SLDS: Best Practices for Administrators

Suggestions to consider as you make the most effective use of data in your decision-making processes

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Data-driven or Data-informed?

Simply put…

"When used appropriately, data improves instruction."
~Matthew Lynch

Lynch, M. (2019). How school administrators use data determines success. Retrieved from https://www.thetechedvocate.org/how-school-administrators-use-data-determines-success/

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Questions Administrators Consider

- Why are we gathering data in the first place?
- With whom are we sharing the data?
- What actions are we taking as a result of our analysis of the data?
- Does our collection of data lead to higher levels of student learning?

DuFour,R. (2015). How PLCs do data right. *Educational Leadership., 73*(3), 22-26.

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"HOW SCHOOL ADMINISTRATORS
USE DATA DETERMINES SUCCESS

**Using Data to Improve
Schools: What's Working**

7 Ways Education Administrators
should be Using Data to Drive
Student Achievement

Using Student Achievement
Data to Support Instructional
Decision Making

152,000,000 hits

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Principal Feedback Survey

Summer 2019

5   *Offering a holistic education to each and every child in our state.*
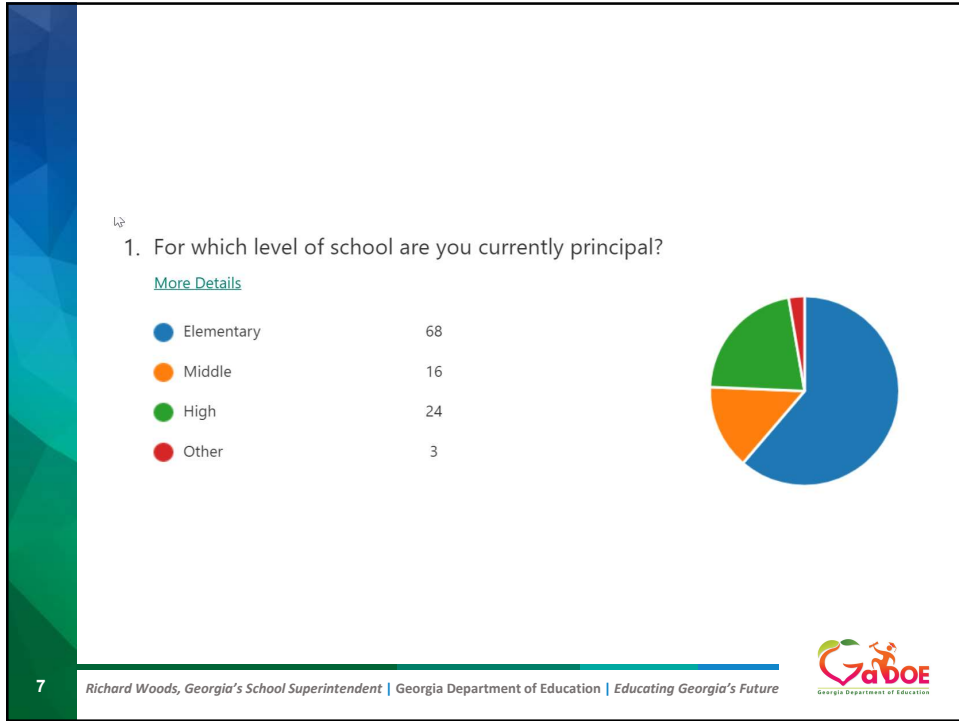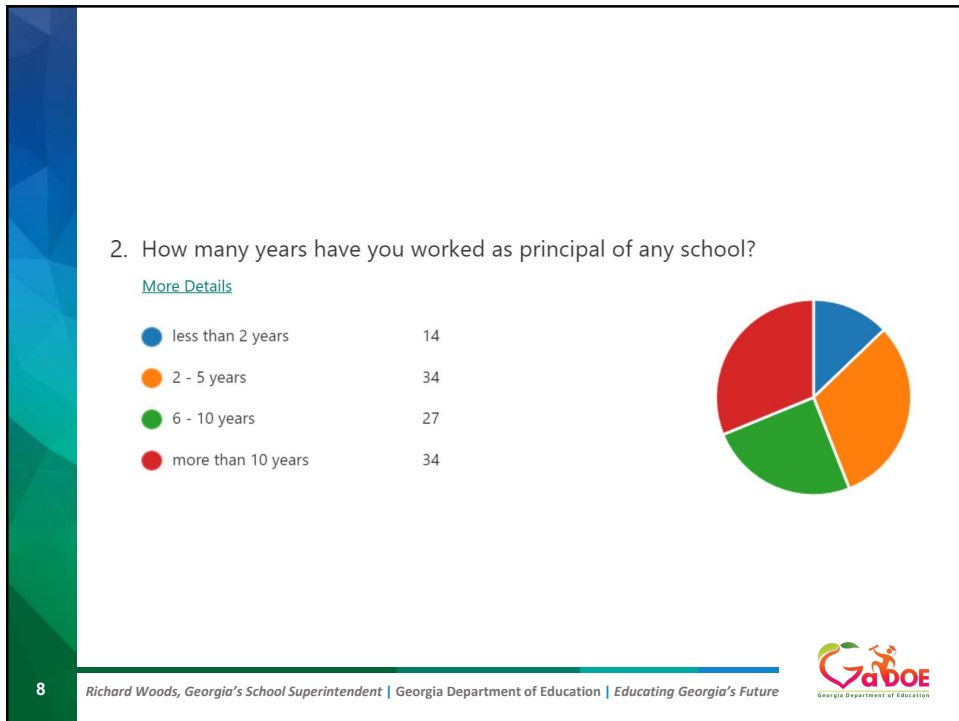
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109
Responses

