

What Effective Arkansas Principals Are Doing to Lead Academic Growth

Welcome

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**Wellness and
Education Commitment
to Arkansas Excellence**



**UNIVERSITY OF
ARKANSAS**

**College of Education
& Health Professions**

Agenda

1

Some things you probably don't care to know

Explanation of study

2

Some things you probably already know

Strong practices for growth identified in the study

3

Some hopefully helpful insights from the study

Deeper themes/ideas that apply across schools

Study Overview

Achievement

Are students achieving level 3 & 4 on state assessments?

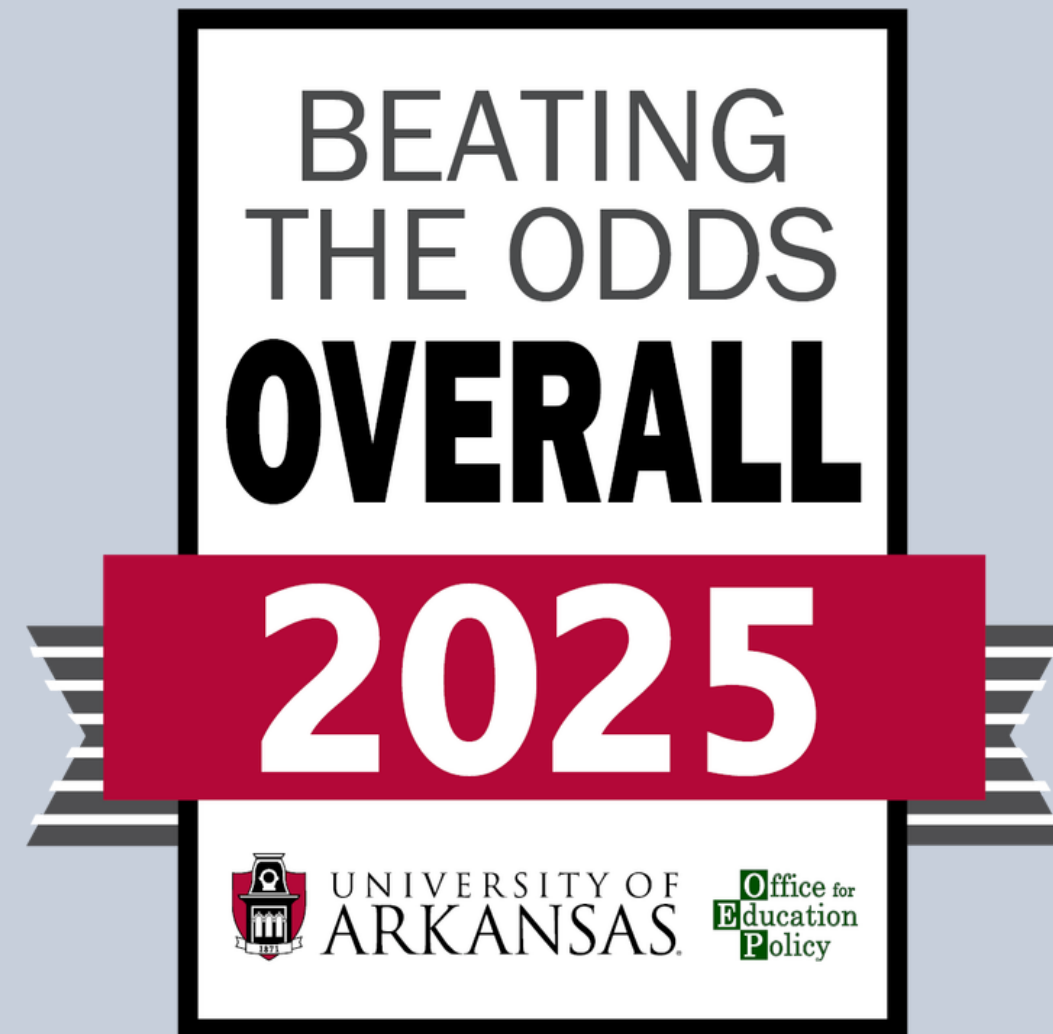
Growth of All Students

Are students achieving their individualized growth targets?

Growth of Lowest Quarter

Are the students who are farthest behind their peers growing?

