

# Post-Pandemic Fuel for Growth:

*Frame*

*Focus*

*Move Forward*

**Lesli Laughter, Chief Academic Officer at 806 Technologies**  
**Matt Pope, Chief Transformation Officer at E3 Alliance**

- **Introduction to 806 Technologies and E3 Alliance**
- **Frame Mindset**
- **Focus on the Right Work**
- **Data & Collaboration Meetings**
- **Preview Forward Momentum**

**Welcome to  
the webinar!**

*Today's Agenda*



**E3 ALLIANCE™**  
EDUCATION EQUALS ECONOMICS

**806** | Technologies



# How are you feeling?





Will the COVID generation be one of missed opportunity and stifled growth?

Can they, like the generations that emerged from past crises, be a generation that defies expectations and reshapes our world for the better?







**Students  
deserve schools  
with leaders  
who do not cut  
corners.**

# 806 | Technologies

**Creating a world of innovative schools through responsive software and processes.**



Title1Crate



SPED Crate



Safety Crate



Professional  
Development



Plan4Learning



CTE Crate



CompEd Crate



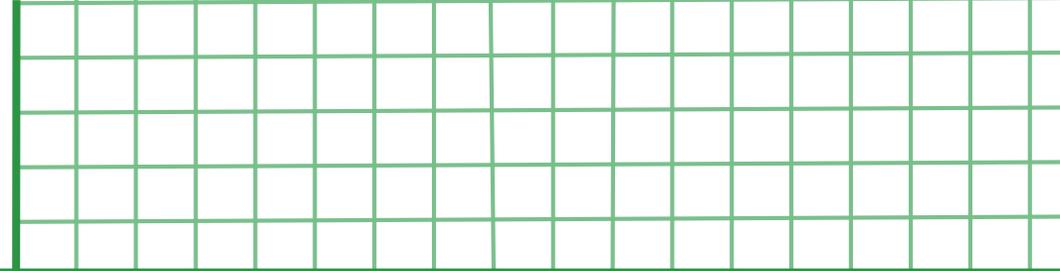
CrateIt



Translations



TELP



# Transforming education systems through data and collaboration so all students succeed!



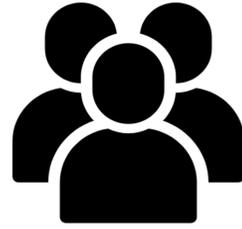
E3 Alliance is a nonprofit 501(c)(3) organization based in Austin, Texas.





**Even a year later,  
nothing is routine.  
It's time to FRAME,  
FOCUS, and move  
FORWARD.**

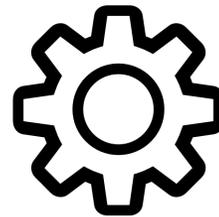
# Post- Pandemic Fuel for Growth



Frame team mindset



Focus the right work



Forward momentum



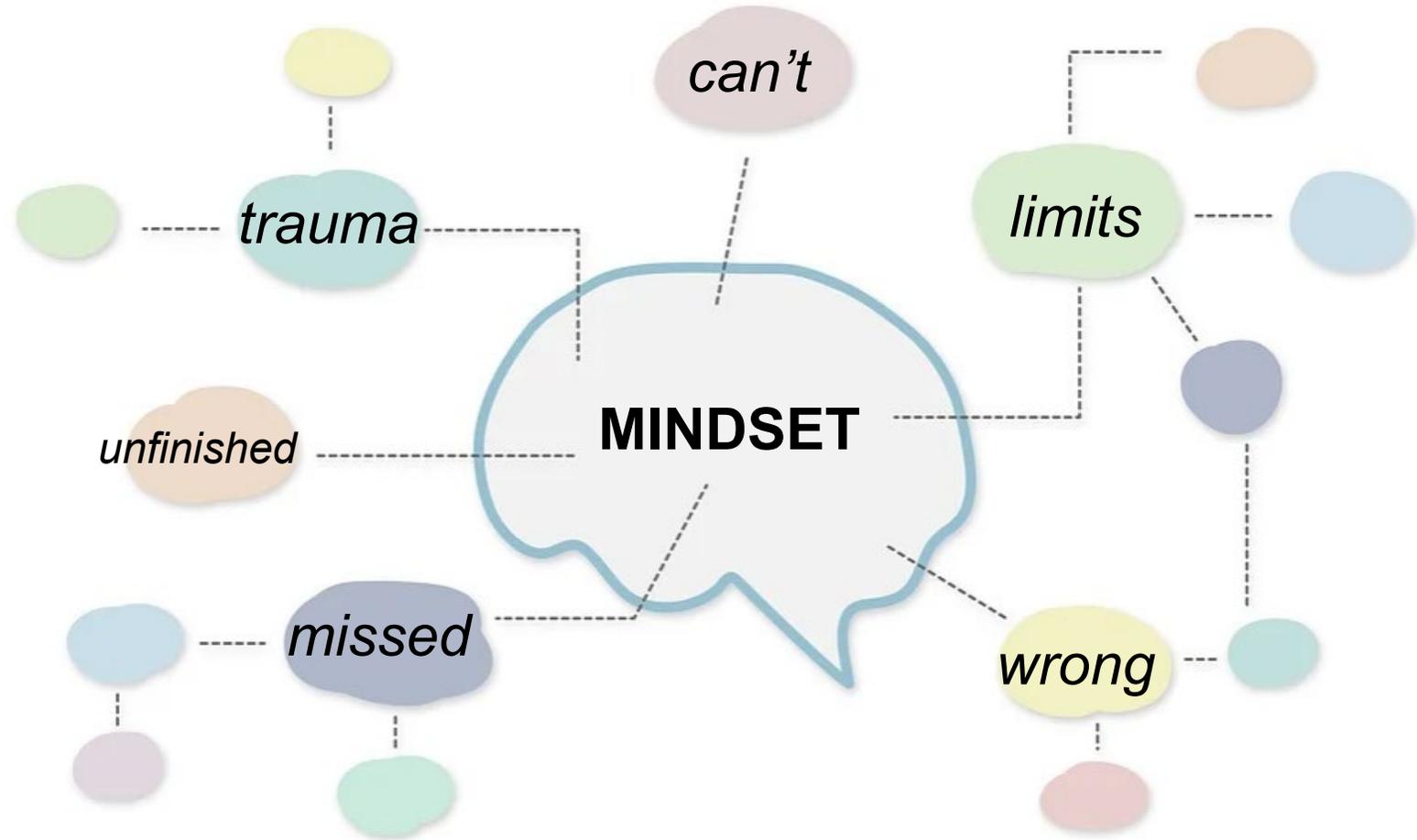
# School supplies? Who knew??

