



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"
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DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

Data-Driven Leadership Teams

Principal-to-Principal Webinar Series
January 13, 2016

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Albany High School

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Purpose:

To support educational leaders in their school improvement efforts and to address the expressed needs of principals in Georgia.

Principals from throughout the state will share how they have effectively implemented the best practices related to each topic.

Date and Time	Topic and Related Georgia School Performance Standard
January 13, 2016 10:00 A.M.	Establishing and supporting a data-driven school leadership team that is focused on student learning (Leadership Standard 6)
February 10, 2016 10:00 A.M.	Using processes to systematically analyze data to improve student achievement (Leadership Standard 4)
March 9, 2016 10:00 A.M.	Using research-based instructional practices to positively impact student learning (Instruction Standard 4)
April 13, 2016 10:00 A.M.	Monitoring implementation of the school improvement plan (Planning and Organization Standard 3)
May 11, 2016 10:00 A.M.	Evaluating and improving school culture (School Culture Standards 1-5)
June 8, 2016 10:00 A.M.	Summer Planning: How do effective principals use their summers to prepare for the upcoming school year?

Georgia School Performance Standard: Leadership 6

- **Establishes and supports a data-driven school leadership team that is focused on student learning**
 - A highly effective, proactive, and data-driven school leadership team is focused on student learning.
 - The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.

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Georgia School Performance Standards:

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/School%20and%20District%20Effectiveness/GA%20School%20Performance%20Standards.pdf>

SDE Professional Learning:

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Professional-Learning.aspx>



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AHS

Principal: Rodney Bullard
SIS: Barbara Heusel

Demographics

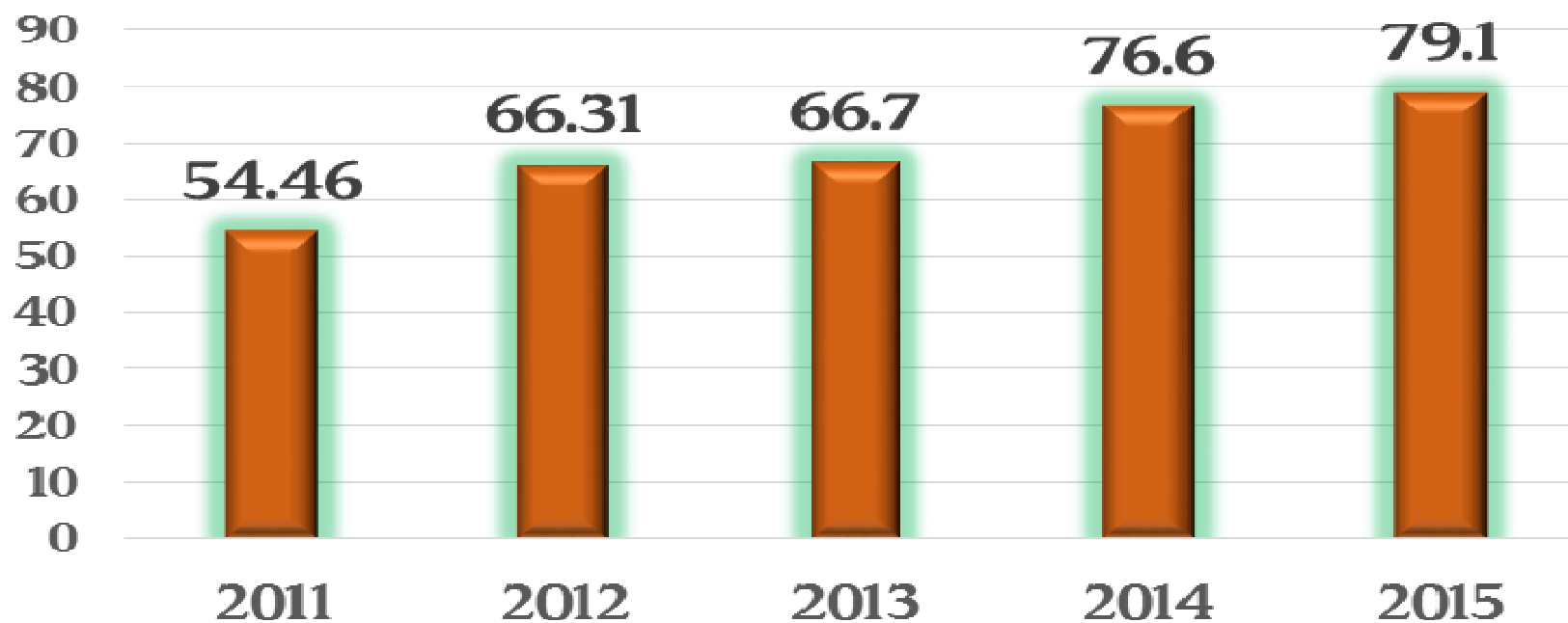
AHS

- Priority School
- SIG School 2011-2014
- Student Enrollment-776 on-campus/842 total
- 93% Student Population African-American
(Excluding White and Hispanic Origin)
- 89% Economically Disadvantaged

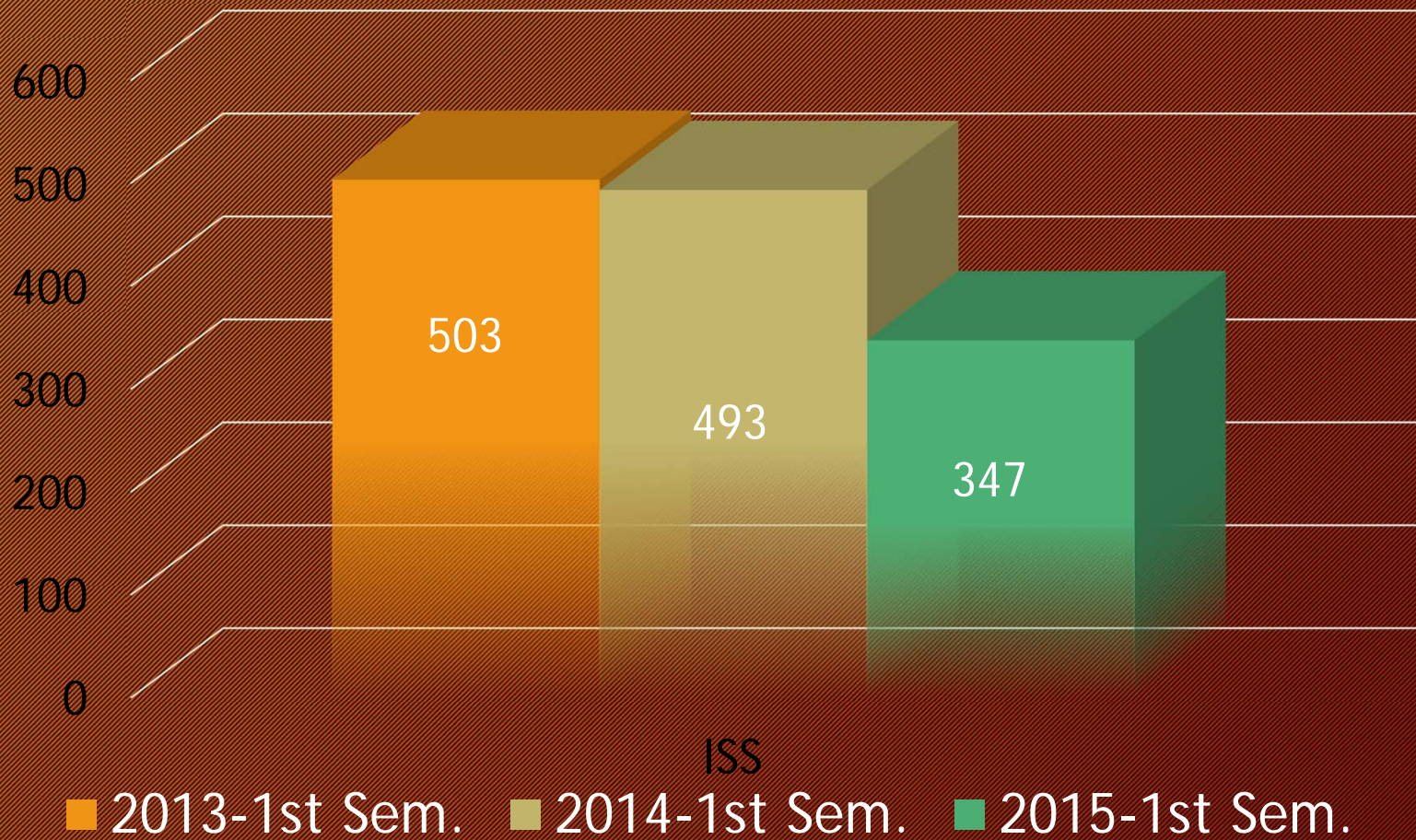
5 Year Longitudinal Data - Graduation Rate

