Governor's School Leadership Academy
Learning, Leading, Serving

Principal Support Program 2019-2020
Day 2 – June 25, 2019
Coffee Chat

Find a person with whom you did not interact yesterday and discuss the question below.

Be prepared to share at 8:05.

You are the person who has been chosen to lead the work of turning your school around. What excites you about that? What are the competencies that we discussed yesterday that you feel are your strongest asset? For which standards or competencies do you feel you need additional support?
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Review of Day 1

• Guest Speakers – Setting the Charge
• Introduction to the Governor’s School Leadership Academy
• Critical Partnerships for Leading School Improvement
• Research on Effective School Leadership
• Research on Turnaround Schools
  • Public Impact – Leader Competencies
  • Center for School Turnaround – Four Domains for Rapid Improvement
Governor’s School Leadership Academy

Plus/Delta Debriefing

Pluses | Deltas
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Connections to Previous Content and Core Beliefs

- Leadership Matters
- Vision Matters
- Knowledge Matters
- Evidence Matters

Core Beliefs
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GSLA Principal Cohort Norms

Be Collaborative

Be Open to New Ideas and Methods

Be Professional.

Be Fully Engaged
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Agenda for Day 2

• Review of Day 1 and Connection to Day 2
• Guest Speaker: Mr. Al Taylor, Principal, Berkmar High School, Gwinnett County Public Schools
• Georgia’s Systems of Continuous Improvement
• Using the Right Data
• Using Case Studies: “The Bell Curve”
• Prioritization Scenario
• School Improvement Plans
• Root Cause Analysis Models
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Guest Speaker

Leading Lasting Change

Objective: Participants will have the opportunity to interact with current principals who have demonstrated success in school improvement and positive change initiatives.
Guest Speaker

Mr. Al Taylor
Principal,
Berkmar High School
Gwinnett County Public Schools
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time for a break
Objective: Participants will understand that successful school improvement efforts are part of a systematic process that involves data analysis, the development of a plan of action, intentional implementation, and monitoring for compliance and effectiveness.
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Leading School Improvement
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Leading School Improvement

- Data Analysis
- Planning and Development
- Monitoring
- Implementation
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Leading School Improvement

Leaders and stakeholders review and analyze quantitative and qualitative data sources to effectively make instructional decisions.
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Leading School Improvement

Leaders and stakeholders collaboratively develop a vision, goals, and a plan for implementation based on review and analysis of data.
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Leading School Improvement

Leaders and stakeholders communicate specific activities and expectations for implementation and actively support those activities.
Leading School Improvement

Implementation activities are continuously monitored and evaluated by all stakeholders based on explicit expectations and timeframes.
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Leading School Improvement

Georgia’s Systems of Continuous Improvement

Resource Guide
Handout: Connections to Georgia’s Systems of Continuous Improvement, Tab 8
Governor’s School Leadership Academy

Leading School Improvement
Georgia’s Systems of Continuous Improvement
Objective: Participants will establish a consistent understanding of the different types and uses of data and the importance of using data effectively to develop, implement, and monitor school improvement efforts.
Using Data Effectively to Impact Student Achievement

- Demographic
- Perception
- Student Learning
- Process

Types of Data

Resource Guide
Handout: Understanding and Using Data Effectively Tab 8
Using Data Effectively to Impact Student Achievement

Demographic Data

• Static
• Provides Context
• Descriptive
• Crucial for Understanding Other Types of Data
# Student Learning Data

- Formative vs. Summative
- Timeframe
- Purpose
- Feedback
- Frequency
- Audience
Using Data Effectively to Impact Student Achievement

<table>
<thead>
<tr>
<th>Perception Data</th>
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</thead>
<tbody>
<tr>
<td>• Opinion</td>
</tr>
<tr>
<td>• Observation</td>
</tr>
<tr>
<td>• Evaluation</td>
</tr>
<tr>
<td>• Reflection of Beliefs</td>
</tr>
<tr>
<td>• Motivations</td>
</tr>
</tbody>
</table>
Process Data

• Programmatic
• Multi-Layered
• Metric for Monitoring
• Compliance vs. Effectiveness
Using Data Effectively to Impact Student Achievement

Demographic

Student Learning

Qualitative vs. Quantitative

Type of Data

Perception

Process
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Using Data Effectively to Impact Student Achievement

![Diagram showing types of data in the context of demographic and student learning perceptions and processes.]

