

Five Leadership Behaviors That Raise Student Achievement

Jim Snapp

Cell: 317.509.5753

jim@higherachievement.net

higherachievement.net

Objectives

- Identify and define leadership behaviors that raise student achievement.
- Identify pitfalls and discuss strategies to overcome obstacles when demonstrating those behaviors.
- Assess your strengths as a leader that allow you to be most effective.
- Chart mentally the next steps for your district to fully maximize these behaviors.



We have a great deal to celebrate. In your table teams, please share a celebration of:

- ❖ Specific increase in student learning
- ❖ A proud culture moment
- ❖ Evidence of professional development/ conversation paying off
- ❖ Leader's choice



Leaders that raise student achievement ensure:

1.Common Lesson Design

2.Guaranteed and Viable Curriculum

3.Detailed Data Rosters, Routinely Updated

4.Collaboration Focused on Raising Student Achievement (More than just PLC)

5.Teacher Evaluation As a Process Not an Episode



“We need to get the
basics before innovation.”

Mike Schmoker



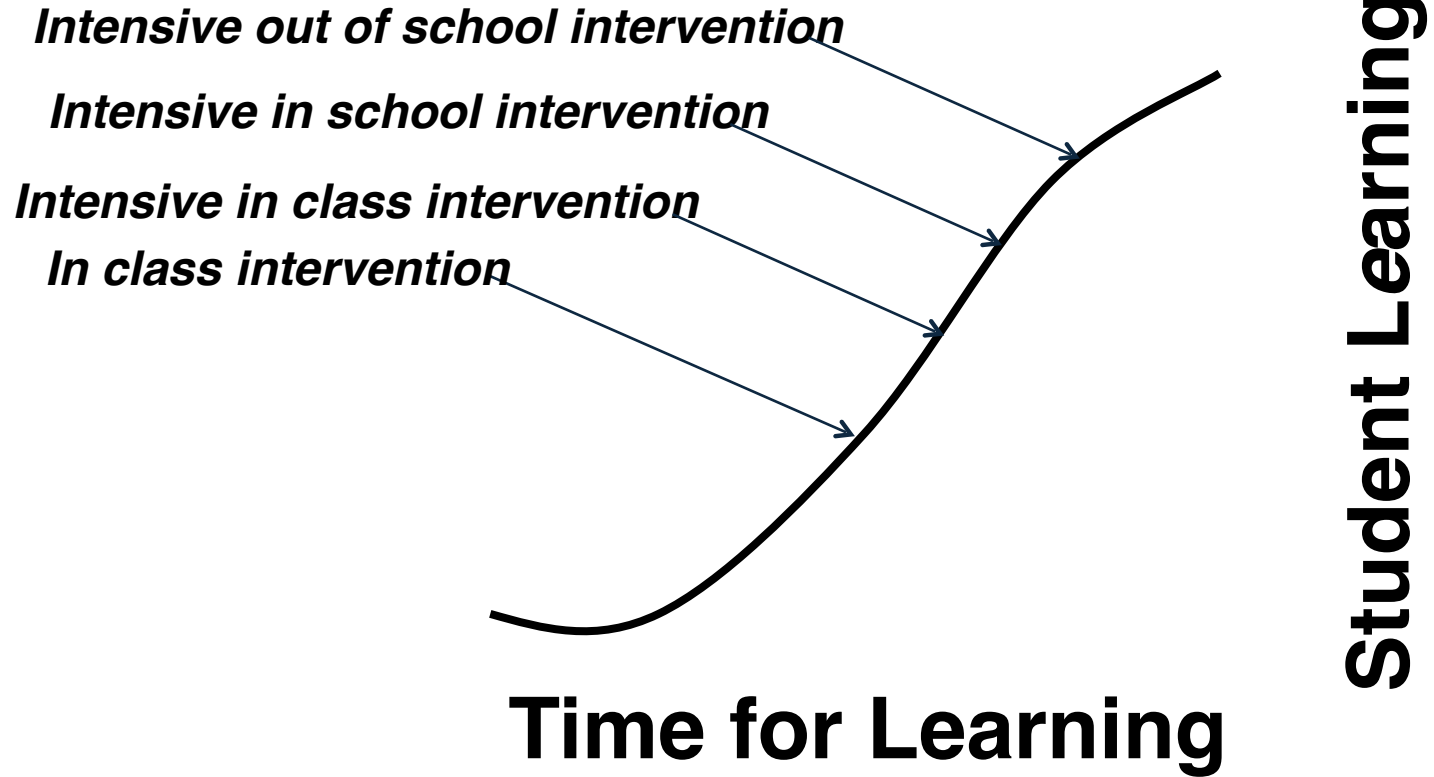
Common Lesson Design:

1. Learning Objective (Standards)
 2. Anticipatory Set
 3. Input
 4. Modeling
 5. Guided Practice
 6. Check for Understanding
 7. Independent Study
 8. Closure
- (Madeline Hunter)

1. Clear Learning Objective (Standards)
 2. Anticipatory Set
 3. Teaching/Modeling/
Demonstrating
 4. Guided Practice
 5. Check for Understanding/
Formative Assessment
 6. Independent Practice
- (Mike Schmoker)



J Curve



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Guaranteed and Viable Curriculum

1. Common format across subjects, across grade levels
2. Includes standards (Unidimensionality)
3. Cognitive alignment between the standard and demonstration of learning
4. Clear student performance standards
 - Common formative assessments
 - Common summative assessments connected to data rosters
5. Instructional materials
 - Materials for intervention (When possible aligned with primary teaching materials)
 - Materials for enrichment



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One of our most valuable analyses is pivoting a Prior Year's ILEARN against the Next Year's ILEARN

ELA

2022 ELA (rows) to 2023 ELA (columns)

Count of STUDENT_ALTERNATE_ID

Column Labels

Above Proficiency

At Proficiency

Approaching Proficiency

Below Proficiency

Grand Total

Above Proficiency

At Proficiency

Approaching Proficiency

Below Proficiency

Grand Total

1096

329

24

3

1452

359

607

216

22

1204

36

239

285

99

659

3

43

154

298

498

1494

1218

679

422

3813

This is the strength of the Core Instructional Program.

This is the strength of the Intervention Program.

These total 100% of Previously Core

These total 100% of Previously Not Core

Held At Core

Lost from Core

Moved to Core

Kept from Core

90.02%

9.98%

27.74%

72.26%

2391

265

321

836

Math

2022 Math (rows) to 2023 Math (columns)

Count of STUDENT_ALTERNATE_ID

Column Labels

Above Proficiency

At Proficiency

Approaching Proficiency

Below Proficiency

Grand Total

Above Proficiency

At Proficiency

Approaching Proficiency

Below Proficiency

Grand Total

1370

294

29

1

1694

287

621

219

26

1153

29

185

246

73

533

2

36

115

269

422

1688

1136

609

369

3802

This is the strength of the Core Instructional Program.

This is the strength of the Intervention Program.

These total 100% of Previously Core

These total 100% of Previously Not Core

Held At Core

Lost from Core

Moved to Core

Kept from Core

90.34%

9.66%

26.39%

73.61%



2572

275

252

703

In grades K-5 we pivot the Beginning-of-Year Dibels against End-of-Year Dibels.

CORP Dibels Held at Core BOY (rows) to EOY (columns)				
Column Labels 				
Row Labels 	Core Support	Strategic Support	Intensive Support	Grand Total
Core Support				
Count	3133	102	21	3256
% of Row	96.22%	3.13%	0.64%	100.00%
Strategic Support				
Count	327	98	26	451
% of Row	72.51%	21.73%	5.76%	100.00%
Intensive Support				
Count	199	102	188	489
% of Row	40.70%	20.86%	38.45%	100.00%
Total Count	3659	302	235	4196
Total % of Row	87.20%	7.20%	5.60%	100.00%

At BHS we pivot the PSAT against the SAT

PSAT2 (rows) to 2023 SAT (columns) EBRW				
Count of PSID	Column Label			
Row Labels	Green	Yellow	Red	Grand Total
GREEN	419	28	31	478
YELLOW	27	5	28	60
RED	30	17	119	166
Grand Total	476	50	178	704