Emphasis on growth in accountability formula



**Top 10
High Poverty-
High Growth
Schools**

- **Interviewed seven principals**
- **Focused on:**
 - Student Growth
 - Leadership practices for growth
 - What made a difference with growth
- **Recorded, transcribed, coded, and analyzed**

Things You Probably Know



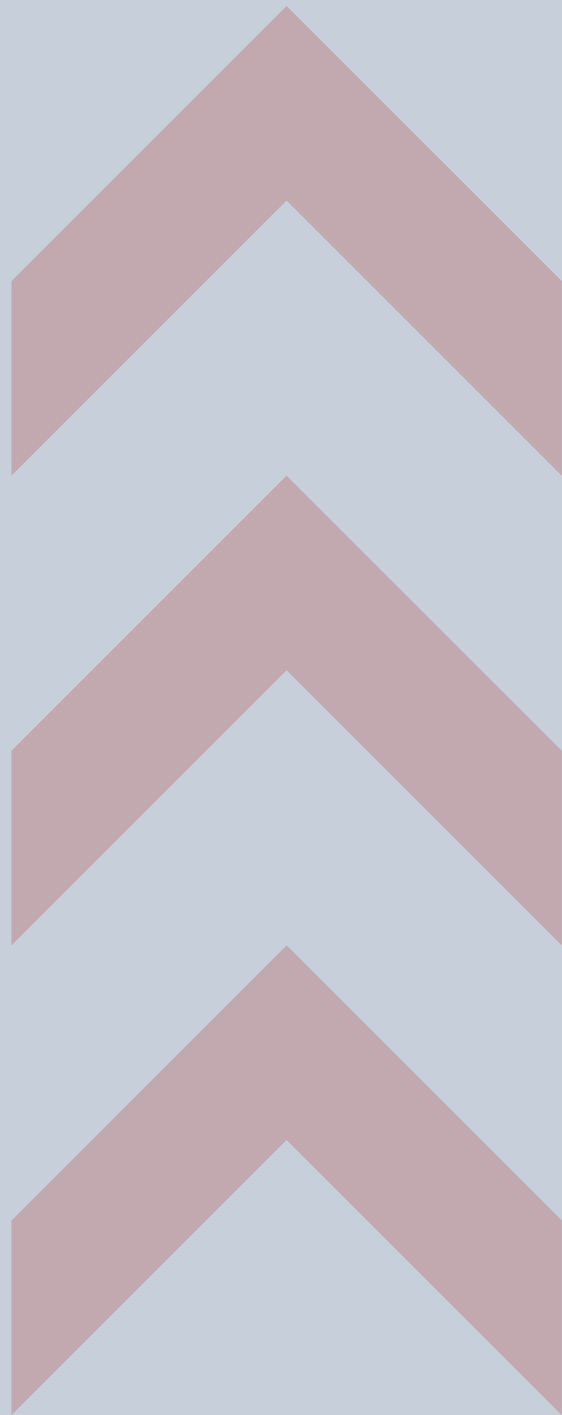
What are the things you expect to be driving growth according to these principals?



