

From Listening and Learning to Strategic Action:

Using Street Data to Inform Strategic Planning

“What is measurable is not the same as what is valuable.”

-S. Safir, Street Data

Highline Public Schools

June 2023

Highline Team

Director Carrie Howell, Board Member

Dr. Ivan Duran, Superintendent

Dr. Jenniffer Reinig, Chief Academic Officer

Erinn Bennett, Chief of Staff

Agenda

- Street Data Overview
- Group Question
- Highline's Street Data Journey
- Strategic Plan Development
- Group Discussion/Planning
- Questions or Comments
- Closing Reflection



WHAT IS STREET DATA?

FIGURE 3.2 Levels of Data



Levels of Data



Level 1 Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.



Level 2 Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions), or instructional skill gaps for teachers.

Point us in a slightly more focused direction.

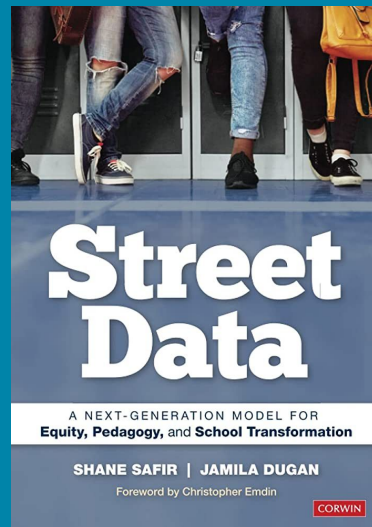


Level 3 Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.

- Require focused listening and observation.
- Inform and shape our next moves.



Audience Discussion

Think of a time that you felt
valued or proud.

How did this experience
impact you?



“When we ground our leadership moves at the street level, we get critical insight into what’s working and what’s not.”

- *Street Data, 2021*

Street Data Collection



You will learn to listen deeply to voices at the margins, uncover the root causes of inequities, reimagine your current approaches in partnership with key stakeholders, and move a change agenda with courage.

- Street Data (2021)

TYPES OF STREET DATA





OUR STREET DATA JOURNEY (SO FAR)

OUR PROMISE


Every student in
Highline Public
Schools is known by
name, strength and
need, and graduates
prepared for the
future they choose.



District Practices

- Shift practice of principal supervisors in schools
- Social Emotional Learning Advisory Group
- Staff/Student Profile
- Examining effectiveness of SBG through walkthroughs and listening sessions
- Student Leadership Team's feedback guiding Strategic Plan Advisory Groups and Profile of a Graduate development

Board Practices

- *Street Data* book study at every board retreat
 - Adjustments to school presentations at board meetings
 - Participation in regional "Elevating Youth of Color Voice Leadership Series"
 - Strategic Plan Objectives
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Learnings

- Street data allowed us to operationalize our equity lens
- Importance of learning about different types of data together - find a common language
- Don't reduce students to satellite data - slow down and listen to your students and families
- Importance of redesigning systems that center student voice



Strategic Plan Development

Oct. - Nov. 2022

Listening Tour

7 Community Meetings

27 Focus Groups

Superintendent
Student Leadership
Team

Initiative Mapping

Nov. - Dec. 2022

Analyze Feedback
and Develop
Report

Jan. - June 2023

Share What We
Learned

Gather Feedback
on Draft Goals

3 Advisory Groups

Strategic Plan
Update - Goals &
Key Results

Listening Tour Feedback

We have many things to be proud of in Highline. Some of our strengths include:

- Students report being known by name and having at least one meaningful relationship with an adult at their school
- Students can articulate their strengths and feel their strengths are acknowledged by adults
- Families express a deep sense of gratitude and growing satisfaction with Highline
- Staff and board members share a deep dedication to the communities they serve and to equitable practice and policy



Listening Tour Feedback

The listening tour also highlighted areas where we need to improve. In Highline, we must:

- Ensure every student feels safe and welcome at school and address bullying
- Provide academic experiences that stretch and challenge students and prepare them for future success
- Improve policies, practices and programs to provide consistent support to students receiving special education services
- Strengthen the partnership between schools and central office in support of students
- Recommit to the Highline Promise to achieve equity and focus our efforts on the strategic plan goals
- Offer equitable opportunities to students across schools



Advisory Groups

- Elementary, Middle and High School Groups
- Purpose: Wanted to learn about, and build upon, the current work
- Prioritized student voice
- Spent one meeting on each draft goal
- Advisory Groups' feedback will inform future decisions





CULTURE OF BELONGING

A culture where all are welcome, valued, and safe



INNOVATIVE LEARNING

Academic experiences that engage, empower, and challenge every student



BILINGUAL & BILITERATE

Multicultural skills that enable students to live, work, and communicate across cultures



FUTURE READY

Students explore possibilities and develop mindsets that prepare them for a changing future

Our Promise: Every student is known by name, strength and need, and graduates prepared for the future they choose.

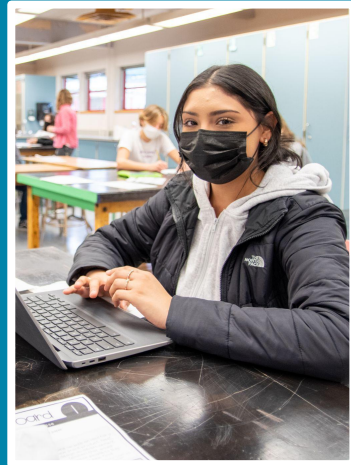
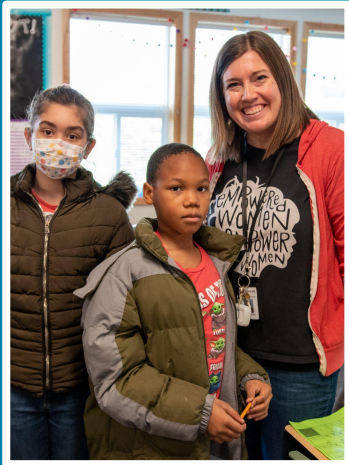
Profile of a Graduate



Our Promise: Every student is known by name, strength and need, and graduates prepared for the future they choose.

Moving Forward

- **Continue Strategic Plan Development** - What does success look like? Take time to intentionally develop measures beyond satellite data
- **Progress Monitoring** - Regular check-ins with a diverse group of stakeholders
- **Continue to Elevate Student Voice** - Superintendent's Student Leadership Team supporting the development of a Profile of a Graduate
- **Secondary Redesign** using a community design process (including students)



AUDIENCE DISCUSSION

- What are your district's current operational structures to engage with students and families?
- What types of data are you leveraging from these opportunities?
- How might you generate additional street level data to support your efforts?

10 Tips to Collect Street Data

1. Audio feedback interviews
2. Listening campaigns
3. Equity participation tracker
4. Ethnographies
5. Fishbowls
6. Home visits
7. Shadow a student
8. Equity-focused class scan
9. Structured meeting observations
10. Student-led community walks

Questions?

Highline Public Schools
June 2023

CLOSING REFLECTION

Consider the times when you felt happy and valued. How might you create opportunities for those that you work alongside to feel these ways?

RESOURCES

- Safir, Shane and Dugan, Jamila. *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*. Corwin. 2021
- Curtis, Rachel E. and City, Elizabeth A. *Strategy in Action: How School Systems Can Support Powerful Learning and Teaching*. Harvard Education Press. 2009
- Center for Educational Leadership (CEL): <https://k-12leadership.org/>
- Transcend: <https://transcendededucation.org/>