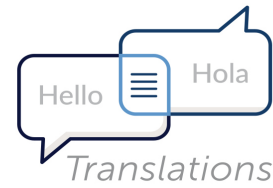


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2021-2022 CNA DATA TEAM MEETINGS

I. CNA DATA TEAM MEETING – WITH ALL SUBCOMMITTEES

ORIENTATION

PREPARATION	DETAILS	PERSON RESPONSIBLE	COMPLETE?
Plan Organizational Meeting	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.		
Who Attends	Entire CNA data team with all subcommittees – all stakeholders involved		
Duration	Limit this meeting to 45 minutes or less.		
Location & Format	In person or virtual. Large group and small groups format.		
Materials Needed	<ul style="list-style-type: none"> • Sign-in sheet with committee roles. • List of upcoming meetings – set the dates now for spring and summer meetings. • List of the CNA subcommittees. • School’s vision and mission statements. • Paper or electronic method for each subcommittee to create a record of essential data. 		
Meeting Purpose	<ul style="list-style-type: none"> • 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. • To assign stakeholders to subcommittees. • To help subcommittees get organized and begin thinking about for spring data analysis meetings. 		

MEETING AGENDA ITEMS	DETAILS	PERSON RESPONSIBLE:
1. Welcome	Have everyone sign-in and include their role (teacher, parent, etc.) or take a screenshot of the participants in an online meeting. Assign someone to take notes/minutes.*	
2. Explain 21-22 CNA process	Explain that the Data Team they are serving on collects, analyzes, and interprets data to produce a “Snapshot” of the LEA’s or school’s current status to be used to build the 2021-2022 DIP or CIP. Explain how the planning process is cyclical and never ends. Discuss how the CNA development for the next school year typically begins in Feb. and will take several weeks to complete. One reason is because not all data are available right now. Another reason is because the CNA process is very important. It determines the focus for the LEA or school and is the basis for how time, budgets and personnel are allocated. The team looks at the performance of all student groups and follows local, state and federal rules/laws for planning.	
3. Agree upon future meeting dates	Agree upon the 21-22 CNA Data Team (whole group, not subcommittees) meeting dates (approximately April – Aug). Set two-three meetings so people can plan accordingly. Assign someone to be responsible for sending meeting reminders. <i>Note: Meetings can always be canceled, if not needed, but it is hard to gather people together on short notice.</i>	
4. Review LEA/school vision and mission	Read the vision statement. Dream for a minute. Ask group what school would look like in a perfect world. Give 3 minutes to discuss. Read the mission statement. Ask if it is still relevant. Does it reflect the passion needed to reach the vision? Does it describe what the school does every day? <i>(If not, record the comments presented and set a different meeting to revise these.)</i> Tell the group that the vision sets the bar for excellence and the CNA will analyze the difference between the vision and the school’s current status. Data also reflect how well the school “walks its talk” and is realizing its mission.	
5. Explain remaining 20-21 CIP events	Discuss the final 20-21 CIP meetings (the remaining formative reviews and the summative evaluation). These meetings are held separately from the 21-22 CNA development meetings but the data resulting from the formative reviews and summative evaluation are essential to have during the CNA development. Discuss how and when the 20-21 CIP summative evaluation will be used. Who will be responsible for this activity?	

MEETING AGENDA ITEMS	DETAILS	PERSON RESPONSIBLE:
6. Introduce the CNA subcommittees for 21-22	Distribute a list of the CNA subcommittee data teams. Have people change seats so that each subcommittee is sitting together or send online participants to meeting rooms. Give the committees a couple of minutes to meet and greet each other. Use an ice breaker, if needed.	
7. Establish focus for each data team	<p>Have a copy of the Questions to Consider from Plan4Learning or a copy of Victoria Bernhardt’s Multiple Measures descriptions for every person. As a group, each subcommittee team will:</p> <ul style="list-style-type: none"> • Spend 5-7 minutes silently reading the questions for their team. • Brainstorm which questions appear to be most important to answer for the school. • Make a list of data needed to answer those questions. <i>Note: If certain LEA or school high priorities exist, it is helpful to highlight those questions ahead of time to ensure they are included.</i> • Appoint someone to be responsible for collecting each group of data for the next meeting. 	
8. Select subcommittee leaders	Have each subcommittee team select a leader. This contact person will facilitate the subcommittee data team meetings, ensure the collection of documentation (sign-in sheets, minutes and agendas) occurs and reports progress to the appropriate district administrator (for the DIP) or the principal (for the CIP).	
9. Set first subcommittee meeting.	Have each subcommittee agree upon the date, location and time for their first meeting. Additionally, assign someone to send an email reminder one week before the meeting.	
10. Adjourn	Adjourn the meeting.	