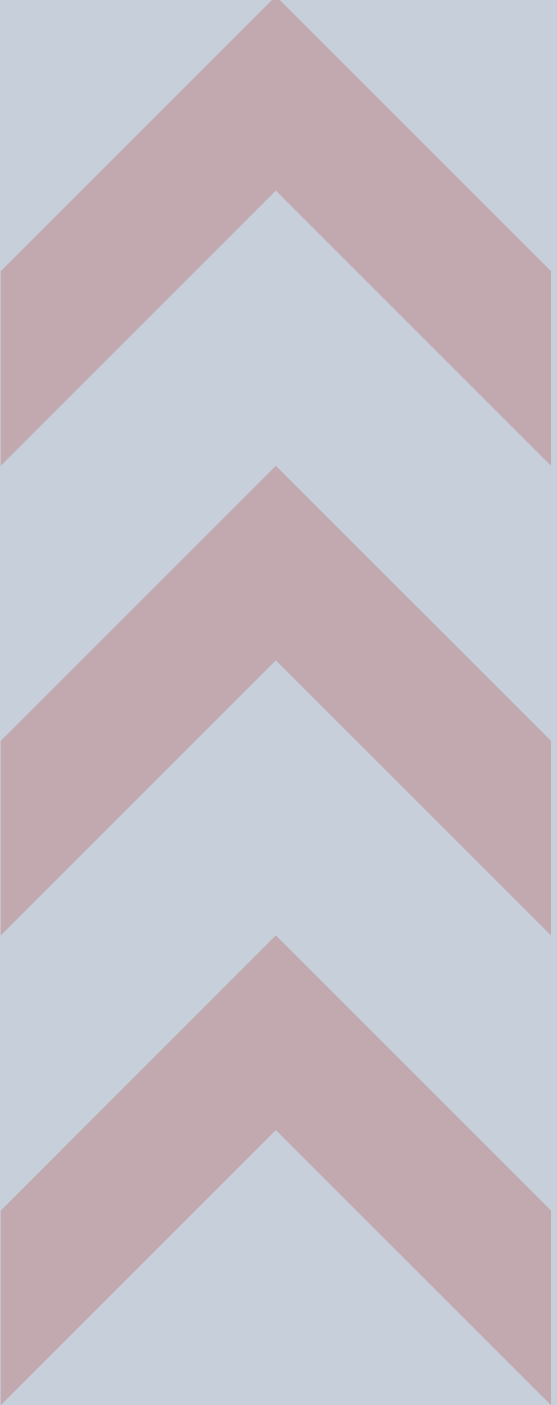
Teachers

**Teachers having support
and resources**

Bad teachers moving on



Principals in classrooms

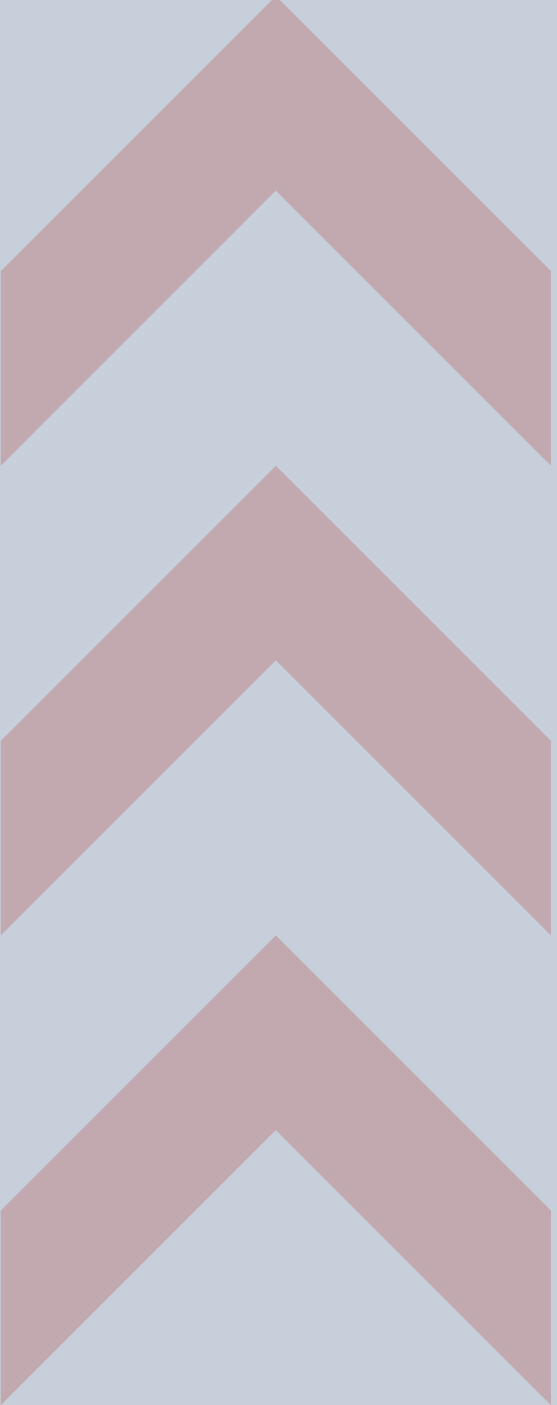


**Only the principal can provide
the leadership presence and
support to add encouragement
and accountability for the
school's instructional efforts.**