AHS

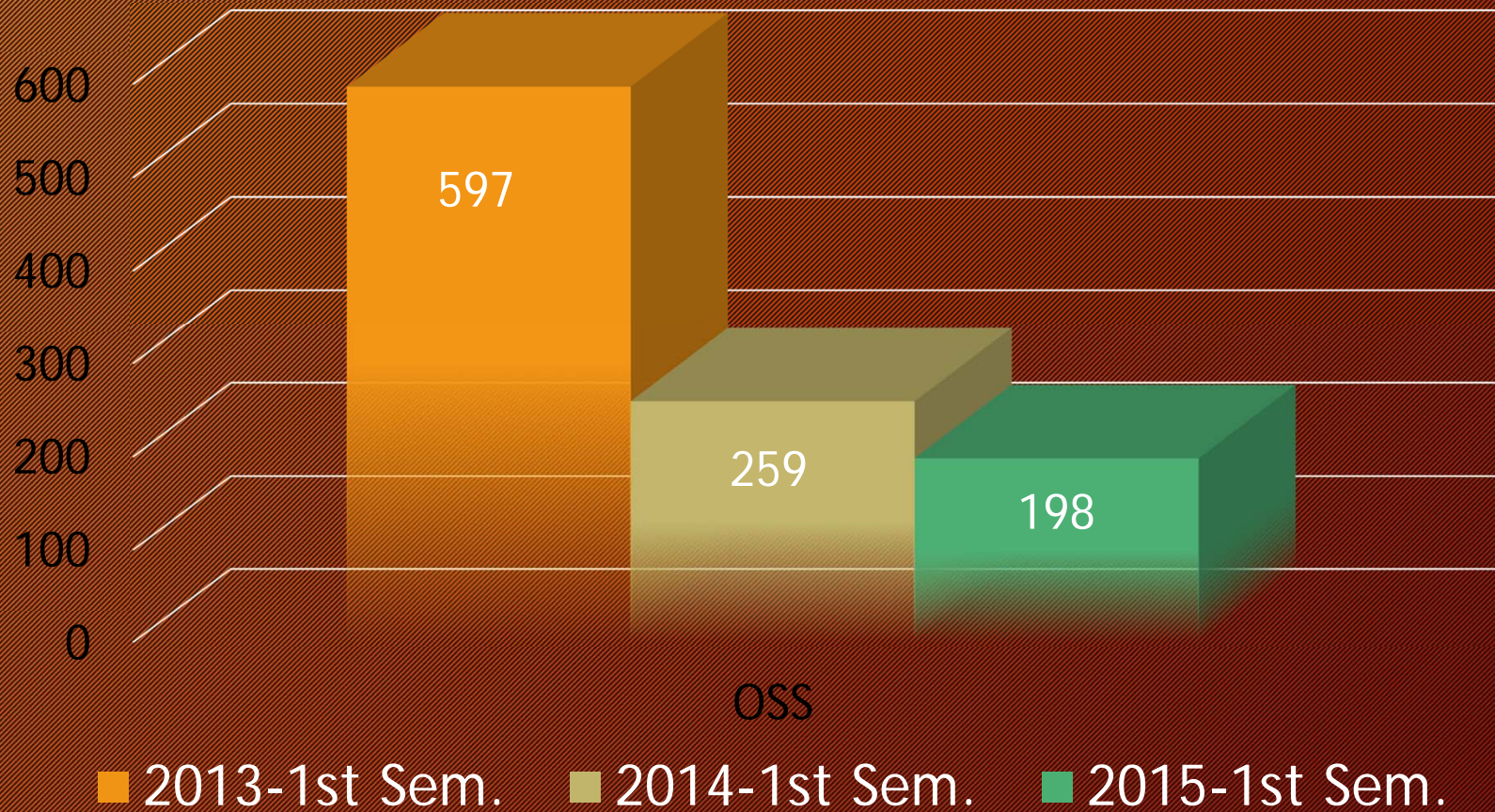
% Graduation Rate



Albany High School Three Year Analysis of ISS Days Assigned for 1st Semester



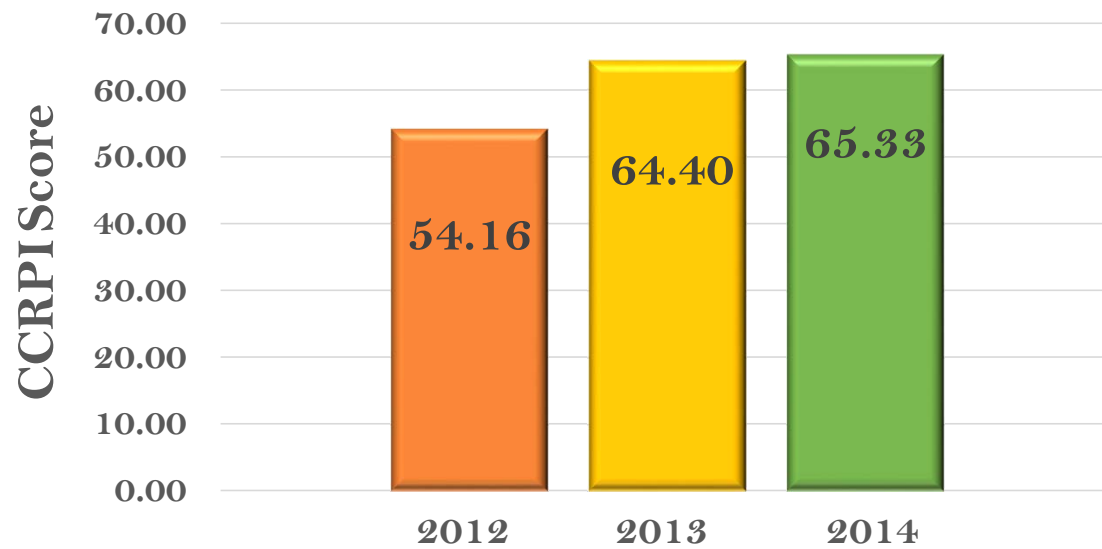
Albany High School Three Year Analysis of OSS Days Assigned for 1st Semester



CCRPI Data

AHS

Three Year Comparison of AHS CCRPI Scores



AHS Data
Compared to
State, SW RESA, DCSS
& SW Ga. Priority Schools

Georgia Milestones EOC

SUMMARY of Ga. Milestones Proficient & Above

AHS

- AHS scored highest in District in 4/8 EOCs
- AHS scored higher than SW RESA in 4/8 EOCs
- AHS Scored higher than STATE in 2/8 EOCs
- Developing and above had the same summary information

Summary of Ga. Milestones Proficient & Above:

AHS

Out of the 11 SW Region Priority HS

- AHS scored highest on 5/8 EOCs
- AHS scored 2nd on 1/8 EOCs
- AHS scored 3rd on 1/8 EOCs
- AHS scored 6th on 1/8 EOCs

GAP Analysis

AHS

Gaps between AHS and State Avg Student Performance
 Negative numbers are less than the state,
 Positive numbers are greater than the state

Subject	SPR 2013 GAP between AHS & State	SPR 2014 GAP between AHS & State	SPR 2015 GAP between AHS & State AVG. Developing Learner & Above	SPR 2015 GAP between AHS & State AVG. Proficient Learner & Above
Analytic Geo	-----	-22%	-11	-14
Biology	-11%	-8%	-5	-6
Coor. Algebra	-16%	-24%	-17	-19
Economics	-7%	-8%	-20	-23
9 th grade Lit	-12%	-4%	-2	1
Physical Science*	-26%	**-----	1	-18
US His	-26%	-18%	6	9
American Lit	-15%	-2%	-5	-8

** No Physical Sci Was taught on campus in 2013-14 any state data came from a few taking it in college

NET Gains AHS made on STATE AVG.

