

# AMERICA ACHIEVES

GLOBAL LEARNING NETWORK

**Learning from Your OECD Test for Schools (based on PISA) Results and Charting the Path to Success:**

**A MEETING PLANNING GUIDE**



**AMERICA ACHIEVES** is a nonprofit organization dedicated to inspiring and equipping Americans to raise the bar in education and drive investment in what works so that each young person can succeed in a changing world.

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# INTRODUCTION

In 2014, America Achieves launched the Global Learning Network (GLN), a learning community for schools and districts that are participating in the [OECD Test for Schools \(based on PISA\)](#). This assessment provides actionable school-level data that enables school and district leaders to identify areas of strength and areas for growth in light of their performance compared with global peers. The true value of the OECD Test for Schools lies in its role as a powerful tool that prompts deep reflection and discussion regarding the ways in which schools and districts can use their results to drive high student achievement.

Through the work of the Global Learning Network, America Achieves has learned that it is critical for school and district leaders to set aside time to better understand assessment results, learn about global best practices,

and identify actions that the schools and districts will take in response to the results. GLN Leadership Council members and others have already planned and hosted, with support from America Achieves, one or more work sessions for GLN members in their geographic region or within their district. To facilitate these conversations in districts and regions across the country, America Achieves created this guide to assist Global Learning Network members in the planning and execution of these district and regional (multi-district) discussions. It includes a number of templates that can be adapted, as well as a growing list of examples from the work sessions and presentations that have taken place in districts and schools across the country. This guide will live online and will be updated frequently to reflect the most up-to-date information and materials.

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## Leadership Council Members

- Jack Dale, Chair
- Alvin Wilbanks, Gwinnett County Public Schools, GA
- Daniel Gohl, Houston Independent School District, TX
- Geoffrey Sanderson, Montgomery County Public Schools, MD
- Jack Bierwirth, Herricks Public Schools, NY
- Jack Hayes, Fayette County Public Schools, KY
- Jose Huerta, Garfield High School, Los Angeles Unified School District, CA
- Karen Garza, Fairfax County Public Schools, VA
- Lisa Wilson, Blue Valley School District, KS
- Pat Deklotz, Kettle Moraine School District, WI
- Randy Willis, Granger Independent School District, TX
- Terri Breeden, Loudoun County Public Schools, VA
- Tim Mills, Bellevue School District, WA

America Achieves is grateful to the members of the **Global Learning Network Leadership Council** for their invaluable feedback during the production of this guide.



# ABOUT THE GLOBAL LEARNING NETWORK

The Global Learning Network, an initiative of America Achieves, is an authentic learning community of well-respected educators and district leaders who have participated in the OECD Test for Schools and adopted global best practices, including holding all students to high standards, to ensure that all students meet the higher bar. These educators and district leaders serve as spokespeople for this approach, cultivating champions for this work in their communities and showing the nation that helping all students make dramatic progress is not only critical to our global competitiveness, it is also achievable. The Global Learning Network maintains a relentless focus on

continuous improvement, consistently adjusting the support provided to most effectively meet school and district partners' needs. All work of the GLN is guided by the exemplary leaders on our Leadership Council.

**TIP**

Read more about the OECD Test for Schools (based on PISA) [HERE](#)



## SUPPORTING PRACTICE SHIFTS

In going about this work, GLN participants can take a variety of approaches to learning from their OECD Test for Schools results to inform practice shifts. A number of school and district leaders who embarked on this challenge a year or more ago have shared strategies, tips, and tools that may facilitate your efforts. Regardless of the approach taken, these leaders agree that the work must be inclusive, with deep involvement from middle and high school educators. There is also universal agreement that this work needs to be seen as a long-term process that includes the leadership and structures required to facilitate a series of conversations and work sessions, involving elementary, middle, and high school leaders.

Many have found regional meetings to be an effective component of their efforts to use their results to implement successful practice shifts. Regional meetings provide a valuable forum for participants to learn more about how their school's results compare with similar schools in the region and the steps that high performers have taken to enable students to perform at the highest levels on the OECD Test for Schools. The opportunities to engage with counterparts from other schools and districts help to create local networks that support leaders as they take steps to make improvements within their school or district. The conversations always reveal that everyone has something to teach, and everyone has something to learn.



