Advancing School Leadership for Continuous Improvement

Lenses of School Improvement

Winter Instructional Leadership Conference
February 26, 2020

Dr. Elizabeth Greer Crawford
Session Norms

• Place electronics on silence/vibrate.
• Remain engaged in learning.
• Respectfully share opinions.
• Ask questions for clarification to avoid making assumptions.
Sessions Goals

• Understand each lens of school improvement
• Understand that the basis for school improvement is data
• Have a starting place in mind when session is over
About the Presenter

- Mother of a senior
- Data nerd
- Love to read
- Love to cook when I have time
- Recently taken up hog hunting
About the Presenter

• 26 years in education
  • 19 years – elementary teacher
    • All grades with the exception of Pre – K; mainly 3rd, 4th, & 5th grade math
  • 5 years – central office
    • Main Focus – Scheduling & FTE coding / reporting
  • 2 years – elementary principal
    • In my first year, CCRPI made a 20-point gain
      • State – average gain 6 points
      • South GA – average gain 22 points
Lenses of School Improvement

- Data
- Instructional
- School Climate
- Family Engagement
Lenses of School Improvement

• Viewed independently
• Viewed concurrently to create the big picture
• Each are important – however, one area may be the central focus over the others at times throughout the improvement process
Miller County Elementary School

2019 Demographic Percentages

<table>
<thead>
<tr>
<th>Demographic Category</th>
<th>2019 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Island</td>
<td>0.7</td>
</tr>
<tr>
<td>Black</td>
<td>37.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.9</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>2.9</td>
</tr>
<tr>
<td>White</td>
<td>56.2</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>100</td>
</tr>
<tr>
<td>Students with Disability</td>
<td>15.6</td>
</tr>
<tr>
<td>English Learners</td>
<td>2</td>
</tr>
</tbody>
</table>

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
MCES CCPRI Trend Data

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCRPI</td>
<td>53</td>
<td>52.4</td>
<td>57.9</td>
<td>54.6</td>
</tr>
</tbody>
</table>

CCRPI
First Steps

• I moved problem spots
  • Teachers and/or paras
• I placed my **part time** academic coach in a classroom for most of her time with me
• Departmentalized down to 2\textsuperscript{nd} grade
  • 3\textsuperscript{rd} – 5\textsuperscript{th} already were
• Approached the rostering of students differently
• Stated that we would use all resources in the building with integrity and fidelity
  • Explained that we would have decision to make at the end of year
• Restructured Leadership Teams
• Reinstated Faculty Meetings - set day of the week
  • Everyone is entitled to a voice
We are going to have school

- On time / Not leaving Early – School Culture
- Lesson Plans – Instructional / School Culture
- Supervision – School Culture
- Parent Communication – School Culture / Family Engagement
- Grades Entered in a Timely Manner – Instructional / School Cultural / Family Engagement
- Dress Code – School Culture
- Actively Engaged - Instructional / School Culture
- Dissemination – Analysis of Data – Data / Instructional
ELA Data 2015-2018

<table>
<thead>
<tr>
<th></th>
<th>Beginning Learner</th>
<th>Developing Learner</th>
<th>Proficient Learner</th>
<th>Distinguished Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>38%</td>
<td>32%</td>
<td>25%</td>
<td>4%</td>
</tr>
<tr>
<td>2017</td>
<td>35%</td>
<td>36%</td>
<td>23%</td>
<td>6%</td>
</tr>
<tr>
<td>2016</td>
<td>60%</td>
<td>17%</td>
<td>17%</td>
<td>5%</td>
</tr>
<tr>
<td>2015</td>
<td>53%</td>
<td>16%</td>
<td>26%</td>
<td>5%</td>
</tr>
</tbody>
</table>
# Math Data 2015-2018