* This role is important. Discuss ahead of time what notes are important to capture. If needed, record the meeting.

II. CNA DEVELOPMENT SUBCOMMITTEE MEETING

NOTICE AND WONDER

PREPARATION	DETAILS	PERSON RESPONSIBLE	COMPLETE?
Plan Subcommittee Meeting Date(s)	February or March or as soon as significant data are available for the subcommittee. Each subcommittee meets separately. Repeat this meeting as needed.		
Who Attends	One subcommittee		
Duration	Limit to 60 minutes or less.		
Location & Format	In person or online.		
Materials Needed	<ul style="list-style-type: none"> • Data identified from previous meeting. • School’s vision and mission statement. • Paper or online format for each data team subcommittee member to record observations as a group. Use data identified during previous meeting. 		
Meeting Purpose	To ensure the quality of findings from the data to (1) prevent addressing trivia, (2) separate true data from assumptions/hunches, and (3) prevent early interpretation from preventing creative problem-solving.		

MEETING AGENDA ITEMS	DETAILS	PERSON RESPONSIBLE
1. Welcome	Have everyone sign a sign-in sheet and include their role or take screenshot of online participants. Assign someone to take notes/minutes.	
2. Review vision and mission	Don’t skip this step. “I notice” and “I wonder” statements should be reviewed through the lens of the vision (what the school will look like in perfect conditions when all goals are accomplished) and the mission (why the school exists and how it desires to operate).	
3. Quiet Zone data review	Provide a copy of the data to be reviewed for each team member or access online. Depending on the amount of data to review, have a quiet time of reflection so team members can review	

MEETING AGENDA ITEMS	DETAILS	PERSON RESPONSIBLE
	and consider the data. Team members write down 3-7 observations from the data on their own paper. The observations should be things that stand out to them – either positive or negative data that catch their attention. They should be written as “I notice” statements of fact with no opinions, causes or solutions.	
4. Share and compile “I notice” findings	In a round-robin order, each team member reads aloud one observation. A scribe records the “I notice” observations on a chart or computer in view of all team members. In turn, each team member reads aloud a new observation until all observations (with no duplications) have been recorded. There is no discussion.	
5. Quiet Zone data review	Next, establish a quiet time of reflection for several minutes to allow team members to study the list of “I notice” statements. On their own, each team member records 3-7 speculations or questions from the “I notice” list. These speculations attempt to offer possible explanations for the “I notice” statements or make suggestions to gather additional data or information. This is not the time to offer solutions. The intent is to gain insights into what the data suggest, how the data are connected, and what the data imply. The speculations start with words, such as “I wonder why”, “I wonder how”, or “I wonder if or whether...”	
6. Share and compile “I wonder” statements	Without any discussion, in round-robin order, team members, read aloud one “I wonder” speculation while a scribe records. Continue until all new “I wonder” statements have been recorded with no duplications	
7. Quiet Zone data review	For several minutes, establish a quiet time of reflection to allow team members to study the list of “I wonder” statements.	
8. What can we control?	As a team, identify the “I wonder” statements/questions as things the school <u>can</u> control (inside the circle of control) and things that the school <u>cannot</u> control (outside the circle of control). Mark through anything that the school cannot control.	
9. Discussion and Exploratory Questions	Invite the team to discuss the “I notice” and “I wonder” statements that are inside the school’s circle of control. Are there trends or statements that can be grouped together under one umbrella? Do some rise to the top as being more significant than others? Seek questions whose answers the team believes will reveal useful information and point in the direction of	

MEETING AGENDA ITEMS	DETAILS	PERSON RESPONSIBLE
	identifying learning gaps. Example: “Are we spending too much time on state assessment drills and how can we move to more effectively teaching the concepts in the standards?”	
10. List patterns and trends	Identify two or three key themes or patterns that seem to emerge and group the appropriate statements together by theme or pattern.	
11. Identify strengths and problems	Put a “+” in front of the positive statements and a “Δ” in front of the problem statements.	
12. Plan for additional needed data	Did the discussion uncover a need for more additional information? If so, what? Who will gather the data/information for the next meeting?	
13. Set the next meeting.	Set the next subcommittee meeting time, date, and location. Assign someone to send a reminder one week before the meeting.	
14. Adjourn	Be sure to collect all documentation (sign-in sheet, notes, agenda, etc.).	

