

Using Action-Oriented School-wide Leadership Data for School Improvement

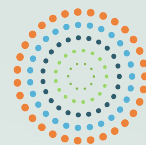
National Title I Conference, February 2018

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Using Action-Oriented School-wide Leadership Data for School Improvement

National Title I Conference, February 2018



CALL
Comprehensive Assessment of
Leadership for Learning

Contann Dabney

Terrence J. Hofer, EdD

Kyle Konold, PhD

Mark Blitz, PhD

Introductions



HELLO
My name is

Contann



Terry



HELLO
My name is

Kyle

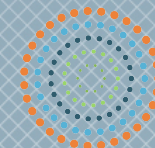


Mark



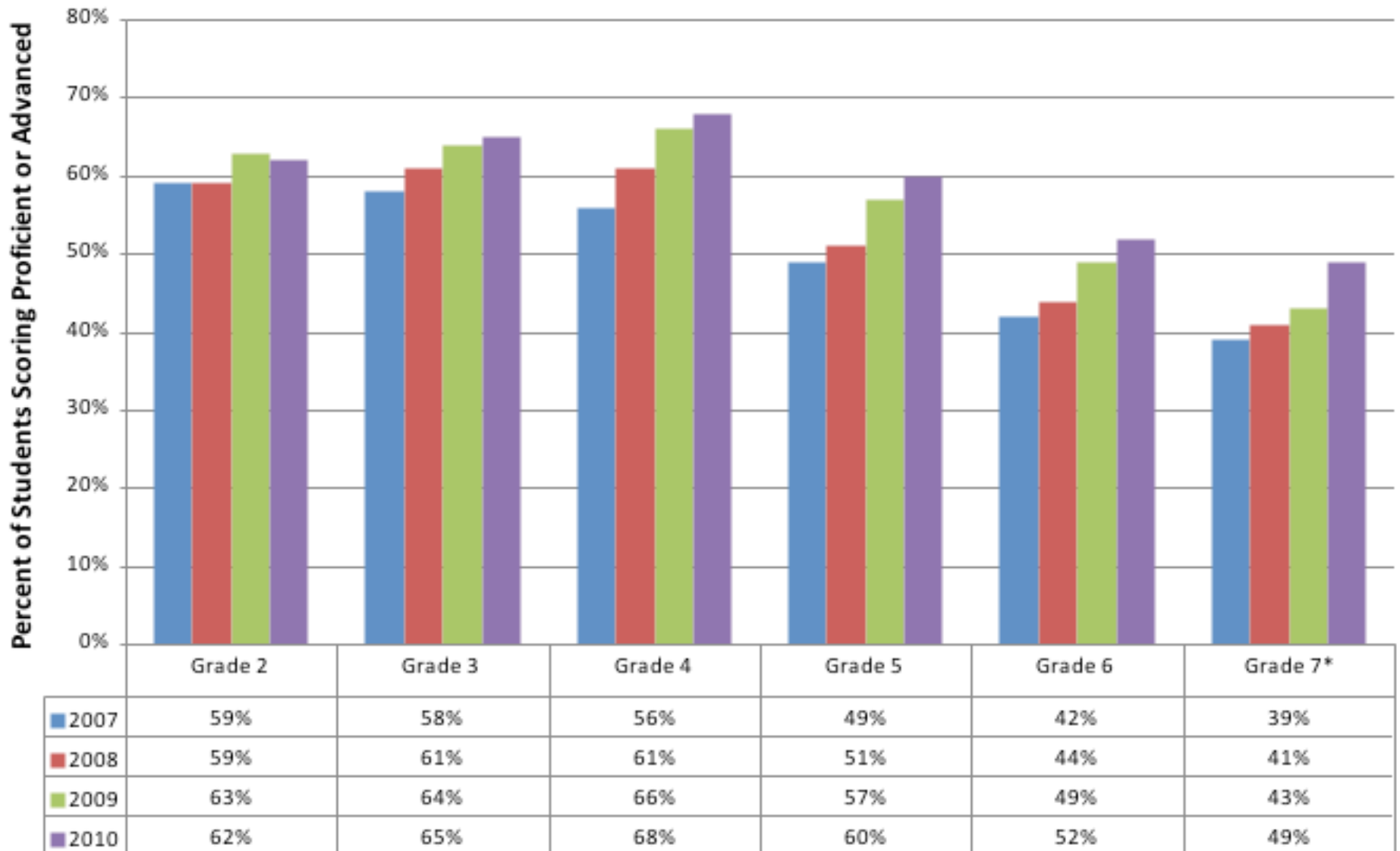
Agenda

- Overview (Terry)
- About CALL (Mark)
- Buffalo Success Story (Contann)
- Las Vegas Success Story (Kyle)
- Q&A (All)

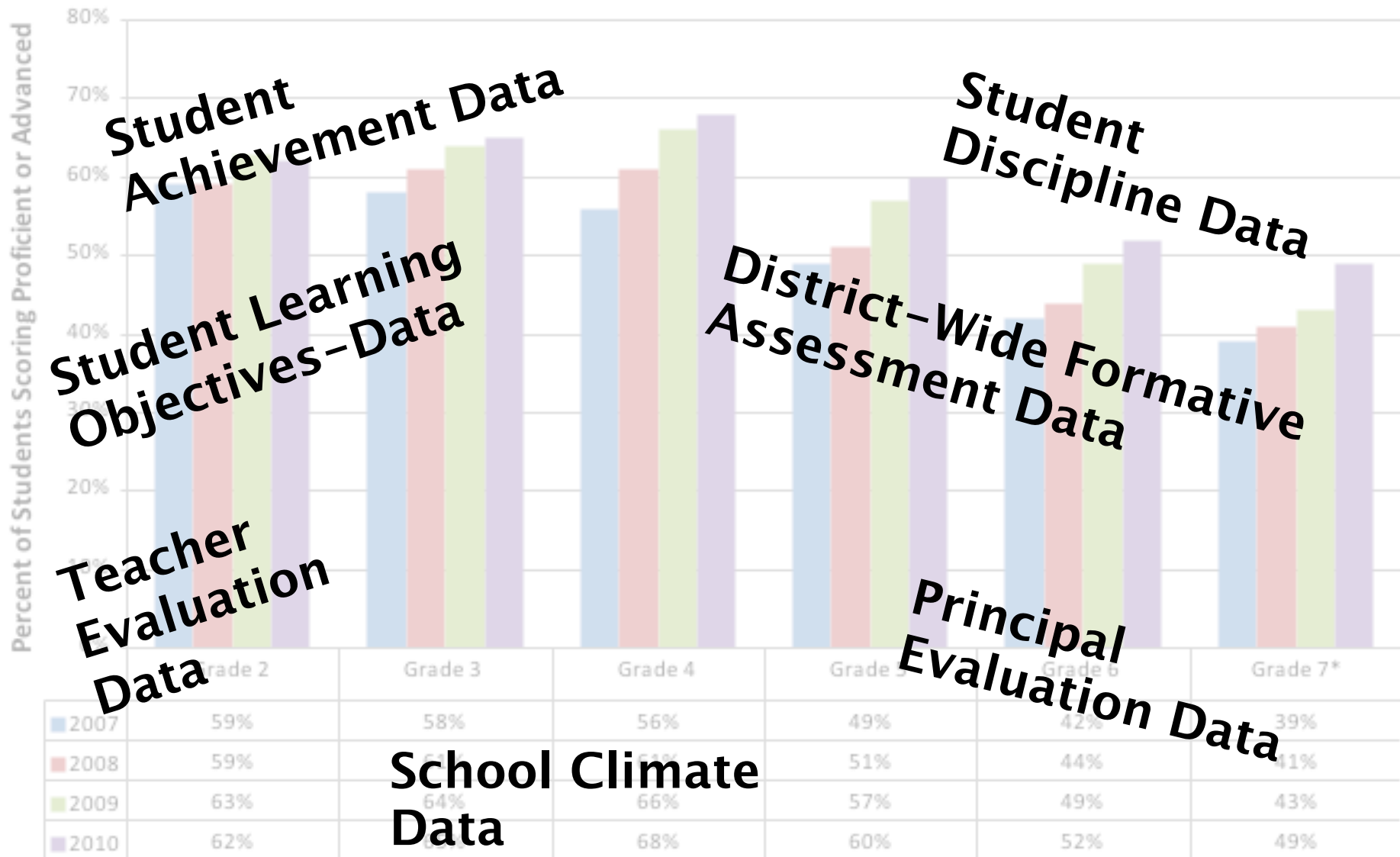


Use of Data for School Improvement Planning

Percent of Students Scoring Proficient or Advanced on Grades 2–7 Math CSTs Over Time



