SLDS: Best Practices for Administrators
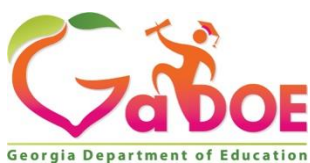
Suggestions to consider as you make the most effective use of data in your decision-making processes

Table of Contents

Background

This report is intended to offer you suggestions to consider as you and those you work with in administrative roles make the most effective use of data on behalf of students. In Summer 2019 Georgia school principals were invited to complete a Principal Data Feedback Survey to gather input about tasks that require them to collect, locate, and analyze data and what might be provided to principals to assist in their data-related work. From this feedback comes the latest revision and update of *SLDS: Best Practices for Administrators.* This report shares the results of the survey and presents our newest best practice ideas for using SLDS to assist in administrative work.

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

Data-Driven or Data-Informed?

We must consider why we collect data in the first place. In education we live in a world of buzzwords and oftentimes those words get tweaked and adjusted over time as new research is presented. The terms "data-driven" and "data informed" are popular and used in a variety of contexts. To some, "data-driven" has a completely different meaning than "data-informed." *Data-driven has come to mean it is all about the data and whatever the data show determines the course of what happens next. Data-informed adjusts that thinking somewhat to acknowledge the data but also incorporates the context before big shifts and changes are made.* To some, these terms are used interchangeably. Simply put, we should aspire to improve instruction for students. It is not enough to gather hordes of data, visualize that data, extrapolate that data, and communicate that data if we do not ultimately use it to better our instruction for students.

Overarching Questions for Administrators to Consider when Working with Data

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

Principal Feedback Survey

To obtain more information about current data usage practices from users in our own state, the Principal Feedback Survey was created. The SLDS training team sent out the survey to principals across Georgia early June 2019. Principals were chosen as the target group for the survey because (1) they work at the school level and are closest to the decisions that impact instructional change, aside from teachers, and (2) typically prior to their role as principal they served as a teacher or some other school level administrator and would be able to bring to the survey those insights as well.

The intent of the survey was to gather principals' input about tasks requiring them to collect, locate, or analyze data. We also sought to discover what might be provided to principals to assist in their work. SLDS has evolved from user requests over time; so, any additional feedback from these school leaders would be beneficial.

Survey Results

The survey was voluntary and was completed online. There were 109 responses over a 5-week period. Most responses came from elementary principals (62%) followed by high school principals (22%). The principals that responded represented a mix of veteran and new to the role perspectives – 31% had been principal for more than 10 years, and another 31% had been principal for 2-5 years.

The survey asked which times of the year principals looked at or looked for certain data. The results show that data use is consistent throughout the year with summer work time having a slight edge over the midpoint of the school year. Principals are working with data all year long.

> Principals were asked to rate the frequency of their data usage overall from 1-10, 1 being never and 10 being every minute of every day. The overall average of 7.89 indicates that they view their roles as data-demanding or data-intensive.

[Anyone in a position of collecting and reporting data needs to be aware that school level work is happening with the data all the time; therefore, it needs to be timely, accurate, and clean.]

Yearly Data Tasks

Principals were asked to think in more detail about their workflow and what tasks they are doing in summer, start of school, midpoint of school, and end of school year. Summary details of the top answers follow.

Summer Tasks Requiring Data	Start of Year Tasks Requiring Data
SIP (School Improvement Plans) Title I Plans Accreditation Plans Forecasting upcoming CCRPI calculations Looking at teacher data and student data to determine classes and scheduling Overall planning for the new year in general	Continuation work on plans Scheduling support services Holding meetings to establish goals
Midpoint of Year Tasks Requiring Data	**End of Year Tasks Requiring Data**
Midterm reflection on instruction and progress Adjustments in instruction Spring testing plans and strategies (GMAS) Progress monitoring meetings RTI Remediation Attendance meetings	Analyzing assessment results by teacher and student Reflecting on instructional programs used in the current year Considering moves of staff for next school year Rostering Scheduling

Principals were asked who they rely on to help with data work at the school. Assistant Principals were the top response. Counselors, specialists, lead teachers, and department chairs were also popular responses comprising improvement teams at schools working in conjunction with principals utilizing data to make decisions about instruction and services for students.