22:01
Average time to complete

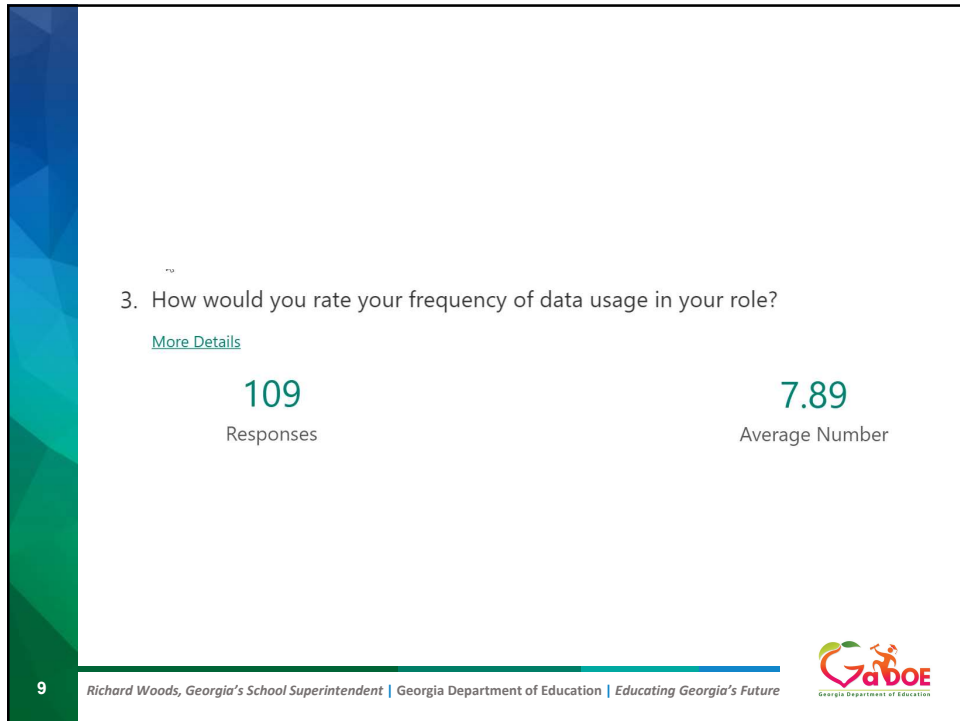6   *Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future*
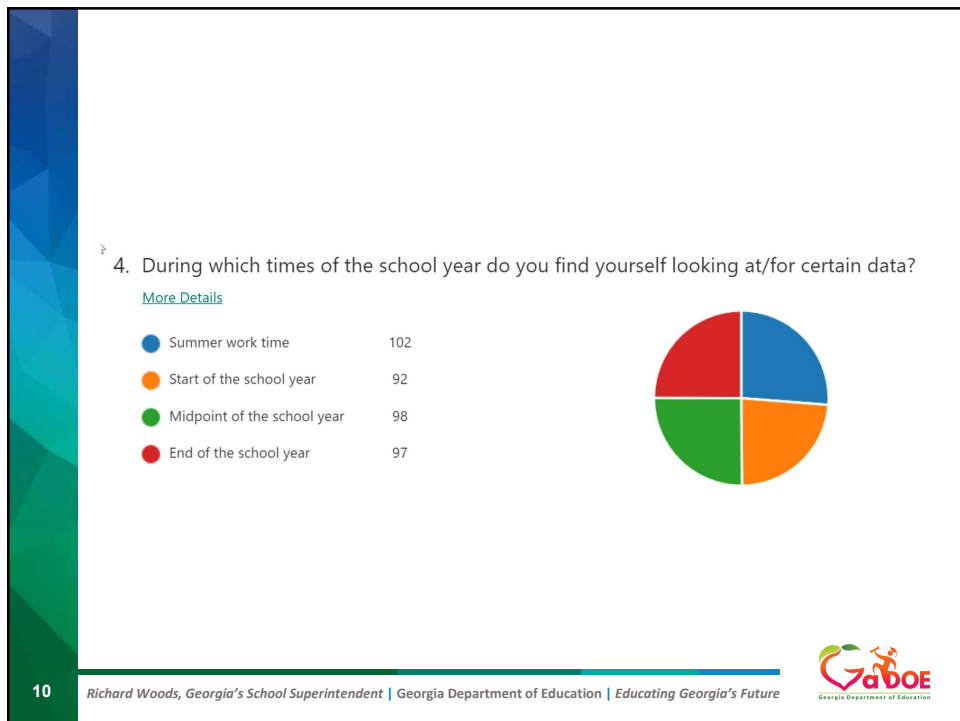
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1. For which level of school are you currently principal?