Name one unexpected work-related surprise you experienced this year. Write it in the chat box.

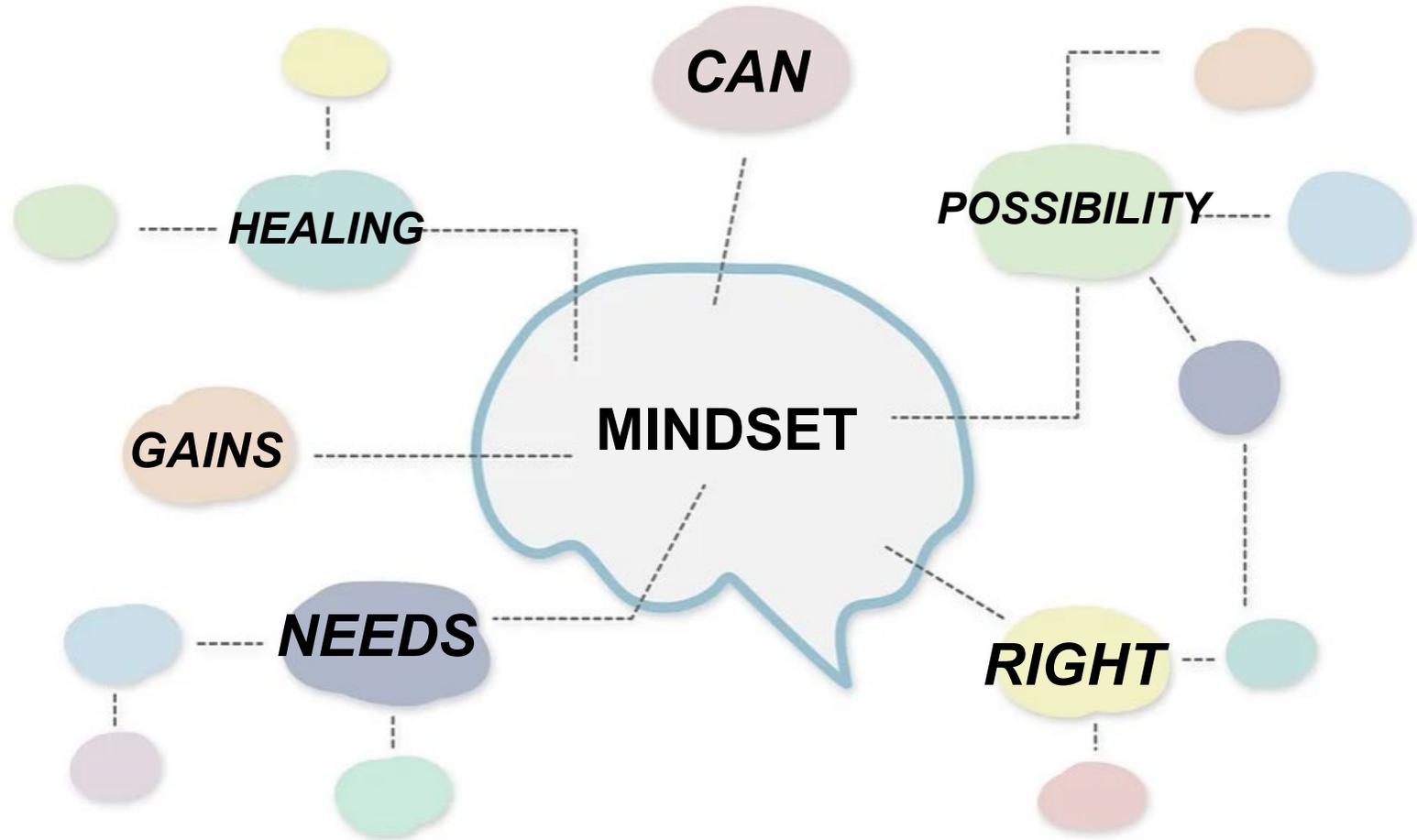
# Frame Team Mindset



# Lead the Mindset Shift Away from...

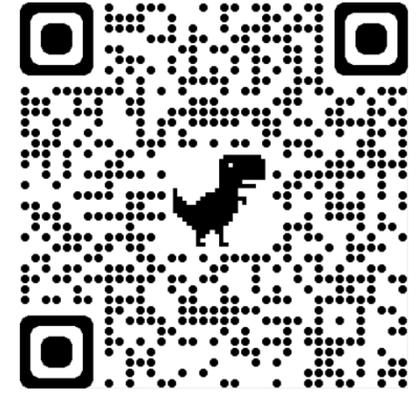


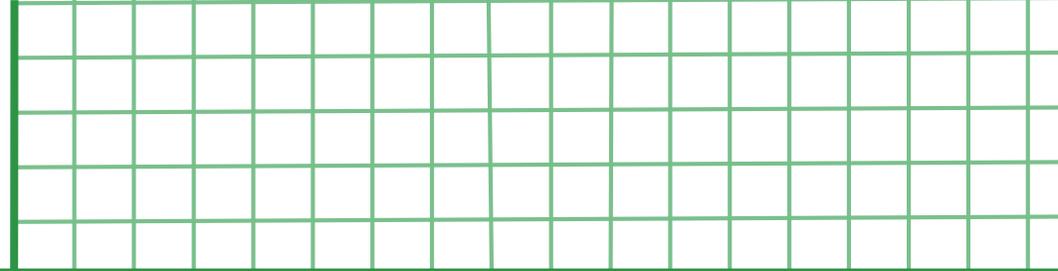
# Lead with a Growth Mindset



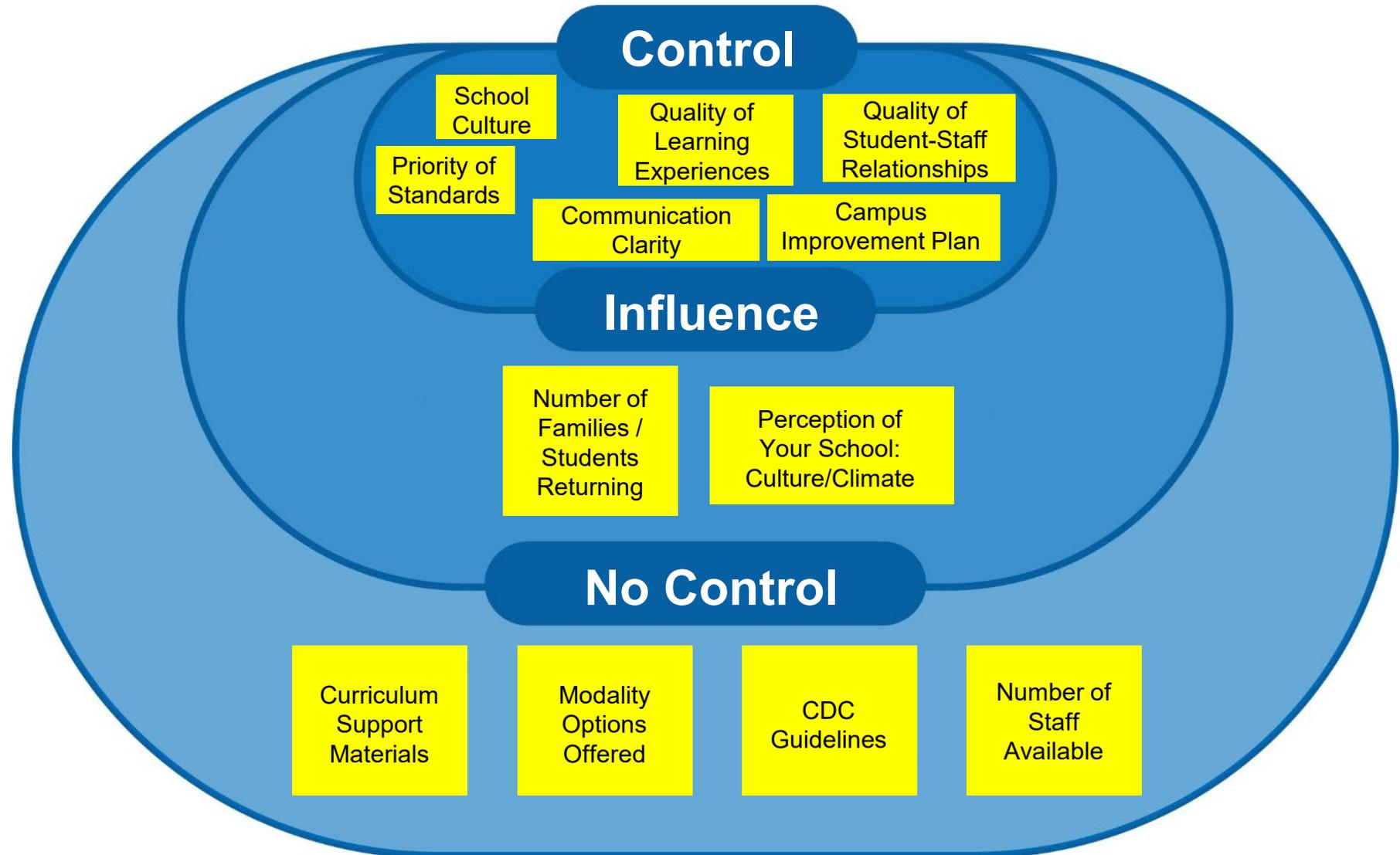


**What are you  
doing to shift  
the mindset on  
your campus  
and/or district?**





**What  
can we  
control  
right  
now?**



# Frame Team Mindset

## Past Needs

What needs did we identify and plan to address during 2019-2020 before COVID-19? Did we address them?

## Current Challenges

What problems arose during the 2019-2020 and 2020-2021 school years that have not yet been resolved? What challenges do we expect might arise during 2021-2022?

## Opportunities

Who are the people who have stepped up to the challenges? What processes and programs are helping us innovate and transform? How can we leverage these opportunities?



