

Instructional Leadership Conference (ILC) Notes
School & District Effectiveness
February 25-26, 2020

- I. **Opening Address – Dr. Stephanie Johnson (Deputy Superintendent of School Improvement – GaDOE)**
 - A. Support for the Whole Child
 1. Resources available from School & District Effectiveness (SDE) division
 - a. GSAPS Reviews
 - i. 2019 = 60
 - ii. 2020 = 22
 2. Eliminate **ALL** barriers to learning for **ALL** students
 3. We must plan to help students succeed
 - B. Focus for the Week
 1. Observe, Hear, Develop, and Identify
 2. Continuous improvement and helping schools with grants sustain the work

- II. **Georgia TOTY Address – Tracey Pendley (Burgess Peterson Academy – Atlanta Public Schools)**
 - A. How can leaders create a clear vision?
 1. Think about how you Show Up
 - a. Relationships matter
 - b. Connect everyday
 - c. Lead with Your Story
 2. Empower Teachers
 - a. Let them drive PL/PLCs
 - b. Provide lots of training/PL
 - c. Have a clear vision
 3. Encourage Ownership
 - a. Students should have a data folder; Give them ownership
 - b. Help with conferences
 - c. Put students in charge of their own behavior (ex. Pulling Clips = Teacher in Charge)
 - d. It's All About Their Arrow! Gives students and parents a visual
 - e. Focus on Growth
 - f. Specific and timely feedback builds trust
 - g. Love your mistakes (ex. 1 year old falling and getting back up to do it again)
 - h. Accountability is not a bad word

4. Grow Teacher Leaders
 - a. Teacher led PL
 - b. Advocate
 - c. Say yes!
5. Teach Equity vs. Equality
 - a. Need equity in every decision (ref. "Education Debt" – Gloria Billings)
 - b. Everything we do is important because it is for our students!

III. Disaggregating Georgia Milestones Data for Targeted Professional Learning, Planning and Instruction – Wiley Dean (Deputy Superintendent of Data Analysis & School Improvement – Dalton Public Schools)

- A. All school faculty/staff members can play a role in this process
 1. P.E. teachers identify terms and post them in the gymnasium and then reference them from time to time
- B. GMAS Evaluation
 1. Examine achievement levels verbiage and then repeat at least three times
 - a. Level One = 0 points earned (Remediate)
 - b. Level Two = 0.5 points earned (Monitor)
 - c. Level Three = 1.0 point earned (Proficient = 525+) (Accelerate)
 - d. Level Four = 1.5 points earned
 2. Examine bold words and repeat
 3. Includes link to GMAS achievement levels
 4. Resources available on portal
 5. Seeing similarities all the way back to GKIDS
 6. Focus on domains and their weights; Across grade levels with all students
 7. Principals should examine "Content Area Summaries" and particularly, "Domain Summaries"
 8. When we observe a decrease of any amount, figure out why
 9. Don't "Teach to the Test" but be "Intentional" and obtain buy-in
 10. This process is NOT punitive
 11. Target areas identified by PLCs
- C. Other Areas of Focus
 1. Administrators should complete ten 2-3-minute walk-throughs daily and give feedback
 2. Examine all assessments monthly to ensure that rigor is in place
 - a. Need more of Levels 2 & 3 of Depth of Knowledge (DOK) questions
 - b. To see this work in action contact Pam Massengale or Pat Hunt at Morris
 - c. Numeracy project training is FREE through math section on GaDOE website
 3. Share Exemplars and model for students

4. Gather evidence
5. Examine effect sizes (John Hattie)
6. Think: Why are we doing this? Because students need to know it!
7. Need some sort of daily formative assessment with immediate feedback for students (ex. Exit Ticket)
8. As previously stated, students should be self-monitoring and assessing their own learning
9. Know the difference between Learning Intention or Target vs. Success Criteria (already developed with Learning Targets)
10. As ourselves and students the following questions: 1) What are you learning? 2) Why?, and 3) How will you know it?
11. CONTACT INFORMATION: Wiley Dean of Dalton Public Schools at (678) 908-5951

IV. Leadership Matters: Moving Beyond “PLC Lite” and Nurturing Full Commitment – Dr. Anthony Muhammad (New Frontier 21 Consulting, LLC)

- A. Professional Learning Communities (PLCs) (References *Learning by Doing* by DuFour; Study Guide available online for FREE)
 1. A PLC is NOT just a meeting, it is a collaborative team ensuring a viable curriculum
 2. Must have gathered evidence formatively
 3. Use evidence of student learning to inform decisions
 - a. Intervention must have a clear entry and exit door for students and seen as only a “Temporary” support
 - b. RTI is NOT a fancy name for tracking
 4. Refer to 4 Corollary PLC Questions and the “PLC Lite” as defined by Rick DuFour which basically states that this Diet version requires only “Partial Commitment” which leads to the question, “What is happening at most schools?” and to the “Valley of Decision”
 5. Are we flirting/dating this process or are we married to it?
 6. We must implement this process with fidelity; Is this the correct term?
 7. Avoid “Lite-ese” like “We are having conversations” or “We are in different places” or this is a “District initiative”
 8. Folks love improvement but not the “inconvenience of change”
 9. We must engage in the “Why?” first before “How” and “What”
 10. What is the “Tipping Point” between “Discontent” which doesn’t always motivate and “Dissatisfied” where strong power emerges and efficacy develops
 11. Students who struggle don’t bother us enough to do something about it!
 12. Remember efficacy is the power to produce a desired result or effect