Providing the right supports



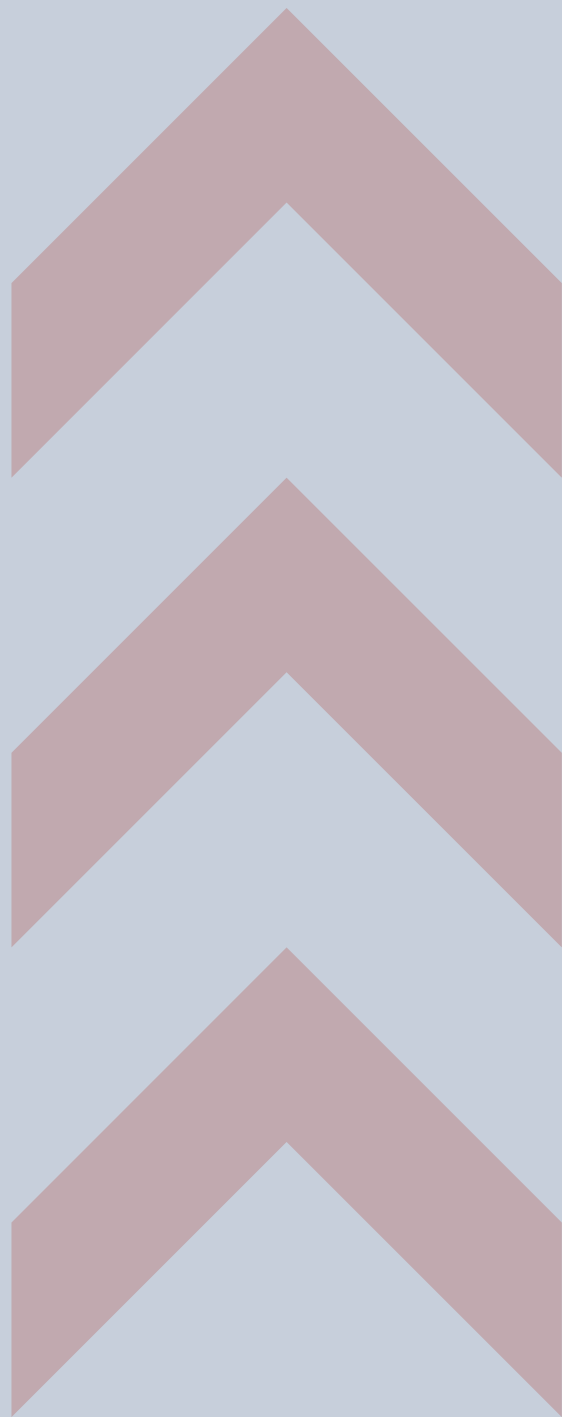
Intervention Time In the Schedule



**Dedicated time built into the
regular schedule focused on
academic learning**

PLCs (Teacher collaboration)

**Regular time for teachers to work
together to plan instruction,
develop assessments of learning,
and analyze the data.**



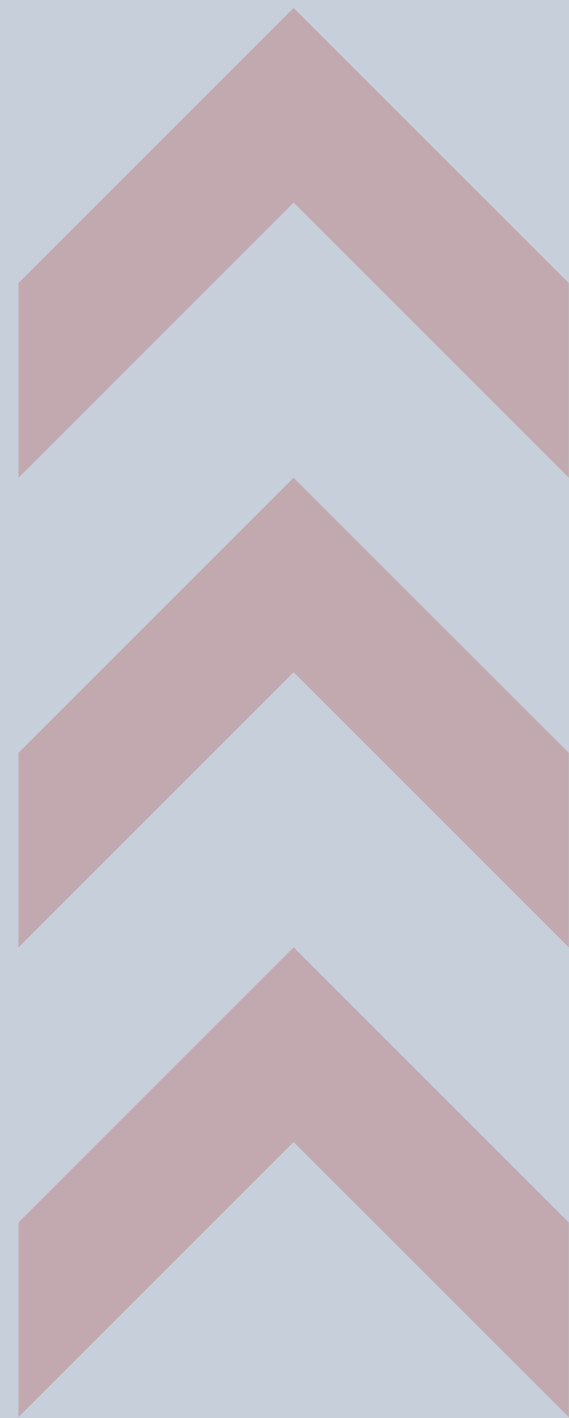
Everyone's Score Matters



Every single student can positively contribute to our school's overall rating, and our lowest performing students can contribute more positively than ever before.