**“In the midst of  
difficulty lies  
opportunity.”  
– Albert Einstein**



**What is your  
current level of  
confidence with  
framing you and  
your team's  
mindset?**





**The plans you are implementing now perfectly align with the results you are achieving.**

# Focus on the Right Work:

By design, not  
by chance





**Data and  
collaboration are  
where we find  
clarity.**



Collect & Organize Data

Analyze & Interpret Data

Assets,  
Strengths

Problems,  
Root causes

Connect to Implementation

Determine Priorities



**Where are you?**

**Where do you want to be?**

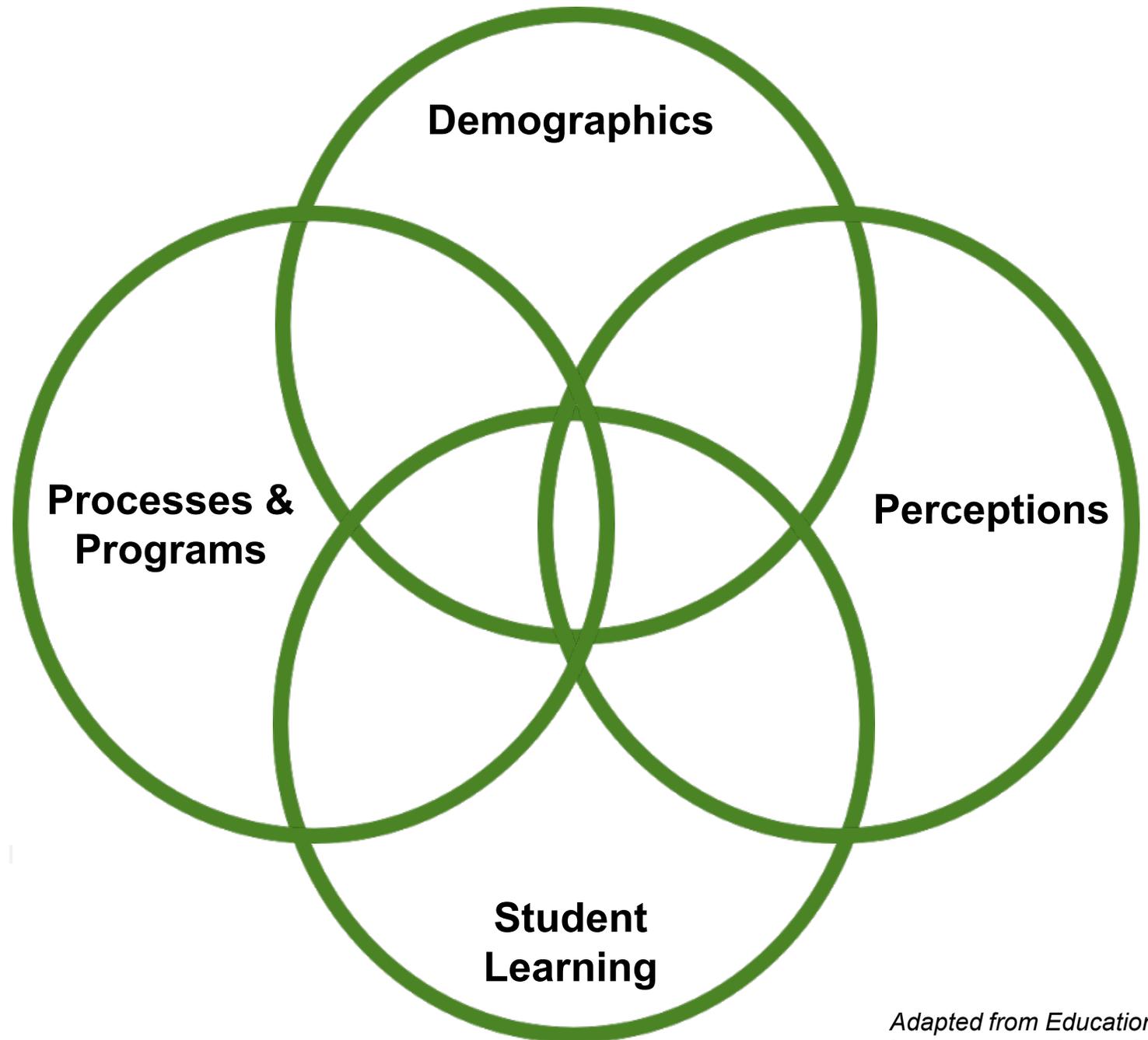


# Decision Fatigue

School leaders are pulled in hundreds of directions.