Top Data Wishes of Principals

The last question on the survey asked, "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?" This question provided insight to the level of awareness and understanding principals have when utilizing the SLDS dashboards. It is also insightful for district data personnel to know the data wishes of principals as they make decisions that affect what happens at the school level. The top data wishes of principals are below.

TOP DATA WISHES OF PRINCIPALS
• MORE TIMELY DATA
• EASE/CONSISTENCY OF USE
• ALL-IN-ONE DATA SOURCE
• HELP WITH DATA ANALYSIS AND TRAINING
• ADDITION OF REAL-TIME LOCAL DATA
• TREND AND COHORT PERFORMANCE DATA
• MILESTONES PRESENTED BY SCHOOL, CONTENT, SUBGROUP, TEACHER AND STUDENT

Georgia's Framework of Continuous Improvement

Whether driving or informing decisions, ultimately data must be for the purpose of improving instruction. Here is Georgia's Framework of Continuous Improvement. This visual depicts the continuous nature of the processes involved in addressing and supporting the whole child. Having timely access to data and effectively using data in decision-making are imperative to this framework.

SLDS Supports for Continuous Improvement

SLDS supports the Georgia Framework of Continuous Improvement. These 6 high leverage functions capture and categorize the essence of all the major tasks principals indicated in the survey that they use data for throughout the year. Principals and other administrative staff can analyze demographics, allocate resources, communicate with stakeholders, reflect on instruction, analyze growth, and build plans for improvement, all using features available in SLDS.

Analyze Demographics

Allocate Resources

Communicate with Stakeholders

Reflect on Instruction

Analyze Growth

Build Plans
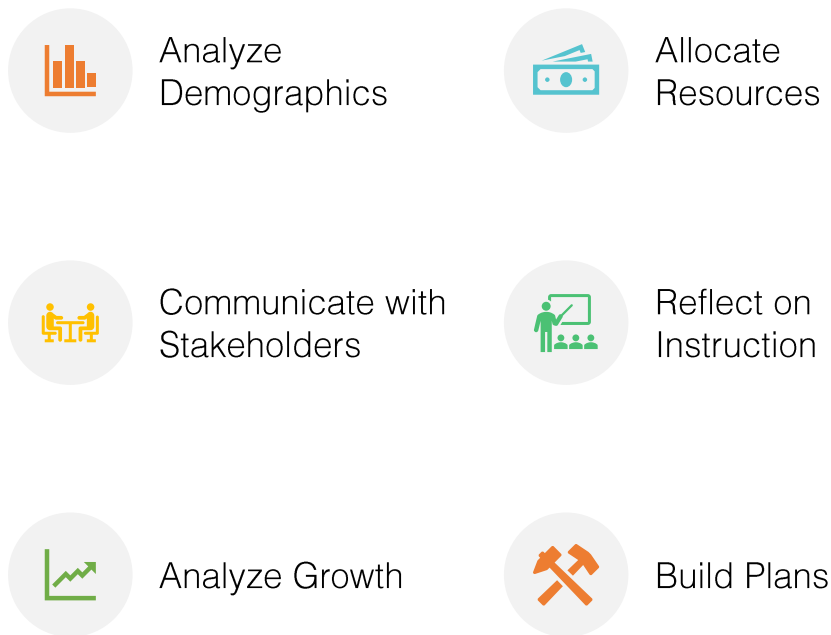
Best Practices for Administrators

As administrators begin to explore SLDS to support these high leverage functions, the SLDS features that relate to these functions will be listed in Best Practices 3-8 below. Some sample data probes are also offered to begin thinking about how that work might look.

Best Practice 1
Administrators form PLC data teams and establish understood norms for conversing about data.

