Transforming Principal Leadership through a Collaborative Learning Process
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To prepare for our learning experience today, please have access to Google Slides on your device. We recommend the Google Slides app on your smartphone or iPad for easiest use.

https://tinyurl.com/LF-TransformingLeadership
Transforming Principal Leadership through a Collaborative Learning Process

Dr. Michael Griffin
Assistant Superintendent for Curriculum and Instruction

Ms. Kim Becan
Executive Director for Elementary Education

Dr. Stephanie Espinosa
Executive Director for Curriculum & Professional Development

Dr. Mary Seltzer
Director of Student Services

Dr. Sandy Conklin
Principal - Samuel Beck Elementary

Ms. Shaunda Garrison
Assistant Principal - Clara Love Elementary
Learning Targets

- Identify crucial processes that are occurring on your campuses or within your district.
- Learn different structures and processes to strengthen the leadership of all educators across the organization to ensure all students are learning at high levels.
- Participants will explore systems that support ongoing, collaborative professional learning, student improvement and continuous improvement to close achievement gaps.
- Work collaboratively to design structures that will move their organization and professional learning forward.
Core Beliefs

Kids come first.
Continuous learning is essential to prepare for college and career opportunities.
Each student’s success is the shared responsibility of students, families, schools, and communities.
Learning is influenced by environment.

Vision

Northwest ISD empowers learners and leaders to positively impact the world.

Mission

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

Strategic Goals

1. Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.
2. Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.
3. Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Every Student Future Ready

www.nisdtx.org
This Is Us

✧ Serve 14 municipalities in 3 counties
✧ Top 10 fastest growing districts in TX
✧ Approximately 25% built out
✧ Current: ~25,000 Students
✧ Approx. 3,000 District Employees
This Is Us

31 Campuses:
✧ 19 Elementary Schools
✧ 6 Middle Schools
✧ 3 Comprehensive High Schools
✧ 1 Accelerated High School
✧ Special Programs Center
✧ Youth Residential Program
# This Is Us

<table>
<thead>
<tr>
<th>Domain</th>
<th>Scaled Score</th>
<th>Better of School Progress Part A or B</th>
<th>Better of Student Achievement or School Progress</th>
<th>Weight</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>90</td>
<td></td>
<td>90</td>
<td>70%</td>
<td>63</td>
</tr>
<tr>
<td>School Progress: Part A</td>
<td>85</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Progress: Part B</td>
<td>75</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Closing the Gaps</td>
<td>97</td>
<td></td>
<td></td>
<td>30%</td>
<td>28.2</td>
</tr>
<tr>
<td><strong>Overall Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>92</strong></td>
</tr>
<tr>
<td><strong>2019 District Overall Rating</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>A</strong></td>
</tr>
</tbody>
</table>
Tell us about you...

Principal/Assistant Principal

Executive Director/Director

Superintendent/Assistant Superintendent

Instructional Coach/Teacher
Why did you select this session?

Principal/ Assistant Principal  
Executive Director/ Director  
Superintendent/ Assistant Superintendent  
Instructional Coach
WE CANNOT SOLVE OUR PROBLEMS WITH THE SAME THINKING WE USED WHEN WE CREATED THEM

-Albert Einstein
Foundational Learning

Instructional Rounds in Education
A Network Approach to Improving Teaching and Learning
Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel

Leading with Focus
Elevating the Essentials for School and District Improvement
Mike Schmoker

Collective Efficacy
How Educators’ Beliefs Impact Student Learning
Jenni Donohoo

The Practice of Authentic PLCs
A Guide to Effective Teacher Teams
Daniel R. Venables

Northwest Independent School District
Every Student Future Ready
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What are your puzzle pieces?
Snap a pic!

