

DAY 30 PRACTICE REPORT · ILLUSTRATIVE EXAMPLE

# What's changed.

## *Oakridge Academy*

Feedback That Moves the Needle · Cohort A

**This is a sample.** Oakridge Academy, the cohort, the teachers, and the data shown throughout are fictional, created to illustrate what an actual Day 30 report looks like. Real reports use only the school's own cohort data and follow the privacy rules described on the final page.

CYCLE

Mar 2 – Mar 31, 2026

COHORT

22 teachers · grades 6–12

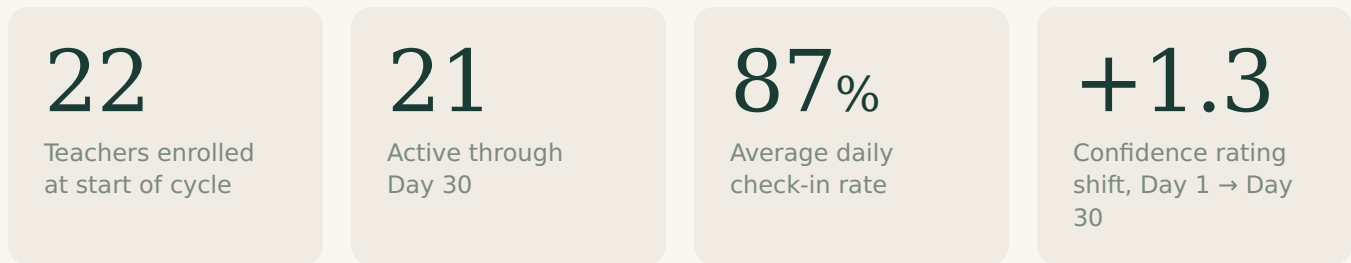
PREPARED FOR

Dr. Sarah Levin, Head of School

SECTION 1

# Cohort Overview

Twenty-two teachers from across the middle and upper school divisions completed the first thirty days of Feedback That Moves the Needle. Here's what that looked like.



SECTION 2

# Engagement Summary

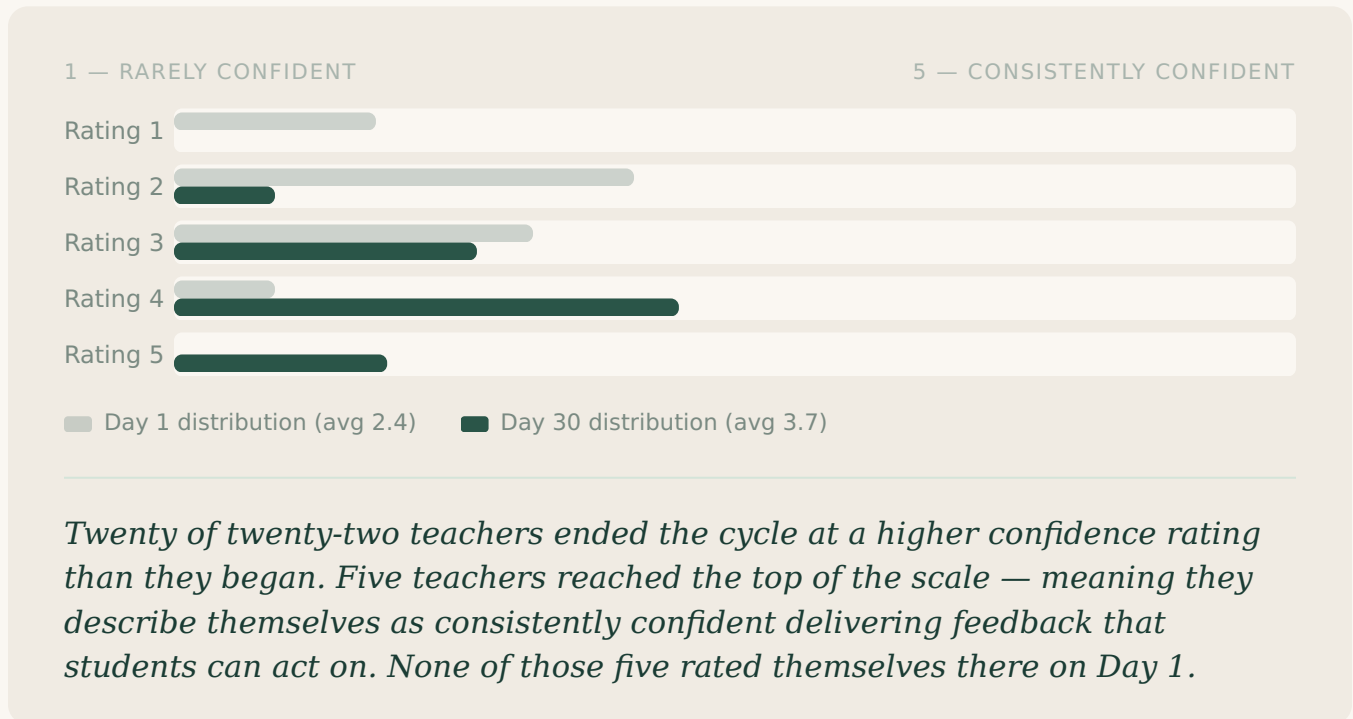
The platform measures engagement two ways: did teachers show up, and did they stay engaged through week four. Both numbers held strong.