Using Multiple Growth Measures

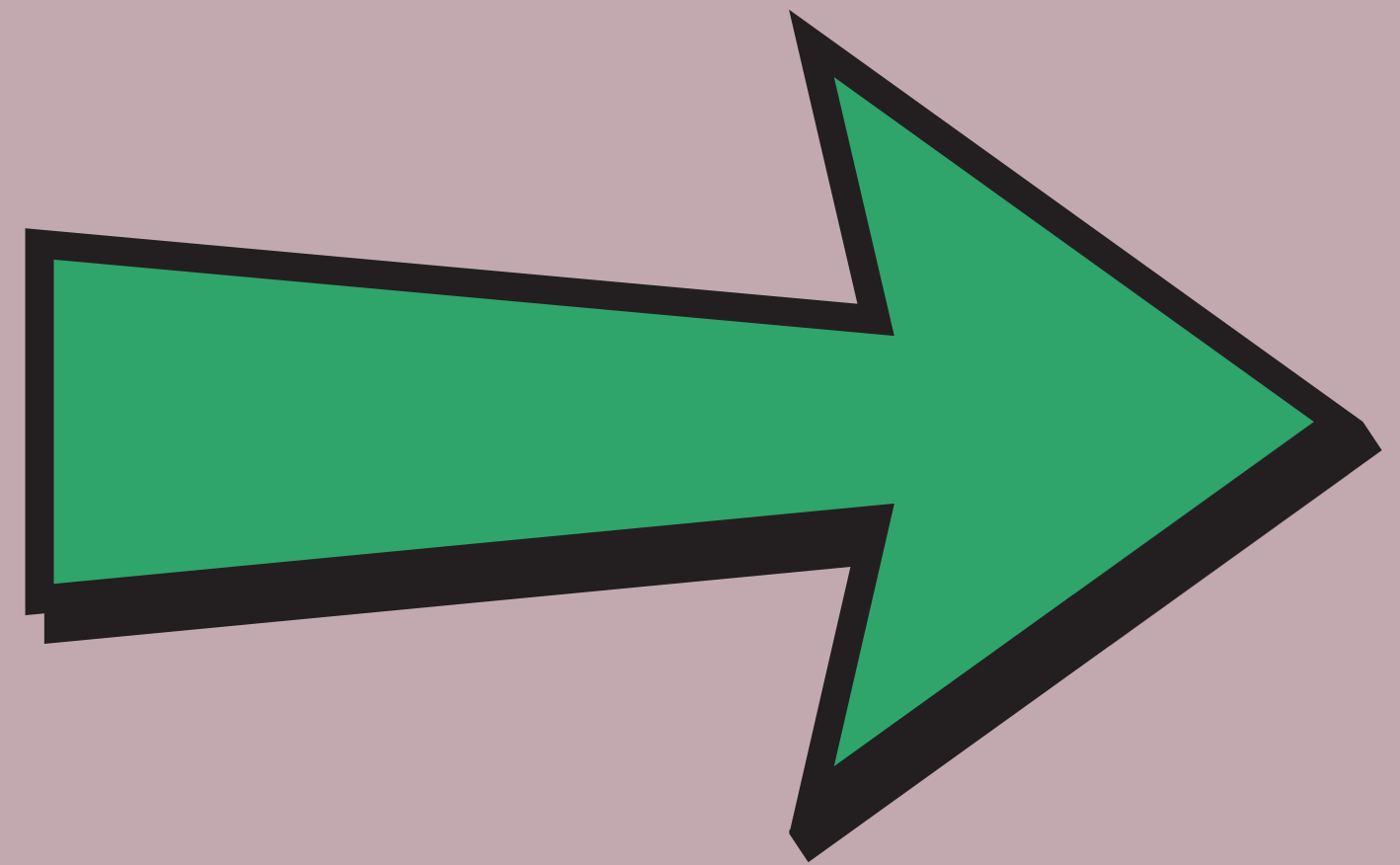
Multiple specific ways to measure growth that are clear and understandable and can be used to impact learning for individual students.