Please access a shared Google Slide at https://tinyurl.com/LF-TransformingLeadership and upload your picture to an empty slide.
A district leadership team must develop and implement a coherent system wide strategy to support teaching and learning in all classrooms that is focused primarily and unconditionally on the instructional core.
“Exceptional leadership requires us to choose the right things to focus on and then devote our ongoing efforts to them with ‘simplicity and diligence’ (p. 25).”
What Do We Know About Learning?
With your group, read the *Learning Team Cycle of Continuous Improvement*

[https://tinyurl.com/LearningCycleArticle](https://tinyurl.com/LearningCycleArticle)

---

1. **First Round**
   Each person shares a *sentence* from the document that she/he thinks/feels is particularly significant.

2. **Second Round**
   Each person shares a *phrase* that she/he thinks/feels is particularly significant. The scribe records each phrase.

3. **Third Round**
   Each person shares the *word* that she/he thinks/feels is particularly significant. The scribe records each word.
Learning Cycle
What Do We Know About Learning?

- Learners need structures and routines
- Learning occurs when concepts/skills are tied to each other and to big ideas
- Periodic checks to evaluate progress and clear up misconceptions are necessary for and by the learner
- Learning occurs with and through others
- The most profound learning occurs through learning cycles.
Adult Learners

- Need structure to the “messiness” of learning
- Prefer learning experiences that are predictable
- Need opportunities to periodically evaluate progress & clear up misconceptions
- Learn with and through others
- Learning is optimal when it’s focused and is connected to and builds upon previous learning
Inquiry is the systematic, intentional study of one’s own professional practice. Inquiring professionals seek out change by reflecting on their practice. They do this by engaging in a cyclical process of posing questions...collecting data to gain insights into their wonderings, analyzing the data...taking action to make changes in practice based on new understandings....
“To close the student achievement gap, you must close the teacher effectiveness gap.”

--John Hattie
The Teacher Matters, but Effective Schools Matter More!

<table>
<thead>
<tr>
<th>School and teacher scenario</th>
<th>Percentile enter</th>
<th>Percentile after 3 year in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average School and Average Teacher</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Least Effective School and Least effective teacher</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Most effective school and most effective teacher</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Least Effective School and Most effective Teacher</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Most effective school and average teacher</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
The Principal Matters:

Based on John Hattie’s Meta-Analysis:

- Believing in evaluating one's impact as a leader
  - Effect Size: .91
- Getting colleagues focused on evaluating their impact
  - Effect Size: .91
- Focusing on high-impact teaching and learning
  - Effect Size: .84
- Being explicit with teachers and students about what success looks like
  - Effect Size: .77
- Setting appropriate levels of challenge and never retreating to “just do your best”
  - Effect Size: .57
Personal Mastery

Creative Tension

Current Reality → Vision of the Future

Not enough tension = little to no improvement

Too much tension = stress and possible burnout

edtosavetheworld.com
Design a histogram for your puzzle pieces

Please take a break during this time.
Snap a pic!

Please access our shared Google Slide at https://tinyurl.com/LF-TransformingLeadership and upload a picture of your histogram to your previous slide.
Our Journey Towards Putting the Puzzle Pieces Together
**CHALLENGE DEFINITION**

The need or challenge that I am/we are addressing is...

|------|------|------|------|------|

Our problem of practice is...

---

**Theory of action**

- **If we...**
  - Execute on the strategy
  - Get the immediate value created
  - Then we can...

- **That will...**
  - Contribute to achieving the bigger and more systemic change we need to see

---

Northwest Independent School District

[www.nisdtx.org](http://www.nisdtx.org)
Define Your Challenge

We are taking a road trip to California. But, our children do not want to go on the trip with us.

They would rather hang out with their friends and be on social media.

Our children don’t have a strong sense of connection to the family.

Our children haven’t spent much quality time together or with us so that we can develop those connections.

Our children have been too busy with all of the different events that they are involved in.

Our children are overscheduled and do not have the opportunity to develop deep relationships with us or each other.

Our family is over-committed to activities that do not provide us with meaningful, bonding experiences as a family.
NISD Leadership Learning Cycle: Our Problem of Practice

<table>
<thead>
<tr>
<th>The need or challenge that I am/we are addressing is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student achievement gaps</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why?</th>
</tr>
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<tbody>
<tr>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Our problem of practice(s)...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processes across district not aligned or focused on closing achievement gaps</td>
</tr>
</tbody>
</table>
Now It’s Your Turn…

The need or challenge that I am/we are addressing is...