Use of Data for School Improvement Planning



Student Achievement Data

Student Discipline Data

Student Learning Objectives-Data

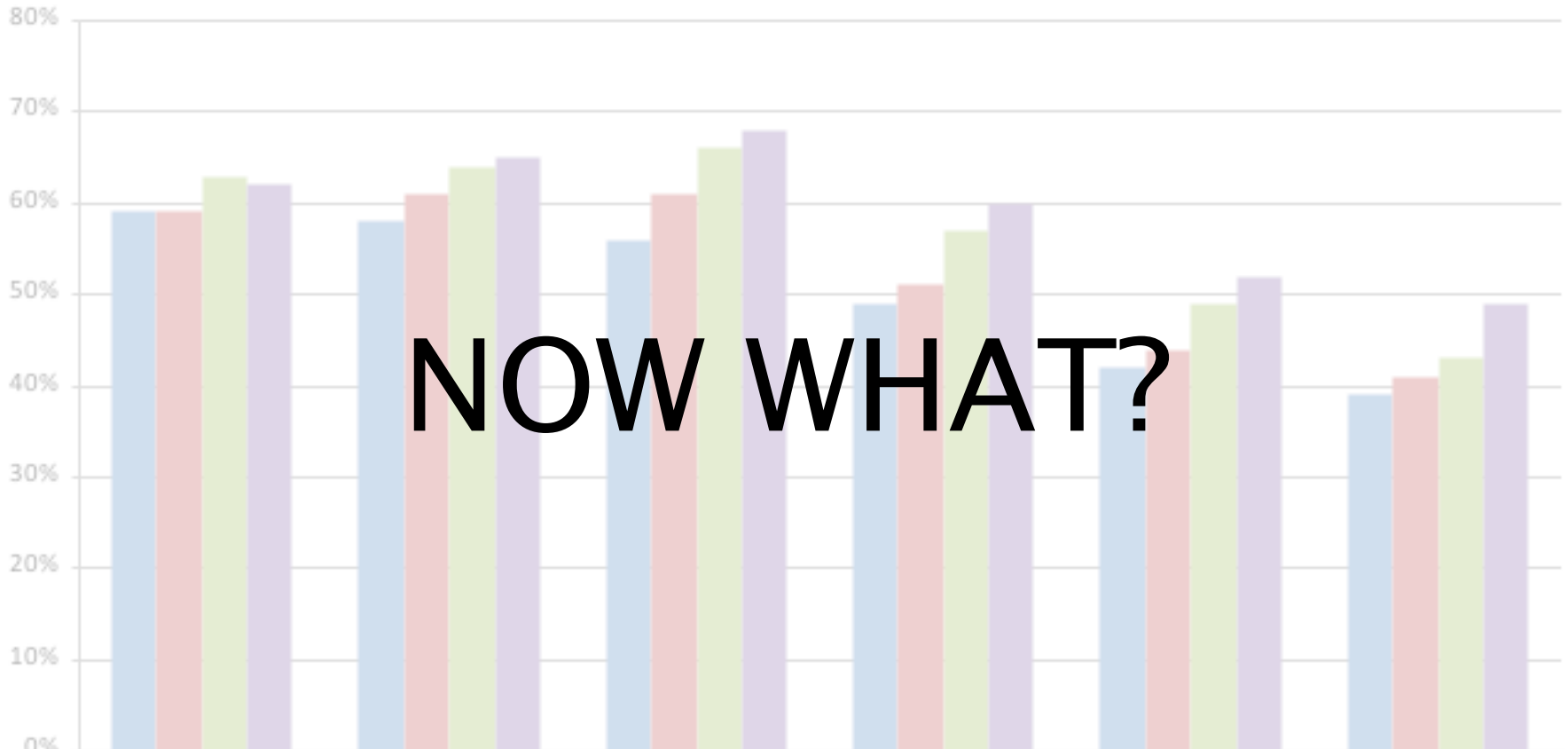
District-Wide Formative Assessment Data

Teacher Evaluation Data

Principal Evaluation Data

School Climate Data

Percent of Students Scoring Proficient or Advanced



NOW WHAT?

| | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7* |
|------|---------|---------|---------|---------|---------|----------|
| 2007 | 59% | 58% | 56% | 49% | 42% | 39% |
| 2008 | 59% | 61% | 61% | 51% | 44% | 41% |
| 2009 | 63% | 64% | 66% | 57% | 49% | 43% |
| 2010 | 62% | 65% | 68% | 60% | 52% | 49% |

The Challenge

What if you could gather actionable data from your school efficiently to determine the impact of school-wide leadership on learning?

Go Green!

| | Focus on Learning | | | | Monitoring Teaching and Learn... | | | | Building Nested Learning Com... | | | | Acquiring and Allocating Resources | | | | | Maintaining a Safe and Effectiv... | | |
|---------|-------------------|------|------|------|----------------------------------|------|------|------|---------------------------------|------|------|------|------------------------------------|------|------|------|------|------------------------------------|------|------|
| AVERAGE | 1.1 | 1.2 | 1.3 | 1.4 | 2.1 | 2.2 | 2.3 | 2.4 | 3.1 | 3.2 | 3.3 | 3.4 | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 5.1 | 5.2 | 5.3 |
| CALL | 3.54 | 3.76 | 3.51 | 3.58 | 3.62 | 3.53 | 2.74 | 3.3 | 3.48 | 3.45 | 3.19 | 2.64 | 3.31 | 3.42 | 3.12 | 3.01 | 3.14 | 3.67 | 3.46 | 3.05 |
| Group | 3.45 | 3.93 | 4.04 | 3.8 | 3.57 | 3.64 | 2.85 | 3.46 | 3.65 | 3.3 | 3.25 | 2.21 | 4.03 | 3.39 | 3.18 | 3.19 | 3.45 | 4.09 | 3.99 | 3.13 |

DELTA ACADEMY – LAS VEGAS

| | | | | | | | | | | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Delta Academy Apr 2016 — 15 responses | 2.45 | 3.58 | 3.66 | 3.56 | 3.01 | 3.25 | 2.29 | 2.74 | 2.93 | 2.57 | 2.9 | 1.49 | 3.6 | 3.3 | 2.45 | 2.04 | 3.06 | 3.71 | 3.66 | 2.64 |
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| Delta Academy Aug 2017 — 23 responses | 3.75 | 4.0 | 4.08 | 3.7 | 3.73 | 3.76 | 2.94 | 3.66 | 3.8 | 3.53 | 3.51 | 2.33 | 4.22 | 3.44 | 3.47 | 3.51 | 3.55 | 4.25 | 4.25 | 3.27 |

BUFFALO PS#89

| | | | | | | | | | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Dr. Lydia T. Wright School of Excellence Aug 2016 — 51 responses | 2.9 | 3.37 | 3.43 | 3.19 | 2.96 | 3.21 | 1.98 | 2.86 | 3.22 | 2.61 | 2.78 | 1.76 | 2.7 | 2.76 | 2.39 | 2.05 | 2.55 | 2.93 | 2.68 |
| Dr. Lydia T. Wright School of Excellence May 2017 — 64 responses | 3.71 | 4.26 | 3.75 | 3.26 | 3.6 | 3.78 | 3.07 | 3.83 | 3.77 | 3.53 | 3.59 | 2.6 | 3.74 | 3.45 | 3.4 | 3.33 | 3.07 | 3.57 | 3.47 |



