Values & Competencies Session 3

Prepared for Communities In Schools of Central Texas

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Norms

- Your presence makes a difference
- Intent to build
- Grace to grow, with accountability for intentionality and impact
- The broccoli in your teeth rule (Melanieism)
  - Assume it's there, whether you feel it or not (esp. if you walk in more privileged identities and power)
- Make space, take space
- Expect and accept non-closure (@DBP)

Welcome & Connect (5 minutes)

- In chat, please share:
    - Since we last met, what is one way you've advanced equity in your role?

Impact:
Driving Student-Centered, Measurable Impact.

Impact >> All-Staff Competencies

➔ **Effectively Processing Data:** We stay close to the data of our core work, and develop structures and a cadence of accountability to ensure we're making progress on what matters - and intervening or elevating challenges quickly when we're off-track.

➔ **Grounding Decisions in Data:** We ground decisions in data from our stakeholders - not just our instincts, preferences, or past traditions and develop our team members to do the same.

➔ **Demonstrating humility & transparency.** We are willing to share and learn from data that refutes a previous idea, causes us to change direction, or points out an area of our work that isn't as strong as it should be.

➔ **Centering Parents and Students.** Whenever possible, we center, elevate and seek out parent and student voices, data and perspectives and use them to guide our decisions.

Effectively Processing Data

What We Mean

We stay **close to the data** of our core work, and develop structures and a **cadence of accountability** to ensure we're making progress on what matters - and intervening or elevating challenges quickly when we're off-track.

Thought Exercise - 5 Data Points

Imagine your team could only collect/assess **5** pieces of data to drive your work and determine you were having the right impact.

What data points would you collect? (e.g. # of students attending our check-ins, # of conversations with parents, student enrollment data, % of new hires made within x amount of time, etc)

Why? Be ready to discuss in small groups.

Lead Data vs. Lag Data
From 4 Disciplines of Execution

Lead Data	Lag Data
The daily actions/behaviors/outcomes that you are confident will ladder to your bigger goals and outcomes. **Stay close to this!** **Ex. Parent Engagement** - Number of positive phone calls completed % of key communications translated into Spanish, and sent via 2 or more mediums (text, paper, email, etc) 72 hours or more in advance - Number of attempts to get parents to RSVP for parent conferences	The annual goals or key milestones you measure against long-term. **Keep your eyes on this, but focus more on lead data.** **Ex. Parent Engagement** % of parents who agree they felt in-the-know about key events at the school % of parents who report that their child's teacher cares about their student % of parents who feel welcome in their child's school and classroom

Lead Data vs. Lag Data
From 4 Disciplines of Execution

Lead Data	Lag Data
What are the key lead measures for your role?	What are the lag measures?

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Quick Example: Student Experience Data

You are beginning to believe that some of the students in your caseload are being disciplined inequitably just given the increase in behavioral referrals and phrases in passing you hear students say like some teachers "don't like them" and "put them out the room for nothing" as compared to other students doing similar things in the class. You know that teachers have strong trust with your school leader, so it might be hard to share your insights. How would you go about seeking data to support your conclusions? What data would you look for? How would you use it?

Developing a Cadence of Checking in On Data

- **Stepping back at a regular cadence** to reflect on lead measures and lag measures makes it less high-stakes and makes it easier to take action before goals are off track. Examples:
  - Quarterly business reviews
  - Monthly impact check-ins
  - Weekly (for certain roles) check in on lead measures

- **Question:** How often do you all check-in on lead measures? How? What about lag measures?

Grounding Decisions in Data

Using [Stakeholder] Data to Inform Your Decision-Making

Wherever possible, we don't lean to our gut feelings, opinions, or hunches alone - we use stakeholder input, behavioral data, and other information to drive our decision-making.

We understand the limitations of our expertise and experience and balance our own instincts with information from those impacted by our decisions.

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Small Group Discussion (9 minutes)

- **Name a recent decision in your role or on your team that had a meaningful impact** - on you, on your team, on students, on the org, etc.

- **Talk about the kinds of data that were used** to make the decision. Were they the right data points? If not, what was missing?

