Processes for Data Analysis
Principal-to-Principal Webinar Series
February 10, 2016

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Purpose:

To support educational leaders in their school improvement efforts and to address the expressed needs of principals in Georgia.

Principals from throughout the state will share how they have effectively implemented the best practices related to each topic.
<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Topic and Related Georgia School Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13, 2016</td>
<td>Establishing and supporting a data-driven school leadership team that is focused on student learning (Leadership Standard 6)</td>
</tr>
<tr>
<td>10:00 A.M.</td>
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<tr>
<td>February 10, 2016</td>
<td>Using processes to systematically analyze data to improve student achievement (Leadership Standard 4)</td>
</tr>
<tr>
<td>10:00 A.M.</td>
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<tr>
<td>March 9, 2016</td>
<td>Using research-based instructional practices to positively impact student learning (Instruction Standard 4)</td>
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<tr>
<td>10:00 A.M.</td>
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<tr>
<td>April 13, 2016</td>
<td>Monitoring implementation of the school improvement plan (Planning and Organization Standard 3)</td>
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<tr>
<td>10:00 A.M.</td>
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<tr>
<td>May 11, 2016</td>
<td>Evaluating and improving school culture (School Culture Standards 1-5)</td>
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<td>10:00 A.M.</td>
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<tr>
<td>June 8, 2016</td>
<td>Summer Planning: How do effective principals use their summers to prepare for the upcoming school year?</td>
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<tr>
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</tbody>
</table>
Georgia School Performance Standard: Leadership 4

- Uses processes to systematically analyze data to improve student achievement
  - Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data to improve achievement
    - Multiple sources of data are used: classroom, grade level, departmental, subgroup, perception data, etc.
Georgia School Performance Standards:

SDE Professional Learning:
http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Professional-Learning.aspx
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IMPROVING STUDENT ACHIEVEMENT THROUGH SYSTEMATIC ANALYSIS OF DATA

WINDY A. BOTTOMS, ED. S., PRINCIPAL
DR. TRESA CHEATHAM, ASSISTANT PRINCIPAL
BIRMINGHAM FALLS ELEMENTARY SCHOOL
FULTON COUNTY SCHOOLS
SCHOOL PROFILE

• **Birmingham Falls Elementary** is located in the City of Milton, in North Fulton County. The school opened in 2009 with an enrollment of approximately 775 students. Over the past 7 years, the student population has fluctuated and is currently 725. BFES has one special education Kindergarten classroom, 3 Autism Transitional classrooms, and serves students in grades K-5.

• The student population has changed in the last 3 years both socio-economically and culturally. Currently 90% of our students are White, 5% Asian, 5% Black and 3% Hispanic. For the 15-16 academic year, 3% of students received Free / Reduced lunch.

• Since the school opened in 2009, there have been many administrative changes including 4 Principals, 4 Assistant Principals, 4 Curriculum Support Teachers, and 5 Counselors. In 2013, Mrs. Bottoms began serving as Principal.

• BFES enjoys tremendous support from the parent community. We have a Parent Teacher Organization to provide parent support, financial support, and resources to benefit the whole school program emphasizing student and faculty needs.
MISSION STATEMENT
BUILDING THE FOUNDATION OF EXCELLENCE FOR ALL STUDENTS

VISION STATEMENT
THE BIRMINGHAM FALLS ELEMENTARY COMMUNITY ENVISIONS A SCHOOL OF EXCELLENCE THAT...
- SUPPORTS AND CHALLENGES STUDENTS AND STAFF TO REACH THEIR FULL POTENTIAL.
- FOSTERS A SAFE AND FRIENDLY SCHOOL ENVIRONMENT.
- PROVIDES EXCEPTIONAL INSTRUCTION AND STRIVES TO INCREASE STUDENT ACHIEVEMENT.
- INTEGRATES TECHNOLOGY TO PREPARE STUDENTS FOR CURRENT AND FUTURE CHALLENGES.
- PROMOTES COOPERATION BETWEEN SCHOOL, HOME, AND COMMUNITY.
- INSPIRES STUDENTS TO BE INDEPENDENT THINKERS, COLLABORATIVE TEAM MEMBERS, AND PASSIONATE LIFE-LONG LEARNERS.
• **Our philosophy is based on meeting the needs of the whole child. We believe in having a laser focus on all areas of development: academic, social, physical and emotional. While our focus is always on increasing student achievement, it is not at the exclusion of the child’s social, physical or emotional well-being.**

• **Our school goals:**
  
  • Ensure that children achieve to their fullest potential in a safe, nurturing environment
  
  • Enhance the development of each child’s self esteem so that the child views himself as a person of worth and dignity
  
  • Make each child’s educational experiences pleasant and success oriented so that the child develops an enthusiastic love for lifelong learning
  