More Details

●	Elementary	68
●	Middle	16
●	High	24
●	Other	3

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2. How many years have you worked as principal of any school?

More Details

●	less than 2 years	14
●	2 - 5 years	34
●	6 - 10 years	27
●	more than 10 years	34

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3. How would you rate your frequency of data usage in your role?

More Details

109
Responses

7.89
Average Number

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4. During which times of the school year do you find yourself looking at/for certain data?

More Details

🔵 Summer work time	102
🟠 Start of the school year	92
🟢 Midpoint of the school year	98
🔴 End of the school year	97

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5. Thinking about the work you usually accomplish in the SUMMER, what major task requires you to collect, locate, or analyze data? (You are welcome to list more than one if you like).

More Details

106
Responses

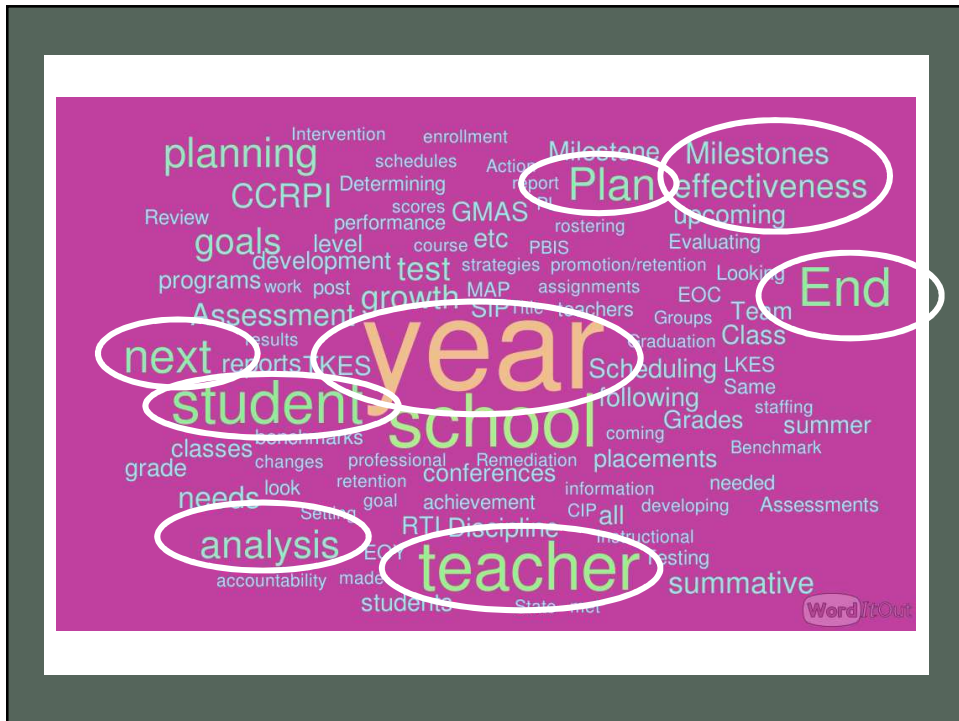Latest Responses

"end of year data analysis, goal setting for next school year, Professio..."
"Writing the Local School Plan for Improvement."
"Master Schedule Focus for Professional Development Support structu..."

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8. Thinking about the work you usually accomplish at the END OF THE YEAR, what major task requires you to collect, locate, or analyze data? (You are welcome to list more than one if you like).

More Details

102
Responses

Latest Responses
"end of year data analysis, goal setting for next school year"
"Review of what worked (and what didn't) and planning for the next ...

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10. If you had one data wish granted, what could be provided to you that would assist you in the heavy lifting of the major tasks you mentioned above?

More Details

94
Responses

Latest Responses

"Historical data looking across years"

"Making all teachers aware of the data available to them"

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Top Data Wishes of Principals

More timely data (20)

Ease/consistency of use (15)

All-in-one data source (14)

Help with data analysis and training (11)

Addition of real-time local data (10)

Trend and cohort performance data (7)

Milestones presented by school, content, subgroup, teacher, and student (6)