**Adapted from Daniel R. Venables Notice and Wonder Protocol. (How Teachers Can Turn Data Into Action, ASCD, 2014).*

III. CNA DEVELOPMENT SUBCOMMITTEE MEETING

PRIORITIES AND ROOT CAUSES

PREPARATION	DETAILS	PERSON RESPONSIBLE	COMPLETE?
Meeting Date	April - May or as soon as possible after the Notice and Wonder subcommittee meeting (see p. 5).		
Who Attends	CNA subcommittee		
Time	Limit the meeting to 60-90 min		
Location	In person or online		
Materials Needed	<ul style="list-style-type: none"> • In person: 10 colored sticky dots for each data team member (color does not matter). • Paper for each data team member to record observations. • Online: Ability for each person to mark on a common document (with Google Docs, Padlet, etc.) • School’s vision and mission statements. • Any new data requested in the previous meeting. • All strengths identified during the previous meeting listed together on one chart. • All problems identified during the previous meeting listed together (in any order) on one chart. (Leave room between the problems for colored dots or comments to be added.) • Five Whys, Fishbone or other root cause-finding activities instructions. 		
Meeting Purpose	To finalize the list of strengths, problem statements and determine root causes		

AGENDA ITEM	DETAILS	PERSON RESPONSIBLE
1. Welcome	Have everyone sign a sign-in sheet and include their role or take screenshot of online participants. Assign someone to take notes/minutes.	
2. Review vision and mission	It is still important to refocus the subcommittee. "I notice" and "I wonder" statements should be reviewed through the lens of both the vision and the mission.	
3. Review any new data	If additional data was requested at the last meeting, review it now using Venables' Notice and Wonder protocol listed in the first subcommittee meeting (see p. 5). If any new data that is significant to this team's focus, review it now. Add any identified strengths or problems to the charts.	
4. Prioritize strengths and problems	<p>Start with the strengths. Review all strengths. Agree which are significant enough to be included in the CNA. Have someone note those on the list.</p> <p>To prioritize the problems, use these multi-voting steps:</p> <ul style="list-style-type: none"> • Give each person in the group 10 self-stick dots. (For this exercise, color is irrelevant.) Instruct them that to choose their priorities, they are to use "all 10 dots but no more than 4 on any ONE problem statement." Therefore, 4 dots would indicate their top priority. Some items will have no dots. Participants place their dots on the charts next to their problem statements of choice. <ul style="list-style-type: none"> ○ If you have a larger group, put the items on multiple charts on opposite sides of the room so as not to take too much time or cause congestion. Split the group accordingly and give them time to visit all charts. ○ Online groups can type a number 1-4 beside the problem statements, again casting only 10 votes. • When everyone has placed his/her dots, count them for each item and make a priority listing on a new flip chart page. There usually are a few clear winners. You may then discuss with the group if they agree those should be top priorities on which to start working. It does not necessarily mean that the others are eliminated. 	

AGENDA ITEM	DETAILS	PERSON RESPONSIBLE
	<ul style="list-style-type: none"> If the list is still too long, give each person in the group 2 or 3 self-stick dots and ask them to vote for their top priorities from the existing priority list (one vote per item). 	
5. Ensure problems are written in correct format	Problem statements are statements of fact backed up by data. They are written in an objective format. Example: 62% of economically disadvantaged students scored proficient in reading as compared with 94% in the All Students group.	
6. Conduct root cause activity	Use Five Whys, Fishbone or other activity to determine root cause(s). Problem statements may have more than one root cause. If so, the data subcommittee will determine which root cause will be addressed first.	
7. Finalize the list of problems with a root cause	Finalize the list of problems by pairing them with the associated root cause. The subcommittee should agree that this is the list to be presented to the entire CNA data team (all other subcommittees).	
8. Adjourn	Collect the sign-in sheet and notes.	

IV. CNA DATA TEAM MEETING – ALL SUBCOMMITTEES

FINALIZE CNA SNAPSHOT OF STRENGTHS AND PROBLEM STATEMENTS/ROOT CAUSES

PREPERATION	DETAILS	PERSON RESPONSIBLE	COMPLETE?
Meeting Date	May/June or as soon as possible after all subcommittee data teams complete meeting #3		
Who Attends	All stakeholders involved in the CNA		
Time	Limit the meeting to one hour or less.		
Location	In person or online		
Send Invitation To	All CNA subcommittee data teams meet together.		
Materials Needed	Meeting handout Paper for each data team member to record observations		
Meeting Purpose	To finalize the list of strengths, problem statements and root causes		

AGENDA ITEM	DETAILS	PERSON RESPONSIBLE
1. Welcome	Have everyone sign a sign-in sheet and include their role or take screenshot of online participants. Assign someone to take notes/minutes.	
2. Review school’s mission	One last time refocus the data team. Problem statements and root causes should be reviewed through the lens of both the vision and the mission.	
3. Consider any new data, if applicable	If any new data that is significant is available, the entire CNA data team will consider it together using the Notice and Wonder protocol.	
4. Problem statements/root cause presentation	Each subcommittee data team presents their problem statements with a root cause to the entire CNA data team.	
5. Group similar problem statements	If any problem statements between different subcommittees are the same or extremely similar, group those problem statements together.	

