Insight to Impact Data Day Takeaway Document

This document summarizes the transcript from the Data Day Training Session that TEA hosted on January 29, 2026. 87 EPP community members attended.

I. Panel Introduction

Introductions: Our Esteemed Panel

Dr. Lecia Eubanks
Executive Director of Academic Programs
Teach Us

Mrs. Rebecca Saiz, M.Ed
Executive Director of Educator Preparation
Lone Star College

Dr. Casey Brown
Associate Dean for Academic Assessment & Accountability
Sam Houston State University

Dr. Lecia Eubanks From Teach Us: Teach Us is a mostly asynchronous online program with candidates throughout the state of Texas, also offering some synchronous components. Eubanks has a background of more than 20 years in public education, worked at Teach Us for about three years, and has also spent time in the private sector at Pearson.

Mrs. Rebecca Saiz, M.Ed From Lone Star College: Saiz's EPP offers an alternative teaching certification program, but will launch a bachelor's program in Early Childhood with certification area DC-6. Saiz began in the classroom, teaching for more than 20 years before becoming the Executive Director at Lone Star College.

Dr. Casey Brown From Sam Houston St.: Sam Houston State has four departments in its EPP, including counselor education, educational leadership,

library science and technology, and a school of teaching and learning. The university offers multiple services and research centers, a charter school, as well as hybrid and online options. Brown has spent 30 years in education.

II.   Data Day Definition
From your perspective, can you define what a Data Day is and describe what it looks like?

Dr. Brown: The theme always revolves around continuous improvement: what decisions they are trying to make, where there are gaps, growth, and opportunities for next steps. They will start the day with breakfast, listen to a keynote speaker, and learn from an assessment professional and researcher who studies institutional health and best practices for course and program-level assessments. Then, they discuss how powerful negative narratives are in higher education assessment before moving into breakout sessions on unit and programmatic data. In addition, they use Insight to Impact data collection tools and data analysis before concluding with time for faculty and staff to meet about departmental and programmatic data. A big focus is placed on closing the loop, continuous improvement, and providing time and space for critical discussions.

Saiz: At Lone Star, the staff has been hosting intentional Data Days at the end of the semester. Since it's a new team that's only been together for six months, they're looking to examine data that came before their arrival so they can recognize where they were and how they can move forward. The last Data Day was in December, right before Christmas break. The staff intentionally looked at student and principal surveys to examine where improvement can be made using data-driven decisions. What data they examine depends on who is at the table. In the fall, it was the certification staff, but the faculty will attend the meeting in the spring. After a full year, it presents an opportune time to look at their curriculum and evaluate the positives and negatives of it. Saiz states that it's not always about trying to figure out what needs to change, but highlighting the things that they've done well in a mindful and strategic way with their data.

Dr. Eubanks: For Teach Us, it's not a compliance briefing or a technical training. It's a bridge between data and decision-making.

III.   Data Day Attendees/Personnel
Who is the driver/organizer of your Data Day? How do you create opportunities for staff input in planning? And who attended it?

Dr. Brown: They formed an assessment committee to have ownership, buy-in, and to have discussions and meetings. They also create an additional survey after the session and ask for feedback to share examples of their data collection processes, the tools they use, the analysis techniques they use, actions, systems, and successes.

Dr. Eubanks: The staff is given a targeted focus at Data Day meetings to prioritize in the data and is asked to create strategies of what to do to help boost improvement in those areas. That focus helps the staff collaborate on those strategies.

Saiz: Her staff encourages participation by inviting them to eat, relax, be a part of a team, and have open conversations. She encourages openness so staff are comfortable with providing feedback, focusing on what's going right, not what's going wrong, so it never results in a "gotcha session."

Who attends your Data Days?

Dr. Brown: It's open college-wide for staff and faculty members, but now additional sessions and roundtables are being provided for college staff members, with the goal of Data Days expanding, but still student-focused and programmatic.

Saiz: The wrap-up meeting in December is staff-focused, while the one in the spring invites more participation in the discussion from the faculty. A governance meeting with external stakeholders takes place in October, so data can be presented to them with the hope of receiving helpful feedback.

Dr. Eubanks: It's required for the entire academic team, but it's open to the entire organization for data transparency. For enrollment specialists, it helps them speak better to candidates. It may not be the entire team from a department, but it will have representatives from various departments.