# REGIONAL AND DISTRICT MEETING OBJECTIVES, SCOPE, AND DESIGN

The peer learning and improvement that lie at the heart of this effort will take place over many months, if not years. Below we outline the meeting objectives, scope, and design. This is too much content to cover in a single day, so we recommend a two- to three-day meeting or multiple sessions over a period of months. Consider scheduling your regional or district meeting during the summer as participants will likely have more flexibility and will be able to devote more time to this work during those months.

## MEETING OBJECTIVES

There are three primary objectives for these meetings.

### Objectives

- 1. Deepen understanding** of test results and their potential for spurring practice shifts.
- 2. Identify** specific levers and related **actions**, both with regard to policy and to practice shifts that can be taken based on lessons learned from test participation.
- 3. Establish a learning community** through which participants can share ideas and work together to improve teaching and learning. This community begins with the regional or district meeting and will require ongoing effort and a continued commitment to fully develop and maintain it.

## MEETING SCOPE

In your OECD Test for Schools school report, results from your school are presented in four sections, all of which should be central points of focus during your discussions:

### **What Students at Your School Know and Can Do in Reading, Mathematics and Science**

#### *OECD Test for Schools School Report – Section 2*

This section includes information on school performance in terms of school-level means and students' distribution in the PISA proficiency levels. It also shows school performance compared with schools across the country with similar student socioeconomic backgrounds.

### **Student Engagement and the Learning Environment at Your School**

#### *OECD Test for Schools School Report – Section 3*

This section includes information on teacher-student relations at your school, the disciplinary climate in classrooms, and student attitudes toward learning. All of this information is gathered through responses students provided to contextual questionnaires. Additional information is provided to explain the relationship between these elements and student performance.

## **Your School Compared With Similar Schools in Your Country**

### *OECD Test for Schools School Report – Section 4*

This section includes information on the relationship between the socioeconomic status of students at your school and their performance relative to students and schools in your country based on PISA results.

## **Your School’s Results in an International Context**

### *OECD Test for Schools School Report – Section 5*

This section includes information that places your school’s results in an international context for benchmarking.

## **INTRODUCTION TO MEETING DESIGN**

Each district and region will have differing levels of familiarity with their results. We recommend that the meeting organizer share the [Participant Readiness Questionnaire](#) in advance of the meeting to determine attendees’ familiarity with their results. Depending upon attendee familiarity with results, the content outlined in this guide may be covered during a single seven- to eight-hour meeting, a two-day session, or a series of meetings.

## **PROPOSED AGENDA TOPICS**

- Welcome, Introductions, and Overview of Outcomes for the Day
- Block 1: Overview of the Value of the OECD Test for Schools
- Block 2: Unpacking Assessment Results: Academic Content Areas and Student Engagement and the Learning Environment
- Block 3: Charting a Path Forward: Identifying Areas of Strength and Challenge and Appropriate Action Steps
- Block 4: Reflection and Next Steps

America Achieves has created the [Pre-work, Planning, and Reflection Guide](#) to help participants prepare for regional meetings. The worksheet walks participants through their results report and prompts reflection on the following topics to promote engaging discussion during regional or district meetings:

1. Overview of Your Results
2. Identify Your Strengths and Challenges
3. Prioritize Your Areas of Focus and Models to Learn From
4. Plan, Act, Monitor, and Reflect

It is highly recommended that you ask participants to complete sections 1 and 2 of this worksheet before the meeting.



# MEETING PLANNING TIPS AND CHECKLIST

Use this checklist and collection of resources as a guide to design your meeting to fulfill the needs of your participants. For some, a tighter structure may work best, whereas others will prefer a less structured approach. Either can work.

**Establish regional meeting planning team 12 weeks in advance**

**Identify and reach out to any co-hosts and partners 12 weeks in advance**

**Set date, time, and location a minimum of 10 weeks in advance**

- Consider a site with space for small group/ breakout sessions in addition to larger, full-group sessions.

**Build invitation list a minimum of 8 weeks in advance**

- Work with America Achieves, if needed, to develop a list of OECD Test for Schools participants throughout the region. See “Who should attend my meeting?” box at right.
- Identify any special guests.