AGENDA ITEM	DETAILS	PERSON RESPONSIBLE
6. Prioritize problem statements/root cause	<p>Instruct the data team to now disregard which subcommittee presented which problems and think about the problems as a whole. Their next task is to reduce the number of problems to a workable amount. Not every problem can be addressed at once. The LEA/school must prioritize and work on the most critical problems first. Give the entire CNA data team several minutes to think with no discussion. Strongly enforce the silence. Make sure that the problem statements/root causes are visible so the data team can read them while they are thinking.</p> <p>To prioritize the problems, use these multi-voting steps:</p> <ul style="list-style-type: none"> • Give each person in the group 10 self-stick dots. (For this exercise, color is irrelevant.) Instruct them that to choose their priorities, they are to use “all 10 dots but no more than 4 on any ONE problem statement.” Therefore, 4 dots would indicate their top priority. Some problem statements may have no dots. Participants place their dots on the charts next to their problem statements of choice and they do not have to divide their dots equally between the 4 areas. <ul style="list-style-type: none"> ○ If you have a larger group, put the items on multiple charts on opposite sides of the room so as not to take too much time or cause congestion. Split the group accordingly and give them time to visit all charts. ○ Online groups can type a number 1-4 beside the problem statements, again casting only 10 votes. • When everyone has placed his/her dots, count them for each item and make a priority listing on a new flip chart page. There usually are a few clear winners. You may then discuss with the group if they agree those should be top priorities on which to start working. It does not necessarily mean that the others are eliminated. • If the list is still too long, give each person in the group 2 or 3 self-stick dots and ask them to vote for their top priorities from the existing priority list (one vote per item). 	

AGENDA ITEM	DETAILS	PERSON RESPONSIBLE
7. Rank the problem statements	Identify the problem statements with the highest votes. Allow discussion to confirm or clarify.	
8. Select how many problem statements to include in the DIP/CIP	<p>From the prioritized list, agree upon how many problem statements/root causes will be included in the 2021-2022 CNA. Remind the team that every prioritized problem statement must be addressed with strategies. Think carefully about not overloading the school with too many initiatives.</p> <p>Considerations for the data team:</p> <ul style="list-style-type: none"> • Focus only on the mission-critical problems that must be addressed to increase student achievement. • Compliance mandates and other requirements will be added later – when the performance objectives and strategies are developed. • Some problems can be quickly addressed, but many are quite complex. A school can only successfully progress with 2-3 big initiatives per year. 	
9. Adjourn	Collect documentation (sign-in sheets, minutes, agenda, etc.)	

NEXT STEPS: CNA SNAPSHOT COMPLETION

PREPERATION	DETAILS	PERSON RESPONSIBLE	COMPLETE?
Compose CNA Summaries	<p>Each data team subcommittee will elect 1-2 people to compose the summary of the work they did. The summary should be written as a journalist writes – interpreting areas such as:</p> <ul style="list-style-type: none"> • what is important/not important about the data they analyzed. • why certain data were included/not included. • the processes and perspectives they used to interpret data. 		
Complete CNA	<p>Complete the CNA using the LEA’s required format or software. Include the summaries, strengths, and prioritized needs.</p> <p><i>Note: Ensure the complete list of problem statements/root causes is included in the CNA information. This will be needed later when mandates/compliance items are added in OR when a need is solved and the LEA/school is ready to address the next need.</i></p>		
Convene a team to begin the GPS for the CIP	<p>The CNA is presented to a team of stakeholders who will build SMART performance objectives and strategies that are aligned to the district goals and address the prioritize problem statements and root causes.</p>		
CNA Snapshot Comparison with State Assessment Scores	<p>The appropriate LEA administrator/principal will select a 4–5-member subcommittee of the CNA data team who will meet when final state assessment scores are released. The purpose is to compare the scores with appropriate sections of the 2021-2022 CNA Snapshot. This comparison will either confirm the accuracy of the CNA or identify new areas that require additional consideration by the CNA data team. <i>Note: If additional consideration is needed, repeat any of the data meeting protocols above and revise the CNA.</i></p>		