Why?
Why?
Why?
Why?
Why?

Our problem of practice/is...

Northwest Independent School District
www.nisdtx.org
My/our goal is:

**CHALLENGE DEFINITION**

The need or challenge that I am/we are addressing is...

Why?

Why?

Why?

Why?

Why?

Our problem of practice is...

**Theory of action**

- **execute on this strategy**
  - If we...
  - Then we can...
  - That will...

- see this immediate value created

- contribute to achieving this bigger and/or more systemic change we want to see

*Interested in using these tools to plan, assess, and effectively communicate the impact of teacher leadership in your school district? [teachingquality.org/get-in-touch]*

---

*Name/Team (if applicable) | Org/School | Role | Date*

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*Every Student Future Ready*

*Northwest INDEPENDENT SCHOOL DISTRICT*

*www.nisdtx.org*
NISD Leadership Learning Cycle:
Theory of Action...In Motion

Theory of action
- If we...
  - execute on this strategy
- Then we can...
  - see this immediate value created
- That will...
  - contribute to achieving this bigger and/or more systemic change we want to see

Leading & Learning
Session facilitated by coordinator(s) highlighting key components in upcoming curriculum

Leadership Problem of Practice
A renewed, coherent, interrelated alignment of District processes, focused on key elements of Curriculum, Instruction and Assessment by leaders at all levels of the District with minimized distractions is needed to enhance student learning and close District performance gaps.

Principal PLC
* Debrief Learning Team observations/reflections with large group
* Examine results of district common assessments
* Next steps & follow-up

Campus Calibration
Time for classroom visits on own campus, noting strengths in teaching & learning related to look-tutors, questions, concerns

Campus Calibration
Follow-up actions/discussions at home campus based on Learning Team observations, discussions and next-step plans.

Learning Teams
(Re-defined)
Each LT will spend one day visiting 2 campuses on the Learning Team:
* Host campus shares Campus POP (QD)
* Instructional Rounds to collect observations of teaching & learning & provide feedback on campus POP
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Red circle - Represents a look at the upcoming Curriculum
Green circle - Represents a look at how the Curriculum is being implemented & the level of Teaching & Learning across the campus
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Blue Circle - Principals collaborate on LT experiences & next steps
NISD Leadership Learning Cycle:
Theory of Action...In Motion

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NISD Leadership Learning Cycle: An Aligned and Coherent System
NISD Leadership Learning Cycle: An Aligned and Coherent System

- Leadership Academy
- Leading & Learning
- Classroom Walk-Throughs
- Learning Teams
- Problem of Practice
- Quality Defined Process
- PLCs
## Theory of Action

In order to address this challenge, we believe:

<table>
<thead>
<tr>
<th>If we, engage in teacher reflection on current levels of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>And if we, provide collaborative learning opportunities on differentiated strategies, formative assessments, and SEL</td>
</tr>
<tr>
<td>And if we, <em>utilize lesson design and assessment</em></td>
</tr>
<tr>
<td>Then we will.....provide learning experiences at the appropriate level of cognitive demand for each student therefore students will be more engaged and meet their year's growth target.</td>
</tr>
</tbody>
</table>
# Theory of Action

<table>
<thead>
<tr>
<th>If we,</th>
<th>Create opportunities for collaboration to build collective efficacy</th>
<th>Design and routinely utilize targeted formative assessments</th>
<th>Intentionally build personal relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>..then we can..</td>
<td>Deepen our understanding formative assessments and differentiation strategies</td>
<td>determine student readiness levels and design meaningful learning experiences</td>
<td>Create an environment and opportunities that encourages a positive, empathetic classroom culture</td>
</tr>
<tr>
<td>And that will..</td>
<td>equip us to meet the unique needs of our students.</td>
<td>Increase engagement and higher level of student achievement towards learning outcomes.</td>
<td>Give our students equitable access to content</td>
</tr>
</tbody>
</table>
Now It’s Your Turn…

Take a break during your work time.
Snap a pic!