Comparison Schools – ELA Held at Core



District	Pop	Started Passers	Held Passers	2022 Pass Rate* UtF	2023 Pass Rate* UtF	Held At Core	Lost from Core	Move to Core	Kept Form Core
Damar Charter Academy	29	2	2	0.068966	0.068966	1	0	0	1
IN Sch for the Blind & Vis Imprd	26	1	1	0.038462	0.115385	1	0	0.08	0.92
Smith Academy for Excellence	35	5	5	0.142857	0.228571	1	0	0.1	0.9
The Genius School	31	2	2	0.064516	0.322581	1	0	0.275862069	0.724138
Brownsburg Community School Corp	3813	2656	2391	0.696564	0.711251	0.900225904	0.099774	0.277441659	0.722558
Carmel Clay Schools	5979	4042	3619	0.676033	0.701957	0.895348837	0.104651	0.298399587	0.7016
Seven Oaks Classical School	184	107	95	0.581522	0.630435	0.887850467	0.11215	0.272727273	0.727273
Paramount Brookside	392	193	171	0.492347	0.581633	0.886010363	0.11399	0.286432161	0.713568
Covington Community School Corp	282	139	123	0.492908	0.524823	0.884892086	0.115108	0.174825175	0.825175
South Montgomery Com Sch Corp	617	315	278	0.510535	0.615883	0.882539683	0.11746	0.337748344	0.662252
Plainfield Community School Corp	2151	1250	1101	0.581125	0.616457	0.8808	0.1192	0.249722531	0.750277
Duneland School Corporation	2058	1127	992	0.547619	0.623421	0.880212955	0.119787	0.312567132	0.687433
Penn-Harris-Madison School Corp	4087	2487	2189	0.608515	0.622706	0.88017692	0.119823	0.2225	0.7775
School Town of Speedway	635	333	293	0.524409	0.582677	0.87987988	0.12012	0.254966887	0.745033
The Bloomington Project School	166	108	95	0.650602	0.63253	0.87962963	0.12037	0.172413793	0.827586

Comparison Schools – ELA Intervention Moved to Core

Pass Rates

District	Pop	Started Passers	Held Passers	2022 Pass Rate* UtF	2023 Pass Rate* UtF	Held At Core	Lost from Core	Move to Core	Kept Form Core
Paramount Cottage Home	48	24	21	0.5	0.666667	0.875	0.125	0.458333333	0.541667
Paramount Englewood	201	76	65	0.378109	0.58209	0.855263158	0.144737	0.416	0.584
The Oaks Academy	462	302	263	0.65368	0.688312	0.870860927	0.129139	0.34375	0.65625
South Montgomery Com Sch Corp	617	315	278	0.510535	0.615883	0.882539683	0.11746	0.337748344	0.662252
Duneland School Corporation	2058	1127	992	0.547619	0.623421	0.880212955	0.119787	0.312567132	0.687433
Union Township School Corp	515	312	265	0.605825	0.63301	0.849358974	0.150641	0.300492611	0.699507
Carmel Clay Schools	5979	4042	3619	0.676033	0.701957	0.895348837	0.104651	0.298399587	0.7016
Diocese of Evansville	2269	1592	1387	0.701631	0.699427	0.871231156	0.128769	0.295420975	0.704579
School Town of Munster	1463	879	755	0.60082	0.630895	0.858930603	0.141069	0.287671233	0.712329
Paramount Brookside	392	193	171	0.492347	0.581633	0.886010363	0.11399	0.286432161	0.713568
Brownsburg Community School Corp	3813	2656	2391	0.696564	0.711251	0.900225904	0.099774	0.277441659	0.722558
Mill Creek Community Sch Corp	546	239	199	0.437729	0.520147	0.832635983	0.167364	0.276872964	0.723127
The Genius School	31	2	2	0.064516	0.322581	1	0	0.275862069	0.724138
Seven Oaks Classical School	184	107	95	0.581522	0.630435	0.887850467	0.11215	0.272727273	0.727273
North West Hendricks Schools	709	444	388	0.626234	0.648801	0.873873874	0.126126	0.271698113	0.728302

Detailed Data Rosters, Routinely Updated

1. Classroom data rosters, with predictive information for each student, are routinely updated and distributed to teachers
2. Collaborative processing of the newly released information, intervention supported by and widely communicated by building leadership
3. Celebrate successes and process interventions—begin identifying what works, what works best and in some cases who is the best at making it work
4. Clear plan is put in place leading to the next update; a sense of urgency is woven into the interventions



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Minus these elements it is a meeting, not a PLC.

