

DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

A-2: Balanced System of Assessments

Principal-to-Principal Webinar Series
November 3, 2016

Dr. Loukisha Walker

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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.

2016-2017 Principal-to-Principal Webinar Dates and Times

August 25, 2016 – 10:00 AM

November 3, 2016 – 10:00 AM

February 9, 2017 – 10:00 AM

May 18, 2017 – 10:00 AM

Please send topic requests to Andrea Cruz at acruz@doe.k12.ga.us.

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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DR. RONALD E. MCNAIR HIGH SCHOOL



Dr. Loukisha Walker, Principal

WELCOME

Georgia

Principals!



Agenda

Welcome & Introduction

School Profile/Demographics

Strength, Weakness, and Barrier Analysis

Growth in CCRPI

Focus for Today: Data Analysis Protocol

Questions & Answers

Principal:

Dr. Loukisha Walker

Assistant Principals:

Ms. Charnelle Davenport | Dr. Barbara Long | Mr. Jerome Stevenson



Dr. Ronald E. McNair High School

Mission and Vision

Our Mission

- why we exist -

The mission of Dr. Ronald E. McNair High School is to educate, equip, and empower students to compete in a 21st century global society.

Our Vision

- what we hope to become -

MHS's vision is to create an environment in which all students strive to reach their greatest potential.



What Are 21st-Century Skills?

Learning to collaborate with others and connect through technology are essential skills in a knowledge-based economy. 21st Century Skills have been categorized into four broad categories:

- **Ways of thinking.** Creativity, critical thinking, problem-solving, decision-making and learning
- **Ways of working.** Communication and collaboration
- **Tools for working.** Information and communications technology (ICT) and information literacy
- **Skills for living in the world.** Citizenship, life and career, and personal and social responsibility

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School Profile

- 4 Administrators
- 2 Instructional Support Specialist
- 3 Counselors
- 1 Media Specialist
- 56 Certified Teachers
- 1 Post-Secondary Transition Specialist
- 2 Academic Coaches – Math and English
- 2 Response to Intervention Specialists (PT)
- 4 Clerical Staff
- 1 School Resource Officer
- 3 Campus Supervisors



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Demographics



- Serve grades 9-12
- Population 782:
 - 9th grade 277
 - 10th grade 192
 - 11th grade 166
 - 12th grade 147
- 99% African American
- Title I School – Priority
- 20% Special Ed population

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Strengths

- **Knowledgeable, supportive administrative team**
- **Significant improvement in the overall CCRPI for the school (44.9 in 2014 → 64.4 in 2015). This was the highest point gain in the school district.**
- **The principal coordinates data talks in all Leadership Team meetings and Instructional Planning meetings. The vision is for all decisions to be made based on student data and the needs of the students in the building.**
- **The 4-year cohort graduation rate for Students with Disabilities has shown a steady increase over the last FOUR years from 12.5 (2012), 17.9 (2013), 20.6 (2014), and 24.4% (2015).**
- **All cohorts graduation rate has increased over the last two years.**
- **American Literature performance overall is significantly higher than student performance in any other content areas or subjects.**
- **Mathematics performance in 9th and 10th grade courses have shown dramatic increases in the last two years.**
- **The SAT and ACT scores have increased over the last 2 years (while still low): (SAT: 1042 in 2014 → 1150 in 2015), (ACT: 15.7 in 2014 → 16.2 in 2015)**
- **The percentage of students who made typical or high growth on state assessments has increased over the last three years (53% in 2013 → 56% in 2014 → 67.3% in 2015).**
- **The Advanced Placement program is growing from 5 to 14 classes.**
- **The school has two strong instructional coaches for ELA and mathematics.**
- **There is a school-wide focus on literacy, rigor, and RTI.**

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Weaknesses

- **Student attendance continues to pose an issue for the school.**
- **The level of rigor in classroom instruction, in curriculum documents and on assessments is lower than expected.**
- **The number of students reading on or above grade level when entering ninth grade at the school is significantly low (< 50%).**
- **Transient student and teacher population.**