Things You Probably Know



**How do these concepts
compare to what your school is
currently doing?**



**Relevant Findings
Across Multiple
Interviews**

HQIM



Implementing It Well

Essential Standards



Aligning to Assessment

**Protection of
Instructional Time**



**Making Learning
the Priority**

Communication on Performance

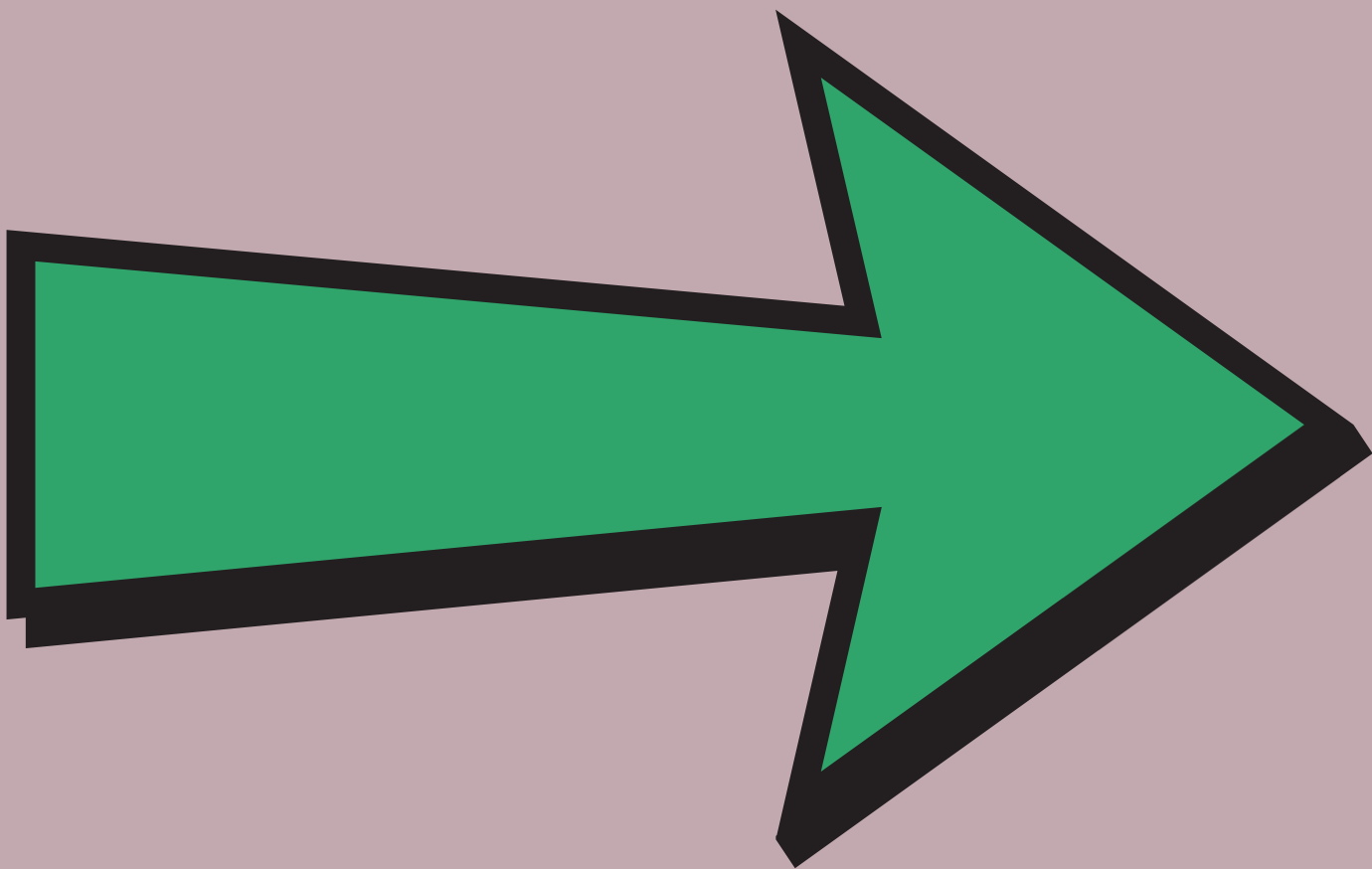


Making It Understandable

Things You Probably Know



**What insights might you make
based on the information
shared so far?**



**Insights on
Findings**

It's a comprehensive effort, not a single program.

Focus on figuring out systems instead of trying to implement initiatives

- PLCs
- Curriculum, instruction, and essential standards alignment
- Intervention and effective structures
- Admin support of high quality instruction
- Multiple measures of growth