Comprehensive Assessment of Leadership for Learning

Mark Blitz,

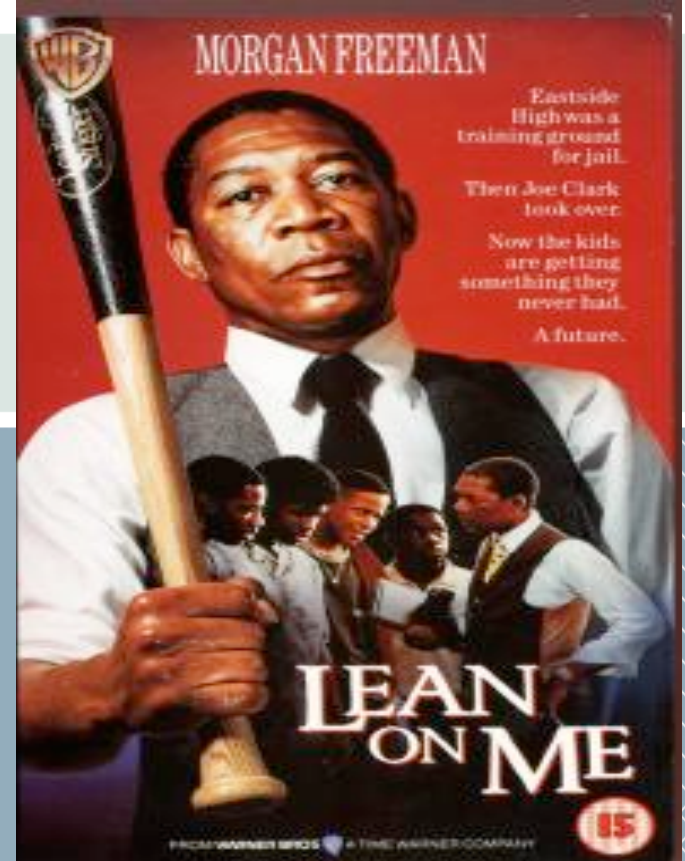
Wisconsin Center for
Education Products &
Services



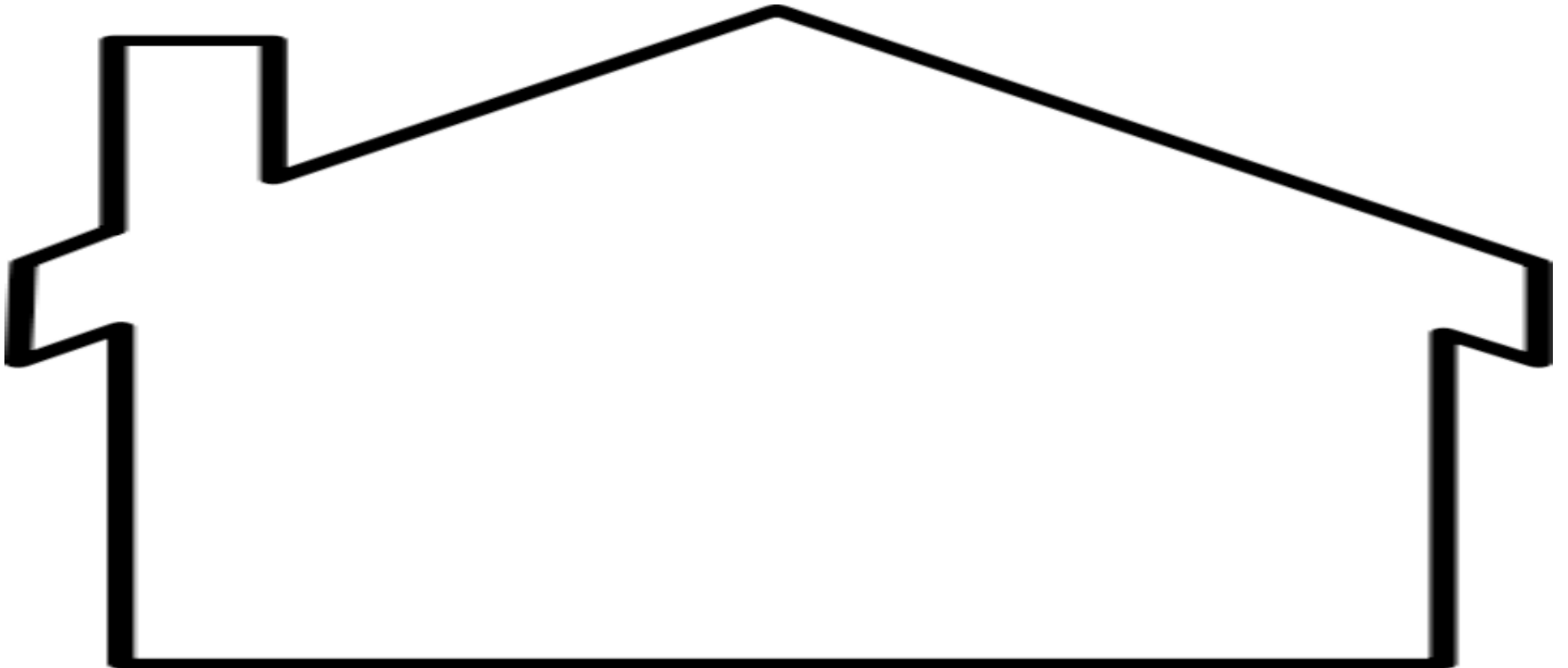
- Background on the instrument



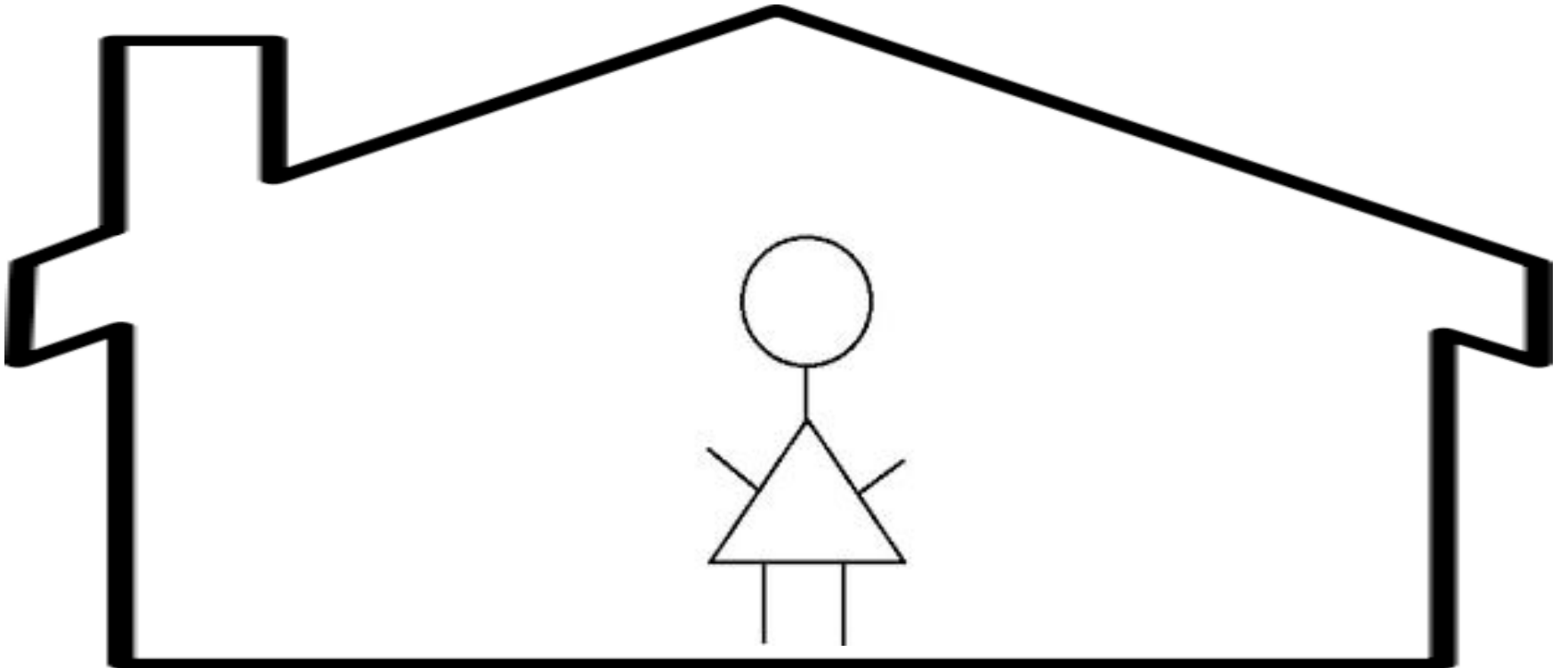
SCHOOL PRINCIPAL AS SUPERHERO?