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Barriers

- **50%+ of students entering 9th grade are reading below grade level**
- **High percentage of homeless students**
- **Teacher turnover**
- **Science department turnover continues to pose a problem with science data.**
- **1-star school climate rating (due to attendance)**
- **The school is in need of a science coach to support science instruction in the building.**



New Teachers

By Year

2013-14

23

2015-16

24

2014-15

18

2016-17

17



Growth at REMIHS

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Status: **PRIORITY**

	2013	2014	2015	2016
CCRPI SCORE	44.2	44.9	64.4	
GRADUATION RATE (4 Year: All Students)	46.6%	53.2%	59.2%	
GRADUATION RATE (5 Year: All Students)	2012 Cohort 45.8%	2013 Cohort 45.3%	2014 Cohort 52.38%	2015 Cohort
GRADUATION RATE (4 Year: Students with Disabilities)	17.9%	20.6%	24.4%	
CCRPI INDICATORS, SAT & ACT SCORES				
	2013	2014	2015	2016
% Lexiles \geq 1275	13.5%	15.4%	27.3%	
% Typical/High Growth	53%	56%	67.3% 89.3% (*adj)	
Progress Points	13.3	13.9	35.7	
SAT Composite Score	1127	1042	1150	
ACT Composite Score	15.8	15.7	16.2	



What We Do

- **Three Areas of Focus – Literacy, Rigor and Response to Intervention**
- **Standardized Agendas**
- **Consistent Data Analysis**
- **Weekly Instructional Focus Calendar**
- **Focus Walk Rotation Schedule**
- **Professional Learning Calendar**
- **Data Analysis Protocol**





Focus Areas

Literacy

The ability to read and write

Rigor

Rigor is instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.

Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs.



Assessment 2:

Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.

Actions:

- **Create assessments aligned with the state standards.**
- **Teachers use USATestPrep, IXL, AP College Board, and AP Teachers Community Google Drive, HMH Online, and other online content specific sites to construct standard-based assessments.**
- **Evaluate instructional practices and students' progress using the data analysis protocol (provides concrete evidence of instructional interventions based on actual assessment items)**
- **Data analysis protocol components:**
 - **tiered spreadsheet to identify students as Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner;**
 - **item analysis of specific test items with a plan of action to address standards;**
 - **Additional analysis of formative assessment on collaborative log where teachers list specialized whole and small group instructional strategies.**
 - **Benchmark data analysis that include review of unit assessment data, section summaries, attendance data, tardy logs, communication logs.**
 - **Benchmark data talks to discuss analysis in an interdisciplinary setting.**



Assessment 2:

Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform students.

Evidence & Artifacts:

- **Standards-based common assessments created by teachers**
- **Instructional Leader data presentations during Leadership Team Meetings**
- **Data analysis spreadsheet**
- **Student work**
- **Collaboration Logs**
- **Unit Plans**
- **Minutes/Notes from Benchmark data**



Data Analysis Protocol

Rationale:

Teacher Keys Standard 6 - Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.



Data Analysis Protocol

Expectations

- All students experience academic achievement, even if achievement is in small increments.
- Common assessments aligned to standards
- Recommended assessment resources: GoFAR, VERGE, Study Island, USATestPrep, SLDS, EOC released items
- Data spreadsheets include unit pre and post test data
- Exceptional education teacher is expected to collect and analyze data for the students on their rosters.
- At the beginning and end of each unit, teachers will complete data analyses. As a result, teachers will discuss their findings in departmental data talks on Tuesday. Tuesday data talks will also be used to discuss formative assessment data.
- Teachers plan differentiated instruction to meet the needs of each identified level of student performance.
- During benchmark data talks, data trends will be discussed to determine next steps for all students.
 - This includes achievement data, progress monitoring, failure rates, communication logs, discipline data, and attendance data.