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Georgia's Framework of Continuous Improvement

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SLDS Supports Framework of Continuous Improvement

Analyze Demographics

Allocate Resources

Communicate with Stakeholders

Reflect on Instruction

Analyze Growth

Build Plans

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Slide 25

❖ Historical Dashboards contain enrollment, withdrawal, and attendance data, including subgroup identification.
❖ Attendance data reveals absentee issues.
❖ Operational Dashboards provide GAVL and foster data.
❖ SI Dashboard contains various student demographic information reported by different agencies.

❖ Historical and Operational Dashboards and the IIS Data Tool allow for subgroup and support service analysis.
❖ SI Dashboard gives star climate details and teacher information details that help determine additional resources needed.

❖ Historical and Operational Dashboards and the IIS Data Tool allow for comparative data.
❖ SI Dashboard gives 3-yr trend data on demographics and performance metrics.
❖ High School Feedback shows graduated students' college performance.
❖ Parent Portal helps facilitate conversations about student performance and suggests helpful resources.

| Analyze Demographics | Allocate Resources | Communicate |

WHY SHOULD ADMINISTRATORS USE SLDS?

| Reflect on Instruction | Analyze Growth | Build Improvement Plans |

❖ Historical Dashboards and the IIS Data Tool provide detailed student performance data to be used when reflecting on instructional programs.
❖ TKES/LKES provides review of teacher goals and performance.
❖ Usage Reports provide information about how staff members are using SLDS data and its features.
❖ Counselor Companion gives a view of students' progress toward being college and career-ready.

❖ The IIS Data Tool allows for the creation of multi-layered customizable reports.
❖ Growth Model depicts SGPs in multiple perspective views.
❖ Teacher Dashboards provide a view of what data and resources teachers have available.

❖ Professional Learning (PL) contains self-paced professional modules for improving practice and meeting requirements for TKES.
❖ The CLIP/SIP provides a place to digitally organize and submit plans to satisfy ESSA.
❖ TRL contains curriculum resources to assist with targeted improvement areas; District-specific resources can be stored in LOR.