IV. **Data Day Planning and Sessions**
Is there a blueprint of a Data Day that you would recommend that would help folks think about logistics, such as…….What time of year to host this event? Ideal duration? How to structure the learning so it's not just a "sit-and-get" so attendees can apply their knowledge?

Saiz: She assigns what data to examine, so the staff brings in the data to share. It's new information for her, but something that they've worked on. Secondly, her team analyzes the overall state results to gain perspective. When they look at the state numbers, it allows them to get out of panic mode.

Dr. Brown: Her meetings have hot seats, panels, breakouts, the opportunity to move around between sessions, hands-on exercises, and using the graphs and metrics from the I2I dashboards in small groups in collaborative problem-solving groups.

Dr. Eubanks: Since her staff work remotely across the country, the team doesn't meet in person. So she focuses on creating a safe space for collaboration, engagement, and being checked in during these sessions. They focus on keeping meetings simple, really digging into the data, and making them last no more than an hour. The meetings are created to deliberately not overwhelm the staff because they also don't want to overwhelm their students, so they're intentional about the couple of areas they want to focus on. And those areas of focus may not be problematic once they gain some perspective beyond a small number of candidates**. The ideal time of year and duration of a Data Day:**

Dr. Brown: Her university hosts in the fall with the focus on closing learning gaps with I2I data. The sessions have a different focus in the spring and fall, begin in the morning, and can run half-day or full-day, depending on the need. The fall Data Days moved to a half-day from a full-day based on staff feedback. The next one is in February and has a "We Love Data" theme to coincide with Valentine's Day.

Dr. Eubanks: Her team holds quarterly data meetings. The agenda is always the same, but the focus is different depending on what quarter of the year they're in. They examine ASEP data in the fall when that is released, while analyzing candidate testing at the beginning of the year. Her meetings last one hour and look at "hot spots" in the data.

Saiz: Her team's meetings last a half-day, take place at the end of each semester, and look at what data is most important at the end of each semester.

When they start planning:

Saiz: The last Data Day took place in December, so they started planning in that meeting to assemble data for the spring Data Day. Each Data Day begins the process for the next one. The semesters are used to gather data.

Dr. Brown: They start at the beginning of the year to assemble for the fall. Last week, they started collecting data that they will use at the fall Data Day. They plan speakers, so they have months to plan in advance.

Dr. Eubanks: They put dates on the calendar a year in advance, and they are quarterly, so they know the dates. Although they live in the data regularly, they start assembling materials for the meetings about two weeks in advance.

V.   Data Day Topics
Were there specific datasets you focused on during your Data Day? Or how were the I2I Dashboards incorporated into your Data Day?

Saiz: Beyond ASEP, her team analyzes candidate characteristics, placement, and survey data. They really utilize their certification officer for finding what students are missing and where to beef up the curriculum in certain areas.

Dr. Eubanks: The I2I pass rates are reviewed regularly, and hotspots are compared to the state. The principal and teacher surveys put data into perspective, as well as consistently performing a comparison with the overall state data.

Dr. Brown: Her team utilized the pass rates, student growth, employment, and retention data because they're overarching across multiple programs. The data helps make the programs stronger and the student experience richer.

VI.   Data Day Outcomes
What can people expect to get out of a Data Day?
Have those learnings changed how your EPP approaches data or any of your data practices? What problems has a Data Day solved for you, and/or why is accessing this information important?

Dr. Eubanks: One of the largest advantages of the Data Day is that it reveals what data they should be examining more closely, how often, and what actions it triggers. In addition, the data dashboards have helped increase the staff's confidence for those who didn't find data analysis easy. The dashboards have helped really bring a clear picture forward and create a shared language across all departments because everyone is looking at, discussing, and implementing strategies for the same thing. It shifts their approach from being reactive to being proactive because now they're meeting every quarter to review the trends and the patterns. With real and actionable data, they can be proactive in their approach and interventions if needed, instead of overreacting to a few poor results.

Dr. Brown: Her faculty and staff leave with a clearer understanding of their data. They make discoveries through the data collected during conversations that can be incorporated into reports or developing next steps. Besides the definite impact on

teaching and learning, data analysis also encourages new ideas to share with faculty for a greater perspective and even developing research projects.