<table>
<thead>
<tr>
<th></th>
<th>Beginning Learner</th>
<th>Developing Learner</th>
<th>Proficient Learner</th>
<th>Distinguished Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>31%</td>
<td>38%</td>
<td>29%</td>
<td>2%</td>
</tr>
<tr>
<td>2017</td>
<td>39%</td>
<td>29%</td>
<td>26%</td>
<td>5%</td>
</tr>
<tr>
<td>2016</td>
<td>47%</td>
<td>29%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>2015</td>
<td>45%</td>
<td>36%</td>
<td>18%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Data / Instructional

• Trend Data should be shared and studied with teachers
• Domain Data should be studied for areas of strengths and weaknesses
• Give teachers guiding questions for these data digs to help them uncover these areas
  • Questions should reflect the source and answers you want them to discover
• Be prepared to be very Honest about what your data tells you about the state of your school
  • Honor Roll exercise
• Google Drives – Created for every grade level
  • Subject Area
  • GA Milestone Information – including domain weights
  • Grade Level information
## Honor Roll Exercise

### 2018-2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st 9 Weeks</th>
<th>2nd 9 Weeks</th>
<th>3rd 9 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>69</td>
<td>44.6</td>
<td>53</td>
</tr>
<tr>
<td>4th Grade</td>
<td>76</td>
<td>46.4</td>
<td>56.6</td>
</tr>
<tr>
<td>5th Grade</td>
<td>64</td>
<td>16</td>
<td>36.8</td>
</tr>
</tbody>
</table>
Data / Instructional

• Discovered a rigor problem
  • Find a program that allows you to monitor your standards mastery
    • NON-SGPs
    • Standards Benchmark checks
    • Math mid unit checks

• Where does your curriculum stand?
  • How long has it been since you updated your academic subjects?
• Is it research based?
  • TPT is not a curriculum
• Is it used with integrity and fidelity?
  • Your results are not valid if not used correctly.
Promise School

- Take over the school in July as principal
- Promise School in December
- RESA arrives in January
- NEW school improvement plan due end of February
  - The new plan can not include anything already in progress
- The Plan
  - Moved my intervention teachers into the classrooms on a rotating basis
  - Made small group instruction a non-negotiable
  - Began looking at the plan for 2019-2020
2019 MCES CCRPI

<table>
<thead>
<tr>
<th></th>
<th>Overall CCRPI</th>
<th>Content Mastery</th>
<th>Progress</th>
<th>Closing the Gap</th>
<th>Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MCES</strong></td>
<td>74.7</td>
<td>62.7</td>
<td>71.7</td>
<td>100</td>
<td>78.8</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>77.1</td>
<td>67.6</td>
<td>84.4</td>
<td>73.8</td>
<td>80.9</td>
</tr>
</tbody>
</table>
2018 vs. 2019 MCES CCRPI Score
2018 vs. 2019 Content Area Scores

- **ELA**
  - 2018 CCRPI: 50.94
  - 2019 CCRPI: 56.7

- **Math**
  - 2018 CCRPI: 55.56
  - 2019 CCRPI: 70.06

- **Science**
  - 2018 CCRPI: 38.1
  - 2019 CCRPI: 62.97

- **Social Studies**
  - 2018 CCRPI: 44.64
  - 2019 CCRPI: 58.34
2018 vs. 2019 Progress Indicators

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 CCRPI</td>
<td>59.58</td>
<td>62.78</td>
</tr>
<tr>
<td>2019 CCRPI</td>
<td>54.29</td>
<td>89.06</td>
</tr>
</tbody>
</table>
### 2018 vs. 2019 Readiness Indicators

<table>
<thead>
<tr>
<th></th>
<th>2018 CCRPI</th>
<th>2019 CCRPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>39.72</td>
<td>48.82</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>82.23</td>
<td>87.87</td>
</tr>
<tr>
<td>Beyond the Core</td>
<td>4.81</td>
<td>99.73</td>
</tr>
</tbody>
</table>
Data Lens

• Tells the story of your school or district
  • Students
  • Teachers
  • Administrators

• Should drive your instructional decisions
  • Staffing
  • Curriculum
  • Professional Development