Available at https://slds.gadoe.org/training

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Slide 26

❖ Student Profile Reports provide up to 13 years of data on students, including demographic information, attendance records, historical standardized test scores, Lexile levels, local assessments, grades, and enrollment history.
❖ Gifted Eligibility/EL Screener/IEP house data for determining eligibility, making appropriate placements, and scheduling support services.

❖ The Parent/Student Portal provides SLDS data in a student and parent friendly view promoting understanding of academic progress. Online resources aligned to course standards empower students and parents to practice at home.

❖ The State Assessment Classroom Performance, or Domain Analysis Report, provides direction for students needing remediation, monitoring, and acceleration according to subject and domain. As new assessment data is loaded into SLDS, teachers can easily create remediation and enrichment groups.

| Get to Know Students | Increase Communication | Differentiate Instruction |

WHY SHOULD TEACHERS USE SLDS?

| Locate Resources | Analyze Student Growth | Access PL |

❖ Teacher Resource Link (TRL) is a searchable collection of digital resources aligned by grade, subject, and standard.
❖ The "gold key" search from the teacher's schedule box allows for a quick standards-based search for resources.
❖ The Essential Toolkit is within the TRL and contains curriculum resources and videos for improving professional practice.

❖ The SGP report gives teachers access to Student Growth Percentiles and annual targets.
❖ TestPad allows teachers to create formative assessments with various question types, align them to standards, and deliver them online through the Student Portal.
❖ Local assessment data, like STAR and MAP, can be imported into SLDS to show student growth during the year.

❖ Professional Learning (PL) contains free, online, self-paced professional modules for improving practice and meeting requirements for TKES.

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August 1, 2019

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The biggest difference between traditional schools of the past and high-performing professional learning communities today is in their approach to data.

…

Effective PLCs view data as a powerful tool for meeting the needs of individual students and for informing and improving the professional practice of the entire team.

…

DuFour,R. (2015). How PLCs do data right. *Educational Leadership., 73*(3), 22-26.

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Essentials to Converse about Data

Students are the shared responsibility of everyone in the school.

Conversations about data include a healthy level of disagreement.

Conversations about data engender trust rather than suspicion.

Data teams focus on a solution-oriented approach.

Data teams are broadly aware of what they're expected to accomplish.

Datnow, A, & Park, V. (2015). Five (good) ways to talk about data. *Educational Leadership., 73*(3), 10-15.

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Questions PLCs Consider

- Which students are unable to demonstrate proficiency and need intervention or support?
- Which students are highly proficient and would benefit from extended or accelerated learning?
- Did one or more colleagues have excellent results in an area where my students struggled? What can I learn from my colleagues to improve my professional practice?
- Is there an area none of us achieved results expected? What do we need to learn as a team to teach this skill or concept more effectively?

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Best Practice #1

Administrators form PLC data teams and establish understood norms for conversing about data.

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Best Practice #2

Administrators provide data users with training on how to use the data available to improve instruction.

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Importance of Training for Data Users

- It is not necessary to make data specialists of every school employee, but everyone needs to understand what data affect the work and how to access.
- Train users in a way that emphasizes decision-making.
- Seek out data training opportunities that focus on improving instructional practice.

American Association of School Administrators. (2019). *Using data to improve schools: What's working*. Arlington, VA.

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SLDS Training Opportunities

Training Descriptions

https://www.gadoe.org/Technology-Services/SLDS/Documents/Training%20Opportunities.pdf

Training Request Form

Accessible at https://slds.gadoe.org/training

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Best Practice #3

Administrators know their schools and the students who attend.

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SLDS Features that Support Admin Functions

Analyze Demographics

Allocate Resources

- Historical Dashboard
    - Enrollment
        - Comparisons
        - Trends/Patterns
        - Subgroups
    - Withdrawals
        - Dropout/Non-dropout
    - Attendance
        - Student level
        - Subgroups
        - Chronic absenteeism
- Operational Dashboard
    - GAVL Enrollment
    - Foster Report
- SI Dashboard
    - Student Information

Communicate with Stakeholders

Reflect on Instruction

Analyze Growth

Build Plans

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Sample Data Probes – *Analyzing Demographics*

- What did enrollment in the district/school look like 4 years ago? How has it changed over that time? Which subgroups have grown larger over that time?