- Demographic
- Student Learning
- Perception
- Process

Types of Data
Governor’s School Leadership Academy

Using Data Effectively to Impact Student Achievement

### Demographic Data

- Static
- Provides Context
- Descriptive
- Crucial for Understanding Other Types of Data

<table>
<thead>
<tr>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Classes</td>
</tr>
<tr>
<td>Types of Classes</td>
</tr>
<tr>
<td>Space Available for Assembly</td>
</tr>
<tr>
<td>Building Layout</td>
</tr>
</tbody>
</table>
What is the impact of a single piece of data?

How does the analysis of multiple pieces of data help to drive more targeted improvement?

<table>
<thead>
<tr>
<th>Demographic Data</th>
<th>Student Learning Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>140 K students</td>
<td>K students do not know how to line up alphabetically at this point in the year</td>
</tr>
<tr>
<td>123 1st graders</td>
<td>2nd grade teachers did not have rosters printed for drill</td>
</tr>
<tr>
<td>135 2nd graders</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perception Data</th>
<th>Process Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd grade teachers report that they know all of their students; do not need rosters</td>
<td>6 of 7 the 2nd grade teachers did not have rosters printed for drill</td>
</tr>
</tbody>
</table>
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Leading School Improvement

Leaders and stakeholders review and analyze quantitative and qualitative data sources to effectively make instructional decisions.
Are you considering data from and about all relevant stakeholder groups?
Leading School Improvement
Georgia’s Systems of Continuous Improvement
It’s time to move!
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Breakout Session

<table>
<thead>
<tr>
<th>North Duluth Rooms</th>
<th>Rooms 1.106-1.108</th>
<th>South Mill Creek Rooms</th>
<th>QPLA Lecture Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSLA South Cohort District and GaDOE Support</td>
<td>GSLA North Cohort District and GaDOE Support</td>
<td>GSLA Metro Cohort District and GaDOE Support</td>
<td>Non-GSLA Cohort District and GaDOE Support</td>
</tr>
</tbody>
</table>
Objective: Participants will use analytical and conceptual thinking competencies to effectively evaluate data and identify successful and unsuccessful uses of data to inform decisions.
What is a case study?

- Research methodology commonly used in social sciences
- Strategy that uses inquiry and investigation within a real-world context
- Based on in-depth investigation of a single individual, group, or event to explore causes and underlying principles
- Descriptive and exploratory analysis of a person, group, or event

Adapted from PressAcademia, “Definition of Case Study,” July 9, 2019
What are some common elements of case studies?

- A decision maker with a question or problem to be solved
- A description or story that provides context
- Relevant data
- Multidisciplinary
What are the benefits of using case studies?

• Encourages analytical thinking
• Develops problem-solving skills
• Improves data-analysis skills
• Develops decision-making skills in complex situations
• Improves ability to deal with ambiguous situations
Using Data Effectively – Connection to Research

**Driving for Results Cluster**
- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

**Influencing for Results Cluster**
- Impact and Influence
- Team Leadership
- Developing Others

**Problem-Solving Cluster**
- Analytical Thinking
- Conceptual Thinking

**Turnaround Principal Competencies**

**Showing Confidence to Lead**
- Self-Confidence
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Using Data Effectively – Connection to Research

Analytical Thinking: The ability to break things down in a logical way and to recognize cause and effect

Conceptual Thinking: The ability to see patterns and links among seemingly unrelated things

Resource Guide
Handout: School Turnaround Leaders: Competencies for Success, Tab 6
Using Data Effectively Through a Case Study

Using Case Studies: The Bell Curve
Setting the Stage…What is Cystic Fibrosis?