• Data should be able to be interpreted by anyone

• Data should be prepared by Principals / district leaders
Data Lens

- Current Data
  - Universal Screeners
  - Progress Monitoring
  - Daily Grades
  - Benchmark Assessments
- Historical Data
  - State Assessments
  - Prior Year’s Grades
  - Survey Data
  - CCRPI
Data Lens

• Current Data
  • What is happening in your school / district right now
  • Used to make adjustments to school / district plans now
  • Critical to MTSS/RTI Programs
  • Used to adjust instructional paths for students
Data Lens

• Historical Data
  • Should be reflective of the current state assessment - (file CRCT away)
  • Should be representative in trend format
  • Assessment; CCRPI; Survey Data (GA Health)
  • Gives an overview of strengths and weaknesses
Instructional Lens

- Views the standards used to teach
- Strategies used to deliver knowledge
- Materials used to address content
- Software used to help with intervention/diagnostic assessment
- Evaluation of pedagogical knowledge of staff
- Professional Learning Communities applicable to your school
Instructional

• Expectations
  • Does everyone in the building understand what is expected?
  • Do evaluations mirror what is really happening in your building?
  • Paired walk throughs with your administrators are a powerful tool
    • The DOE has a team that will help with inter rater reliability
• Invite RESA into your building
  • These are FREE experts that are willing to help
School Climate Lens

- Very powerful lens
- Honesty is the backbone
- If sick or broken, then initiatives in your building will not work
- Includes staff, students, parents, community ---- everyone
- Everyone counts and has a voice
- Acknowledge that agreeing all the time will not happen – that is ok—but be professional
- Transparency is a must --- period
- **Above all else- remember- every decision ultimately affects a child.**
Family Engagement Lens

• Critical
• Challenging
• Does not look like it did 5 years ago
• Must find ways to include families – inside and outside the school
• Without the families, you do not have a functional school
Who Codes Your Data?

- District Accountability Contact
- Student Information System Coordinator / Data Clerk
- Attendance Clerk
  - Principals should track attendance data each month
    - Faculty / Staff Attendance
    - Student Attendance
- End of Year Grades
  - PE, Fine Arts
What does this school year look like?

• Departmentalized 1\textsuperscript{st} – 5\textsuperscript{th} grade (3 teachers / grade) – Instructional
• Department Meetings are held each week
• Social / Emotional Program - school wide– School Climate
• Writing Program– Instructional
  • Sentence Building
  • Journaling
  • Composition Writing
• Alignment of Accelerated Reader School Wide – Instructional
  • Celebrate at the end of the 9 weeks – School Climate
• New Vehicle for Math– Instructional
• Growing Readers Project – K-3 - GOSA – Instructional
  • ELA and Science / SS Teachers trained
What does this school year look like?

• Universal Screener
  • 3 testing windows (August; December; May)

• Awarded the Rural Resource Grant
  • Allowed up to update our Science Curriculum
  • Software that interfaces with universal screener
  • One to One technology in 1st – 5th grades
  • Professional Development focusing on what do the standards really mean – Books by Jim Burke
  • Science Lab will be established at the elementary school

• More Professional Development
  • Math; Writing; Technology; Growing Readers Project; Data Digging

• Removed from the Promise School List
• Named a Reward School
What about Family Engagement?

• Family Nights
  • Show case the good things
  • January 30th

• Specific Grade Level Nights
  • 5th Grade
  • 3rd Grade

• School Councils

• Parent Portal

• Website

• Field Trips
What about School Climate?

• Hallway Quiet Signs
• Calmness about the school
• Up teaching / engaged – it is an expectation
• Each day is a new day
• The 7 Mindsets
  • Wednesday Mornings – School Wide
Now What?

• What are my expectations for the 2020 CCRPI?
Next Steps for You

- Begin with your data
  - Simple Excel and charts
- Look at your resources in the building
  - Be honest about what works
  - Be real honest about what does not
Questions?
Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC

Share your conference highlights now!

@GaDOESDE