Data Analysis Protocol

Classroom Teacher Data Analysis Protocol (cont'd)

Protocol

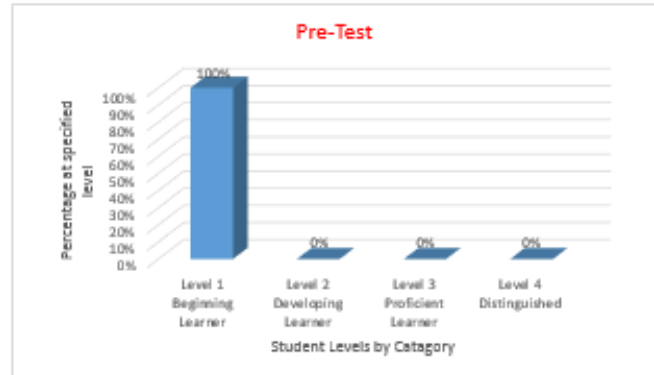
- Work independently or with instructional coach as requested
- Report to benchmark data talks as scheduled
- The assessment may include: Pre and Post Assessment for each Unit in the Course
- Conduct weekly student data talks using the recommended student data analysis form for formative assessments and progress monitoring.
- Send an email notification and a request to reschedule within 24 hours if a scheduled data talk conference is missed.



Student Name	Pre - Test	Post - Test
	36	83.72
		76.36
	28	86.59
	20	69.58
	23	62.41
	25	61.56
	23	81.69
	25	81.58
	30	65.51
	15	71.51
	30	36
	23	73.66
	33	55.44
	33	69.59
	25	58.46
	18	72.64
	40	90.8
	25	89.64
	10	23
	28	82.49
	18	53.39
	33	56.46

Pre - Test	
Mean	25.7619048
Median	25
Mode	25
Standard Deviat	7.25882058
Range	30
Minimum	10
Maximum	40
Sum	541
Count	21

Post - Test	
Mean	68.27636364
Median	70.55
Mode	#N/A
Standard Devia	16.93834549
Range	67.8
Minimum	23
Maximum	90.8
Sum	1502.08
Count	22



Sample Spreadsheet



Sample Spreadsheet

Achievement Levels by Count (Pre-Test)				
Level 1	Level 2	Level 3	Level 4	Total
Beginning Learner	Developing	Proficient Learner	Distinguished	
21	0	0	0	21

Achievement Levels by Count (Post-Test)				
Level 1	Level 2	Level 3	Level 4	Total
Beginning Learner	Developing Learner	Proficient Learner	Distinguished	
9	6	6	0	21

Achievement Levels by Percentage (Pre-Test)				
Level 1	Level 2	Level 3	Level 4	Total
Beginning Learner	Developing	Proficient Learner	Distinguished	
100%	0%	0%	0%	100%

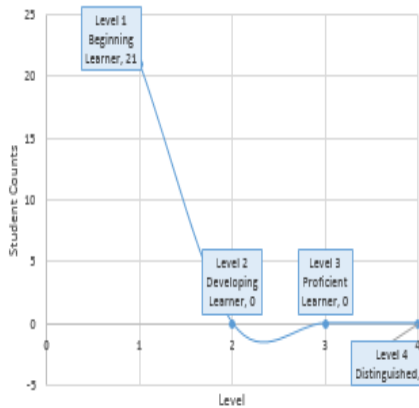
Achievement Levels by Percentage (Post-Test)				
Level 1	Level 2	Level 3	Level 4	Total
Beginning Learner	Developing Learner	Proficient Learner	Distinguished	
43%	27%	27%	0%	97%