Gains AHS made on State Average Positive number reduced the GAP Negative number increased the GAP

Subject	Gains made Closing the Gap on State from 2013 to 2014	Gains made on state in Developing learner and above from 2014-2015	Gains made on state in proficient learner and above from 2014-2015
Analytic Geo	----	11%	8%
Biology	3%	3%	2%
Coor. Algebra	-8%	7%	5%
Economics	-1%	-12%	-15%
9 th grade Lit	8%	2%	5%
Physical Science*	---	25%	8%
US His	8%	24%	27%
American Lit	13%	-3%	-6%
NET Gains	21%	57%	34%
		32% if PS is omitted	26% if PS is omitted

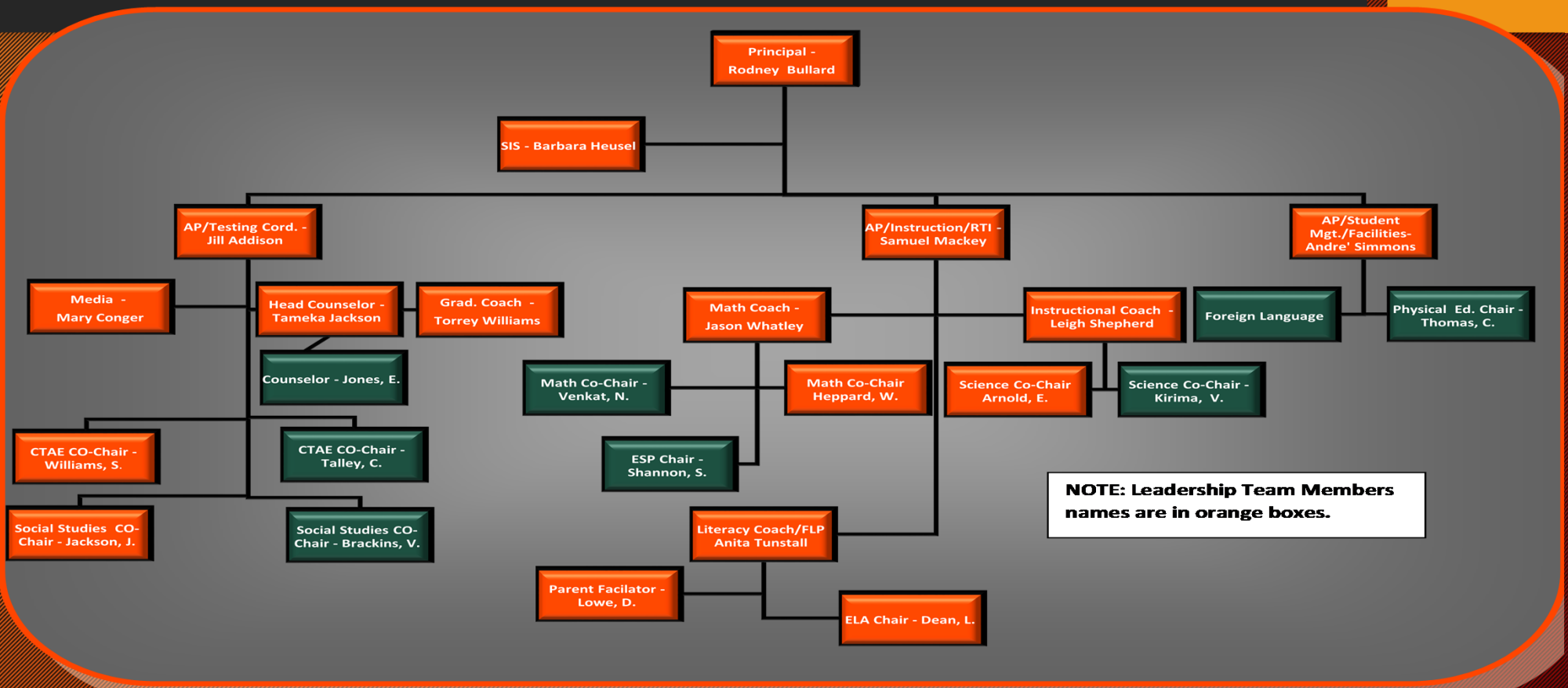
Leadership Team

AHS

- Organizational Chart
- Procedures

AHS Organizational Chart Identification of LT members

2015-16



Leadership Team (LT) Logistics

AHS

- LT meets one time per week
 - Consistent time(Third period on Monday)
 - Consistent meeting place- (Data Room)
- Leadership Focus Team (LFT) meets 1/week
- Department Chair Schedule
 - Off two periods
 - One period is for departmental collaborative planning
 - Other period is during 3rd period for LT, FWs, and other departmental duties

Consistent LT Meeting

AHS

FOCUS:

School Improvement
(Not Daily Operational Items)

