Tri-Annual Data Conversations Framework

NWEA
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Fall Testing

	Dates: _____	Dates: _____	Dates: _____
Basic considerations in my data analysis: 1. What are our strengths and areas of need? 2. What are our growth projections? **DO: Develop a plan with actions, timelines, and responsibilities.** 1. What strategies will we use to accelerate growth for our students most at risk? 2. What strategies will we use to create appreciable growth for all of our other students?	**Teacher data analysis occurs** » Classroom- or Student-level goals are set » Teacher action plans are developed based on student needs	**Teacher/Principal meetings conducted** » School goals are set » School plans are developed based on teacher needs	**Principals/District Leadership meetings conducted** » School plans reviewed » District plans are developed based on school needs

Winter Testing

	Dates: _____	Dates: _____	Dates: _____
Basic considerations in my data analysis: 1. What are our strengths and areas of need? 2. Are we on track to meet our growth projections? 3. Are all of our students progressing? If not, who is? Who is not? **DO: Examine plan and revise, if needed.** 1. Are our strategies effective? How do we measure effectiveness? 2. What adjustments need to be made to meet our goals?	**Teacher data analysis occurs** » Classroom- or Student-level goals are revised, if appropriate » Teacher action plans are revised based on student needs	**Teacher/Principal meetings conducted** » School plans are reviewed and revised, as necessary	**Principals/District Leadership meetings conducted** » School plans reviewed » District plans reviewed and revised as necessary

Spring Testing

	Dates: _____	Dates: _____	Dates: _____
Basic considerations in my data analysis: 1. What are our strengths and areas of need? 2. Did we meet our growth projections? Why or why not? **DO: Examine plan.** 1. Were our strategies effective? How do we measure effectiveness? 2. What adjustments need to be made for next year?	**Teacher data analysis occurs** » Classroom- or Student-level goal attainment is analyzed » Teacher action plans are reviewed and notes are made for next year's plan	**Teacher/Principal meetings conducted** » School plans are reviewed and revised for next school year	**Principals/District Leadership meetings conducted** » School plans are reviewed » District plans are reviewed and revised for next school year

Tri-Annual Data Conversations Overview

Tri-Annual Data Conversations are intentional conversations designed to help keep the entire system focused on improved student learning. The data-driven conversations move across all levels of the educational organization to establish shared points of focus and coordinated efforts between teachers, students, parents, school, and district leadership teams.
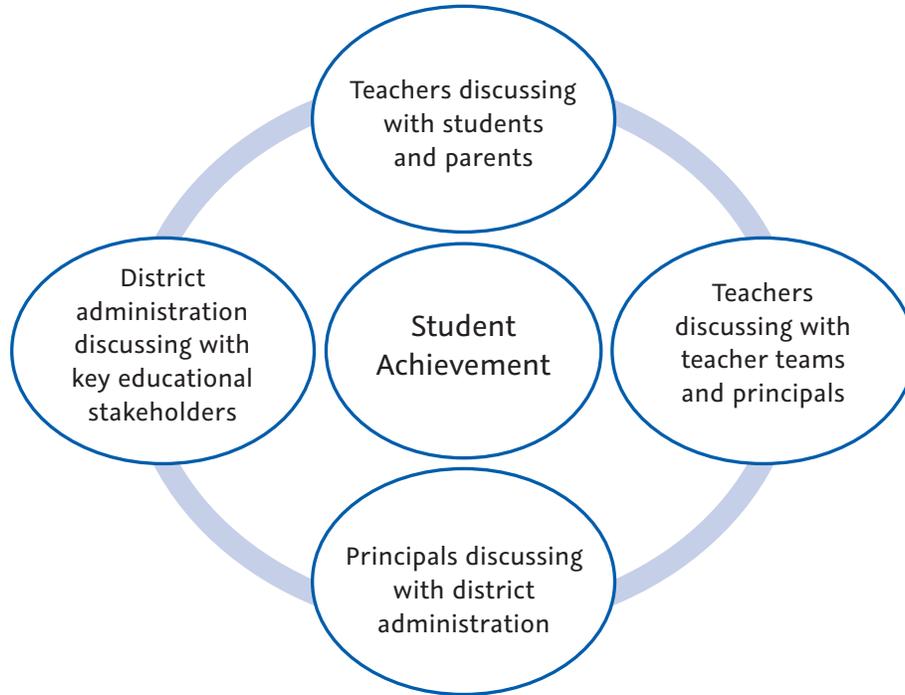
As new information is gathered and action plans are refined throughout the system, communication flows 'back' through the organization and adjustments are made as needed.

At a minimum, these unscripted conversations are intended to answer specific questions and build actionable plans each testing season. Over time, the Tri-Annual Data Conversations should add leverage to student-centered improvements and be integrated into larger improvement efforts already underway in the District.

Tri-Annual Data Conversations Overview

PURPOSE: To keep all staff in the system focused on taking action for improved student learning.

CONTENT: Using student achievement data please provide answers that include, but are not limited to the following questions:

- **Fall Content:**
    - » What are our strengths and areas of need?
    - » What are our growth projections?
    - » What strategies will use to accelerate growth for our students most at risk?
    - » What strategies will we use to create appreciable growth for all other students?

- **Winter Content:**
    - » What are our strengths and areas of need?
    - » Are we on track to meet our growth projections?
    - » Are all of our students progressing? If not, who is? Who is not?
    - » Are our strategies effective? How do we know?
    - » What adjustments need to be made to help us meet our goals?

- **Spring Content:**
    - » What are our strengths and areas of need?
    - » Did we meet our growth projections? Why or why not?
    - » Were our strategies effective? How do we know?
    - » What adjustments need to be made for next year?

STRUCTURE: Three sets of meeting each year (beginning, middle, and end of the year). Each set includes a scheduled data conversation with written documentation. School- and district-level plans are to be posted.

- **Participants:**
    - » Teachers meeting with students and parents
    - » Teachers meeting with other teachers and principal
    - » Principals meeting with district administration
    - » District administration meeting with senior management

- **Follow-up:**
    - » Principals check with teachers regularly to discuss progress toward goals and necessary adjustments to plans

    - » District administrators check with principals regularly to discuss progress toward goals and necessary adjustments to plans

    - » Key educational stakeholders connect with districts regularly to talk about progress of posted plans and necessary adjustments to plans