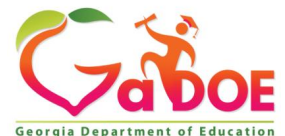# SLDS: Best Practices for Administrators

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

Celeste Martin, Ed.D.
GaDOE SLDS Team
cmartin@doe.k12.ga.us
(404) 326-7609

# 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/

# 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.

# 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**

*Richard Woods, Georgia's School Superintendent* | **Georgia Department of Education** | *Educating Georgia's Future*

# 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 | |

*Richard Woods, Georgia's School Superintendent* | **Georgia Department of Education** | *Educating Georgia's Future*

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

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...*"

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).

More Details

**105**
Responses

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).
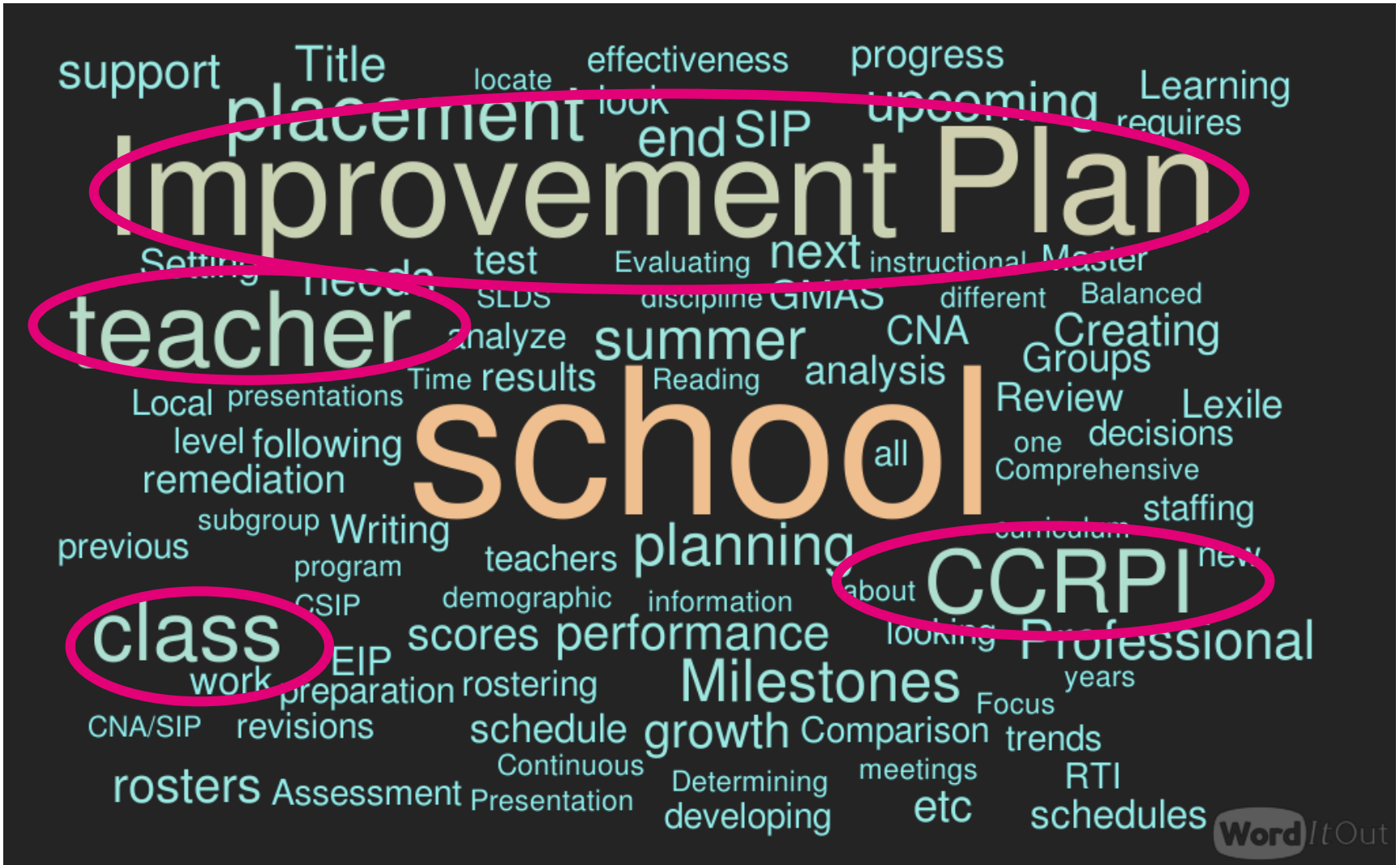
More Details

**107**
Responses

Latest Responses

"*analysis of mid-year student academic data, attendance data*"

"*Reflecting on interventions and changes to address challenge areas.*"

"*Student Interventions*"