AHS Set Monthly Agenda: Non-Negotiables

Week 1:	Week 2:	Week 3:	Week 4:
Indistar	Attendance report- monthly	Indistar	Indistar
TKES/LKES	Discipline report-monthly	TKES/LKES	Collaborative planning report from admin (ELA)
FLP	Indistar	FLP	Professional Learning
Collaborative planning report from admin (SS)	Collaborative planning report from admin Math	Collaborative planning report from admin (Sci)	Focus walk-in house (report)
Focus walk- in house Plan (standard and focus) walk	Priority monitoring Reports- quarterly	Focus walk- in house Plan (standard and focus) walk	Graduation rate (flexible as needed)
Parent engagement report - monthly	Focus walk-in house (report)	Department chair report (Sci)	Credit Recovery report-monthly
Dept. Chair report (SS)	Department chair report Math	Additional items (celebrations and concerns)	Department chair report (ELA)
Additional items (celebrations and concerns)	Additional items (celebrations and concerns)	Student performance data (adjust as needed based on progress report and report card schedule)	Additional items (celebrations and concerns)
Benchmark data (9 weeks exam)- quarterly	GAPSS - Review progress on recommendations	District Focus walks - quarterly	ILT- support/enrichment classes
	Grad Rate - Report on Monitoring of Seniors	9th grade Overage & Repeaters	Parent Engagement Monthly report

Sample AHS Leadership Team Meeting Agenda
December 14, 2015
10:40-11:30

1. Welcome- Bullard

2. Coaching Comment- Heusel

In your data analysis, what progress did AHS make in reducing the gap between AHS and the state average student performance on 2015 EOCs?

- GAP Analysis Data
- District Monitoring

2. FLP- Heppard

- Student Achievement Data from Sem. 1
- Attendance Data
- Next Steps

3. Results from Instructional Focus Walks- Shepherd

- Data
- Next Steps

4. Advisory- Williams

- Next Steps

5. Parent Engagement- Lowe

6. Closing- Bullard

The logo for Astoria High School (AHS) is located in the top right corner. It consists of the letters "AHS" in a bold, italicized, black serif font, set against a solid orange rectangular background.

Data Driven Decisions (D³)

AHS

- Focus Walks

- Types (examples)


- Instructional Strategies (See slide 18)
 - Flexible Learning Program (FLP)
 - Effectiveness of Professional Learning (PL)
 - Non-negotiables (examples)
 - Instructional framework
 - Lesson plans posted
 - Higher Order Questions (DOK) - utilization of open ended questions

- Summary Data (See next slide 19)

- Next Steps

Decisions concerning PL are based on observations from FW, TKES, and collaborative planning, as well as teacher requests

Instructional Strategies FW (Sample form)

Focus Walk- Instructional Strategies	
ALBANY HIGH SCHOOL ---Dougherty County	Date: _____
	Teacher Observed: _____ Observer: _____ Time In: _____ Time Out: _____ Beginning _____ Middle _____ End _____ Focus of Lesson: _____ FRAMEWORK Evident _____
<p>Please check the box for ALL that apply</p> <ul style="list-style-type: none"> • Appropriate Technology Used <ul style="list-style-type: none"> Write S for student & I for teacher on the blank a. IPADS/Computers/ 1-to-1 devices _____ b. Promethean Boards _____ <ul style="list-style-type: none"> ▪ Active use of Prom Board _____ Used as a Projector _____ Other – type of technology _____ • Activity: DOK L1 _____ L2 _____ L3 _____ Questioning: DOK L1 _____ L2 _____ L3 _____ GROW: _____ • Rank Usage of Ques. Techniques: Non-volunteers _____ Volunteers _____ Choral _____ • Positive learning environment _____ Teacher manages all students _____ Uses Proximity _____ • Graphic Organizer _____ Thinking Maps _____ T-charts _____ Interactive NB _____ • Summaries _____ PowerPoint _____ Note-taking _____ _____ Lesson Plans Posted • Setting Objectives _____ learning targets _____ EQ _____ _____ Lesson Plans Followed- notations given if different • Teacher Provides Feedback _____ :Teacher gives quality feedback related back to standard or Learning Target _____ Feedback with no instruction _____ • Students given opportunity for standards based academic discussions: Yes _____ No _____ Level of Involvement in discussions : All _____ Most _____ Few _____ • Students actively engaged in learning: All _____ Most _____ Some _____ Few _____ None _____ • Teacher checks for student understanding: Frequently _____ Occasionally _____ Seldom _____ Not Observed _____ • Teacher gives direct instruction to whole group _____ Teacher gives direct instruction to small group _____ Teacher is providing one-to-one instruction _____ 	