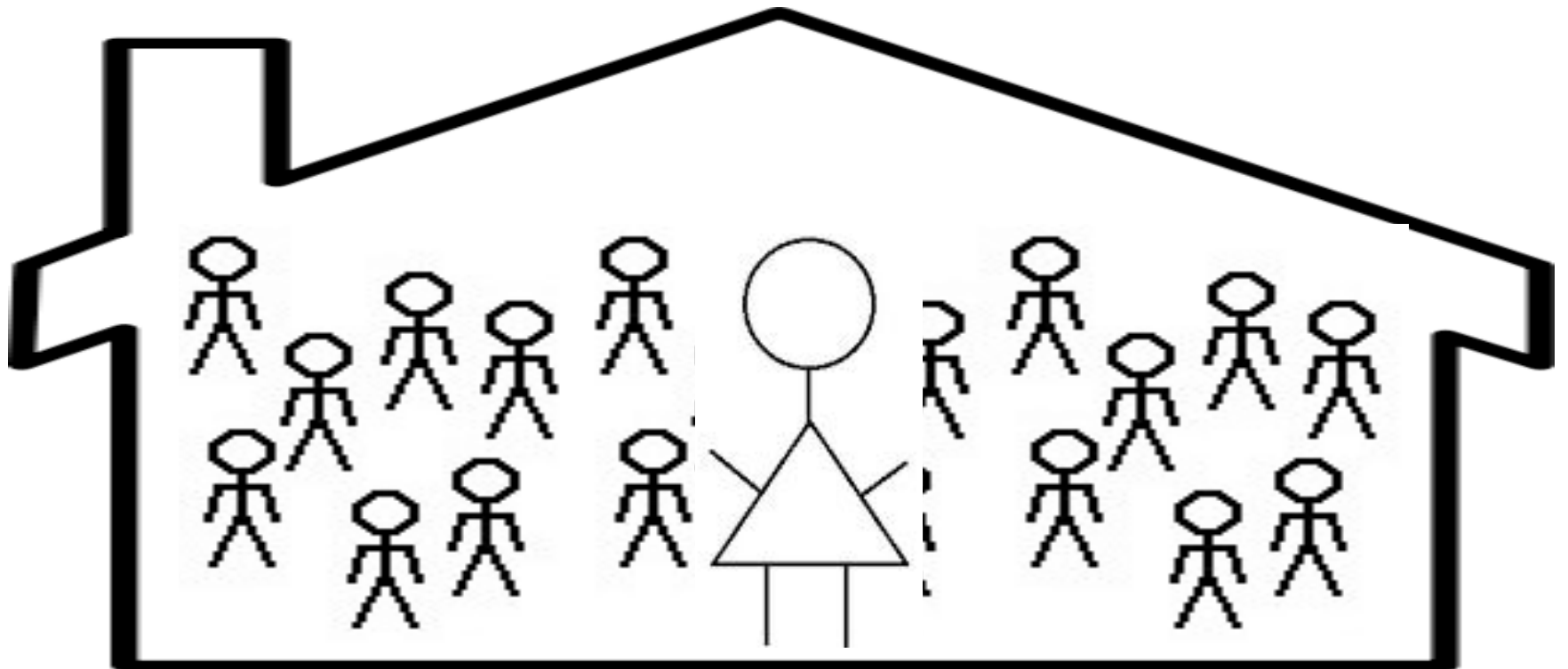
Individual Leadership



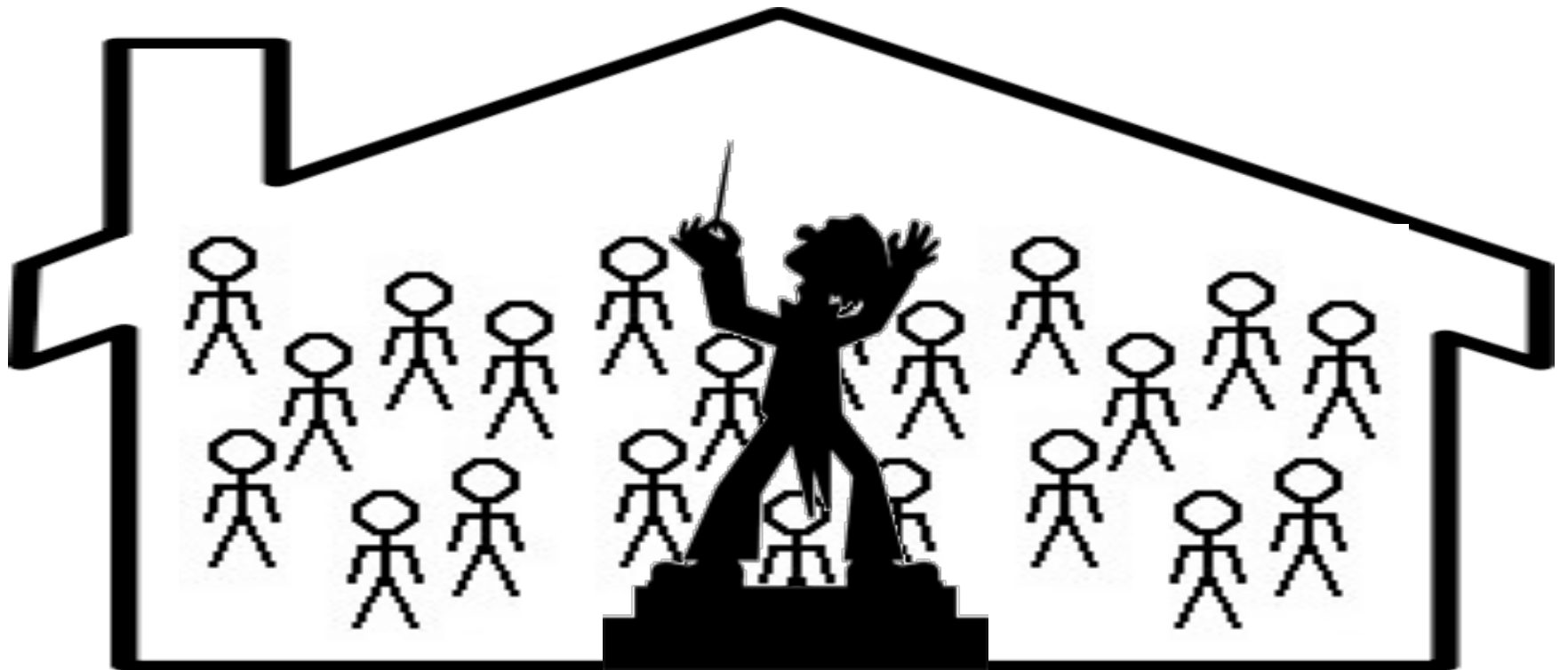
Individual Leadership



Distributed Leadership



Distributed Leadership



What is CALL?