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).
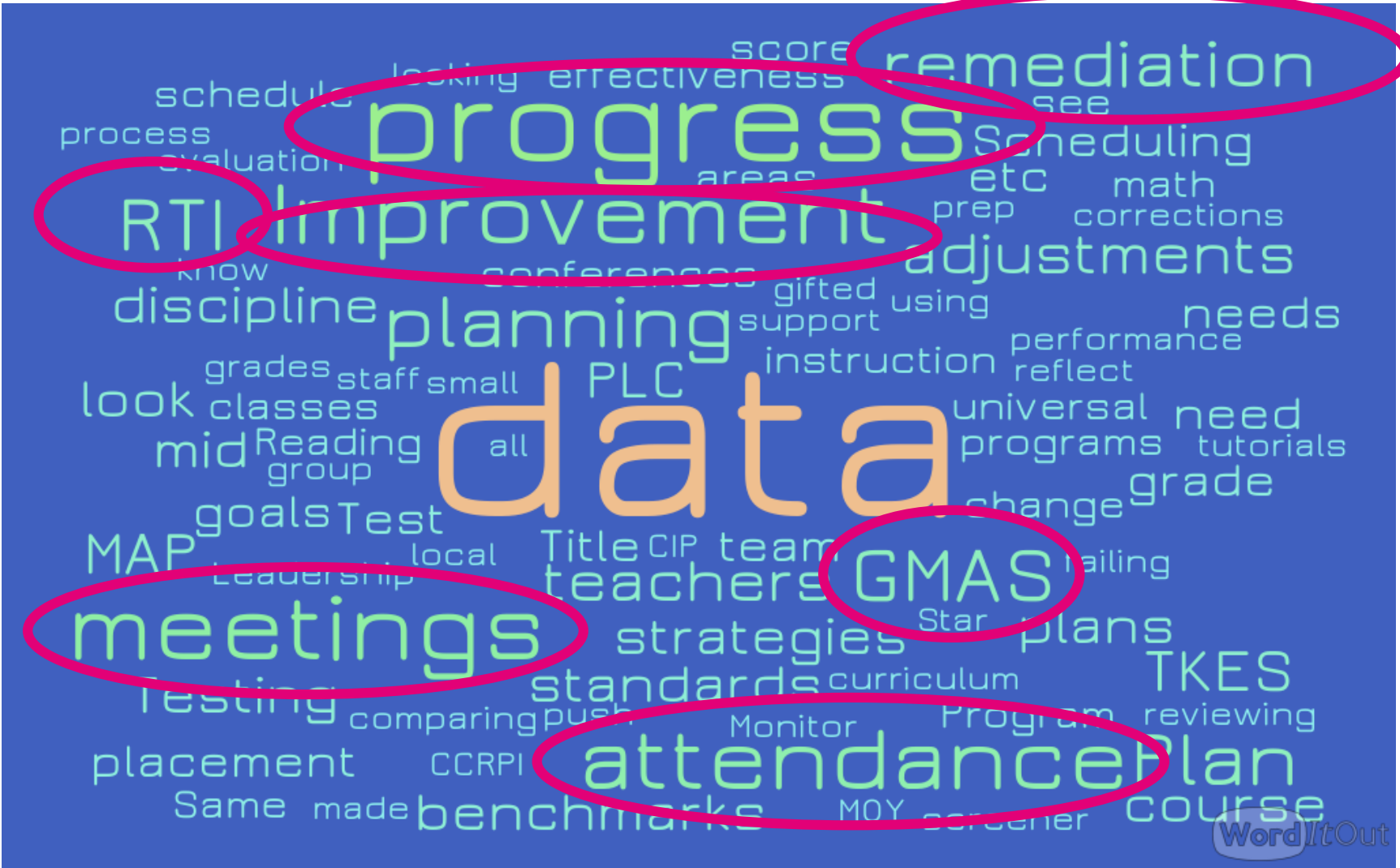
More Details

**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 ...*"

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?

More Details

**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

**94**
Responses

Latest Responses

"*Historical data looking across years*"

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

# 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?

## Analyze Demographics

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- Attendance data reveals absentee issues.
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- SI Dashboard contains various student demographic information reported by different agencies.

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- 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.

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- Historical and Operational Dashboards and the IIS Data Tool allow for comparative data.
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- High School Feedback shows graduated students' college performance.
- Parent Portal helps facilitate conversations about student performance and suggests helpful resources.

## Reflect 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.

## Analyze 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.

## Build Improvement Plans

- Professional Learning (PL) contains self-paced professional modules for improving practice and meeting requirements for TKES.
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Available at https://slds.gadoe.org/training

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- ❖ 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.
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- ❖ 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.

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

SLDS: Best Practices for Administrators

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

August 1, 2019

~~Just 3 easy payments of $19.95~~

Just Kidding

Available at https://slds.gadoe.org/training
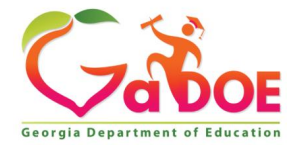
The biggest difference between traditional schools of the past and high-performing professional learning communities today is in their approach to data.

…

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.

# 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.

# 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?

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

# 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.

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

# 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

# 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
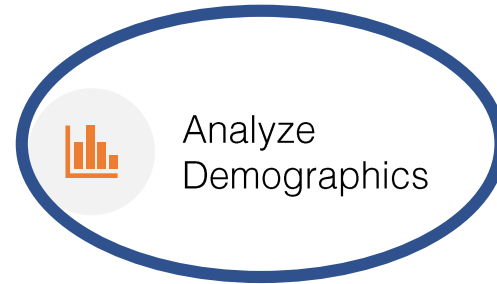
Analyze Demographics

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.

GaDOE
Georgia Department of Education

# 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

# 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, 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

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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

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?

# 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

Analyze Demographics

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Build Plans

48

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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?

# Best Practice #8

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

# 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

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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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FREE

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August 1, 2019

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