Lagging Indicators



**Let us know how we did
on something; the
outcome after the fact.**

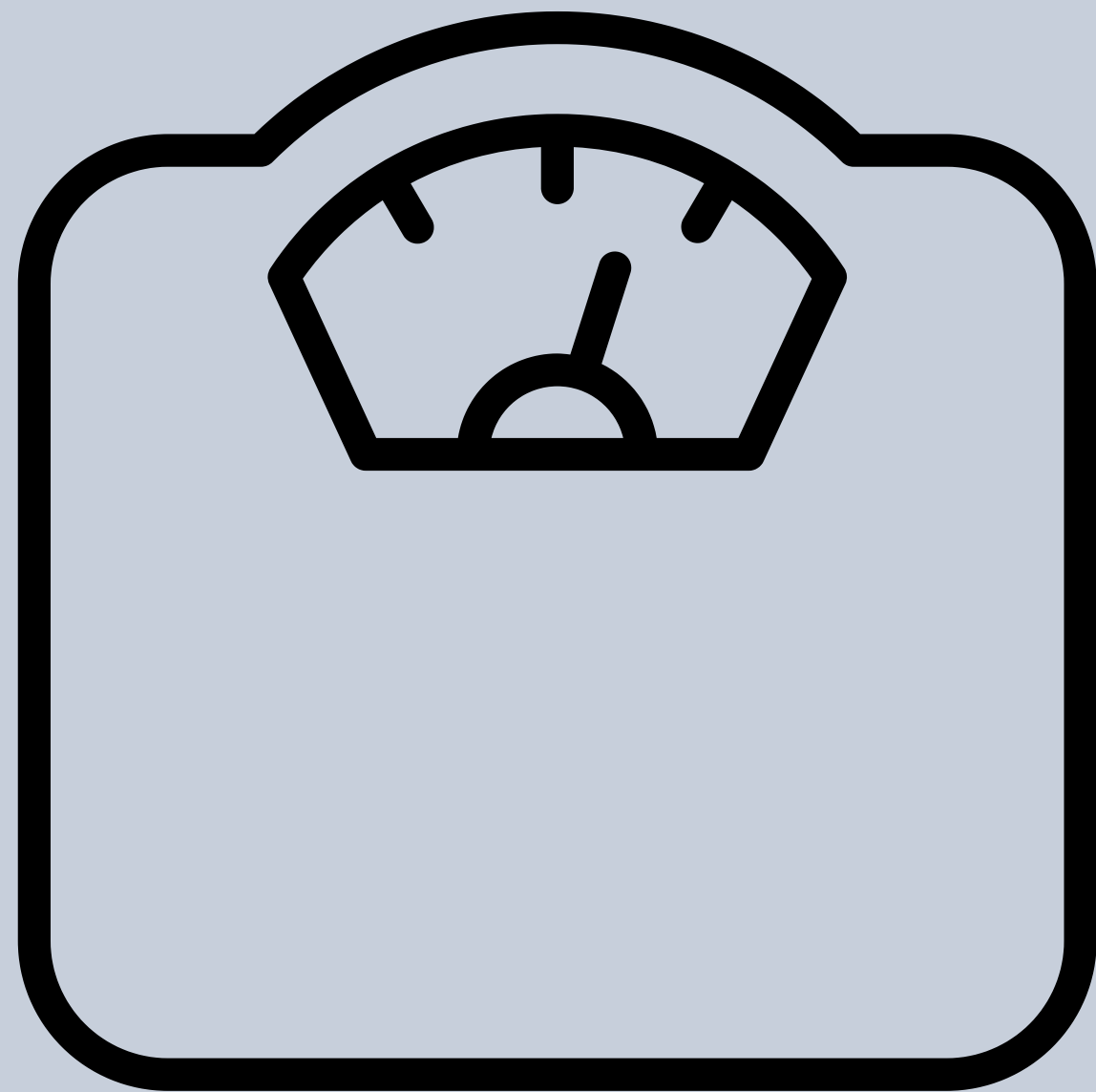
Leading Indicators



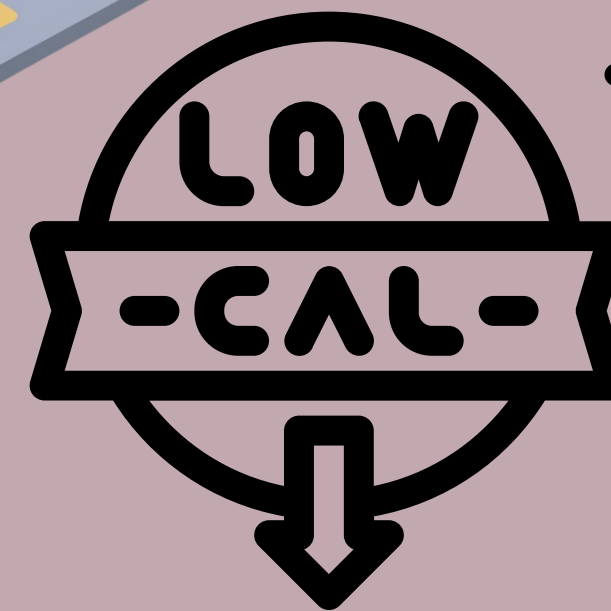
**Tell us in advance that we're
doing the things that will
likely lead to success as
we're doing them.**

Losing Weight

Lagging Indicators



Leading Indicators

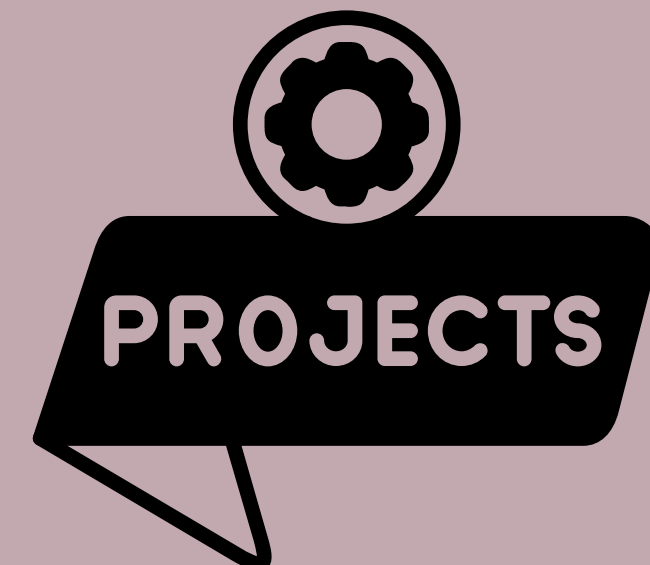
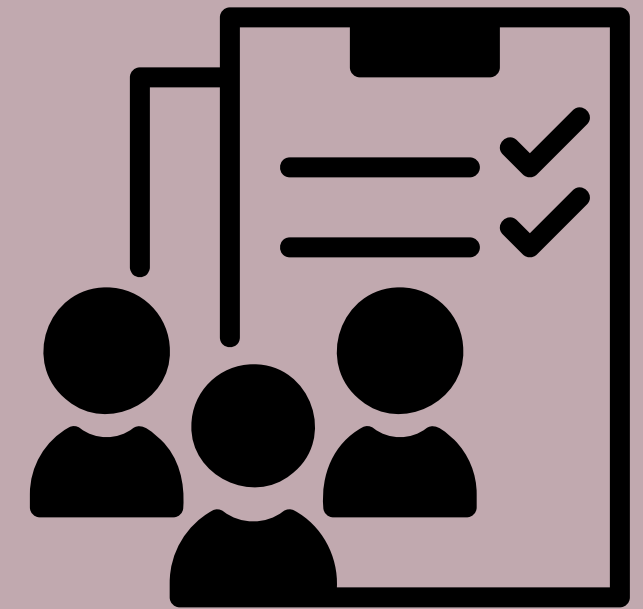