Summary of Instructional Strategies with Comparison Data from 2014/15

AHS

27 Observations	Criteria	# Obs./ total # classes	% observed	% Change			
1.	Appropriate Technology used	23/27	85%	+14%			
a.	IPads/Computers/ 1-to-1 devices	11/27	41%	+20%			
a.	Promethean Board	18/27	67%	+3%			
•	Active use of Promethean Board	6/18	33%	+11%			
•	Promethean Board used as a projector	12/18	67%	-16% (good neg)			
a.	Other type technology- Ex. Elmo	3/27	11%	+8			
2.	Questioning Techniques & DOK Levels						
a.	Questioning – DOK Level	Level 1- 7/18 39%	-5% (good neg.)	Level 2- 8/18 44% +1%	Level 3- 3/18 17% +5%		
b.	Activities – DOK Level	Level 1- 4/16 25%		Level 2- 10/16 63%	Level 3- 2/16 13%		
c.	Method of responses	Non-volunteers 9/18 50%	+5%	Volunteers 17/18 94%	Choral 14/18 78%		
3.	Learning Environment	Positive Env. 22/27 81%		Manages all students 15/27 56%	Uses Proximity 7/27 26%		
4.	Instructional strategies	Graphic Organizer 3/27 11%		Summaries 2/27 7%			
		PowerPoint 4/27 15%		Note-taking 9/27 33%			
		Interactive NB- 2/27 7%		Quick Writes 1/27 4%			
5.	Setting Obj/LT	Setting Obj. 19/27 70%	+59%	LT 16/27 59%	+48%	EQ 3/27 11%	
a.	Providing Feedback	FB - 21/27 78%	+42%	Quality 17/21 81%	+48%	FB no inst. 2/21 10%	
a.	Acad. Discussions – Students	Yes- 18/23 78%	+46%	No 5/23 22%			
a.	Level of involvement in discussions	All 4/14 29%	-14%	Most 9/14 64%	+25%	Few 1/14 7% -11% (good neg)	
6.	Students actively engaged in learning	All 13/25 52%	+11%	Most 6/25 29%	-10%	Some 5/25 20% +9%	Few 1/25 4%
7.	Teacher checks for student understanding						
		Freq. 17/24 71%	+17%	Occ. 3/24 13%	+1%	Seldom 2/24 8%	Not obs 2/24 8%
8.	Teacher gives whole group instruction	Whole group 19/25, 76%	+8%	Sm grp 7/25, 28%	+14%	1to1 8/25, 32%	Not obs 3/25 12%

Data Driven Decisions (D³) - Types of Data

AHS

- Discipline
- Attendance
- Student Achievement
 - Grades
 - Failure data
 - Grade Distribution
 - Performance on State, District and school assessments
- FLP- analysis of student growth
- Senior Audits
 - Percent of students meeting graduation requirements
- Monitor effectiveness of programs
- Analysis of subgroup success
 - Overage
 - ELL
 - Special education
- TKES summary by standards
- Summary data
 - Input of grades in Infinite Campus (IC)
 - Parent Contacts for struggling students logged in IC
- Parental Engagement Data

Student & Teacher Data Celebrations

Indistar & LT meetings

AHS

- Assess level of implementation of selected School Key Standards
- Create Plan (How to move from current level to fully implemented)
- Monitor (Action Plan) Tasks for each School Key Standards
- Respond to State SES Coaching Comments in Indistar
- Share Leadership Team minutes with District, State, and US Dept. of Education
- Use minutes to document next steps, person(s) responsible, and date to be completed (see next slide)

Sample Section of Minutes

AHS

Discipline

ISS- In Nov. there were 54 days of ISS assigned. This accounts for a loss of 324 hours of instructional time. There were no fights and 25 classroom disruptions.

OSS- There were 64 days assigned. This was a loss of 384 instructional hours. There were 23 incidents of classroom disruption.

In January we will have a focused approach on dress code violations. All need to be on board. We are going to put up posters.

In 2014 there were 493 days assigned in ISS for the first semester. This year there have been 347 days.

OSS for 2014 was 259 days assigned and this year there are 198 for the first semester.

72% of discipline issues come from 9th and 10th grade.

Next step: When final grades are in, we are looking at grades, attendance and discipline of students. Those students who are struggling, we will be having parent conferences. Students will go on a discipline/attendance contract. Overage students will be put on RTI- ACT-Right monitoring and mentoring.