Strategies for Student Improvement - Unit Pretest		
50% or more incorrect responses		
Item Number(s)	Description of Standard/Concept/Element (Be very descriptive of what the student is expected to know and be able to do.)	Action Plan (What will you specifically do for students who missed this them?)
1- 4, 19- 21, 25, 26	Paleolithic and Neolithic Revolution KEY CONCEPTS 1.1, 1.2	Students will take the course with lecture notes, DBQ, readings, projects, and vocabulary.
5- 7, 12- 16, 34- 36	Mesopotamia and Egypt KEY CONCEPT 1.3	Students will take the course with lecture notes, DBQ, readings, projects, and vocabulary.
8- 10, 17, 18, 31- 33	Arts and culture (forms of writing, literature, recreation); Economics (trade) KEY CONCEPT 1.3	Students will take the course with lecture notes, DBQ, readings, projects, and vocabulary.
22- 25	Ancient China KEY CONCEPT 1.3	Students will take the course with lecture notes, DBQ, readings, projects, and vocabulary.
28, 29, 37- 39	American Civilization KEY CONCEPT 1.3	Students will take the course with lecture notes, DBQ, readings, projects, and vocabulary.
Strategies for Student Improvement - Unit Posttest		
50% or more incorrect responses		
Item Number(s)	Description of Standard/Concept/Element (Be very descriptive of what the student is expected to know and be able to do.)	Action Plan (What will you specifically do for students who missed this them?)
9, 10, 23, 24	Arts and culture (forms of writing, literature, recreation); Economics (trade) KEY CONCEPT 1.3	I will emphasize the importance of literature and continue to draw connections from current units to previous units.
15	Mesopotamia KEY CONCEPT 1.3	I will cover stratified vs. egalitarian societies again.
36, 38	American Civilization KEY CONCEPT 1.3	I will draw comparisons from the Olmecs to the Mayans so that we are able to have a Red day and cover American civilizations again.

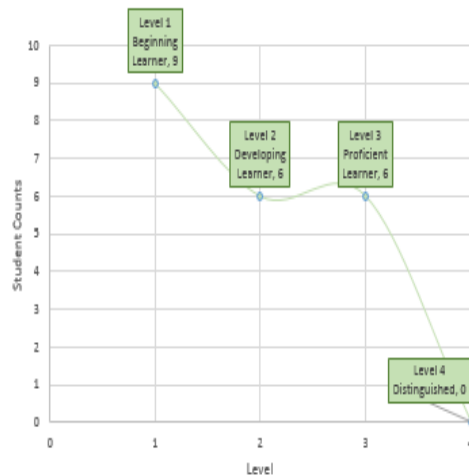


Sample Spreadsheet

Achievement Levels by Count (Pre-Test)



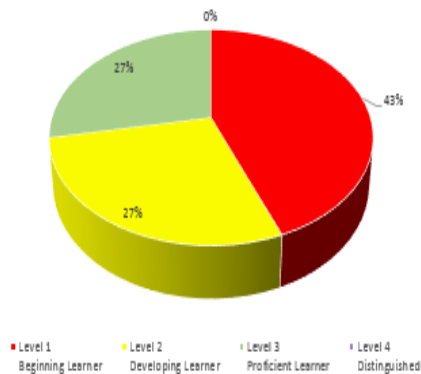
Achievement Levels by Count (Post-Test)



Achievement Levels by Percentage Pre-Test



Achievement Levels by Percentage Post-Test



Strengths (Pre)	Weakness (Pre)	Next steps (Pre)
	Students struggled with all aspects of the test before being taught the material. It is clear they have not prior knowledge.	Students will take the course with lecture notes, DBQ, readings, projects, and vocabulary.
Strengths (Post)	Weakness (Post)	Next Steps (Post)
Ancient China (recognizing main ideas and relating to other cultures)	Arts and Culture: Students struggled with remembering the literature/writing systems of ancient civilizations	Continue with a focus on arts and culture in unit 2. Focus heavily on the cultural aspects in addition to political developments
Paleolithic and Neolithic Revolutions (the causes and effects)		Students will take the course with lecture notes, DBQ, and vocabulary.
Early Egyptian civilization		

Percent difference of (Pre-Test) compared to (Post-Test)			
Level 1	Level 2	Level 3	Level 4
Beginning Learner	Developing Learner	Proficient Learner	Distinguished
-57%	27%	27%	0%



Assessment 2:

Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform students.

Principal's Perspective

- **Administrative monitoring cycle to ensure consistency of practice.**
- **Shared Leadership**
 - **Must involve teams of people**
 - **Scope is too broad to monitor in isolation**
 - **Can be a curriculum team or a leadership team**
 - **Ensure alignment to mission and vision of the school**

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In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity – it is a pre-requisite.

~President Barack Obama



Questions?



Questions?



Questions?





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