Getting a Promotion

Lagging Indicators



Leading Indicators



Academic Growth

Lagging Indicators

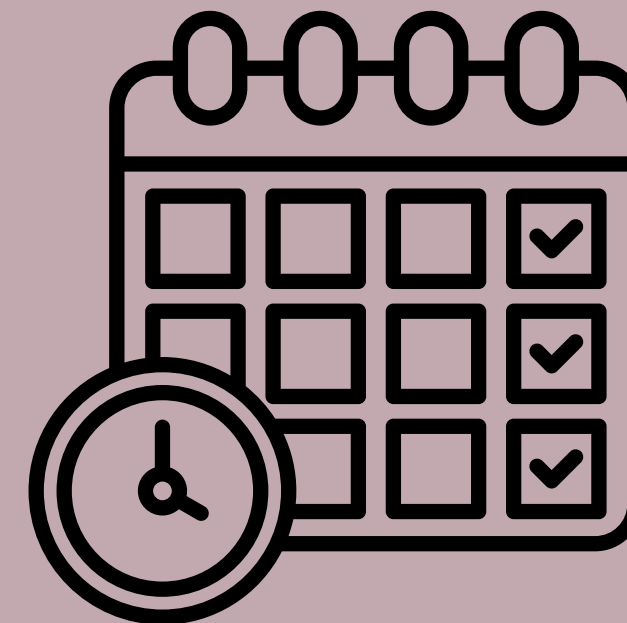
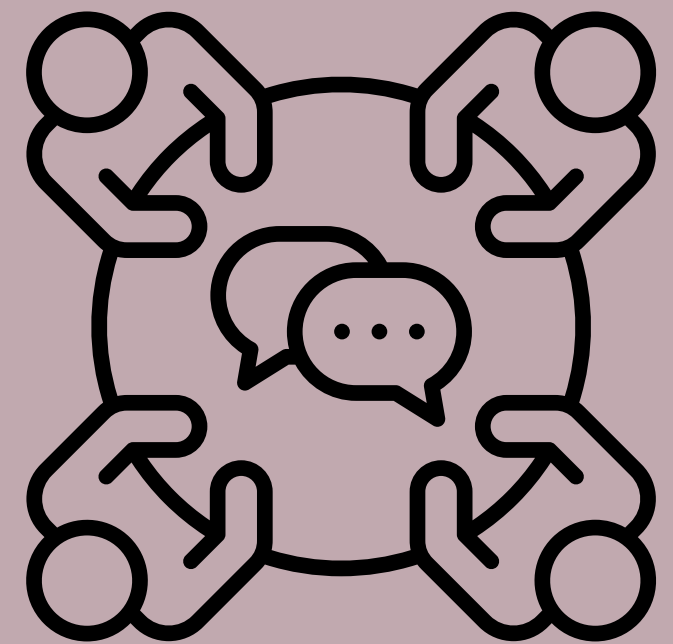
Growth of All Students

Are students achieving their individualized growth targets?

Growth of Lowest Quarter

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Leading Indicators



Make sure your focus is on the things you have some control over and can evaluate in real time so you can make any necessary changes while there's still time

Do you have a structure where teachers regularly collaborate and make decisions about curriculum and instruction based on data?

Do you have an intervention system built into your schedule where students can get targeted support on essential skills?

Are your people collecting, analyzing, and responding to multiple measures of data to inform their approach to teaching and learning?

How often are you getting into classrooms to observe instruction and provide meaningful feedback to teachers?

My Leading Indicators

How many classes am I getting into and providing feedback to teachers on average each day?

How often are our lowest quarter of students receiving intervention?

How consistently are teacher teams meeting to collaborate, analyze data, and make instructional decisions?

How much time do teachers have to plan and prepare for instruction?

The Support Role of the Principal in Improving Growth

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**What does the leader need to do to
ensure that high quality teaching
and learning is happening in every
classroom, every day?**

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Thank you

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