**Draft and send invitation a minimum of 8 weeks in advance**

- Refer to the [Sample Invitation](#).

**NOTE:** To maximize the impact of the OECD Test for Schools data, it is crucial that leaders at the middle school and elementary school levels are involved in the discussion. Therefore, participants should be encouraged to invite representatives from the middle school and elementary school levels within their district to attend as well.

- Ask participants to engage in pre-meeting reflection and work. Include the [Pre-work, Planning, and Reflection Guide](#) and/or the [EdLeader21 OECD Test for Schools Toolkit](#) as appropriate.
- Ask all participants to bring a copy of their school report with them to the meeting.
- Ask all participants to complete the [Participant Readiness Questionnaire](#).

## WHO SHOULD ATTEND MY MEETING

Your group of participants will vary, but will ideally include:

- **Superintendents**
- **Assistant/Associate Superintendents for Instruction**
- **High School Principals**
- **Middle School Principals**
- **Elementary School Curriculum and Instructional Leaders**
- **Middle and High School Department Chairs and Teachers – English, Math, and Science**
- **Middle and High School Counselors**
- **Central Office Curriculum Leaders**

**Develop agenda (the pages that follow outline a proposed agenda)**

- Acknowledge up front that there are likely participants who are still feeling a little overwhelmed by their results and who could benefit from spending the better part of the day building a deep understanding of what their results mean and the areas of strength and/or improvement that they highlight. Others probably feel like they have sufficient understanding of their report and are ready to work together to design concrete practice and/or policy shifts. The [Participant Readiness Questionnaire](#) will provide insight into how familiar attendees are with their results.
- Consider how best to divide time between full-group discussions and smaller group/table-top discussions designed for district leaders and school leaders. Incorporate special guests, partners, and other presenters as appropriate.
- Plan for any presenter preparation that may be needed.

 **Map out meeting set-up, AV needs, catering, materials, staffing and assignments, etc.**

- Make copies of handouts, name tags, etc.

 **Share final agenda and details with participants** **Facilitate regional meeting**

- Please have attendees sign in using the [Sign-in Sheet Template](#)

 **Gather survey/meeting evaluation responses**

- Use the [Sample Evaluation Form](#)

 **Provide ongoing leadership and support for collaboration**

## Designing Each Regional or District Meeting Session

Below you will find a suggested agenda for your regional or district meeting session. **Please note that this agenda is merely a guide; it can and should be adjusted to meet the needs of your district or region. For most groups, the content outlined below will be too much to cover in a single day, so you may pick the topics that are most relevant to your audience or consider having a two-day meeting or series of meetings.**

View the [Sample Slide Deck](#) for the day

### WELCOME, INTRODUCTIONS, AND OVERVIEW OF OUTCOMES FOR THE DAY

**SUGGESTED TIME: ~30 mins**

<b>Format</b>	All participants; seated by school/district
<b>Suggested Materials</b>	Questions for icebreakers

#### TIP

Start with an icebreaker to ease participants into the interactive discussion that will follow

### SUGGESTED AGENDA

Topic	Facilitation Notes
Open meeting; welcome guests	• None
Facilitate introductions	
Icebreaker (optional)	
Establish expectations for the day, including key objectives, flow of the day, etc.	
Establish group norms, including with regard to constructive, collaborative conversation and confidentiality as appropriate.	

## BLOCK 1: OVERVIEW OF THE VALUE OF THE OECD TEST FOR SCHOOLS

**SUGGESTED TIME: ~45 mins**

<b>Format</b>	<ul style="list-style-type: none"> <li>All participants; seated by school/district</li> <li>Host district staff may be assigned as discussion facilitators at each table</li> </ul>
<b>Suggested Materials</b>	<ul style="list-style-type: none"> <li><a href="#">EdLeader21 OECD Test for Schools Toolkit</a></li> <li><a href="#">Pre-work, Planning, and Reflection Guide</a></li> <li>Results reports (participants to bring)</li> </ul>

### TIP

This block could be made optional for those who have already spent considerable time studying their school's results.