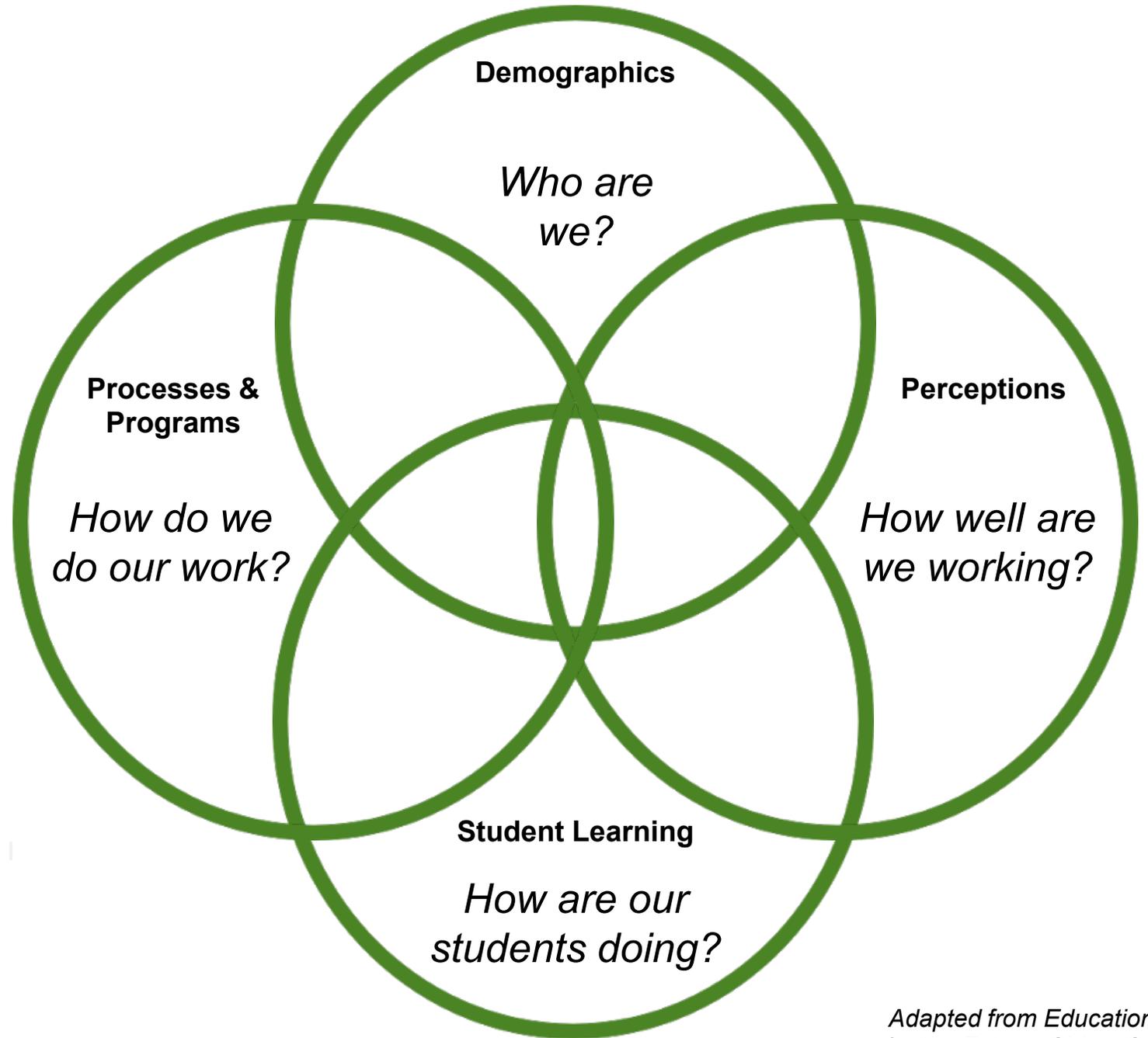
# Categorize into 4 Areas

- Demographics
- Student Learning
- Processes & Programs
- Perceptions



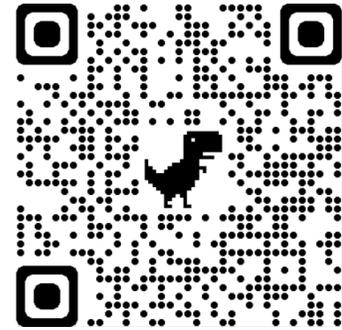
# Multiple Measures of Data

- Demographics
- Student Learning
- Processes & Programs
- Perceptions





**What data sources are you using to answer the questions in these 4 areas?**



## Focus on the Right Work for Clarity

Areas of Focus	Demographics	Student Learning	Processes & Programs	Perceptions
Student Needs				
Culture & Climate				
Curriculum & Instruction				
Leadership				
Family & Community Engagement				
Professional Capacity				

# FOCUSED COMPREHENSIVE NEEDS ASSESSMENT

**Directions:** Adjust Areas of Focus according to LEA or SEA initiatives/requirements. Where the row intersects with the column, determine what questions you want answered about the area of focus through the perspective of the multiple measures.

AREAS OF FOCUS	MULTIPLE MEASURES PERSPECTIVE			
	Demographics <i>ESSA: Opportunities for all students. Teacher quality. Private/nonpublic school students. Access to acceleration (AP/IB early college).</i>	Student Learning <i>ESSA: Address needs of those failing or at-risk of failing to meet challenging state academic standards.</i>	Processes & Programs <i>ESSA: Strengthen academic program. Increase learning time. Provide enriched and accelerated curriculum. Well-rounded education. Transitions.</i>	Perceptions <i>ESSA: Parent &amp; family engagement. Awareness/counseling for opportunities including post-secondary and CTE.</i>