- How many dropouts are recorded? Which students are marked with unknown as withdrawal reason? What follow-up needs to happen with any unknowns?

- What is the overall attendance rate? How has it changed over the last 4 years? How does your school define chronic absenteeism? Which students are chronically absent?

- Which students are choosing to enroll in GA Virtual Learning?

- Which students are currently or have been in foster care this year?

- What portion of students are considered ED, students of poverty? Has that percentage changed over the last 4 years? How does this compare to other schools?

- What percentage of Students with Disabilities have been retained?

- Which students have been served in SST and are not served SWD?

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Best Practice #4

Administrators use data to support allocation of staff and learning resources to address needs of all learners.

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SLDS Features that Support Admin Functions

- Historical Dashboard
  - Enrollment
    - Trends/Patterns
    - Subgroups
  - Assessment
    - Milestones, Access, GKIDS, PreK, GAA
    - Lexile Scores
    - Local Assessment
- Operational Dashboard
  - Assessment
    - Milestones Domain Analysis
- SI Dashboard
  - Star Rating
  - Teacher Information

Analyze Demographics

Allocate Resources

Communicate with Stakeholders

Reflect on Instruction

Analyze Growth

Build Plans

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Sample Data Probes – *Allocating Resources*

- Considering changes in enrollment or subgroups, is current staff sufficient to meet student needs? Is there a trend that would indicate additional EL and SWD support will be necessary in the near future?

- What programs or incentives are currently in place to address attendance? Considering overall attendance rate and students who are chronically absent, what modifications or additional resources need to be allocated to boost attendance?

- If students are enrolling in GAVL, what additional course offerings could provide for in-house learning? Would there be other students who might benefit from courses at GAVL?

- Considering students that are homeless, in foster care, or in poverty, what counseling or other social services are provided to meet their needs so that they are ready to learn? What additional resources are needed?

- What percentage of Students with Disabilities have been retained? What resources are being provided to make sure IEP goals are met? Are additional resources needed?

- Which students have been served in SST and are not served SWD? Are additional intervention resources justified?

- What performance areas are the lowest by subject and by grade? How does this compare to other schools? Has this been steady or changed over time? What professional learning opportunities need to be secured to build capacity in these areas?

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Best Practice #5

Administrators use a variety of data as the basis to communicate performance, plans, and proposals to a large audience, including ways others can engage in the improvement process.
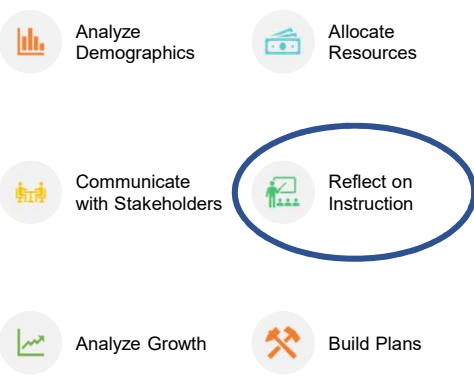
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SLDS Features that Support Admin Functions

- IIS Dashboard
- Historical Dashboard
  - Enrollment
  - Attendance
  - Assessment
    - Milestones, Access, GKIDS, PreK, GAA
    - Lexile Scores
    - Local Assessment
- Operational Dashboard
  - Assessment
    - Milestones Domain Analysis
- High School Feedback
- SI Dashboard
  - CCRPI
- Parent Portal

Analyze Demographics

Allocate Resources

Communicate with Stakeholders

Reflect on Instruction

Analyze Growth

Build Plans

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Sample Data Probes –
Communicating with Stakeholders

- How does overall assessment performance compare to district and to state? By subject areas? By subgroups?

- Comparing current year to the previous year, what portion of students have increased an achievement level?

- How has Lexile performance at 3rd grade changed over the last 4 years? How does this compare to math performance?

- How have performance metrics on CCRPI indicators changed over time? Content Mastery? Progress? Closing the Gaps? Readiness?

- Do parents and teachers know about the Parent Portal? Are they using it to discuss student performance and college and career readiness? Are teachers alerting parents to the resources within the Parent Portal to help reinforce learning at home?