Person Responsible: Simmons

Date to be completed:1/20/15

Key to Success in LT

AHS

Collaboration

Team Involvement

Motto

AHS

**Where We Enter To Learn
and
Depart To Serve**

Gaps between AHS and State Avg Student Performance Negative numbers are less than the state, positive numbers are greater than the state

Subject	SPR 2013 GAP between AHS & State	SPR 2014 GAP between AHS & State	SPR 2015 GAP between AHS & State AVG. Developing Learner & Above	SPR 2015 GAP between AHS & State AVG. Proficient Learner & Above
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Coor Alg	-16%	-24%	-17	-19
Economics	-7%	-8%	-20	-23
9 th grade Lit	-12%	-4%	-2	1
Physical Sci*	-26%	----	1	-18
US His	-26%	-18%	6	9
American Lit	-15%	-2%	-5	-8

NET Gains AHS made on STATE AVG.

Summary 5 of 8 subjects met goals at Developing and above
 2 of 8 subjects met goals at proficient and above
 6/8 comparisons decreased gap between AHS & State in both Developing Learner & Above and Proficient & Above Categories

* Physical Science scores were excluded from the Spr 2014 calculations because it was not taught at AHS that year. A few students took it at the college level.

Gains AHS made on State Average Postive number reduced the GAP Negative number increased the GAP

Gains made Closing the Gap on State from 2013 to 2014	Gains made on state in Developing learner and above from 2014-2015	Gains made on state in proficient learner and above from 2014-2015
----	11%	8%
3%	3%	2%
-8%	7%	5%
-1%	-12%	-15%
8%	2%	5%
---	25%	8%
8%	24%	27%
13%	-3%	-6%
21%	57%	34%
	32% if PS is omitted	26% if PS is omitted

27 Observations	Criteria	# Obs./ total # classes	% observed	% Change
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	b. Promethean Board	18/27	67%	+3%
	• Active use of Promethean Board	6/18	33%	+11%
	• Promethean Board used as a projector	12/18	67%	-16% (good neg)
	c. Other type technology- Ex. Elmo	3/27	11%	+8
2. Questioning Techniques & DOK Levels				
	a. Questioning – DOK Level	Level 1- 7/18 39% -5% (good neg.) Level 2- 8/18 44% +1% Level 3- 3/18 17% +5%		
	b. Activities – DOK Level	Level 1- 4/16 25% Level 2- 10/16 63% Level 3- 2/16 13%		
	c. Method of responses	Non-volunteers 9/18 50% +5% Volunteers 17/18 94% Choral 14/18 78%		
3. Learning Environment		Positive Env. 22/27 81% Manages all students 15/27 56% Uses Proximity 7/27 26%		
4- Instructional strategies		Graphic Organizer 3/27 11% Summaries 2/27 7% PowerPoint 4/27 15% Note-taking 9/27 33% Interactive NB- 2/27 7% Quick Writes 1/27 4%		
5. Setting Obj/LT		Setting Obj. 19/27 70% +59% LT 16/27 59% +48% EQ 3/27 11%		
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TKES/LKES	Discipline report-monthly	TKES/LKES	Collaborative planning report from admin (ELA)
FLP	Indistar	FLP	Professional Learning
Collaborative planning report from admin (SS)	Collaborative planning report from admin (Math)	Collaborative planning report from admin (Science)	Focus walk-in house (report)
Focus walk- in house Plan (standard and focus) walk	Priority monitoring Reports- quarterly	Focus walk- in house Plan (standard and focus) walk	Graduation rate (flexible as needed)
Parent engagement report - monthly	Focus walk-in house (report)	Department chair report (Sci)	Credit Recovery report-monthly
Dept. Chair report (SS)	Department chair report (Math)	Additional items (celebrations and concerns)	Department chair report (ELA)
Additional items (celebrations and concerns)	Additional items (celebrations and concerns)	Student performance data (adjust as needed based on progress report and report card schedule)	Additional items (celebrations and concerns)
Benchmark data (9 weeks exam)- quarterly	GAPSS – Review progress on recommendations	District Focus walks - quarterly	ILT- support/enrichment classes
	FLP	9th grade Over-age	Parent Engagement Monthly report
	Grad rate - Report on Monitoring of Sr.	9th grade repeaters	