<b>STUDENT NEEDS</b> Including: <ul style="list-style-type: none"> <li>● Economically Disadvantaged (Title I)</li> <li>● English Learners (Title III)</li> <li>● Migrant Educational Equity (Title V)</li> <li>● Homeless (Title I)</li> <li>● Neglected (Title I)</li> <li>● Attendance</li> </ul>	<ul style="list-style-type: none"> <li>● Learning needs of each student group</li> <li>● % each student group enrolled in advanced courses (AP/IB, gifted)</li> <li>● % each student group not attending school (virtual or onsite) in 20-21</li> <li>● Pre-COVID attendance vs. now</li> </ul>	<ul style="list-style-type: none"> <li>● Academic progress and performance for each student group</li> <li>● Student performance vs. other similar schools' student performance</li> <li>● Impact of COVID absences (staff and students) on student learning</li> </ul>	<ul style="list-style-type: none"> <li>● Effectiveness of virtual and onsite instruction for each student group</li> <li>● Effectiveness of reteaching for absent students in each student group</li> </ul>	<ul style="list-style-type: none"> <li>● Parent/community perception of virtual and/or onsite learning during COVID</li> </ul>
<b>CULTURE &amp; CLIMATE</b> Including: <ul style="list-style-type: none"> <li>● Social/Emotional Learning (Title IV)</li> <li>● Health &amp; Safety (Title IV)</li> <li>● Relationships (Title IV)</li> <li>● Trauma, Violence, Discipline (Title IV)</li> </ul>	<ul style="list-style-type: none"> <li>● Social/emotional health of each student group &amp; staff</li> <li>● Student behavior trends, including suspension, and expulsion by gender, race, ethnicity, and grade level</li> </ul>	<ul style="list-style-type: none"> <li>● Impact of discipline issues on student learning</li> <li>● Effectiveness of teacher-student relationships due to social distancing</li> </ul>	<ul style="list-style-type: none"> <li>● Effectiveness of social/emotional learning</li> </ul>	

Download the complete document using the link in the chat box.