- Progressive, genetic disease
- Causes a thick, sticky buildup of mucus in the lungs, pancreas, and other organs
- Mucus clogs airways and traps bacteria leading to infections, extensive lung damage, and respiratory failure

Case Study: The Bell Curve

Resource Guide
Handout: “The Bell Curve,” Tab 9
Governor’s School Leadership Academy

The Case Study

Questions for Thought and Discussion:

• Where did the Pages initially want to go for treatment?
• Why did they want to go there?
• What were the treatment recommendations from the medical team there?
• What was the median life-span of children with CF in 1964? In 2003?

Case Study: The Bell Curve
# The Case Study

## Same Disease, Different Treatments?

<table>
<thead>
<tr>
<th>Patient</th>
<th>Cincinnati</th>
<th>Minneapolis</th>
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<tbody>
<tr>
<td>Alyssa</td>
<td></td>
<td>Janelle</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symptoms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction from Doctor</td>
<td></td>
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<tr>
<td>Plan</td>
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</tbody>
</table>

*Case Study: The Bell Curve*
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The Case Study

Questions for Deeper Thought and Discussion:

• How might this article be related to school-based issues that you deal with?
• Lack of compliance from parents?
• Perceptions of “good” schools and “bad” ones?

Case Study: The Bell Curve
The Case Study

Questions for Deeper Thought and Discussion:

- What types of assessments or tests did each doctor use to evaluate the progress of the patients?
- What difference did that make?

Case Study: The Bell Curve
Governor’s School Leadership Academy

The Case Study

Questions for Deeper Thought and Discussion:

• How were the doctors’ reactions to progress/assessments different?
• What difference did that make to the patients?
• What other connections can you make?

Case Study: The Bell Curve
With your lunchmates, discuss the following questions and be prepared to share with the group after lunch.

• What was different about the collection of and response to data between the two locations?
• What was different about the assessment of results at each location?
• What are the implications for us in terms of data collection, use of data, and goal-setting?
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Section Objective

Using Effective Processes for Successful School Improvement

Objective: Participants will apply principles of data analysis and school planning in a real-world exercise.
Analytical Thinking: The ability to break things down in a logical way and to recognize cause and effect

Conceptual Thinking: The ability to see patterns and links among seemingly unrelated things
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Using Data Effectively – Connection to Research

Driving for Results Cluster
- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

Influencing for Results Cluster
- Impact and Influence
- Team Leadership
- Developing Others

Turnaround Principal Competencies

Problem-Solving Cluster
- Analytical Thinking
- Conceptual Thinking

Showing Confidence to Lead
- Self-Confidence
**Governor’s School Leadership Academy**

**Connections Between Research and Standards**

**Turnaround Leadership**
- Prioritize Improvement and Communicate Urgency
- Monitor Short- and Long-Term Goals
- Customize and Target Support to Meet Needs

**Talent Development**
- Recruit, Develop, Retain, and Sustain Talent
- Target Professional Learning Opportunities
- Set Clear Performance Expectations

**Instructional Transformation**
- Diagnose and Respond to Student Learning Needs
- Provide Rigorous Evidence-Based Instruction
- Remove Barriers and Provide Opportunities

**Culture Shift**
- Build a Culture Focused on Student Learning and Effort
- Solicit and Act Upon Stakeholder Input
- Engage Students and Families in Pursuing Education Goals

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The Center on School Turnaround (2017) *Four Domains for Rapid Improvement: A Systems Framework*

**Resource Guide**

Four Domains for Rapid Improvement Tab 7, pages 4-10
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Using Data Effectively – Real World Scenario

Establishing Priorities Based on Data

Congratulations!

You have just been named the principal of Peachtree Elementary School – a school in need of a transformational leader!

