

Blended Data Culture Reflection Tool

The 6Ss are focus areas which include the conditions, mindsets, and behaviors which uphold a Blended Data Culture.¹ A BL Data Culture works best when the conditions under each of the 6Ss focus areas are present. Use this tool to analyze the conditions of a successful BL Data Culture in your blended campus or at the district level.

Rating Scale: 0= no implementation/ not present, 1= beginning implementation, 2= developing implementation, 3= proficient implementation, 4= exemplary implementation

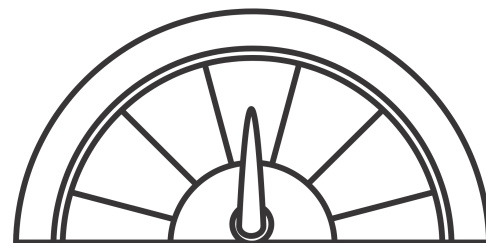
Sources of Data

Multiple Measures: Multiple measures of student progress including achievement and growth are available to drive instruction at the student level. Measures encompass skills at grade level as well as above and below grade level and include both academic and non-academic data.

Frequency: High quality assessments are administered with sufficient frequency to allow teachers to personalize instruction throughout the year.

Quality: Assessments are appropriately rigorous, aligned to standards, and rely on research based measurement principles.

Utility: Data reports provide user-friendly, succinct item-level data, standards-level data, student level data, and summary results within 48 hours after testing (ideally).



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Safe Space

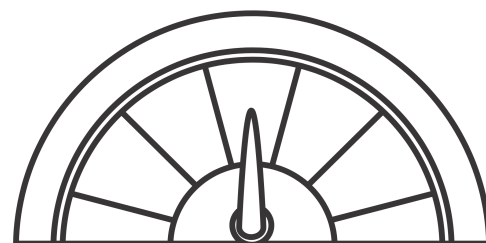
Trust: Data is viewed as a magnifying glass not a hammer. Leaders and teachers view themselves as inquiry practitioners in regard to student achievement which allows them to move beyond emotion and blame to action.

Transparency: Teachers regularly discuss student progress results, observe one another, and collaborate to solve problems of practice.

Equity and Urgency: Everyone believes all students can learn and exhibits a sense of urgency toward closing the achievement gap.

Collective Mindset: Student growth is a collective responsibility (rather than classroom specific).

Respect: Leaders, teachers, and students exhibit personal regard for others in daily exchanges.

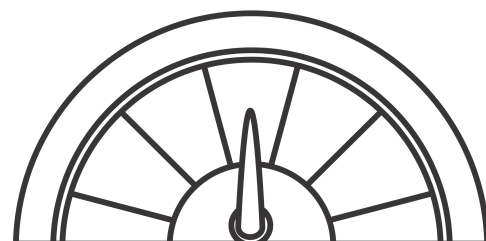


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Schedule

Protected Time. Schedules provide protected time for data-related activities.

- **Time for Data Analysis:** Teachers are provided protected time in the weekly schedule to collectively analyze student learning data with support from peers and instructional leaders.
- **Time for Instructional Planning:** Teachers are provided protected time in the schedule on a recurring basis to plan together, develop content, and adjust instructional strategies based on ongoing assessment results.



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¹ SOURCE: Based on the work of Paul Bambrick-Santoyo in *Driven By Data: A Practical Guide to Improve Instruction and the EL Education adaptations of his work.*

Trade-Offs: Teachers are released from data meetings, instructional planning sessions and PD events which are not aligned to the blended student experience to avoid confusion and prevent burnout.

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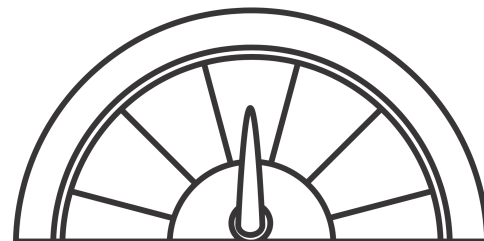
Systems & Routines

Stakeholder Involvement: All stakeholders are involved and everyone is clear about who is responsible for what in regards to data driven processes.

Data Driven Instruction (DDI) Process. A robust and deliberate DDI process is clearly defined, and the schedule and protocols are routinely followed.

Leadership Priority. Leaders make a priority active and regular participation in data driven activities including DDI meetings.

Student Focus: Existing DDI and other data driven routines (including classroom coaching and teacher evaluation observations) shift from the classroom level of analysis (what teachers are doing) to the student level of analysis (what students are doing and learning).



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Supports

Professional Development: Leaders establish a plan to ensure staff develop data literacy skills necessary to implement an effective blended student experience which relies on data to personalize learning.

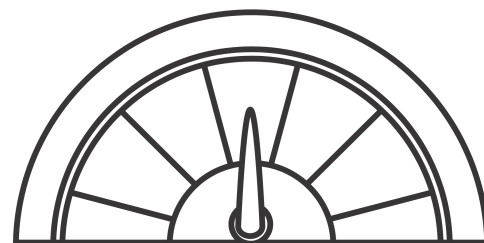
Data Literacy Skills²: Leaders and staff members have a working knowledge of key data literacy terms and use a common language in regards to data.

Assessment Knowledge: Leaders and staff members have a clear understanding of the relative value of each assessment administered for driving various aspects of instruction.

Highly Active Leadership Team: Leaders facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year.

Feedback and Coaching: Leaders rely on student learning data as they provide observational feedback and coaching.

Build by Borrowing: Stakeholders are provided opportunities to visit effective, data driven classrooms/schools, and share and disseminate proven resources and strategies.



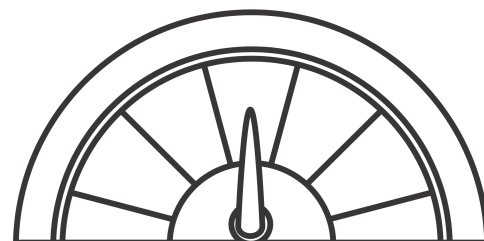
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Students

Relevant Learning: Students know and can speak to what they are working on (the end goal), why they are working on it, what they can do to improve.

Error Analysis: Students analyze their errors for patterns and use these patterns to set goals for improvement and select what next to work on.

Daily Progress (Jobs to Be Done): Students track their progress and set goals toward clear academic and learning behavior targets based on their analysis.



² SOURCE to ensure alignment in understanding of data literacy term used here :
<https://www.msdf.org/blog/2013/09/ellen-mandinach-data-literacy-vs-assessment-literacy/#>

Ownership of Learning: Students communicate their progress and goals during mentoring consultations with teachers and student led conferences.

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