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# **Data & Collaboration Meetings:** The Right Processes to Focus on the Right Work



# Who is on your team?

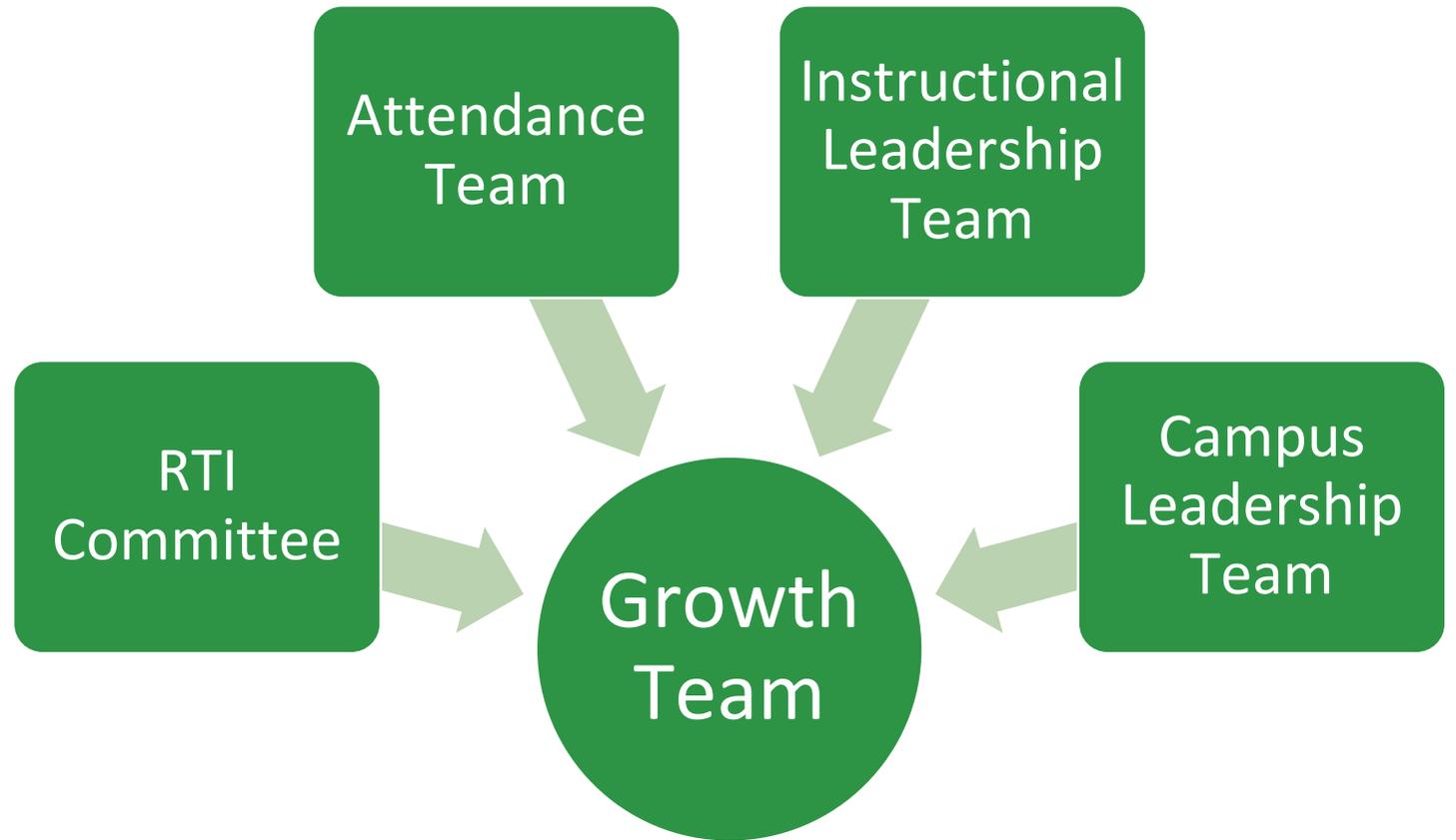
- DIVERSITY
- REPRESENTATION
- SHARED VOICE
- ALIGNMENT



# Who is on your team?

- Administrators
- Instructional Coaches
- Counselors
- Teacher Leaders (Dept. & Grade Level)
- Social Workers
- Family Liaison
- Head Custodian
- Front Office Staff
- School Nurse
- Student Leaders
- Family Representatives

# Consider Existing Teams...



# When do we do this work?

## NOW!

- Schedule meetings for the remainder of the school year and throughout June (if needed)
  - Team continues to meet throughout 2021-2022 school year to ensure continuous improvement
- Meeting structure
  - Meetings either in-person or virtual
  - Mix members at each meeting

