

Principal Chat – Data



Ohio Principal Leadership Supports
Strong Principals, Strong Schools

September 13, 2023

Ohio | Department of Education



Ohio Principal Leadership Supports

Strong Principals, Strong Schools

Agenda

Welcome and Introductions

General Updates from Department

Data – Speaker: Gary Herman, *Putnam County ESC* and Lindsey Schmiesing, *Mercer County ESC*, Tim Eding, *Continental HS*

Q&A

Next Chat – October 11



Leadership Supports Webpage

- Administrative Calendar
- Resources



Ohio Principal Leadership Supports

Strong Principals, Strong Schools

The Ohio Department of Education is committed to the support of all educators, and Principals and Assistant Principals in particular. A recent report on principal impact from the Wallace Foundation states, **“Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”**



Administrative
Calendar



Educator
Licenses



Professional
Development



Associations



Higher
Education



Resources



Message from OAESA and OASSA

Now is the time to join your professional organization!

- [OAESA Membership](#)
- [OASSA Membership](#)

Upcoming Events

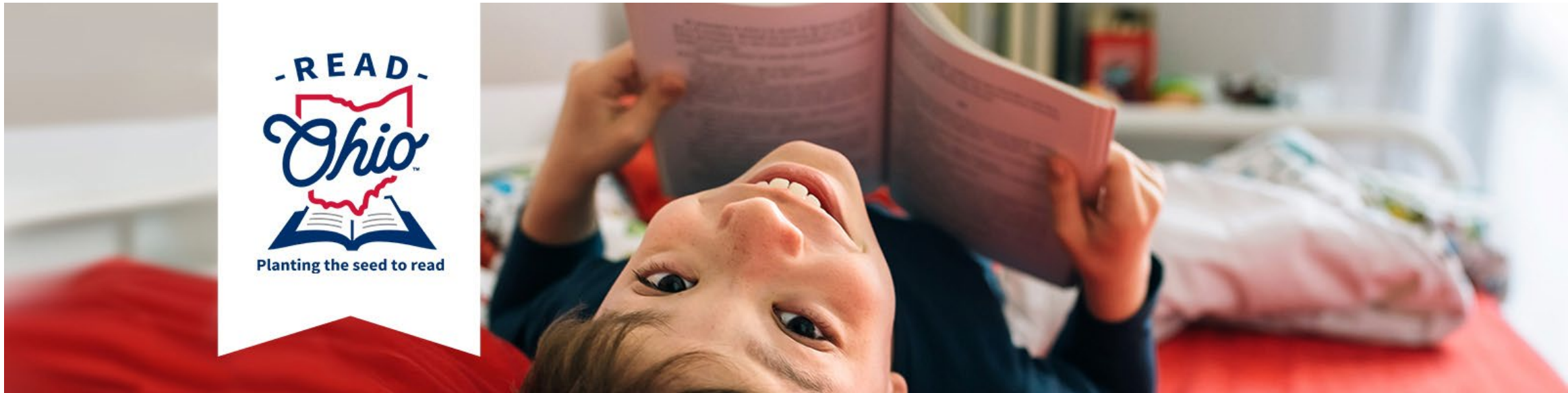
- [OASSA Fall Conference](#) – Oct. 2-3 at the Hilton Columbus Easton:
- [OAESA Literacy Summit](#) – Nov. 9, 9 a.m. – 2:30 p.m., Virtual
- [OAESA Regional Meetings](#) – Check for date and location for your region
- [OAESA Bus Tours](#) – various dates in October, space is limited
- [OAESA Fall Secretary Conference](#) – Nov. 16-17 at the Hilton Polaris



Transition Planning

- State Board of Education
- Ohio Department of Education and Workforce
- Ohio Department of Children and Youth









education.ohio.gov/ReadOhio



- * Established in 2019
- * Have regional staff throughout the state
 - Zone Managers
 - Regional Liaisons
 - Regional Mobile Training Officers
- * School Safety Plans
- * Security and Vulnerability Assessments
- * Connect with local partners
 - Mental Health
 - Training
- * School Safety Summit
- * Website: www.ohioschoolsafetycenter.ohio.gov



Ohio Standards for Principals | 2018

 Leadership	Standard 1: Mission, Vision and Core Values	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
	Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 Learning	Standard 4: Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 Culture	Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 Management	Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.



Regional Data Leads (RDL)

What are they & how can they assist administrators?



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Lindsey Schmiesing
Gary Herman



What are Regional Data Leads (RDLs)?

- Part of the [Ohio Education Data Professionals Network](#)
- Trained on how to analyze and interpret data
- Most are embedded into ESCs
- Expectations include:
 - Have knowledge of data, terminology, supporting resources and training materials necessary to support the meaningful use of data in schools
 - Contribute to the development of content and materials
 - Participate in networking among RDLs and the ODE - Commit to regional/statewide collaboration efforts to meet the professional development needs of districts
 - Maintain an understanding of state policies and initiatives that impact data use in schools

What can RDLs help with?

- Test data analysis
- Connections with OTES
- Interpretation of charts/reports
- Questions/Conversations with teachers



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Examples - Value Added discussions

- [Value-Added Data Questions](#)
- [Value-Added Worksheet](#)
- [Diagnostic Graphs](#)
- Student Projections - [Example #1](#) - [Example #2](#)



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Example - Item Analysis

Grade 8 Math										
Item Number	Points	DOK	Standard	Historic Item	State Average	% 0	% 1	% 2	% 3	% 4
Expressions and Equations										
2	1	NR	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	EE 8.SP.A 8.SP.4	0.61	14.55	85.45	0	0	0
4	2	NR	Solve real-world and mathematical problems leading to pairs of linear equations in two variables	8.SP.4			7.27	60	0	0
6	1	NR	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.				49.09	0	0	0
19	1	2	Solve linear equations in one variable.				45.45	0	0	0
21	1	NR	Solve linear equations in one variable. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.				69.09	0	0	0
30	1	2	Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (GAISE Model, steps 3 and 4)	EE 8.SP.A 8.SP.2	0.46	5.45	94.55	0	0	0
32	1	2	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	EE 8.EE.B 8.EE.6	0.19	40	60	0	0	0
			Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for							

8.SP.4

A researcher surveys 60 employees at a company about their highest education level and the number of years of experience they have. The results are shown.

- 40 employees have a bachelor's degree.
- 30 employees have at least 5 years of experience and a bachelor's degree.
- 15 employees have at least 5 years of experience and a master's degree.

Bryan Drost is the owner
You've never viewed this file



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Examples - state testing data

- Identifying strengths and weaknesses
- [Digging into item analysis](#)
- Readiness Assessments & Assessment Authoring
 - Pacing, Grouping, Remediation, Enrichment



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Examples - conversations

- Discussions with Tim Eding, HS Principal @ Continental
- Diagnostic graphs
- What to look for when doing informal observations/walkthroughs



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Thoughts from a principal

- Comments from Tim Eding
 - Principal, Continental High School
 - t.eding@continentalpirates.org



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Contact Information

- Lindsey Schmiesing
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Questions?



Next Principal Chat

- Second Wednesday each month at 9:30 – 10:30am
- October 11
- Focus Topic: Vulnerable Youth

Contact: schooladmin@education.ohio.gov



Exit Survey