### SUGGESTED BLOCK 1 AGENDA

Topic	Facilitation Notes
<b>The OECD Test for Schools</b> <ol style="list-style-type: none"> <li>What is it?</li> <li>What does it measure and how?</li> <li>How can we use the results to better prepare students?</li> </ol>	<ul style="list-style-type: none"> <li>Utilize the OECD Video on the Test for Schools featuring Andreas Schleicher (found on slide 6 in the <a href="#">Sample Slide Deck</a>)</li> </ul>



## BLOCK 2: UNPACKING ASSESSMENT RESULTS: ACADEMIC CONTENT AREAS AND STUDENT ENGAGEMENT AND THE LEARNING ENVIRONMENT

### SUGGESTED TIME: 2.5 to 3 hours

<b>Format</b>	<ul style="list-style-type: none"> <li>• All participants; seated by school/district</li> <li>• Host district staff may be assigned as discussion facilitators at each table</li> </ul>
<b>Suggested Materials</b>	<ul style="list-style-type: none"> <li>• <a href="#">Breakout Session Guide</a> (optional)</li> <li>• <a href="#">EdLeader21 OECD Test for Schools Toolkit</a></li> <li>• <a href="#">OECD Test for Schools Sample Questions</a></li> <li>• <a href="#">Pre-work, Planning, and Reflection Guide</a></li> <li>• Results reports (participants to bring)</li> </ul>

#### TIP

This block could be made optional for those who have already spent considerable time studying their school's results.

### SUGGESTED BLOCK 2 AGENDA

Topic	Facilitation Notes
<b>Understanding What the OECD Test for Schools Asks of Students</b>	<ul style="list-style-type: none"> <li>• Ask each participant to select and read any two of the sample test prompts and the description of what students can do at each of the six levels of proficiency, which can be accessed on the OECD website <a href="#">here</a>. Consider having copies of the prompts available on participant tables for easy access.</li> </ul>

## SUGGESTED BLOCK 2 AGENDA CONTINUED

Topic	Facilitation Notes
<p><b>Think-Pair-Share: What is different about the OECD Test for Schools?</b></p>	<ul style="list-style-type: none"> <li>• Ask participants to turn to their neighbor and discuss the following questions:               <ul style="list-style-type: none"> <li>• How do these problems compare to problems on other tests that you administer?</li> <li>• Think about the prompts and scoring rubrics you have just considered and those that you have from other assessments (e.g., SBAC, PARCC, other state-wide tests). How does this text differ in terms of purpose? Usefulness?</li> </ul> </li> </ul>
<p><b>Full-Group Discussion: Why this test? Where does it fit within your agenda?</b></p>	<ul style="list-style-type: none"> <li>• Ask one or more participants from each table to answer the following questions:               <ul style="list-style-type: none"> <li>• Why this test?                   <ul style="list-style-type: none"> <li>• How does the information provided in the results report differ from the information you get from other assessments?</li> <li>• How does your work in support of and resulting from your OECD Test for Schools participation align with other efforts in your school and district to improve student outcomes?</li> </ul> </li> </ul> </li> <li>• Depending on the testing landscape in the region, participants may find information on how performance on PISA relates to achievement on the ACT and/or Common Core assessments interesting. The following materials provide useful information:               <ul style="list-style-type: none"> <li>• <a href="#">Common Core State Standards in Reading and Writing as Compared to PISA Proficiency Levels in Reading and Science</a> (created by Herricks Public Schools, NY)</li> <li>• <a href="#">Alignment Analysis: PISA and the Common Core State Standards</a> (created by Student Achievement Partners)</li> <li>• <a href="#">Technical Manual for the PLAN-PISA International Benchmarking Linking Study</a> (presented by ACT, Inc.)</li> </ul> </li> </ul>