> *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.*
> *~Richard DuFour*

Structures for Working with Data

PLCs, or professional learning communities, are popular structures established in schools today with the goal of improving instruction and increasing student achievement.

Richard DuFour (2015) writes, "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." Principals indicated many people who help with data tasks. These people comprise a variety of different PLCs established in schools today. Most PLCs are charged with looking at data, but just as DuFour says, approaches to that data can be different. It is not enough for administrators to merely establish the PLC and name its members because conversing about data can be tough. Sometimes what it reveals is raw and potentially offending. Sometimes people take on what the data appears to show in a very personal manner. Administrators must ensure some foundational norms are in place before data can truly become an effective powerful tool for change.

Essentials for Conversing about Data

Amanda Datnow and Vicki Park (2015) write about 5 good ways to talk about data. These norms are so essential that they are commonly found in successful organizations.

1. *Students are the shared responsibility of everyone.* That encompasses everyone in the organization, but especially all members of the PLC. Every role in the system shares some level of responsibility for students.
2. *Conversations have healthy disagreement.* Someone must ask the what/if questions, the why/how questions, or challenge popular assumption for improvement to be possible.
3. *Conversations engender trust rather than suspicion.* Staff members need to know that conversations are confidential and private and not intended for purposes other than student success.
4. *Teams focus on solutions.* This keeps attention on the path forward and helps lift conversations above blame and accusation which can bog down productivity.
5. *Teams know what they are to accomplish.* Analysis of data leads to improvement in instruction when administrators clearly communicate

expectations. One obvious expectation is who will be responsible for keeping eyes on any changing metrics and measures, or who will help inform others when new data is available. This usually falls on the role of the principal or the district data coordinator, but when this work can be delegated to others on the team, it is less likely that important data is overlooked.

For administrators, establishing norms such as these for PLCs, or data teams, is an important best practice, just as important as the work of forming the team in the first place.

Questions for PLCs to Consider

To help jumpstart the conversation of a PLC or data team, Richard DuFour (2015) offers these questions to be used as guiding questions when looking at assessment or performance results.

QUESTIONS FOR PLCs
• 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?

Best Practice 2

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

Importance of Training

In a recent publication by the American Association of School Administrators (2019) about "What's Working," it is stated that it is not necessary that every employee become a data guru, but everyone must understand what data will affect their work and how to access that data. This means that training is essential and opportunities that are sought should embrace the application and not just the access. One of the data wishes principals indicated in the survey was help with data analysis and training around that. This helps to maintain the focus of data collection on improving instructional practice.

SLDS Training Opportunities

We have an SLDS training team each responsible for a different regional area of our state. Our trainers have created data training modules that help users efficiently access the data that affects their work and includes built-in application time. We also work with districts and schools to make sure the training sessions uniquely fit the needs of the school and the staff. Here is the link to our training module descriptions along with the link to our training request form.

Training Descriptions

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

Training Request Form

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

Best Practice 3
Administrators know their schools and the students who attend.

Having a clear idea about who is in enrolled in the school and how the demographic landscape is changing is imperative to the learning experiences provided. Also,

knowing who attends regularly and those with chronic absenteeism is imperative to the choice of learning experiences provided.

SLDS Features that Support Analyzing Demographics

Here are some of the specific SLDS features available on the admin dashboard that support the admin function of Analyzing Demographics. The Historical Dashboard contains enrollment, withdrawal, and attendance data, including subgroup identification. Attendance data reveals absentee issues. The Operational Dashboard provides GAVL and foster data. The SI Dashboard contains various student demographic information reported by different agencies.

- 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

Sample Data Probes that Support Analyzing Demographics

Here are the sample data probes specifically related to Analyzing Demographics using the SLDS features listed.

- 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?

Best Practice 4

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

Since budgets are tight, it is vital to make sure that you are getting the most for every dollar spent. Mining data presents opportunities to review the impact of spending

specific dollars in certain areas and allows administrators the chance to justify any proposed changes.