## I. CNA DATA TEAM MEETING – WITH ALL SUBCOMMITTEES

### ORIENTATION

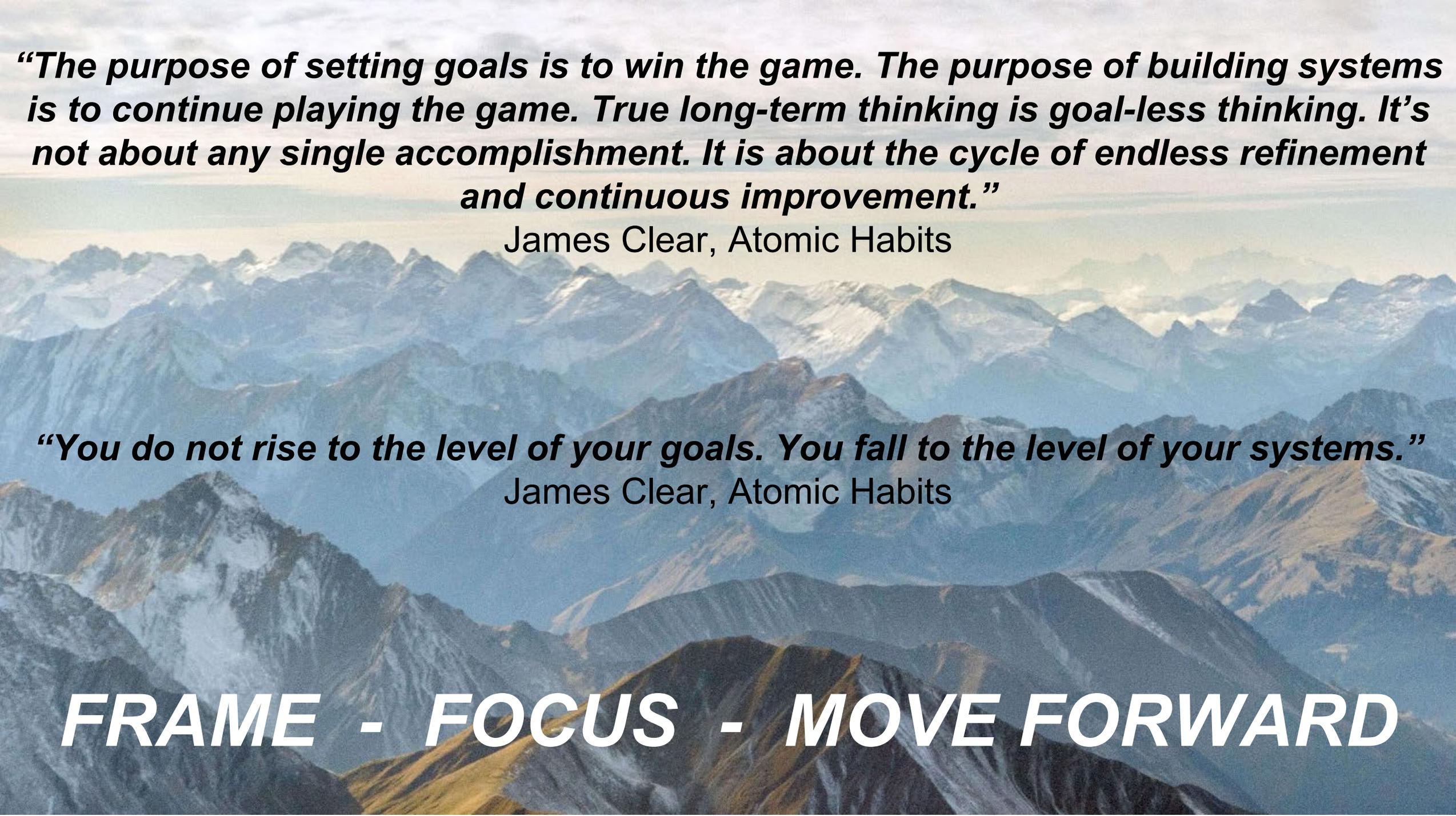
PREPARATION	DETAILS	PERSON RESPONSIBLE	COMPLETE?
<b>Plan Organizational Meeting</b>	It is recommended to begin talking about and planning for the CNA process in February. Actual data analysis will occur throughout the spring and summer.		
<b>Who Attends</b>	Entire CNA data team with all subcommittees – all stakeholders involved		
<b>Duration</b>	Limit this meeting to 45 minutes or less.		
<b>Location &amp; Format</b>	In person or virtual. Large group and small groups format.		
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Sign-in sheet with committee roles.</li> <li>• List of upcoming meetings – set the dates now for spring and summer meetings.</li> <li>• List of the CNA subcommittees.</li> <li>• School’s vision and mission statements.</li> <li>• Paper or electronic method for each subcommittee to create a record of essential data.</li> </ul>		
<b>Meeting Purpose</b>	<ul style="list-style-type: none"> <li>• To introduce the CNA stakeholders to the big picture of the data analysis process and the snapshot data needed to develop the 2021-2022 DIP/CIP.</li> <li>• To assign stakeholders to subcommittees.</li> <li>• To help subcommittees get organized and begin thinking about for spring data analysis meetings.</li> </ul>		

Download the complete document using the link in the chat box.



**Who is currently  
on your Campus  
Data Team? What  
is your team's  
meeting  
structure?**





***“The purpose of setting goals is to win the game. The purpose of building systems is to continue playing the game. True long-term thinking is goal-less thinking. It’s not about any single accomplishment. It is about the cycle of endless refinement and continuous improvement.”***

James Clear, Atomic Habits

***“You do not rise to the level of your goals. You fall to the level of your systems.”***

James Clear, Atomic Habits

***FRAME - FOCUS - MOVE FORWARD***



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Let's keep the conversation going! Thank you for attending.

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