- Using High School Feedback, how prepared for college and career are students? What are they choosing after high school and how successful are they in their pursuits?

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Best Practice #6

Administrators use data to conduct program evaluations and effectiveness reviews of professional learning for staff.

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SLDS Features that Support Admin Functions

- IIS Dashboard
- Historical Dashboard
  - Assessment
    - Milestones, Access, GKIDS, PreK, GAA
    - Lexile Scores
    - Local Assessment
  - Student Growth Percentile
- Counselor Companion
- TKES/LKES
- TestPad
- Usage Reports

Analyze Demographics

Allocate Resources

Communicate with Stakeholders

Reflect on Instruction

Analyze Growth

Build Plans

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Sample Data Probes – *Reflecting on Instruction*

- How do achievement levels and Lexiles compare to district and state numbers? How have achievement levels and Lexiles changed by individual student year to year? How do overall achievement levels and Lexile levels compare when focusing on a particular grade level year to year?
- Looking at the Historical Dashboard Assessment data by subgroup, which students are benefiting from the current instructional frameworks and programs the most? Which students need modified instruction?
- Are there students at the Distinguished level not currently served in gifted who might benefit from acceleration or enrichment?
- Comparing your SWD achievement levels to your non-SWD achievement levels, where do gaps seem to be narrowing or widening? ELL vs. non-ELL?
- Are there differences between performance results of males and females? What might be contributing to this and what structures could be in place?
- Are professional goals and observation data in TKES/LKES aligned with instructional strengths and needs evidenced by performance data?
- Does the Usage Report show consistent reference to data and resources?

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Best Practice #7

Administrators discern who is growing.

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SLDS Features that Support Admin Functions

- IIS Dashboard
- Historical Dashboard
  - Assessment
    - Milestones, Access, GKIDS, PreK, GAA
    - Lexile Scores
    - Local Assessment
  - Student Growth Percentile
- Growth Model
- Teacher Dashboards

Analyze Demographics

Allocate Resources

Communicate with Stakeholders

Reflect on Instruction

Analyze Growth

Build Plans

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Sample Data Probes – *Analyzing Growth*

- How do achievement levels and Lexile levels change when focusing on a particular cohort of students year to year? For the past 3 years?

- How have achievement levels and Lexiles changed by individual student year to year?

- Looking at the Growth Model by teacher and by student group, where are highest levels of growth occurring? Lowest levels of growth occurring? What could be contributing to this?

- Which students have failed to meet last year's Lexile midpoint and have not been coded SST or are not already served in a support service? What intervention is needed to ensure their growth?

- Which students have demonstrated high growth capacity in one area but not another? What is contributing to this difference?

- Considering students that comprise low growth in any subject, which subgroups do they represent? Considering students that comprise high growth in any subject, which subgroups do they represent?

- How is chronic absenteeism affecting students' growth?

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Best Practice #8

Administrators follow through with all the above data practices to create the best possible plans for overall school and district improvement.

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SLDS Features that Support Admin Functions

- IIS Dashboard
- Historical Dashboard
  - Assessment
    - Milestones, Access, GKIDS, PreK, GAA
    - Lexile Scores
    - Local Assessment
  - Student Growth Percentile
- CLIP/SIP
- PL
- TRL

Analyze Demographics

Allocate Resources

Communicate with Stakeholders

Reflect on Instruction

Analyze Growth

Build Plans

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Sample Data Probes – *Building Improvement Plans*

- What goals address current instructional needs as evidenced by achievement results and attendance data? How do goals and action steps need to be modified to address newest findings in the data?
- Which students are having the greatest impact on CCRPI calculations? Has 'best score' been filtered to consider retest results? What action steps are in place to support these students?
- Looking at the Operational Dashboard Assessment data, which domains appear to be the strongest for different grade levels and teachers? What experiences could be provided to share what is working?
- Using the PL tab, which professional learning modules could help build instructional capacity in teachers struggling in different areas?
- What resources are teachers utilizing within the TRL for instruction and professional growth?
- Which PLC data team members could share in building the improvement plan via access to the CLIP/SIP?
- Is the Export function being utilized to get data into a workable format for planning purposes?

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