Please access our shared Google Slide at https://tinyurl.com/LF-TransformingLeadership and upload a picture of your template to your previous slide (or add a new slide)
The Evolution of our Learning Teams Process
# Learning Teams - Years 1 & 2

## Elementary Schools:
- Beck Elementary
- Lakeview Elementary
- Cox Elementary
- Granger Elementary

## South Central:
- Roanoke Elementary
- Hughes Elementary
- Peterson Elementary
- Haslet Elementary

## Middle Schools:
- WMS
- CTMS
- PMS
- MMS
- TMS

## High Schools:
- EHS
- BNHS
- NHS
- Steele
- SPC

## Learning Teams:
Each LT spends a day visiting 2 campuses:
1. Host campus to share Problem of Practice and current instructional focus
2. Instruct. Rounds/Learning Team Walks to see curriculum & S work in action & provide feedback to host campus

### Campus:
- Principals, APs, Teacher Leaders
- Central Office: C & I Executive Directors, Curriculum Support Staff, Student Services Support Staff

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# Learning Teams 2.0 - Year 3

## Objectives:
- Increasing level of cognitive demand and student ownership of their learning to improve mastery-level performance in our learners
- Improving rigorous, meaningful literacy instruction and student literacy performance
- Ensuring effective differentiation strategies to meet the individual needs of all learners

## Teams:
- Sendera Ranch
- Thompson
- Schluter
- Nance
- Hatfield
- Granger
- Prairie View
- Seven Hills
- Love
- Justin
- Curtis
- Hughes

---

# Year 1:
Administrators & Central Office Support

# Year 2:
Administrators, **Teacher Leaders**, Central Office Support
NISD Learning Cycle Process

2019-2020

Learning Cycle Begins
Learning Teams generate curious questions about learning related to LC focus & develop evidence collection focus

Campus Calibration-II
Campus leaders work with staff to evaluate progress on PoP & establish next steps for continued growth

Campus Calibration-I
Campus collects evidence of learning related to the LT curious questions & evidence collection focus

Campus Support Meetings
C&I team members and selected Campus Leadership Teams meet to discuss campus growth & needs

Learning Teams
LTs meet on 1-2 campuses visiting classrooms & providing feedback to the host campus(s) based on evidence collection focus

Northwest ISD
curiosity

2019-2020

Every Child Every Day!
Impact of Learning Teams on Student Achievement and Instructional Leadership
NISD Leadership Learning Cycle:
Outcomes & Benefits
# West Central Learning Team Focus & Look-Fors

## Fall Literacy Focus

<table>
<thead>
<tr>
<th>Questions to ask students:</th>
<th>Look-Fors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(one gen ed student and one ELL or SpEd)</td>
<td>(in student work/responses, classroom artifacts &amp; instruction, including SpEd and ELL strategies)</td>
</tr>
<tr>
<td>1. Show me where you practice word work during skills block. <strong>What do you practice during “Skills Block”?</strong></td>
<td>Skills Practice</td>
</tr>
<tr>
<td>2. Show me your writing notebook. <strong>What did you write about last week?</strong></td>
<td>- written practice in S journals (types/frequency)</td>
</tr>
<tr>
<td>3. <strong>What tools help you spell words and remember grammar rules?</strong></td>
<td>- T anchor charts - T model journal</td>
</tr>
<tr>
<td></td>
<td>- classroom word wall</td>
</tr>
<tr>
<td></td>
<td>- personal writing resources in notebooks</td>
</tr>
<tr>
<td></td>
<td>- Invitation to Notice (3rd – 5th)</td>
</tr>
<tr>
<td></td>
<td>Transfer of Skills from Practice to Writing Workshop</td>
</tr>
<tr>
<td></td>
<td>- student writing notebooks</td>
</tr>
<tr>
<td></td>
<td>- student editing /self-corrections</td>
</tr>
<tr>
<td></td>
<td>- Improvement over time</td>
</tr>
<tr>
<td></td>
<td>- teacher feedback related to skills</td>
</tr>
</tbody>
</table>
First Grade

NISD Learning Cycle

Student entered below level-making progress in her writing. Teacher feedback on almost every entry.
Differentiated task based on text read aloud. Student’s were able to choose task.