Online Formative Assessment

and

Feedback System

designed to measure

School-Wide Distributed
Leadership

Key Characteristics

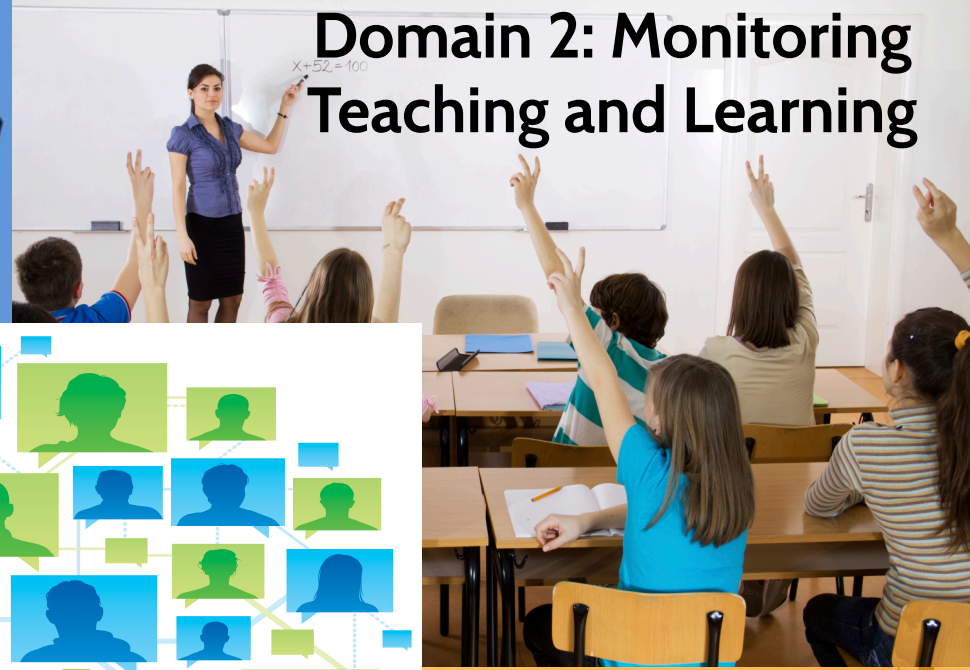
- Multi-Source Survey
- Survey focused on leadership tasks
- Formative feedback system
- Targeted data to support school improvement initiatives

CALL Measures Leadership Practice in 5 Core Domains:

Domain 1: Focus on Learning



Domain 2: Monitoring Teaching and Learning



Domain 3: Building Professional Learning Communities



Domain 4: Acquiring and Allocating Resources



Domain 5: Maintaining a Safe and Effective Learning Environment

Rather than Focus on an Individual...



Focus on the Work of Leaders

Resources

Leadership
Professional
Development
Learning
Instructional
Feedback
Coaching
Mentoring
Time
Distributed
Services
Collaboration
Observation
Teaching
Process
Programs
Safety
Community
Expertise
Schedule
Plan

Traditional Principal Evaluation Survey Question

How effective is the principal in implementing professional development activities?

- a) Not effective
- b) Somewhat effective
- c) Reasonably effective
- d) Very effective
- e) Extremely effective

Traditional Principal Evaluation Survey Question

How effective is the **principal** in implementing professional development activities?

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- b) Somewhat effective
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- e) Extremely effective

Sample CALL Survey Question

Which of the following best describes how well school-wide professional development activities reflect the instructional goals of the school?

- a) They do not reflect the instructional goals of the school.
- b) They reflect the instructional goals of the school, but do not address needs for teacher learning.
- c) They reflect needs for teacher learning, but are not differentiated to address the various learning needs of the teachers.
- d) They are differentiated to address the various learning needs of teachers, but do not utilize teacher expertise.
- e) They are differentiated to address the various learning needs of teachers and delivered using the expertise of teachers.

Sample CALL Survey Question

Which of the following best describes how **well school-wide professional development activities** reflect the instructional goals of the school?

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- c) They **reflect needs for teacher learning**, but are not differentiated to address the various learning needs of the teachers.
- d) They **are differentiated to address the various learning needs of teachers**, but do not utilize teacher expertise.
- e) They are differentiated to address the various learning needs of teachers and **delivered using the expertise of teachers**.



- Application at the School level

Buffalo Public Schools

Contann Dabney,
Principal, PS#89

 CALL

WestEd 



Dr. Lydia T. Wright School of Excellence

Buffalo, New York



- **Prek – 8, 750 Students**
- **87% Black or African American**
- **6% Hispanic or Latino**
- **4% White**
- **3% Multi-Racial**
- **1% Asian or Pacific Islander**
- **88% Economically Disadvantaged**

BUFFALO PS#17 & PS#89 CALL RESULTS



PS#17 (2013-2016)

➤ 19 of 20 indicators ABOVE the national average

Early Childhood Center #17
May 2016 — 42 responses

| | | | | | | | | | | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----|------|------|------|
| 3.95 | 4.29 | 4.13 | 3.63 | 3.92 | 3.82 | 3.33 | 3.93 | 4.13 | 4.08 | 4.12 | 3.38 | 3.87 | 3.41 | 3.45 | 3.71 | 3.3 | 3.86 | 3.57 | 2.84 |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----|------|------|------|



PS#89 (2016-2017)

➤ 0 of 20 indicators ABOVE the national average

➤ 14 of 20 indicators ABOVE the national average

Dr. Lydia T. Wright School of Excellence
Aug 2016 — 51 responses

| | | | | | | | | | | | | | | | | | | |
|-----|------|------|------|------|------|------|------|------|------|------|------|-----|------|------|------|------|------|------|
| 2.9 | 3.37 | 3.43 | 3.19 | 2.96 | 3.21 | 1.98 | 2.86 | 3.22 | 2.61 | 2.78 | 1.76 | 2.7 | 2.76 | 2.39 | 2.05 | 2.55 | 2.93 | 2.68 |
|-----|------|------|------|------|------|------|------|------|------|------|------|-----|------|------|------|------|------|------|

Dr. Lydia T. Wright School of Excellence
May 2017 — 64 responses

| | | | | | | | | | | | | | | | | | | |
|------|------|------|------|-----|------|------|------|------|------|------|-----|------|------|-----|------|------|------|------|
| 3.71 | 4.26 | 3.75 | 3.26 | 3.6 | 3.78 | 3.07 | 3.83 | 3.77 | 3.53 | 3.59 | 2.6 | 3.74 | 3.45 | 3.4 | 3.33 | 3.07 | 3.57 | 3.47 |
|------|------|------|------|-----|------|------|------|------|------|------|-----|------|------|-----|------|------|------|------|

Buffalo PS#89 (2016 → 2017)

| | Focus on Learning | | | | Monitoring Teaching and Learn... | | | | Building Nested Learning | | |
|----------------|-------------------|------|------|------|----------------------------------|------|------|------|--------------------------|------|------|
| AVERAGE | 1.1 | 1.2 | 1.3 | 1.4 | 2.1 | 2.2 | 2.3 | 2.4 | 3.1 | 3.2 | 3.3 |
| CALL | 3.54 | 3.76 | 3.51 | 3.58 | 3.61 | 3.53 | 2.74 | 3.3 | 3.48 | 3.45 | 3.19 |
| Group | 3.35 | 3.87 | 3.61 | 3.23 | 3.32 | 3.53 | 2.59 | 3.43 | 3.53 | 3.13 | 3.22 |

| | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|------|
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BUFFALO PS#89 AREAS OF FOCUS



Areas of Focus

- **1.1** School–Wide Focus on Learning
- **2.3** Formative Evaluation of Teaching
- **3.2** Professional Learning

1.1 School-Wide Focus on Learning (2016)

1.1.50 Focus of School-Wide Meetings



RATING: 2.98

Question:

What is the main focus of school-wide meetings?

| Total Respondents: 48 | |
|--|-----|
| Announcements and details about upcoming events | 27% |
| Issues regarding student behavior and school management | 17% |
| Activities for team and culture-building | 0% |
| Presentations that include information about instruction | 44% |
| Opportunities for sustained discussions among teachers about instruction | 13% |