  • Foster a collaborative, respectful relationship between children, families, staff, and our community.
SCHOOL IMPROVEMENT PLAN GOALS

STRATEGIC PLAN
SY 2015/16 – SY 2017/18

Birmingham Falls ES

LONG-TERM OUTCOMES
1. Increase Student Engagement in Academics
2. Increase Critical Thinking Skills Among All Students
3. Increase Writing Proficiency Among All Students

FOCUS AREA #1
Engaging Instructional Practices
- Strategies in the classroom

FOCUS AREA #2
Professional Development
- Academically challenging environment
- Trainings for teachers and collaboration

FOCUS AREA #3
Effective use of Assessments
- Data utilization to drive student achievement in writing

SHORT-TERM GOALS
1. Increase innovative instructional practices in the classroom.
2. Expand use of critical thinking skills within the classroom.
3. Increase implementation of technology in the classroom.
4. Increase opportunity for real-world learning through the classroom environment.

STRATEGIC INITIATIVES
1. Implement project-based learning
2. Create flexible/collaborative learning environment

STRATEGIC INITIATIVES
1. Implement TAG strategy training program (SY 2016-17)
2. Implement writers’ workshop training (SY 2015-16)
3. Implement feeder pattern collaboration program

STRATEGIC INITIATIVES
1. Create implementation and documentation protocols for data collaboration/data talks (MS Excel)
2. Create common formative assessments in ELA, SS, Science
3. Implement student driven data analysis
REGULAR REVIEW OF SCHOOL AND SYSTEM PRACTICES

These are valuable tools for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess our adherence to the standards, and guide its continuous improvement efforts.

- BFES engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student achievement.
- Formalized and implemented on a regular schedule.
- School Quality Review (External Review)
- AdvancedEd Reaccreditation (External Review)
- School Governance Council (Internal Review)
DATA POINT REVIEW

ADMINISTRATION MONITORS COMPREHENSIVE INFORMATION ABOUT STUDENT LEARNING, CONDITIONS THAT SUPPORT STUDENT LEARNING, AND THE ACHIEVEMENT OF SCHOOL IMPROVEMENT GOALS. RESULTS ARE REGULARLY COMMUNICATED THROUGH MULTIPLE DELIVERY METHODS TO ALL STAKEHOLDER GROUPS.
SHARING THE DATA WITH COMMUNITY STAKEHOLDERS

- Parent Coffees
- Curriculum Connection Parent Meetings
- Parent Teacher Organization Meetings
- School Governance Council Meetings
- Curriculum Nights (Fall and Spring)
- School Profile Sheet
- Website
- Social Media
### 3rd grade ITBS

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Math</th>
<th>Language</th>
<th>Social Studies</th>
<th>Science</th>
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<tbody>
<tr>
<td>2009</td>
<td>81</td>
<td>86</td>
<td>83</td>
<td>83</td>
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<td>2010</td>
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<td>2014</td>
<td>82</td>
<td>84</td>
<td>79</td>
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### 5th grade ITBS

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Math</th>
<th>Language</th>
<th>Social Studies</th>
<th>Science</th>
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<tbody>
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<td>82</td>
<td>85</td>
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<td>79</td>
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<td>76</td>
<td>81</td>
<td>84</td>
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</table>
GMAS RESULTS
SPRING 2015
GRADES 3, 4, & 5
PERCENTAGE OF STUDENTS AT THE PROFICIENT LEVEL (3 & 4)
### 5th grade writing results

<table>
<thead>
<tr>
<th>Year</th>
<th>Meet/Exceeds</th>
<th>Meet</th>
<th>Exceeds</th>
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<tbody>
<tr>
<td>2010</td>
<td>95</td>
<td>73</td>
<td>22</td>
</tr>
<tr>
<td>2011</td>
<td>97</td>
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<td>2013</td>
<td>97</td>
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</tr>
<tr>
<td>2014</td>
<td>95</td>
<td>69</td>
<td>26</td>
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DISAGGREGATING THE DATA

Birmingham Fall ES
End of 5th Grade Milestone Assessment
Spring 2015 Administration