## SUGGESTED BLOCK 2 AGENDA CONTINUED

Topic	Facilitation Notes
<b>Data Organization and Analysis</b>	<ul style="list-style-type: none"> <li>• Talk through the three buckets identified on p. 21 of the <a href="#">EdLeader21 OECD Test for Schools Toolkit</a>:               <ol style="list-style-type: none"> <li>1) Domains, competencies, and attitudes that are being measured and reported on</li> <li>2) Details of information about performance</li> <li>3) The norm groups with which your students are compared</li> </ol> </li> </ul>
<b>Individual Reflection: Common Mistakes to Avoid</b>	<ul style="list-style-type: none"> <li>• Ask participants to spend 6-8 minutes reading and reflecting on the <b>Avoid Common Mistakes</b> section on page 18-20 of the <a href="#">EdLeader21 OECD Test for Schools Toolkit</a> (distribute as handouts or make the entire Toolkit available)</li> </ul>
<b>Useful Data</b>	<ul style="list-style-type: none"> <li>• Talk through <b>Identify Compelling Data Points</b> on page 22 of the <a href="#">EdLeader21 OECD Test for Schools Toolkit</a>. These are points that pilot participants identified as the most useful for their school and district improvement work:               <ul style="list-style-type: none"> <li>• Your school’s mean performance in the three domains: reading, mathematics, and science</li> <li>• Levels of proficiency of students at your school</li> <li>• Reader profiles at your school and in the United States.</li> <li>• Teacher-student relations at your school</li> <li>• Students’ instrumental motivation in math and science</li> <li>• Students’ self-efficacy in math and science</li> </ul> </li> <li>• Ask participants to identify any other data elements that they have found to be most useful.</li> </ul>

## SUGGESTED BLOCK 2 AGENDA CONTINUED

Topic	Facilitation Notes
<p><b>Individual Reflection: Student Content Area Performance in Your School</b></p>	<ul style="list-style-type: none"> <li>• Ask participants to refer to their <a href="#">Pre-work, Planning, and Reflection Guide</a> to briefly reflect on the performance of students in their school or district on one of the content areas of the test (preferably corresponding to the content area of the sample question(s) that they read, though not essential) and to jot down responses to the following questions:             <ul style="list-style-type: none"> <li>• Which chart or data element in your report(s) is most eye-opening or insightful for you? Why?</li> <li>• What does it tell you about the performance of your students?</li> <li>• How are students in your school or district doing compared to students in other nations? Others with a similar economic profile?</li> <li>• What is one question about your results that you would like to have answered today?</li> </ul> </li> </ul>
<p><b>Group Discussion: Key Challenges and Questions</b></p>	<ul style="list-style-type: none"> <li>• Ask participants to share the following with the group (it may be helpful to ask participants to refer to their <a href="#">Pre-work, Planning, and Reflection Guide</a>):             <ul style="list-style-type: none"> <li>• What is one challenge that you have already encountered in understanding test results?</li> <li>• Which finding was most surprising to you in the academic content area results?</li> <li>• Given your academic content area results, where would you like to focus your efforts this school year?</li> </ul> </li> </ul>





## SUGGESTED BLOCK 2 AGENDA CONTINUED

Topic	Facilitation Notes
<b>Individual Reflection: Student Survey Responses</b>	<ul style="list-style-type: none"> <li>• Provide a brief overview of the student survey component of the assessment.</li> <li>• Ask each participant to spend 3-4 minutes reflecting on their student survey responses using their <a href="#">Pre-work, Planning, and Reflection Guide</a> <ul style="list-style-type: none"> <li>• What do they tell you about the learning environment?</li> <li>• Are teacher-student relationships at your school/district statistically better or worse than those in the region? In the United States?</li> <li>• What is the relationship between student perceptions of learning and student outcomes in math and science?</li> <li>• What is the relationship between the disciplinary climate in your math and reading classes and student performance in these content areas?</li> </ul> </li> <li>• Ask participants to turn back to their partner and discuss the following questions:           <ul style="list-style-type: none"> <li>• Which chart or data element in your report(s) is most eye-opening or insightful for you? Why?</li> <li>• What is one question about your results that you would like to have answered today?</li> </ul> </li> <li>• Ask one or more participants from each table to share one takeaway from their review of the prompts and data.</li> </ul>
<b>Group Discussion: Key Challenges and Questions</b>	<ul style="list-style-type: none"> <li>• Using their <a href="#">Pre-work, Planning, and Reflection Guide</a> ask participants to share the following with the group:           <ul style="list-style-type: none"> <li>• What is one challenge that you have already encountered in understanding test results?</li> <li>• Which finding was most surprising to you in the academic content area results?</li> <li>• Given your academic content area results, where would you like to focus your efforts this school year?</li> </ul> </li> </ul>

