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

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?

Principal Feedback Survey
Summer 2019

Offering a holistic education to each and every child in our state.

109 Responses
22:01 Average time to complete
1. For which level of school are you currently principal?

More Details

- Elementary: 68
- Middle: 16
- High: 24
- Other: 3

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

More Details

<table>
<thead>
<tr>
<th>Responses</th>
<th>Average Number</th>
</tr>
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<tbody>
<tr>
<td>109</td>
<td>7.89</td>
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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
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).

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..."
6. Thinking about the work you usually accomplish at the START 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).

Latest Responses
- “analysis of benchmark data”
- “Collaborative planning for the year and setting grade level and teach...”
- “Professional Development”
7. Thinking about the work you usually accomplish at the MIDPOINT 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).

Latest Responses

- "analysis of mid-year student academic data, attendance data"
- "Reflecting on interventions and changes to address challenge areas."
- "Student Interventions"

107 Responses
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).

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...”
9. In any of the the major data tasks you mentioned above, which other personnel members assist you in the collection, location, or analysis of data?

104 Responses

Latest Responses

"AP, counselors, classroom teachers, instructional coaches"

"Administrative team, Instructional Leadership Team (grade level lead..."

"Assistant Principal Teachers Counselor"
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

Latest Responses

- "Historical data looking across years"
- "Making all teachers aware of the data available to them"

94 Responses

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)
Georgia’s Framework of Continuous Improvement

SLDS Supports Framework of Continuous Improvement

- Analyze Demographics
- Allocate Resources
- Communicate with Stakeholders
- Reflect on Instruction
- Analyze Growth
- Build Plans
WHY SHOULD ADMINISTRATORS USE SLDs?

Reflect on Instruction
- Historical Dashboards and the IIS Data Tool provide detailed student performance data to be used when reflecting on instructional programs.
- The IIS Data Tool allows for the creation of multi-layered customizable reports.
- 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 TKE.

Analyze Growth
- The IIS Data Tool allows for the creation of multi-layered customizable reports.
- Growth Model depicts SGP values in multiple perspective views.
- Teacher Dashboards provide a view of what data and resources teachers have available.
- The CLP9595P provides a place to digitally organize and submit plans to satisfy ESERA.

Build Improvement Plans
- The IIS Data Tool allows for the creation of multi-layered customizable reports.
- Growth Model depicts SGP values in multiple perspective views.
- Teacher Dashboards provide a view of what data and resources teachers have available.
- The CLP9595P provides a place to digitally organize and submit plans to satisfy ESERA.

Get to Know Students
- Student Profile Reports provide up to 12 years of data on students, including demographic information, attendance records, teacher grades and performance.
- School Edge provides School Edge reports that house data for determining eligibility, making appropriate placements, and scheduling support services.

Increase Communication
- The Parent/Student Portal provides SLDs to parents in a student and parent friendly way promoting understanding of academic progress.
- Online resources signed to ensure standards empower students and parents to practice at home.

Differentiate Instruction
- 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.

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 rapid search from the检索词搜索引擎 Batch was a quick standards-based search for resources.
- The TRL batch is within the TRL and contains curriculum resources and updates 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 APR and MPA, 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 TKE.
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.

...
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.


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?

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

Best Practice #2
Administrators provide data users with training on how to use the data available to improve instruction.
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.


SLDS Training Opportunities

Training Descriptions

Training Request Form
Accessible at https://slds.gadoe.org/training
Best Practice #3

Administrators know their schools and the students who attend.

SLDS Features that Support Admin Functions

- **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

Analyse Demographics
Allocate Resources
Communicate with Stakeholders
Reflect on Instruction
Analyze Growth
Build Plans
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?

Best Practice #4

Administrators use data to support allocation of staff and learning resources to address needs of all learners.
SLDS Features that Support Admin Functions

- **Historical Dashboard**
  - Enrollment
    - Trends/Pattens
    - 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 – 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?
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.

SLDS Features that Support Admin Functions

- IIS Dashboard
- Historical Dashboard
  - Enrollment
  - Attendance
  - Assessment
    - Milestones, Access, OK23, 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
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?

Best Practice #6

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

### 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?
Best Practice #7
Administrators discern who is growing.

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

**Analysis Tools**
- Analyze Demographics
- Allocate Resources
- Communicate with Stakeholders
- Reflect on Instruction
- Analyze Growth
- Build Plans
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?

Best Practice #8

Administrators follow through with all the above data practices to create the best possible plans for overall school and district improvement.
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?
**WHY SHOULD ADMINISTRATORS USE SMLS?**

**Historical Dashboards contain enrollment, withdrawal, and attendance data, including subgroup identification.**
- Attendance data reveals absentee issues.
- Operational Dashboards provide data and better data.
- SMLS Dashboard contains various student demographic information reported by different agencies.

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

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

Available at [https://slds.gadoe.org/training](https://slds.gadoe.org/training)

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**WHY SHOULD TEACHERS USE SMLS?**

**Student Profile Reports provide up to 15 years of data on students, including demographic information, attendance records, test scores, standardized test results, local assessments, grades, and enrollment history.**
- School Edge/Express, Sidepress data for determining eligibility, making appropriate placements, and scheduling support services.

**The Parent/Student Portal provides SMLS 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 SMLS, teachers can easily create remediation and enrichment groups.

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