- 1.What do we want our students to know?
- 2.How are we going to know they know it?
- 3.What are we going to do if they don't know it? Or enrich their learning if they do know it?

Richard Dufour

Additionally, is there evidence of adult learning and specific processing time to improve.



Read these PLC processing questions. Which one would be more powerful for your PLC and why?

- What did I learn today that will help my students perform at a higher level?
- What did I learn today that will help me perform at a higher level?
- What did our team learn today that will help us perform at a higher level?
- What did I do as a leader and/or team member to help us perform at a higher level?



Collective efficacy is the shared conviction that educators make a significant contribution in raising student achievement.
(Hatti, 2020)



Collective efficacy was three times more likely to contribute to student achievement than any other influences on student learning. (Hatti, 2016)



Collaboration Isn't Just for PLC Anymore:

1. Prioritization of standards
2. Deconstructing the standards
3. Alignment of instructional materials (after examining the student learning data)
4. Develop effective intervention strategies and alignment of instructional materials and settings (after examining the student learning data)
5. Vertical review of student performance on common and standardized assessments focused on increasing rigor. (Purposeful spiraling of essential content.)



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***Place a good person in a
bad system and the system
will win every time.***

Accountability or Capacity Building

- Of these two choices—holding people accountable or building capacity, which is your most dominate approach?
- Why?
- Can you share a brief example/evidence of how you utilized accountability or capacity building with a staff member?



In the school corporation I lead:

- 1.A Highly Effective rating is directly linked to (measurable) student learning outcomes.
- 2.A teacher cannot be rated as Highly Effective if he/she sees more than 10% of students decrease in performance.
- 3.A teacher cannot be rated as Highly Effective if he/she does not move at least 10% of the students from failing to passing.
- 4.Student artifacts of learning are an important part of the overall evaluation process.
- 5.Either by the evaluator, or for teachers rated as Highly Effective, a measurable improvement goal that positively impacts student learning is established and monitored.



Some considerations

- Constantly reinforce the teacher evaluation rubric is how we define good teaching in our schools—not the preference of a principal or superintendent.
- Embed in each Leadership/Principal meeting conversation/professional activities focused on the evaluation rubric.
- Simplify the classroom walkthrough data gathering tool (think lesson design). Utilize the data gathered to select what part of the teacher evaluation rubric to focus on with principals—and then teachers.
- Gather feedback from teachers about what part of the teacher evaluation rubric needs greater clarification. Focus on that during faculty meetings. Consider allowing teachers to assist in defining it. Share with leaders in other schools at the next principals meeting.
- Good teaching is not an episode, but consistent behavior but remember we all have bad days. Don't argue about a classroom visit, have a do over.
- Show don't tell when it comes to what needs to be included in an evaluation—whether with Highly Effective teachers or those who urgently need to improve.



Leadership Moment:

*We might not give it much thought, but how we address these has the potential to **increase stress and anxiety** OR **diminish the stress and anxiety** of our colleagues.*

Generally speaking, what does your current approach most likely do?

Using the sheet of paper on your table, as a table group create a t-chart. On one side list evidence to decrease stress on the other side list evidence that increases stress.

What we've learned

1. Be careful not to exit students from intervention too soon.
2. There are some great predictors and some not so much—know the difference
3. Be sure you know what you are predicting and it matters: Be specific in the problem you are identifying—everyone should know what the problem is, how we are trying to fix it and the progress we are making. This must be reviewed on a regular basis.
4. Don't rule out common sense and generalities but supporting data is important
5. There is a thing as too many or too much assessment
6. Common assessments increase dialogue about what is important to teach, but more importantly defines the level of quality of student performance.
7. Formative assessments done correctly are the most important tool for increasing student learning and teacher effectiveness.
8. Integrate goal setting into PLC—regular checkpoints toward the goal
9. Can't argue with the data—correlation is a powerful thing.

Summary

- In one sentence, share a new idea you had today.
- In one sentence, share an idea or practice currently in place that was reinforced.
- In one sentence, share one thing from today that made you most uncomfortable and/or disagreed with.
- In one sentence, what one change can you make that will provide the greatest leverage to increase student and/or adult learning.
- What is one question you have?