1.1 School-Wide Focus on Learning (2017)

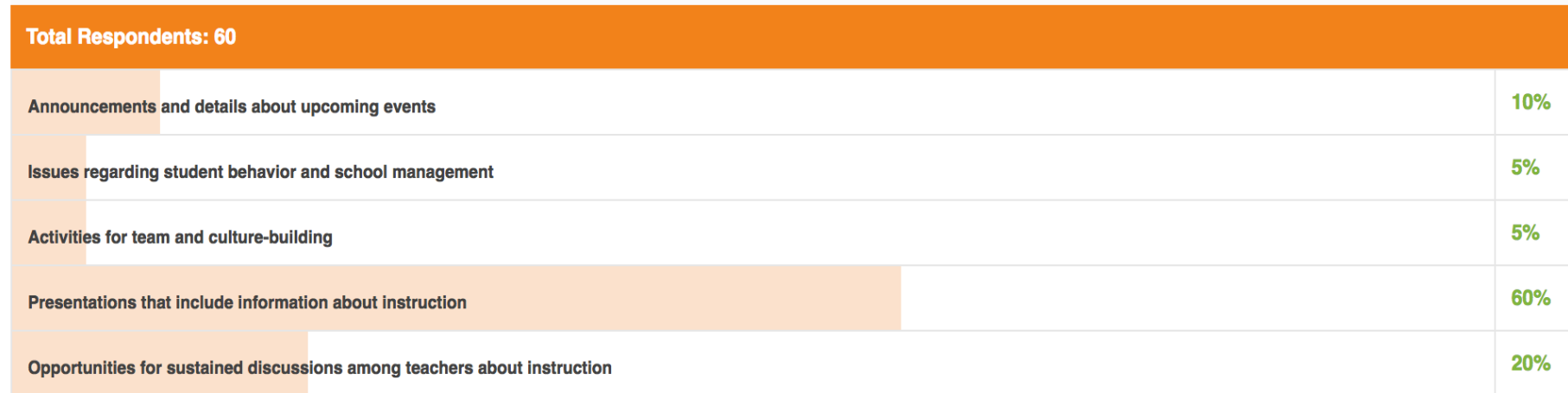
1.1.50 Focus of School-Wide Meetings



RATING: 3.75

Question:

What is the main focus of school-wide meetings?



1.1 School-Wide Focus on Learning

“Opportunities for sustained discussions among teachers about instruction.”

2.3 Formative Evaluation of Teaching (2016)

2.3.10b (Teacher) Type of Formative Feedback on Teaching



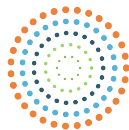
RATING: 2.2

Question:

Which of the following best describes the formative feedback you typically received from school leaders this school year?

Total Respondents: 20 (10 skipped)

| | |
|--|-----|
| Skipped due to answering "Yes" to question 2.3.10a (Teacher) | 33% |
| The formative feedback I received was in the form of generic, positive statements | 27% |
| The formative feedback I received included specific, critical examples from my teaching practices | 33% |
| The formative feedback I received included specific, critical examples from my teaching practices, and provided meaningful suggestions on how to improve | 7% |



2.3 Formative Evaluation of Teaching (2017)

2.3.10b (Teacher) Type of Formative Feedback on Teaching



RATING: 4.02

Question:

Which of the following best describes the formative feedback you typically received from school leaders this school year?

Total Respondents: 43 (4 skipped)

Skipped due to answering "Yes" to question 2.3.10a (Teacher)

9%

The formative feedback I received was in the form of generic, positive statements

0%

The formative feedback I received included specific, critical examples from my teaching practices

32%

The formative feedback I received included specific, critical examples from my teaching practices, and provided meaningful suggestions on how to improve

60%

2.3 Formative Evaluation of Teaching

“The formative feedback I received included specific, critical examples from my teaching practices, and provided meaningful suggestions on how to improve.”

3.2 Professional Learning (2016)

3.2.50 School-Wide Professional Learning Opportunities

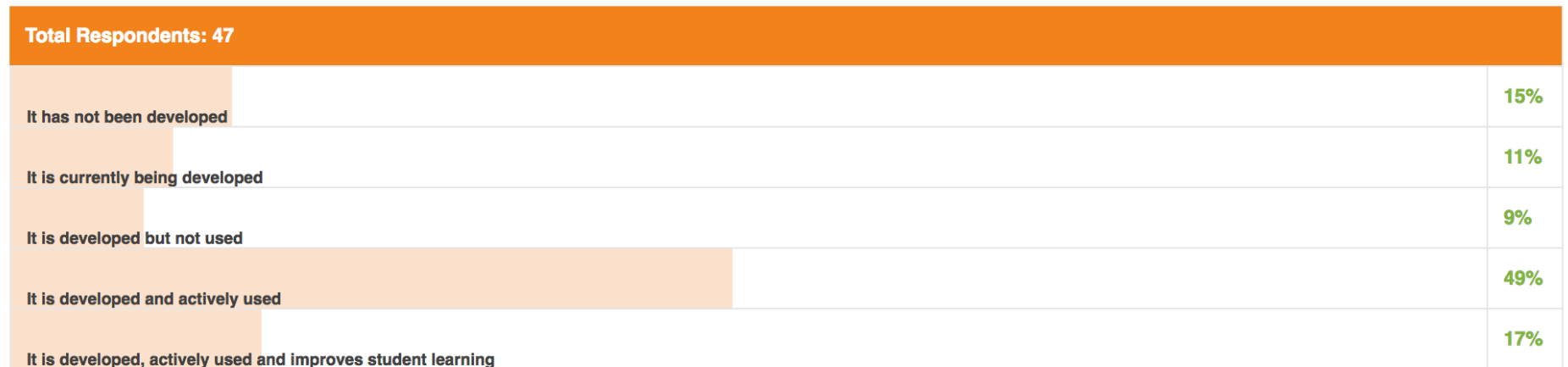


RATING: 3.43

Question:

To the best of your knowledge, how much is each of the following formal plans developed and used to improve student learning in your school?

School-wide professional learning opportunities:



3.2 Professional Learning (2017)

3.2.50 School-Wide Professional Learning Opportunities

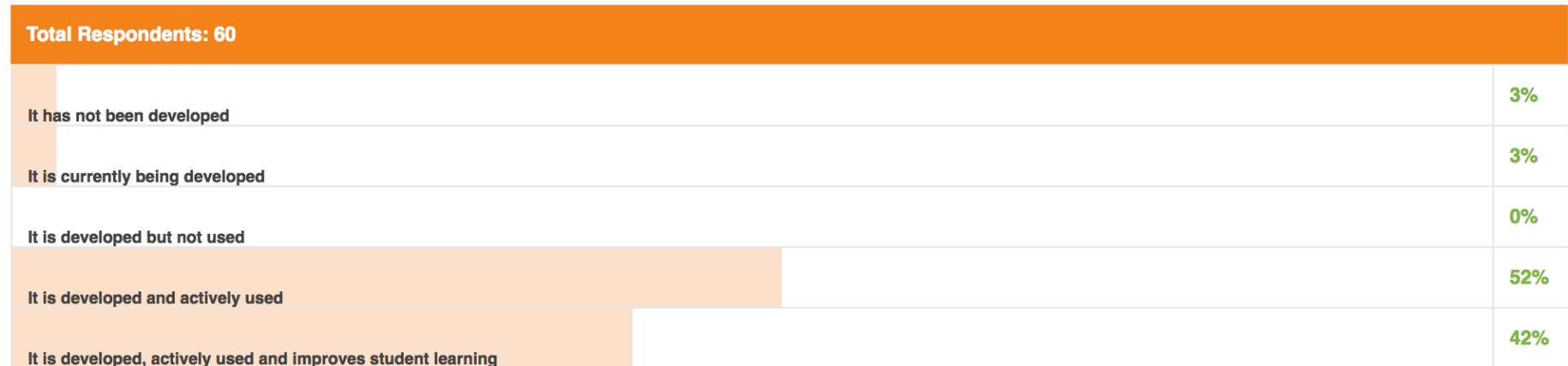


RATING: 4.25

Question:

To the best of your knowledge, how much is each of the following formal plans developed and used to improve student learning in your school?

School-wide professional learning opportunities:



3.2 School-Wide Focus on Learning

“A formal plan for school-wide professional learning opportunities was used to improve student learning at the school.”