## SUGGESTED BLOCK 2 AGENDA CONTINUED

Topic	Facilitation Notes
<b>Presentation of Regional or District Results</b>	<ul style="list-style-type: none"> <li>• America Achieves presentation of regional results               <ul style="list-style-type: none"> <li>• How did schools in the region perform in each subject area?</li> <li>• Where is performance significantly above or below the regression line?</li> <li>• What can we learn from the perceptions students shared regarding their learning environment?</li> <li>• How does performance within our region look when compared to the GLN as a whole and compared with other nations?</li> </ul> </li> <li>• Facilitate Q&amp;A on the regional results.</li> </ul>

**Optional:** Following this block, you may opt to have breakout sessions (~60 minutes) on each tested subject – reading, mathematics, and science – and student engagement and the learning environment. Representatives from high-performing schools in the region, identified in the presentation of regional data, can be asked to lead each session and to engage participants in a discussion on the practices that support positive student engagement and performance.



## BLOCK 3: CHARTING A PATH FORWARD: IDENTIFYING AREAS OF STRENGTH AND CHALLENGE AND APPROPRIATE ACTION STEPS

**SUGGESTED TIME: 2.5 to 3 hours**

<b>Format</b>	<ul style="list-style-type: none"> <li>• All participants; seated by school/district</li> <li>• Host district staff may be assigned as discussion facilitators at each table</li> </ul>
<b>Suggested Materials</b>	<ul style="list-style-type: none"> <li>• PISA 2012 Results: Four Volumes             <ol style="list-style-type: none"> <li>1. <a href="#">What Students Know and Can Do: Student Performance in Mathematics, Reading and Science</a></li> <li>2. <a href="#">Excellence through Equity: Giving Every Student the Chance to Succeed</a></li> <li>3. <a href="#">Ready to Learn: Student Engagement, Attitudes and Motivation</a></li> <li>4. <a href="#">What Makes a School Successful? Resources, Policies and Practices</a></li> </ol> </li> <li>• <a href="#">Pre-work, Planning, and Reflection Guide</a></li> <li>• <a href="#">Strong Performers and Successful Reformers in Education</a> (Pearson Foundation video series)</li> </ul>

### TIPS

Consider enlisting schools that took action in response to their results and saw improvement to share the best practices they adopted that contributed to improved student outcomes.

## SUGGESTED BLOCK 3 AGENDA

Topic	Facilitation Notes
<b>Framework for Analysis and Planning</b>	<ul style="list-style-type: none"> <li>• Have participants use section 3 of the <a href="#">Pre-work, Planning, and Reflection Guide</a> to identify areas of strength and challenge.</li> <li>• Review the framework to set the stage for the discussion using the four volumes of PISA 2012 results:               <ol style="list-style-type: none"> <li>1. <a href="#">What Students Know and Can Do: Student Performance in Mathematics, Reading and Science</a></li> <li>2. <a href="#">Excellence through Equity: Giving Every Student the Chance to Succeed</a></li> <li>3. <a href="#">Ready to Learn: Student Engagement, Attitudes and Motivation</a></li> <li>4. <a href="#">What Makes a School Successful? Resources, Policies and Practices</a></li> </ol> </li> </ul>
<b>Highlights of Lessons from OECD High Performers</b>	<ul style="list-style-type: none"> <li>• Talk through the OECD slides (slides 38-46) in <a href="#">Sample Slide Deck</a>. For each set, select and play one or more clips from the video series <a href="#">Strong Performers and Successful Reformers in Education</a>.</li> <li>• Ask participants to use the <a href="#">Pre-work, Planning, and Reflection Guide</a> to write down specific actions that they or other U.S. district leaders are taking to make schools more successful. Participants should identify one concrete step they will take to implement one of these best practices in their school or district.</li> </ul>
<b>Group Discussion: Identifying and Vetting Policy Levers and Practice Shifts</b>	<ul style="list-style-type: none"> <li>• Lead discussion on district policy levers and practice shifts.               <ul style="list-style-type: none"> <li>• How can district and school leaders help practitioners understand how shifts in practices are tied to school/district vision and goals?</li> <li>• What are the main areas that this regional network should focus on moving forward?</li> <li>• What are the main areas that you would like your individual district or school to focus on?</li> </ul> </li> </ul>
<b>Group Activity</b>	<ul style="list-style-type: none"> <li>• Note positive practices and challenges/barriers on colored sticky notes. Highlight interesting examples, trends, etc.</li> <li>• Facilitate group discussion on goals for this work, aligning with district agenda, and ideas for ongoing regional collaboration.</li> </ul>



