

Step 7: Create a bank of potential action steps that can be taken.

- This can be built by the team over time and/or prepopulated with interventions.
- Action steps should be feasible, within the team's locus of control, and timely.

Step 8: Hold data meetings.

Green Dot's Ed Management team found success in meeting regularly and learning how to use the protocol they had devised. Over time, the team learned important lessons about how to make these meetings more impactful:

- They needed action plans that they could drive to solve problems for schools.
- Their solutions should not create more work for their school teams.
- They had to be very targeted in the data they looked at and keep it consistent over time. This led to the eventual reduction in the amount of data analyzed.
- The data they looked at had to be similar to the data that individual schools were focused on improving.
- They needed time twice a year to step back and reflect on how effectively they were working together.

The Impact

Use of the network-level data-to-action protocol has built skills and capacity.

After about a year and a half of implementing and iterating upon their meetings, one of the biggest improvements that the Ed Management team made was including data questions and a common data routine during every meeting. Even if the team's focus shifted to different data, their data analysis skills and routines were still relevant. The team leaders started using the data-for-equity protocol in department-level meetings to help explore more department-specific equity gaps in the data.

The team continues to meet once a month and now focuses on staff capacity data and how it relates to professional development. The team is doing a book study and analyzing professional development exit slip data to answer specific data questions. Because the Ed Management team is responsible for much of the network-wide professional development, the team no longer needs to worry about who is responsible for implementing interventions and can respond quickly to data. Green Dot plans to triangulate student outcomes data and observational data in order to drive the focus of future professional development.

To learn more about how effective school-based teams can help you improve learning outcomes for students with disabilities, see *Establishing Effective Data Routines in School-Based Teams*.

Green Dot Public Schools California *serves approximately 10,000 students in grades 6–12 across Los Angeles. Focal schools for the practice included Ánimo Watts College Preparatory Academy and Ánimo Mae Jemison Charter Middle School in Los Angeles, CA.*

Green Dot Public Schools is a part of the ***Marshall Street Networked Improvement Community,*** *a three-year intentional community of 10 public charter school networks nationwide aiming to make dramatic gains for Black and Latinx students with disabilities experiencing poverty. Collectively, the 10 networks identified over 20 best practices that improve learning outcomes and school culture for students positioned furthest from opportunity. Learn more here.*

FURTHER LEARNING

The PD Book: 7 Habits that Transform Professional Development

ELENA AGUILAR AND LORI COHEN

"Integrated Teaming" (pages 161–171)

FROM *INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT: BLENDING RTI AND PBIS* BY KENT MCINTOSH AND STEVE GOODMAN

"Data Routines" (pages 92–96)

FROM *LEADING FOR EQUITY: THE PURSUIT OF EXCELLENCE IN THE MONTGOMERY COUNTY PUBLIC SCHOOLS* BY STACEY M. CHILDRESS, DENIS P. DOYLE, AND DAVID A. THOMAS