SLDS Features that Support Allocating Resources

Here are the specific SLDS features available on the admin dashboard that support the admin function of Allocating Resources. 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 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

Sample Data Probes that Support Allocating Resources

Here are the sample data probes specifically related to Allocating Resources using the SLDS features listed.

- 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 soon?
- 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?

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.

One of the most common tasks administrators need help with is communication, or rather the time to do so. So much is happening in the day-to-day at school which squeezes out time for thorough and consistent communication with all stakeholders who have a vested interest in what is happening at the school and what is being planned. CCRPI is a definite point of communication during the year when administrators must have answers and explanations ready for their audience.

SLDS Features that Support Communicating with Stakeholders

Here are the specific SLDS features that support Communication. These are intended to help facilitate the prep work for effective communication in an efficient manner. 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.

- 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

Sample Data Probes that Support Communicating with Stakeholders

Here are the sample data probes specifically related to Communicating with Stakeholders using the SLDS features listed.

- 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?

Best Practice 6
Administrators use data to conduct program evaluations and effectiveness reviews of professional learning for staff.

Anything that we procure needs to have an established process of review. If one school purchases a program for reading intervention and the progress or achievement data is not showing growth after an implementation period, then perhaps it is time to rethink its renewal. The same is true for PL for staff. If PL offerings are not aligned to needs or not ultimately improving instruction, then it is time to adjust what is not working.

SLDS Features that Support Reflecting on Instruction

Here are the specific SLDS features available on the admin dashboard that support the admin function of Reflecting on Instruction. 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.

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

Sample Data Probes that Support Reflecting on Instruction

Here are the sample data probes specifically related to Reflecting on Instruction using the SLDS features listed.

- 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?

Best Practice 7
Administrators discern who is growing.

Sometimes proficiency levels alone can be deceiving. It is not enough to know which school or which class had the highest numbers of students at proficiency and above. The learning process is extremely complex, and all learners do not demonstrate mastery on the same schedule as graded schools are configured. Some students are just late bloomers given their life circumstances and other reasons. Being intentional about growth instead of just mastery and proficiency can highlight and uncover great work that is happening in hard to teach places.

SLDS Features that Support Analyzing Growth
Here are the SLDS features that support the admin function of Analyzing Growth. 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 to analyze growth.

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

Sample Data Probes that Support Analyzing Growth
Here are the sample data probes specifically related to Analyzing Growth using the SLDS features listed.

- 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?

Best Practice 8
Administrators follow through with all the above data practices to create the best possible plans for overall school and district improvement.

The process of building improvement plans, whether district and school improvement plans, Title I plans, or accreditation reviews, requires time and energy but also requires the involvement of other people. All the previous functions from analyzing demographics to communicating with stakeholders are encompassed in the improvement planning process.

SLDS Features that Support Building Improvement Plans
SLDS can support this work of building improvement plans through these functions. Aside from the dashboards, some other helpful features that may not be apparent are the Professional Learning or PL tab which contains self-paced professional modules for improving practice and meeting requirements for TKES and the TRL which contains curriculum resources to assist with targeted improvement areas. District-specific resources can be stored in LOR. Of course, the CLIP/SIP feature provides a place to digitally organize and submit plans to satisfy ESSA.

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

Sample Data Probes that Support Building Improvement Plans

Here are the sample data probes specifically related to Building Improvement Plans using the SLDS features listed.

- 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?

Summary Documents

The documents below have been created as a quick reference for connecting the high leverage functions of administrators and teachers to SLDS features that support the work. High resolution PDFs are available for download from the SLDS Help & Training page at https://slds.gadoe.org/training .

Why Should Administrators Use SLDS?

Analyze Demographics	Allocate Resources	Communicate
❖ 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.

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.

Why Should Teachers Use SLDS?

❖ 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.

Get to Know Students

❖ 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.

SLDS

Increase Communication

❖ 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.

Differentiate Instruction

WHY SHOULD TEACHERS USE SLDS?

Locate Resources

❖ 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.

Analyze Student Growth

❖ 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.

Access PL

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

GaDOE
Georgia Department of Education

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