## BLOCK 4: REFLECTION AND NEXT STEPS

### SUGGESTED TIME: ~1 hour

<b>Format</b>	<ul style="list-style-type: none"> <li>All participants; seated by school/district</li> <li>Host district staff may be assigned as discussion facilitators at each table</li> </ul>
<b>Suggested Materials</b>	<ul style="list-style-type: none"> <li><a href="#">Pre-work, Planning, and Reflection Guide</a></li> <li>Large chart paper on which to capture actions each district will take.</li> </ul>

#### TIP

This block could be made optional for those who have already spent considerable time studying their school's results.

### SUGGESTED BLOCK 4 AGENDA

Topic	Facilitation Notes
<b>Using Your Understanding and the Data to Inform Shifts in Policy and Practice</b>	<ul style="list-style-type: none"> <li>Set aside time for schools/districts to identify areas of focus and plan out their next steps in as much detail as possible using the their <a href="#">Pre-work, Planning, and Reflection Guide</a>.</li> <li>Ask three or four participants (district and school leaders) to volunteer to respond to the following: <ul style="list-style-type: none"> <li>Identify a specific data point or graphic from your results that you have found to be most compelling/most useful for school and district improvement work.</li> <li>Share how you have used the data and how you have changed or plan to change practices in response to it.</li> <li>Identify one concrete step you might take when you leave here to use information in your report(s) to change practice or policy. Draw upon the international best practices shared in the previous session and lessons learned from schools that have made improvements.</li> <li>Each district or school group should write the concrete step on a large piece of chart paper and be prepared to share it with the group at the end of the session.</li> <li>Identify the steps that you will take to share this work with a larger network and create opportunities for learning on a larger continuum.</li> </ul> </li> </ul>

**SUGGESTED BLOCK 4 AGENDA CONTINUED**

Topic	Facilitation Notes
<p><b>Whole Group Discussion</b></p>	<ul style="list-style-type: none"> <li>• What were your biggest takeaways from this convening in terms of how you can facilitate school level learning?                             <ul style="list-style-type: none"> <li>• What are the concrete next steps you will take to enable your schools to come together and learn from one another?</li> </ul> </li> <li>• What questions do you still have?                             <ul style="list-style-type: none"> <li>• Are there next steps that you would like to see this group take?</li> <li>• Are there next steps you would like to see from America Achieves' Global Learning Network?</li> </ul> </li> </ul>

**HAVE FEEDBACK TO SHARE?**

Contact us at [globallearningnetwork@americaachieves.org](mailto:globallearningnetwork@americaachieves.org)



# APPENDIX

## Pre-Meeting Planning Materials

- [Participant Readiness Questionnaire](#)
- [Pre-work, Planning, and Reflection Guide](#)
- [Sample Invitation](#)
- [Sign-in Sheet Template](#)

## Meeting Materials

- [Alignment Analysis: PISA and the Common Core State Standards](#) (created by Student Achievement Partners)
- [Breakout Session Guide](#)
- [Common Core State Standards in Reading and Writing as Compared to PISA Proficiency Levels in Reading and Science](#) (created by Herricks Public Schools, NY)
- [EdLeader21 OECD Test for Schools Toolkit](#)
- [OECD Test for Schools Sample Questions](#)
- PISA 2012 Results: Four Volumes
  1. [What Students Know and Can Do: Student Performance in Mathematics, Reading and Science](#)
  2. [Excellence through Equity: Giving Every Student the Chance to Succeed](#)
  3. [Ready to Learn: Student Engagement, Attitudes and Motivation](#)
  4. [What Makes a School Successful? Resources, Policies and Practices](#)
- [Pre-work, Planning and Reflection Guide](#)
- [Sample Slide Deck](#)
- [Strong Performers and Successful Reformers in Education](#) (Pearson Foundation video series)
- [Technical Manual for the PLAN-PISA International Benchmarking Linking Study](#) (presented by ACT, Inc.)

## Post-Meeting Materials

- [Pre-work, Planning, and Reflection Guide](#)
- [Sample Evaluation Form](#)