Dr. Lydia T. Wright School of Excellence

Outcomes



- **Met “Demonstrable Goals”**
- **Improvement in Math**
- **Improvement in ELA**



The Delta Academy

Dr. Kyle Konold,
Superintendent



- Application at the District Level



The Delta Academy

North Las Vegas, Nevada



- **Gr. 6-12, 525 Students**
- **32% Black or African American**
- **30% White**
- **28% Hispanic or Latino**
- **7% Multi-Racial**
- **2% Asian or Pacific Islander**
- **1% American Indian/ Alaska Native**
- **73% Economically Disadvantaged**

DELTA ACADEMY - CALL RESULTS

DELTA ACADEMY (2016-2017)

- 4 of 20 indicators ABOVE the national average
- 19 of 20 indicators ABOVE the national average

| | Focus on Learning | | | | Monitoring Teaching and Learn... | | | | Building Nested Learning Com... | | | | Acquiring and Allocating Resources | | | | | Maintaining a Safe and Effectiv... | | |
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| | | | | | | | | | | | | | | | | | | | | |
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Delta Academy CALL Data

| | Focus on Learning | | | | Monitoring Teaching and Learn... | | | | Building Nested Learning Com... | | | | Acquiring and Allocating Resources | | | | | Maintaining a Safe and Effectiv... | | |
|---|-------------------|------|------|------|----------------------------------|------|------|------|---------------------------------|------|------|------|------------------------------------|------|------|------|------|------------------------------------|------|------|
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DELTA ACADEMY – AREAS OF FOCUS



Areas of Focus

- **1.1** School-Wide Focus on Learning
- **3.1** Collaborative school-wide focus on teaching and learning
- **3.4** Coaching and Mentoring
- **4.3** School resources focused on student learning
- **4.4** Integrating external expertise into school instructional program

4.4 Collaborative school-wide focus on teaching and learning (2016)

4.4 Integrating external expertise into school instructional program



District experts and external consultants can bring needed expertise to the school to improve the effectiveness of leadership, teaching and learning. Schools that use external expertise effectively manage new knowledge and new approaches to complement rather than compete with current expertise and programming. School leaders also link staff with professional conferences and other resources so that these resources can be added to the school's intellectual capital and shared as appropriate with the whole school staff.



Key Practices identified in this area:

1. Impact of External Consultants
2. Process for Coordinating Participation in Professional Conferences
3. Presence of External Consultants

[View all items in this area](#)

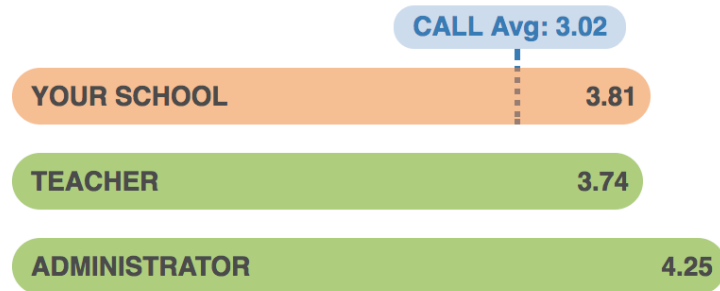
[View Feedback](#)

4.4 Collaborative school-wide focus on teaching and learning (2017)

4.4 Integrating external expertise into school instructional program



District experts and external consultants can bring needed expertise to the school to improve the effectiveness of leadership, teaching and learning. Schools that use external expertise effectively manage new knowledge and new approaches to complement rather than compete with current expertise and programming. School leaders also link staff with professional conferences and other resources so that these resources can be added to the school's intellectual capital and shared as appropriate with the whole school staff.



Key Strengths identified in this area:

1. Impact of External Consultants
2. Process for Coordinating Participation in Professional Conferences
3. Presence of External Consultants

[View all items in this area](#)

[View Feedback](#)

3.1 Collaborative school-wide focus on teaching and learning (2016)

3.1.40 Collective Planning for Instructional Improvement



RATING: 2.13

Question:

In general, which of the following best describes how teachers create plans to improve instruction?

| Total Respondents: 15 | |
|---|-----|
| Teachers create plans to improve instruction on their own without input from others | 40% |
| Teachers voluntarily collaborate to create plans to improve instruction with others | 27% |
| Some teachers participate in a formal, school-wide process to create plans to improve instruction | 20% |
| Many teachers participate in a formal, school-wide process to create plans to improve instruction | 7% |
| Almost all teachers participate in a formal, school-wide process to create plans to improve instruction | 7% |

3.1 Collaborative school-wide focus on teaching and learning (2017)

3.1.40 Collective Planning for Instructional Improvement



RATING: 4.13

Question:

In general, which of the following best describes how teachers create plans to improve instruction?

| Total Respondents: 16 | |
|---|-----|
| Teachers create plans to improve instruction on their own without input from others | 0% |
| Teachers voluntarily collaborate to create plans to improve instruction with others | 0% |
| Some teachers participate in a formal, school-wide process to create plans to improve instruction | 25% |
| Many teachers participate in a formal, school-wide process to create plans to improve instruction | 38% |
| Almost all teachers participate in a formal, school-wide process to create plans to improve instruction | 38% |

The Delta Academy

Outcomes



- **Proficient in Math – UP 22%**
- **Proficient in ELA – UP 12%**
- **Teacher Turnover – NONE!**

Sample School District - Overview

2016

Focus on Learning

Monitoring Teaching and Learn...

Building Nested Learning Com...

Acquiring and Allocating Resources

Maintaining a Safe and Effectiv

| | | | | | | | | | | | | | | | | | | | | |
|-------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Mar 2016 — 59 responses | 3.03 | 3.97 | 3.77 | 4.02 | 3.49 | 4.09 | 2.54 | 3.52 | 3.49 | 3.19 | 3.21 | 2.32 | 3.9 | 3.81 | 3.04 | 3.34 | 3.49 | 3.86 | 3.9 | 2.86 |
| Mar 2016 — 36 responses | 3.53 | 4.0 | 3.48 | 3.48 | 3.49 | 3.39 | 2.5 | 3.51 | 3.61 | 3.14 | 2.63 | 2.59 | 3.27 | 3.3 | 2.92 | 3.18 | 3.43 | 3.39 | 3.34 | 2.57 |
| Mar 2016 — 34 responses | 3.93 | 4.11 | 3.68 | 3.8 | 3.72 | 3.78 | 2.8 | 3.6 | 3.83 | 3.39 | 3.17 | 3.08 | 3.75 | 3.42 | 3.42 | 3.79 | 3.78 | 4.09 | 3.72 | 3.3 |
| Mar 2016 — 91 responses | 3.07 | 4.01 | 3.76 | 3.96 | 3.16 | 3.65 | 2.44 | 3.24 | 3.34 | 3.29 | 2.96 | 2.05 | 3.56 | 3.41 | 3.28 | 3.53 | 3.32 | 3.53 | 3.92 | 2.87 |
| Mar 2016 — 31 responses | 3.8 | 4.01 | 3.83 | 3.7 | 3.26 | 3.2 | 2.66 | 3.31 | 3.7 | 3.23 | 2.85 | 2.69 | 3.74 | 3.19 | 2.78 | 3.63 | 3.47 | 3.6 | 3.6 | 2.44 |

2017

Mineola MS

| | | | | | | | | | | | | | | | | | | | | |
|-------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Mar 2017 — 53 responses | 3.4 | 3.73 | 3.87 | 3.93 | 3.57 | 3.7 | 2.52 | 3.59 | 3.68 | 3.16 | 3.29 | 2.04 | 3.91 | 3.53 | 3.51 | 3.08 | 3.43 | 3.81 | 3.96 | 2.99 |
| Mar 2017 — 38 responses | 3.87 | 4.51 | 4.35 | 3.86 | 3.66 | 3.76 | 3.19 | 4.03 | 4.04 | 3.75 | 3.47 | 3.23 | 4.27 | 4.07 | 3.73 | 3.78 | 3.98 | 4.34 | 3.87 | 3.59 |
| Mar 2017 — 44 responses | 3.58 | 4.05 | 3.55 | 3.68 | 3.6 | 3.51 | 2.71 | 3.41 | 3.52 | 3.22 | 3.54 | 2.97 | 3.81 | 3.59 | 3.49 | 3.35 | 3.62 | 3.71 | 3.51 | 2.9 |
| Mar 2017 — 91 responses | 3.43 | 4.15 | 4.1 | 3.92 | 3.62 | 3.97 | 2.8 | 3.64 | 3.63 | 3.42 | 3.35 | 2.54 | 3.79 | 3.67 | 3.64 | 3.5 | 3.39 | 3.51 | 4.06 | 2.97 |
| Mar 2017 — 28 responses | 3.99 | 4.27 | 4.25 | 3.97 | 3.63 | 3.5 | 3.02 | 3.58 | 3.78 | 3.3 | 3.24 | 3.1 | 3.48 | 3.61 | 3.28 | 3.43 | 3.74 | 4.26 | 3.62 | 3.18 |

Reflections

Prompt

- What insights did you have?
- What questions remain?
- What are implications for your ongoing work?