B. Looking at Change

1. Is change necessary? Remember the Einstein quote regarding “Insanity . . .”
2. Two Forms of Change
 - a. Technical-Structural (Skill) – Pretty good with this, but few should limit this because highly effective schools and districts do
 - b. Cultural (Will) – Change attitudes, beliefs (MUST change this!); “Culture eats Technical for Breakfast” – Drucker
 - c. Need “High Will’ and “High Skill”
 - d. Culture (How we behave – Most important!) and Climate (How we feel – Can change quickly!) are different
3. Culture
 - a. Define school culture – It’s like soil and “Why do we pay attention to the seeds in the soil?”
 - b. We need a “Healthy” school culture – Believe ALL students can be successful! And in this type of environment initiatives like RTI or “seed” can work well (references Patrick Lencioni book *The Advantage*) and Health = Culture; Pick Health over Intellect
 - c. Things that are more difficult to measure are usually more important
 - d. Build a cohesive team; Create clarity and reinforce clarity
 - e. We generally know how to raise achievement, but our culture isn’t ready
4. Who’s “Responsible” for Culture?
 - a. Government
 - b. District/School Leadership
 - c. Teachers

V. **CCRPI: Ensuring Accurate Data and Using Results for Newly-Identified Federally Designated Schools – Paula Swartzberg (Director – GaDOE Accountability)**

A. Reports

1. Number of students enrolled at a school during the school year are counted
2. Data sources are all **VERY** important, so input is critical in this process; SIS designee in each district is invaluable)
3. Assessment Data – Student data **MUST** match up to where FTE is counted (ex. GAA)
4. Applications (Check on this process for your district! There needs to be great communication and transparency in this process! Be sure and keep documentation!)
 - a. Assessment matching
 - b. Non-participation
 - c. Summer graduates
 - d. Cohort withdrawal update

- e. FTE-1 & FTE Surveys – FAY students counts so make sure you follow “Marking” Dates
 - f. Student Record – Must be correct information
 - g. Student Class – Must be correct information
 - h. Every student must have a grade for electives (even Kindergarten students)
 - i. Students are marked GAA every year
 - j. EOC course for an 8th grader, they be enrolled in correct course
- B. Two Ways to Check Data
- 1. Live Portal Data Tool (Know rates before CCRPI is released)
 - a. Look at daily to ensure all information is correct)
 - b. Check Student Class Data before it closes
- C. Call/Contact GaDOE if you have any questions
- D. BE SURE AND ADHERE TO ALL DEADLINES
- E. What’s in a Number?
- 1. Can breakdown data and examine it more closely
 - 2. Dig into the numbers to deepen understanding and ask questions
- F. Improvement Targets
- 1. $(100 - \text{Baseline}) \times 0.03$ (ex. $100 - 56.60$) $\times 0.03 = 1.30$ or 57% (This would be added even if the score decreased)
 - 2. Maintain 90+ if score is over 90
- G. Resources Available
- 1. Lots of them in the MyGaDOE portal
 - 2. Contact Paula at pswartzberg@doe.k12.ga.us

VI. Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change – Dr. Anthony Muhammad (New Frontier 21 Consulting, LLC)

- A. Public School Purpose
- 1. All children have the right to have their gifts and talents cultivated
 - 2. All children can learn
- B. Achievement Gap
- 1. History says education has not been equitable
 - a. Evidence says some students are doing better than others, so what is lacking?
 - b. Who are your underrepresented achievement groups?
 - c. Is there a sense of urgency to address their needs?
 - d. Achievement Gap Trap is being apathetic about what is going on
 - e. We must have a Call to Arms; Major shift in paradigm

- f. Shift from Invitation or “Meritocracy” (Old system) based on our perception (it’s a social thing) to a Guarantee or Egalitarianism (New system)
- g. Meritocracy Exists In (Not appropriate if equity is our goal!)
 - i. Grading practices
 - ii. Academic tracking
 - iii. Norm-referenced testing
 - iv. School accountability ratings
 - v. Merit pay
- h. **NO** Ability Grouping
 - 1. John Hattie says it has a 0.017 effect size (Remember, anything with an effect size of less than 0.40 is ineffective according to Hattie)
 - 2. Sets expectations for students and then students get stuck in one level or the other
 - 3. The equity issue comes into play here
 - 4. Hattie discovered that our African Americans and Hispanic students get the least of what they need
 - 5. Processes like RTI & PBIS are egalitarian which is a social philosophy which advocates the removal of inequalities among people
 - 6. Provide targeted support for those deficient in a specific area
 - 7. Suggestion: Conduct equity reads regarding race, gender, and culture; Possibly in Professional Learning Communities (PLCs); Examine Criterion-referenced vs. Norm-referenced assessments/assessment items