- **Optional:** How might the decision have been different if you gathered different data (or used the data you had more effectively)?

Prioritizing Which Decisions to Focus On

Obviously, we don't hold the same standard for all decisions in terms of how much data to use and how profoundly to use it.

Chat me: What factors should signal to us that this is a time to slow down and make sure we're really reflecting on data before making a decision?

Demonstrating Humility and Transparency

#RealTalk Moment

Have you ever had really strong instincts or ideas about a component of your work – how a decision should go, what audience to focus on, a new way of doing things – but when the data came back, you found out your approach fell flat? **Give me words - what feelings were you feeling when you realized your approach was wrong? How about when you thought about sharing your realization with your boss, team, or org?**

In that example how easy/quick was it for you to change directions? Did you make the pivot right away, or did it take you some time to change course? If the latter, why?

Discussion

How can managers and/or CIS Central TX make it easier or more doable for us to own and communicate hard data and pivot when data tells you to?

How can we create more social accountability for humility and transparency about our data?

Centering Parents and Students

Charity vs. Solidarity Work (1 of 2)

	Charity	Solidarity
Why it exists	Deficit narrative; emphasizes needs and insufficiencies in the group supported with limited broader conversation about structures and systems; implies a gap or inability in the group needing support.	Strength narrative; emphasizes the strength and resilience of the group supported and how the structural conditions that exist have set the group at disadvantage and should be disrupted.
Scope of help	`Immediate needs; individual level; indefinitely needed.	Immediate AND long-term needs; systems and scale as well as individual support; working toward a world that is just where this support won't be needed.
Power	Those giving support have power in the relationship; they set the terms, decide what's funded, and decide their support was helpful. Those receiving support are in a lower power position and have to gratefully receive support, whether helpful or not.	Power is shared; individuals that need support have influence over what support is given and can share feedback on impact. Those giving support and those receiving support are equals and allies in disrupting the current injustice and changing the systems to prevent future harm.

	Charity	Solidarity
Accountability	To the org, funders, BOD members and internal goals and measures of quality. Not much emphasis on accountability as determined by those served.	To community members, who ultimately know best what they need, as well as funders, BOD, and internal measures.
Who knows best	Givers are smarter and more informed about the problem - they know what's needed and can best administer it - no need to ask those impacted.	Communities know best what they need. By bringing them in as problem-solving partners and influencers of how funds are used, we get to better solutions.
Why they help	Because we're philanthropic or benevolent, because we feel badly for the recipient, because we know something is wrong with how they're being treated or experiencing life.	Because we believe we are interdependent; that injustice anywhere is a threat to justice everywhere (MLK) and that we have a responsibility to stand up to unjust systems and partner with those harmed by them to find new solutions and mitigate harm.

In a Solidarity Stance, We Value Parent/Student Voice

- **One of the ways we know we're in a solidarity stance is when we're deciding with parents and students, not just for them.** That means building time into our processes to hear from those impacted and design with them in mind.

- **Gathering perspective beats empathy alone.** Sometimes what we would want in a situation isn't what the person we're centering would want, so we don't assume - wherever possible we should gather perspective.

- **Considering downstream impact.** In roles that don't have a clear tie to parents and students, it can be hard to see how we fit. Try to find the downstream impact; when you can't, do what you can to center those *closest* to parents and students, so they can better serve these groups.

Parent and Student Voice Scenario

Jasmine spent hours planning the perfect family night on a Wednesday at 4:30 pm. She recruited her friends to volunteer to decorate and set up the room, she had food from her team's favorite restaurant donated, she planned fun activities for all ages, and had door prizes. She invited all 75 students on her caseload to attend with their families. She sent a colorful invitation home with students one month in advance, and then emailed their families the week before. She expected at least 50 attendees and reserved the school cafeteria for the event in case she had a bigger crowd. Her event started at 4:30 p.m. on a Wednesday night, and for the first 30 minutes, only one family was there. Then two more families came, and a student with his older brother. In all, she had 13 guests. How might including more student and family voice have led to better turnout?

Close out question:
What is one aha from today's session you can take into your work?