Has there been thought of the work the text level can support?

A variety of books in book boxes

Task: I can use Imogene’s perspective to think about what would be difficult to do with antlers.

Learning Team Evidence
**NISD Leadership Learning Cycle: Outcomes & Benefits**

**As instructional leaders at [Campus Name], we will...**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Action Plan</th>
<th>Accountability is key!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come together through grade level PLC's and compare teacher model and student journals in all subject areas.</td>
<td>A plan for next steps is developed by each campus team at the completion of the Learning Team day.</td>
<td>A plan for next steps is developed by each campus team at the completion of the Learning Team day.</td>
</tr>
<tr>
<td>After meeting by grade level, we will meet vertically by subject to compare teacher model and multiple student journals. (H,M,L)</td>
<td>Campus administrators follow-up on progress made on their action plan at the following Principals’ PLC.</td>
<td>Campus administrators follow-up on progress made on their action plan at the following Principals’ PLC.</td>
</tr>
<tr>
<td>Plan on having a PD with math coaches to clarify justifications/explanations in math journals.</td>
<td>Reflections on progress at Principals’ PLC</td>
<td>Reflections on progress at Principals’ PLC</td>
</tr>
</tbody>
</table>

**Where we are and where we are going:**

Our data shows that we need to improve on our math CBA data (within our learning team... we hover in the middle in grade levels 3-5). We will continue to meet with our teachers to complete their evaluations of assessment (focusing on what we did well, what we need to improve and what our next steps should be). This will be done collaboratively (round table) to ensure that our team is fully committed to the cause of improving student performance on local and upcoming state assessments.

We have also added a coaching cycle for 2nd and 3rd grade to participate in with the support of our math instructional coach. The focus will be on specific teaching strategies through video conferencing.

**Developed at the end of the Learning Team Day**

**Reflections on progress at Principals’ PLC**
NISD Leadership Learning Cycle:
Outcomes & Benefits

Evidence Based Plans of Action

Eaton Language Arts Leadership Action Plan

<table>
<thead>
<tr>
<th>Leadership Activities</th>
<th>Resources Needed</th>
<th>Measure of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>We would like more instruction on forming good, consistent learning targets with practices. Everyone is unsure of the exact format and struggling with putting them into words. Our instruction on this has not been conflicting depending on the source (Admin vs. curriculum)</td>
<td>Learning target book or facilitator training, PD, provide a positive note when learning targets are good.</td>
<td>When we do walkthroughs, our learning targets are inconsistent in format and sometimes do not reflect the rigor of the lesson. Writing them during PLCs a group together will help. More check points and time will tell.</td>
</tr>
<tr>
<td>We would like the entire staff to do the Tuning Protocol for PD. We did it in the leadership meeting and got great feedback.</td>
<td>PD or faculty meeting facilitation</td>
<td>PLCs would use the Tuning Protocol once a semester. This has not been one ELA has done this year yet.</td>
</tr>
<tr>
<td>We would like admin to show us what a rich, authentic experience looks like in on-level classes. It is easy to spot it in PAP of AP, but we are struggling with seeing it and creating that in on-level.</td>
<td>Describe it from your perspective; find someone that does a nice job to lead PD on this, offer rewards to teachers and students when you see it (even just a compliment card, video clips would also be good.</td>
<td>A measure of success could be having the teachers set goals and rate themselves in this area, or even have the students in on the goal setting. PLCs could encourage each other and reflect on progress together.</td>
</tr>
</tbody>
</table>

Every Student Future Ready
NISD Leadership Learning Cycle: Outcomes & Benefits

**Spring ELA Learning Cycle - East Learning Team**

**Wonderings:**
- Are students being held accountable for conventions in their writing?
- How often are students conferencing with their teacher about their goals and or writing?
- How often are you writing? How often are you publishing your writing?
- How do you know if you are writing well?