Teachers who completed at least one check-in	22 of 22	100%
Teachers actively checking in by Day 30	21 of 22	95%
Average check-ins per teacher across 30 days	26.1	of 30 possible
Teachers checking in 25+ days	17 of 22	77%
Teachers flagged for non-engagement (3+ days)	2	resolved with admin outreach

SECTION 3

# Confidence Growth

*Each day, teachers self-rated their confidence on the cohort dimension: delivering feedback that moves student learning forward. The shift between Day 1 and Day 30 is what changed practice looks like in self-report.*



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## SECTION 4

# What Teachers Are Working On

*These are the four practice themes the AI surfaced across all 22 teachers' check-ins. Themes are aggregated; individual reflections remain private to the teacher.*

### THEME 1 · MENTIONED BY 19 OF 22 TEACHERS

## Shifting from grading to coaching language

Teachers describe a real change in how they comment on student work. The One-Breath Conference structure is showing up by name in reflections from English, history, and science teachers — they're using the 30-second format to redirect mid-period rather than waiting until they grade. Several note that students are starting to anticipate the format and arrive at conferences ready to act.

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### THEME 2 · MENTIONED BY 14 OF 22 TEACHERS

## Codebook System driving small but visible pattern shifts

About two-thirds of teachers are now tracking student responses with codes — most started during week two. The pattern across reflections: teachers begin spotting the same misconception across three or four students and adjusting tomorrow's lesson. Math teachers in particular are noting this as new to their practice.

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### THEME 3 · MENTIONED BY 11 OF 22 TEACHERS

## Revision Gateway changing what students hand in

Teachers using the Revision Gateway describe a slower but cleaner work cycle — students are responding to feedback before final submission, not after grades are in. Several note this has reduced grade disputes. The pattern is most clearly emerging in upper school humanities and middle school science.

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### THEME 4 · MENTIONED BY 8 OF 22 TEACHERS

## Peer-to-peer feedback culture starting to form

This wasn't a goal of the PD, but it's surfacing in the data. Teachers report informally trading feedback strategies with department peers — particularly across humanities. The signal is weak but consistent enough to flag.

SECTION 5

# School Goal Progress

*At cohort launch, Oakridge defined three goals for this PD cycle. Here's where the practice data lands against each.*

**Goal 1 — All cohort teachers using a feedback structure by Day 30** ON TRACK

21 of 22 teachers describe using at least one of the four FB-501 structures (One-Breath, Codebook, Feedback Loop, Revision Gateway) in regular practice.

**Goal 2 — Reduce time-to-feedback from days to within the same period** ON TRACK

16 of 22 teachers describe delivering feedback in-period at least three days a week. The remaining six are working it in once or twice per week.

**Goal 3 — Build a shared Codebook across the middle school humanities team** IN PROGRESS

The middle school humanities team has begun coordinating codes informally. A formal shared Codebook isn't in place yet, but the team has met twice during the cycle to compare what they're tracking.

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SECTION 6

## Wins

*Moments teachers chose to mark and share during the cycle. Each teacher decided whether to attach their name; we honor that choice.*

*"A student I've been struggling with for months turned in a revision yesterday. He'd actually used the feedback. First time all year."*

Daniel Reuven, 7th grade English · Day 18

*"I noticed three students making the same error in my Codebook. Reworked tomorrow's opener to address it directly. Felt like I was finally teaching them, not just grading them."*

Maya Patel, 10th grade Biology · Day 22

*"Did a One-Breath Conference with a kid mid-period. He smiled — actually smiled — and got back to work. I've been teaching for fifteen years and I've never seen that response to feedback."*

Anonymous, Upper School Math · Day 26

# Recommended Next Steps

*Three things we'd recommend, based on the patterns above.  
None are required; all are optional.*

- 1 Continue the cohort to Day 60**

The data shows a cohort still in active growth. Days 31–60 of the cycle shift the AI prompts from *practice* to *refinement* — teachers stop building habit and start analyzing what's working. Most schools see the largest behavior change in this window. Continuing requires no additional setup.

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- 2 Convene the middle school humanities team to formalize the shared Codebook**

Goal 3 is real but informal. A 45-minute department meeting before Day 45 would let the team agree on shared codes, which would make patterns across classrooms comparable. The platform can support this with a department-level theme summary if you'd like one.

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- 3 Consider a second cohort for the lower school in fall**

Several upper school teachers mentioned in reflections that the One-Breath Conference would adapt well to the lower school. If a fall cohort is of interest, we'd suggest Engagement Equation (SE-301) or a second pass through FB-501 — both work in K-5.

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A NOTE ON WHAT THIS REPORT DOES — AND DOESN'T — SHOW

*This report shows you whether practice changed across your cohort. It does not show you what individual teachers wrote, what they're struggling with personally, or who said what in their reflections. Those things belong to the teacher, and the platform keeps them that way. What you see here is the trend, the themes, and the moments your teachers chose to share.*

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**Privacy.** All cohort data in this report is aggregated across at least five teachers per metric. Wins are shown only when the contributing teacher explicitly chose to share — by name or anonymously, per their own preference. Individual teacher reflections, ratings, and goals are never visible to administrators by default.