ELA
Mean Scale Score & Percentage Scoring in Each Level

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Mean Scale Score</th>
<th>1 - Beginning Learner</th>
<th>2 - Developing Learner</th>
<th>3 - Proficient Learner</th>
<th>4 - Distinguished Learner</th>
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</thead>
<tbody>
<tr>
<td>B*** (23 students)</td>
<td>531</td>
<td>4</td>
<td>43</td>
<td>43</td>
<td>9</td>
</tr>
<tr>
<td>B** (21 students)</td>
<td>571</td>
<td>0</td>
<td>10</td>
<td>48</td>
<td>43</td>
</tr>
<tr>
<td>G*** (27 students)</td>
<td>573</td>
<td>0</td>
<td>0</td>
<td>67</td>
<td>33</td>
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<tr>
<td>J** (17 students)</td>
<td>543</td>
<td>0</td>
<td>24</td>
<td>71</td>
<td>6</td>
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<tr>
<td>J** SEC (8 students)</td>
<td>485</td>
<td>50</td>
<td>25</td>
<td>25</td>
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<tr>
<td>M** (24 students)</td>
<td>559</td>
<td>4</td>
<td>17</td>
<td>42</td>
<td>38</td>
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<tr>
<td>M** SEC (1 student)</td>
<td>475</td>
<td>0</td>
<td>100</td>
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<tr>
<td>R** (23 students)</td>
<td>541</td>
<td>0</td>
<td>300</td>
<td>61</td>
<td>9</td>
</tr>
<tr>
<td>R** SEC (1 student)</td>
<td>397</td>
<td>100</td>
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</table>

Reading & Vocabulary
Percentage of Students by Reading Status

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Below Grade Level</th>
<th>Grade Level or Above</th>
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</thead>
<tbody>
<tr>
<td>B***</td>
<td>13</td>
<td>87</td>
</tr>
<tr>
<td>B**</td>
<td>5</td>
<td>95</td>
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<tr>
<td>G***</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>J***</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>J** SEC</td>
<td>63</td>
<td>38</td>
</tr>
<tr>
<td>M**</td>
<td>8</td>
<td>92</td>
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<tr>
<td>M**SEC</td>
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<td>100</td>
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<tr>
<td>R**</td>
<td>9</td>
<td>91</td>
</tr>
<tr>
<td>R**SEC</td>
<td>100</td>
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</table>

Extended Writing Task
Percentage of Students with each Score Point

<table>
<thead>
<tr>
<th>B*** Idea Development, Organization, &amp; Coherence</th>
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<tbody>
<tr>
<td>0</td>
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<th>B*** Language Usage and Conventions</th>
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<table>
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<tr>
<th>B** Idea Development, Organization, &amp; Coherence</th>
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<tbody>
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<table>
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</table>
RESULTS OF DATA

• Created 5th Special thereby creating a 5th day of common planning for Teachers
• Added ParaProfessional for typing course to support online testing
• Departmentalized 5th grade to increase integration of Science and Social Studies standards and allow teachers to be content masters
• Increased PLC Time (270 Minutes a Month)
• Increased the number of STEM lessons from 1 a year to 2 a semester
• Prioritized Technology Funding to create additional learning opportunities in the classroom
• Provided Professional Development on Rigor, Best Practices
SCHOOL GOVERNANCE COUNCIL

- Works with school leadership to foster culture consistent with the school's purpose and direction
- Holds school leaders accountable for student learning
- Supports innovation, collaboration, shared leadership, and professional growth of staff.
- Solicits feedback from stakeholders regularly
ADMIN & LEADERSHIP TEAMS

- Committed to a culture that is based on shared values and beliefs about teaching and learning
- Commitment to instructional practices that include active student engagement, a focus on depth of understanding, and application of knowledge and skills.
- Admin meetings once a week & Leadership Team meetings bi-weekly
- Maintain a profile with data on student and school performance used to identify goals for improvement of achievement and instruction that are aligned with the school’s purpose.
- Set measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals.
- Clearly defined roles and responsibilities
- Staffing practices ensure that we are hiring, placing and retaining qualified educators
- Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school
PROFESSIONAL LEARNING COMMUNITIES

GOAL OF PLCS: ANALYZE DATA FROM COMMON ASSESSMENTS IN ORDER TO MAKE TARGETED DECISIONS FOR STUDENTS IN REMEDIATION AND ENRICHMENT.

• 5 Common Planning Days for collaboration
• SMART Goals (Personal and School Wide)
• Written protocols and procedures for data collection and analysis
• 6 Steps of data analysis:
  1. Administer pre assessment
  2. Analyze pre assessment to chart student levels of mastery
  3. Analyze student work for what proficiency and misconceptions look like
  4. Establish interventions and frequency of implementation for remediation and enrichment
  5. Administer post assessment
  6. Analyze post assessment data to determine student movement to mastery and beyond as well as student who did not master needing further targeted remediation.
GRADE LEVEL MEETINGS

• 5 Common planning Days
• Common assessments
• Collaborate on Best Practices
• Evaluate Student Work and Data
• Pacing guides & Lesson planning
• Research resources, materials, and activities to support instruction
• Planning and facilitation of school based activities and tasks.
INSTRUCTIONAL BEST PRACTICES