Saiz: Data is not designed just for compliance, but it helps tell or even flip their narrative if necessary. It helps demonstrate what they're doing well and where they can improve. It's not a punishment or gotcha. It's a roadmap.

What problems has having a Data Day solved for your EPP, and why is accessing that data so important?

Dr. Eubanks: Staff didn't know that data existed or that they owned some specific aspect of the data. The data functions like an olive branch, not a hammer. It brings people together in a safe space so they can figure out who is going to monitor and share it. It can shine a light on the fact that you're focusing on the wrong problem, so now you can shift to focusing on the real problems, which creates better outcomes and builds the team's confidence that they're going in the right direction.

Dr. Brown: Data Days uncover gaps and also redundancies when looking closer at the metrics, especially when you're trying to build a learning culture that encourages curiosity, welcomes questions, and creates a dynamic process of measurement. A Data Day allows the team to check variables to determine whether the program should make a shift or not.

Saiz: Data Days help the staff overcome the habit of repeatedly copying and pasting the same goals without thinking about how those goals are improving the program. Taking a step back means maybe addressing a new goal.

VII.   Data Day Q&A

Saiz: "I wanna shout out to all those people who are actually doing the data collecting, so you know who you are on this call. If you're the one who's preparing all those reports for us, thank you."

Dr. Brown: "Can I ask a question of our friends who are attending this session? If they have done a Data Day, what were their particular breakout sessions or topics?"

Chat response 1: "We promote inquiry-driven debt Data Days so the topics vary, but some have been competencies, partnership development, and quite a bit of HB-2 related items."

Chat response 2: Calibration sessions.

Chat Question: "What's a good starting place for folks that are just getting started with a Data Day? Any advice?"

Saiz: Since she just started at her institution, a good starting place for her was to see what her institution had done in the past. Start with test data, observations, and everything that you're being measured on in your annual report. First, look there and see where you were before you decide where you need to go. Also, have everyone get together and get access to the dashboards all at once. A lot of learners need to have a hands-on workday so they can understand.

Dr. Eubanks: Her starting point was ensuring everybody had access to the I2I dashboards because not everybody did, might not have realized they did, or even knew how to use them. Their first meeting was just logging into the dashboard, viewing its features, what you can see, how you can use it, and why it's important for the work that they're doing. The next baby step was understanding what data they were being held accountable for and ensuring everybody understood what it meant to be successful with ASEP data, what they were tracking, what they needed to track versus what was nice to track. They started with that foundation before jumping into fully looking at data, discussing action steps, and how to implement improvement.

Dr. Brown: TEA's Paige Tooley visited her university and conducted a training session on how to use the dashboards. First, she demonstrated how faculty and staff could receive approval for using the dashboards.

Tanisha Jones: "Anyone on the call who would like to take Paige or me up on coming out and actually helping to provide some of those hands-on sessions, do feel free to reach out. Those sessions are open." (Tanisha.Jones@tea.texas.gov)

Chat Question: How do you address the TEA perception survey results? What are examples of action items related to those survey results?

Saiz: Didn't even know what questions were being asked on those survey so the first step was to print out the questions so they knew them. Now they can go into their curriculum and ask where they are addressing those needs. Those questions can inform reflection sessions with their candidates and ensure field supervisors are asking the questions that are on the surveys.

Dr. Eubanks: The questions from the surveys not only help the students, but it also helps the principals see the connection. While you may be addressing the surveys in the curriculum the candidates went through, time has passed before they take the survey. At the end of each course, they survey the candidates that

mirror a lot of those questions so the EPP can get their perspective of the course curriculum. They also survey principals around mid-year to get their pulse instead of waiting until the end of the year. This way, they have some connections and some language to help with what the students are saying.

Final Thoughts

Dr. Brown: She is grateful for the I2I platform, the support from TEA, and everyone here willing to collaborate. Getting better together is great. Thank you.

Saiz: She is happy to assist if you have any questions, so feel free to reach out. Data can be intimidating, but don't be scared to start. There's no right way. It can just be one indicator at a time.

Dr. Eubanks: Her advice is to start small to prevent data overload. Just start with one or two things and keep it simple.

VIII.   <u>Contacts</u>

Thank you

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