Resource Guide
Prioritization Exercise, Tab 10
Establishing Priorities Based on Data

Working Individually (25 minutes):

1. Read the instructions and school profile for Peachtree Elementary School.

2. Consider the data that is provided, both qualitative and quantitative.

3. Identify 3 school priorities based on the data.

4. Identify 3 next steps for EACH priority area that can be carried out within your first 30 days as principal.
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Using Data Effectively – Real World Scenario

Establishing Priorities Based on Data

Working with Your Group (25 minutes):

*Your goal is to build team consensus around three priority areas and associated action items.*

1. Come to consensus on 3 priorities for Peachtree Elementary School.
2. Come to consensus on 3 next steps for EACH of the priorities.
Objective: Participants will have an opportunity to review current school improvement plans and discuss priorities with other cohort members.
Working with Your Group (20 minutes):

1. Allow each member of the group to share the priority areas and supporting data for his or her current school improvement plan.

2. As each member shares, group members should ask clarifying or deepening questions about plans and data.

3. Based on your discussion, identify one priority area or goal that needs more development or for which you would like additional support.
Objective: Participants will deepen their understanding of the purpose of root cause analysis.
What is a Root Cause?

noun

the fundamental reason for the occurrence of a problem

_Collins English Dictionary_
Exploring Root Causes for Ongoing Challenges

<table>
<thead>
<tr>
<th>What it is…</th>
<th>What it’s not…</th>
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<tbody>
<tr>
<td>Foundational or underlying reason(s) for a problem</td>
<td>The results or symptoms of a problem</td>
</tr>
<tr>
<td>An answer to why the problem exists</td>
<td>A lack of something</td>
</tr>
<tr>
<td>The soil</td>
<td>The seed</td>
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</tbody>
</table>
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Exploring Root Causes for Ongoing Challenges

Exploring Root Causes

How do you do it?

Define the Problem

Analyze Causes

Create Solutions
Exploring Root Causes

Problem: Too much loss of instructional time

Possible Goal: Increase instructional time by 15 minutes per day in all academic subjects
Goal: During the 2019-2020 school year, Sunnydale Elementary School will increase instructional time by 15 minutes each day in all academic subjects.

**Supportive Structures**

- Announcements will only be made once and will be at the end of the day
- Instructional framework will be universally implemented in all classrooms
- Assessment plan will be developed and implemented in all classrooms
- Professional learning on formative assessments will be provided and implementation plan developed and included in assessment plan

**Unsupportive Structures**

- District calendar requires ½ day in-service for all schools 2 times per month
- Homecoming activities (week-long series of events)
- Daily schedule – too many transitions and too much time between classes
- Student check-out procedures
Exploring Root Causes for Ongoing Challenges

Goal or Priority Area:

<table>
<thead>
<tr>
<th>Supportive Structures</th>
<th>Unsupportive Structures</th>
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Exploring Root Causes for Ongoing Challenges

Root Cause Exploration Options

- **5 Whys**
  Are you just beginning to analyze the causes of the problem?

- **Fishbone Analysis**
  Is the problem affected by multiple systems or processes?

- **Affinity Model**
  Is the problem complex? Disorganized? Overwhelming?

- **SWOT Analysis**
  Do you need to understand more about the systems and structures related to the problem?
Exploring Root Causes for Ongoing Challenges

District leaders will meet as a group in the QPLA Training Center.

- **5 Whys**: South Mill Creek Rooms
- **Fishbone Analysis**: North Duluth Rooms
- **Affinity Model**: Rooms 1.106 – 1.108
- **SWOT Analysis**: QPLA Lecture Hall
### Plus/Delta Debriefing

<table>
<thead>
<tr>
<th>Organization and Pacing</th>
<th>Content</th>
<th>Opportunities to Interact</th>
<th>Materials</th>
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</thead>
</table>

### Plus +
- Elements of sessions that were positive or strong
- Components you felt were particularly useful or helpful

### Delta Δ
- Elements that could be strengthened for better effect
- Suggested improvements
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