What can we expect to get from this module?
Schools that are successful at closing performance gaps between subgroups of students consistently improve the school and classroom practices that allow students to meet or exceed academic standards. A culture of high performance is fostered by a school-wide approach to closing gaps by identifying problems and understanding their “root causes.” School leadership teams attending this training will have a chance to closely examine root causes of problems and research-based solutions within the school.

This training module includes an initial two-day session to provide the conceptual framework and research, followed by three one-day follow-up sessions to support groups as they apply the concepts to their work. This module is not just a training session; it is a series of work sessions for school teams to accomplish the work of improving student performance.

What shouldn’t we expect to get from this module? This module provides some review of basics of data collection and analysis, but assumes that participants already have a basic knowledge of this area.

Who is the training for? This module is for K-12 school teams who are in a position to influence their school’s teaching practices. Secondary audiences include universities and policy makers.

Other SREB leadership modules that support this one. The following modules are suggested prerequisites for this module: Using Data to Lead Change and Building a High-Performance Learning Culture. While not having attended these modules will not be a barrier to mastery of the course objectives, participants who already have attended those two modules will have a richer understanding of the concepts in this module. It is essential that participants have a basic understanding of how to interpret and analyze data.

What will we have to do to get the most from this module? Participants should attend as school teams and must commit to attending four sessions (five days total), completing prework and homework, and completing a portfolio.
**Module Design.** This is a five-day workshop. This training module includes an initial two-day session to provide the conceptual framework and research, followed by three one-day follow-up sessions to support groups as they apply the concepts to their work. Each section is described below.

**Prework.** Participants read two articles about school and classroom practices that make a difference in student achievement. They also gather disaggregated data related to student engagement and achievement and review their school improvement plans.

**What is a Culture of High Performance? (Day One).** In this section of the training, participants are exposed to case studies, research and data that clearly show that school culture can and should be shaped to ensure that all students achieve to their potential and aspirations. Discovery learning techniques are used to ensure that participants gain a deep understanding of the student learning effects of a variety of school practices. Working in small groups, participants use these different sources (case studies, research, and data) to develop their own constructs of the practices that influence equity and achievement.

**Who is failing? How? (Day Two).** School teams begin the process of analysis—specifying, gathering and analyzing data to answer the questions, “Who is achieving? Who is not? What school and classroom practices contribute to gaps in achievement?”

**Homework (self paced).** School teams choose an area of focus (a red flag issue) that will help them address inequities and work on the school’s improvement plan. They gather data to better understand and define the red flag issue.

**How Does Our School’s Culture Contribute to Student Success/Failure? What Practices Need to Change? (Day Three).** In this section, school teams begin the process of root cause analysis—answering the question, “What are the root causes of our red flag issue?” Working in school teams, they will form and organize hypotheses. They will have a chance to share their work and get feedback from other teams.

**Homework (self paced).** School teams begin gathering data from multiple sources to confirm or dispute the suppositions in their root cause analysis.

**Application: Analysis and Planning for New Practices (Day Four).** School teams have a chance to share their efforts to date with the trainer and other schools, getting feedback and initial third-party ideas about additional work. This day includes school team presentations and feedback, followed by several mixed-group activities designed to encourage further analysis and reflection. By the end of this session, they will have an implementation plan.

**Homework (self paced).** School teams work on implementing their plan and gathering data related to its effectiveness.

**Are We On the Right Track? How Can We Tell? (Day Five).** The enthusiasm and ideas that participants gain in training may fade as they face everyday school tasks. In order to ensure that new ideas take hold, professional development efforts must be sustained and embedded. For this reason, teams return for a final session. They present and discuss their work to date, as well as hear how other schools are doing. Participants then learn about monitoring strategies and how to formatively and summatively evaluate their efforts.