• CURRICULUM AND LEARNING EXPERIENCES IN EACH COURSE / CLASS PROVIDE ALL STUDENTS WITH CHALLENGING AND EQUITABLE OPPORTUNITIES TO DEVELOP LEARNING SKILLS, THINKING SKILLS, AND LIFE SKILLS THAT ALIGN WITH THE SCHOOL’S PURPOSE

• LESSON PLANNING FOLLOWING DuFour’S FOUR CRITICAL QUESTIONS

• EQ’S, STANDARDS, AND I CAN STATEMENTS ARE APART OF EACH LESSON

• EMPHASIS ON CRITICAL THINKING AND DOK LEVELED QUESTIONING STRATEGIES

• RTI SUPPORT PROGRAM

• CONTINUOUS OVERSIGHT OF VERTICAL AND HORIZONTAL ALIGNMENT WITH THE SCHOOL GOALS FOR ACHIEVEMENT (PRODUCTS – SCOPE AND SEQUENCE, CURRICULUM MAPS)

• TEACHERS USE INSTRUCTIONAL STRATEGIES THAT REQUIRE STUDENTS TO APPLY KNOWLEDGE AND SKILLS, INTEGRATE CONTENT AND SKILLS WITH OTHER DISCIPLINES, AND USE TECHNOLOGIES AS INSTRUCTIONAL RESOURCES AND LEARNING TOOLS.

• STAKEHOLDERS ARE AWARE OF THE POLICIES, PROCESSES, AND PROCEDURES. THESE POLICIES ARE REGULARLY EVALUATED.
PROFESSIONAL DEVELOPMENT PROVIDED TO STAFF

ADMINISTRATION AND SUPPORT STAFF ARE ENGAGED IN MENTORING, COACHING, AND INDUCTION PROGRAMS THAT ARE CONSISTENT WITH THE SCHOOL’S MISSION AND VISION ABOUT TEACHING, LEARNING, AND THE CONDITIONS THAT SUPPORT STUDENT LEARNING. THE PROGRAMS SET EXPECTATIONS FOR ALL SCHOOL PERSONNEL AND INCLUDE MEASURES OF PERFORMANCE.

• Orton Gillingham
• Lucy Calkins Writers Workshop
• TAG Strategies
• RIGOR Strategies
• Daily 5
• Leadership Book Studies
• PLC Training and Guided Implementation
• Peer Observations
• Fountas & Pinnell Training
• Exemplars are often provided to guide and inform practices
• RTI Intervention Strategies Training
• New Teacher Mentor program
• Personalized Learning Tools
• Data to identify unique learning needs of students
COMMUNICATION: THE KEY TO STAKEHOLDER SUPPORT

- Weekly email communication from Teachers
- Weekly email Newsletter to school
- Direct email messages from Principal
- Fulton County Website
- Birmingham Falls ES Website
- Facebook
- Twitter
- Internal Student Run Morning Announcements
- Volunteer program with variety of options for participation
- Variety of activities in school and outside of the school day
- Progress Skills Checklist & Report Card Communications
- County level assessment data shared as available

BFES engages families in meaningful ways about their children’s education and keeps them informed of their children’s learning progress.
RESPONSE TO INTERVENTION

- 25 minute block of time every day for remediation and enrichment
- Identification of students through a variety of means
- Scheduled discussions during PLC time
- Dedicated Monthly RTI Meetings to review data, log intervention time, and collaborate on students
- Monthly Tier 3 Meetings with the SST Team
- Collection of data using a “data form” for accountability
- Oversight led by member of Admin Team
- Comparison of RTI data to other pieces of data to correlate achievement
- Counselor led lunch bunch, buddy lunch, and peer intervention programs
- Extended learning programs
- TAG, IEP, EIP, 504, Teacher morning work session, PAW Time, Full Time Instructional Paraprofessional to support RTI
EVALUATION OF STAFF: TKES

• Focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success

• Scheduled and regularly reviewed evaluation processes used to monitor and effectively adjust professional practice and improve student learning

• Teachers have specific points of focus for each walk through. Announced formal observations are scheduled by teacher.

• Ongoing specific feedback shared with grade levels and individuals
MEASURING OUTCOMES OF OUR WORK

• Active stakeholder participation
• Parental engagement in our school
• Perception Data (sense of community, effectiveness of programs, leadership, and student needs)
• Teacher Surveys
• Student Surveys
• School Governance Council and Parent Teacher Organization Meetings open forum for feedback
• Learning walks with the staff
• Peer Observations
• Model School for Lucy Calkins Writers Workshop
• Request for flexibility to meet the specific needs of our school
CELEBRATIONS

• Continue to challenge our teachers to raise the level of their instruction for all students
• PLC work
• On Going Professional Development – teachers investing in their own education
• Self Reflective practice
• Greater understanding of Georgia Standards of Excellence
• Increased Standardized Test Scores
• Embracing technology to increase rigor
QUESTIONS?

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