**Look For:**
- Grade level writing conventions
- Student goal setting for writing
- Frequency of writing vs quality of writing (published pieces)
- Feedback influencing student writing

**High School Learning Team**
**Oct. 11, 2018**

Focus on Rigorous Instruction in ELA

**Principal PLC**
**November 14, 2018**

**Learning Team 2 (Cycle 2)**
**How People Learn (ELA/SS)**

Beck, Curtis, Haslet, Lakeview, Peterson,
I appreciate the trust and collaborative nature of the team. We all come in with open minds and are able to learn and grow together. It builds a learning network that extends outside of those meeting times.

--AP
NISD campuses earned more quartile 1 placements by a significant amount.

<table>
<thead>
<tr>
<th></th>
<th>2017 Campus Opportunities</th>
<th>2018 Campus Opportunities</th>
<th>2017 District Opportunities</th>
<th>2018 District Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>16</td>
<td>17</td>
<td>272</td>
<td>289</td>
</tr>
<tr>
<td>Middle School</td>
<td>20</td>
<td>21</td>
<td>100</td>
<td>105</td>
</tr>
<tr>
<td>High School</td>
<td>41</td>
<td>40</td>
<td>164</td>
<td>160</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>536</strong></td>
<td><strong>554</strong></td>
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</tbody>
</table>
Closing Achievement Gaps

NISD Academic Distinctions doubled from 2017 to 2018.

- Total: 22
  - High School: 9
    - 2017: 8
    - 2018: 9
  - Middle School: 4
    - 2017: 2
    - 2018: 2
  - Elementary School: 11
    - 2017: 1
    - 2018: 11

Every Student Future Ready

Northwest Independent School District

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Closing Achievement Gaps

Achievement Gap Between Highest & Lowest Performing Schools ~ Reading

- Kinder: 26, 27, 26
- First: 30, 27, 35
- Second: 36, 23, 25
- Third: 29, 32, 33
- Fourth: 33, 31, 29
- Fifth: 34, 32, 30

31% gap decreases to 12%
Closing Achievement Gaps

Achievement Gap Between Highest & Lowest Performing Schools ~ Math

- Third Grade:
  - 2017: 34
  - 2018: 31
  - 2019: 20

- Fourth Grade:
  - 2017: 38
  - 2018: 31
  - 2019: 29

- Fifth Grade:
  - 2017: 25
  - 2018: 21
  - 2019: 24

Closing the gap from 41% to 24%?
Closing Achievement Gaps

Achievement Gap of Masters Level Performance on State Assessments ~ Secondary Level

77% of secondary campuses have seen an increase in Masters Level Performance on state assessments.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Scaled Score</th>
<th>Better of School Progress Part A or B</th>
<th>Better of Student Achievement or School Progress</th>
<th>Weight</th>
<th>Weighted Points</th>
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</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>90</td>
<td>90</td>
<td>70%</td>
<td>63</td>
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<tr>
<td>School Progress: Part A</td>
<td>85</td>
<td>85</td>
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<tr>
<td>School Progress: Part B</td>
<td>75</td>
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</tr>
<tr>
<td>Closing the Gaps</td>
<td>97 (2018 94)</td>
<td>30%</td>
<td>28.2</td>
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<tr>
<td>Overall Score</td>
<td>92 (*91)</td>
<td></td>
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<tr>
<td>2019 District Overall Rating</td>
<td>A</td>
<td></td>
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</tr>
</tbody>
</table>
Final Words With….

Elementary Administrator / Teacher | Central Office Leader

Curriculum Coordinator | Secondary Administrator / Teacher

Northwest INDEPENDENT SCHOOL DISTRICT

Every Student Future Ready
Transforming Principal Leadership through a Collaborative Learning Process

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