To Go Green...Contact Us!

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Want to log in and work with a sample CALL data set?

Go to: www.leadershipforlearning.org

Click on: SIGN IN (upper right corner)

Click on: Survey Administrator

Email: call+titleone@leadershipforlearning.org

Password: titleone2018

Once in the dashboard you can:

- go to any school and click on “View Report”
- click around in the school report and view data in various ways
- refer to the “Compare Schools” box (in the dashboard), click “select all,” and then click large green box—“View Report.”

View By:


Distance from CALL ave 

| Legend: Comparison to CALL Average by Standard Deviation (SD) ? | | | | | |
|---|------------------|------------------|------------------|------------------|-----------------|
| 2+ SD below Avg | 1-2 SD below Avg | 0-1 SD below Avg | 0-1 SD above Avg | 1-2 SD above Avg | 2+ SD above Avg |

| | Turnaround Leadership | | | Talent Development | | | Instructional Transformation | | | Culture Shift | | |
|---------|-----------------------|------|------|--------------------|------|------|------------------------------|------|------|---------------|------|------|
| AVERAGE | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 4.3 |
| CALL | 3.76 | 3.54 | 3.51 | 3.31 | 3.45 | 3.3 | 3.62 | 2.74 | 3.05 | 3.67 | 3.14 | 3.12 |
| Group | 3.61 | 3.61 | 3.57 | 2.91 | 3.54 | 3.03 | 3.78 | 2.55 | 3.45 | 3.97 | 2.97 | 2.81 |

| | | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|------|------|
| Maple Elementary Apr 2014 — 28 responses | 3.42 | 3.51 | 3.55 | 3.08 | 3.54 | 3.09 | 3.83 | 2.7 | 3.31 | 3.75 | 3.02 | 2.92 |
| Willow High School Apr 2014 — 72 responses | 3.33 | 3.58 | 3.35 | 2.75 | 3.44 | 2.7 | 3.65 | 2.3 | 3.38 | 3.96 | 2.74 | 2.71 |
| Red Oak Charter Apr 2014 — 7 responses | 3.59 | 3.46 | 3.57 | 2.78 | 3.89 | 2.63 | 3.6 | 2.48 | 3.15 | 4.08 | 2.81 | 2.27 |
| White Birch Middle School Apr 2014 — 52 responses | 4.0 | 4.0 | 4.01 | 3.01 | 3.75 | 3.39 | 4.02 | 2.8 | 3.6 | 4.09 | 2.96 | 2.76 |
| Tamarack Elementary Apr 2014 — 36 responses | 3.53 | 3.15 | 3.24 | 2.68 | 3.16 | 2.94 | 3.82 | 2.19 | 3.45 | 4.03 | 2.94 | 2.66 |
| Pine Elementary School Apr 2014 — 19 responses | 3.82 | 3.71 | 3.91 | 3.33 | 4.01 | 3.56 | 3.49 | 3.58 | 3.73 | 4.1 | 3.83 | 3.56 |
| Walnut Elementary Apr 2014 — 11 responses | 3.88 | 3.71 | 3.58 | 3.14 | 3.44 | 3.18 | 3.87 | 2.64 | 3.13 | 3.39 | 2.83 | 2.79 |

View By:

Distance from CALL ave 

Legend: Comparison to CALL Average by Standard Deviation (SD) ?

| | | | | | |
|-----------------|------------------|------------------|------------------|------------------|-----------------|
| 2+ SD below Avg | 1-2 SD below Avg | 0-1 SD below Avg | 0-1 SD above Avg | 1-2 SD above Avg | 2+ SD above Avg |
|-----------------|------------------|------------------|------------------|------------------|-----------------|

| | Turnaround Leadership | | | Talent Development | | | Instructional Transformation | | | Culture Shift | | |
|----------------|-----------------------|------|------|--------------------|------|------|------------------------------|------|------|---------------|------|------|
| AVERAGE | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 4.3 |
| CALL | 3.76 | 3.54 | 3.51 | 3.31 | 3.45 | 3.3 | 3.62 | 2.74 | 3.05 | 3.67 | 3.14 | 3.12 |
| Group | 3.61 | 3.61 | 3.57 | 2.91 | 3.54 | 3.03 | 3.78 | 2.55 | 3.45 | 3.97 | 2.97 | 2.81 |

| | | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|------|------|
| Maple Elementary Apr 2014 — 28 responses | 3.42 | 3.51 | 3.55 | 3.08 | 3.54 | 3.09 | 3.83 | 2.7 | 3.31 | 3.75 | 3.02 | 2.92 |
| Willow High School Apr 2014 — 72 responses | 3.33 | 3.58 | 3.35 | 2.75 | 3.44 | 2.7 | 3.65 | 2.3 | 3.38 | 3.96 | 2.74 | 2.71 |
| Red Oak Charter Apr 2014 — 7 responses | 3.59 | 3.46 | 3.57 | 2.78 | 3.89 | 2.63 | 3.6 | 2.48 | 3.15 | 4.08 | 2.81 | 2.27 |
| White Birch Middle School Apr 2014 — 52 responses | 4.0 | 4.0 | 4.01 | 3.01 | 3.75 | 3.39 | 4.02 | 2.8 | 3.6 | 4.09 | 2.96 | 2.76 |
| Tamarack Elementary Apr 2014 — 36 responses | 3.53 | 3.15 | 3.24 | 2.68 | 3.16 | 2.94 | 3.82 | 2.19 | 3.45 | 4.03 | 2.94 | 2.66 |
| Pine Elementary School Apr 2014 — 19 responses | 3.82 | 3.71 | 3.91 | 3.33 | 4.01 | 3.56 | 3.49 | 3.58 | 3.73 | 4.1 | 3.83 | 3.56 |
| Walnut Elementary Apr 2014 — 11 responses | 3.88 | 3.71 | 3.58 | 3.14 | 3.44 | 3.18 | 3.87 | 2.64 | 3.13 | 3.39 | 2.83 | 2.79 |

VIEW CALL AVERAGE BASED ON: Overall CALL Average ↕

VIEW BY: Role ↕

1. Turnaround Leadership



Subdomains

- 1.1 Monitor short- and long-term goals
- 1.2 Prioritize improvement and communicate its urgency
- 1.3 Customize and target support to meet needs

[View subdomains](#)

2. Talent Development



Subdomains

- 2.1 Recruit, develop, retain, and sustain talent
- 2.2 Target professional learning opportunities
- 2.3 Set clear performance expectations

[View subdomains](#)

3. Instructional Transformation



Subdomains

- 3.1 Diagnose and respond to student learning needs
- 3.2 Provide rigorous evidence-based instruction
- 3.3 Remove barriers and provide opportunities

[View subdomains](#)

4. Culture Shift



Subdomains

- 4.1 Build a strong community intensely focused on student learning
- 4.2 Solicit and act upon stakeholder input
- 4.3 Engage students and families in pursuing education goals

[View subdomains](#)

VIEW CALL AVERAGE BASED ON: Overall CALL Average ↕

VIEW BY: Role ↕

1. Turnaround Leadership

CALL Avg: 3.6

3.42

Subdomains

- 1.1 Monitor short- and long-term goals
- 1.2 Prioritize improvement and communicate its urgency
- 1.3 Customize and target support to meet needs

[View subdomains](#)

2. Talent Development

CALL Avg: 3.36

2.96

Subdomains

- 2.1 Recruit, develop, retain, and sustain talent
- 2.2 Target professional learning opportunities
- 2.3 Set clear performance expectations

[View subdomains](#)

3. Instructional Transformation

CALL Avg: 3.14

3.11

Subdomains

- 3.1 Diagnose and respond to student learning needs
- 3.2 Provide rigorous evidence-based instruction
- 3.3 Remove barriers and provide opportunities

[View subdomains](#)

4. Culture Shift

CALL Avg: 3.31

3.14

Subdomains

- 4.1 Build a strong community intensely focused on student learning
- 4.2 Solicit and act upon stakeholder input
- 4.3 Engage students and families in pursuing education goals

[View subdomains](#)