Turning Feedback into Student Growth with OLi⁴

How Relational Leadership Is Strengthening High School Outcomes

SCHOOL PROFILE
Washington High School, Washington Court House City Schools

Washington Court House City Schools

ASSISTANT PRINCIPAL: Scott Landrum

ENROLLMENT: 600+ students

OLi⁴ PARTICIPATION: August 2024–June 2026

For many principals and assistant principals, leadership can feel isolating. You carry decisions alone. You navigate difficult conversations. You manage systems that impact hundreds of students. For Scott Landrum, high school assistant principal and OLi⁴ Cohort 11 participant, OLi⁴ became something different:

> *"There's a place I can go regularly and talk to somebody and interact with people who are dealing with the same sorts of problems I have. That has been really eye-opening."*

But the impact of OLi⁴ extends far beyond professional connection and networking. It shows up in how adults talk to one another—**and in how students respond.**

REFRAMING LEADERSHIP: THE POWER OF MINDFRAMES

One of Scott's biggest takeaways was returning to the foundational mindframes of leadership.

> *"You have to be good at the basics. I'm really trying to focus on developing strong collegial relationships."*

Instead of approaching conversations as corrective or compliance-driven, he now focuses on:

- Giving and receiving feedback
- Problem-solving collaboratively
- Building trust before accountability
- Modeling vulnerability as a lead learner

> *"I'm not out to get anybody—I'm out to support everybody."*

That mindset has strengthened staff relationships—**and transformed student interactions.**

Leadership became relational—not reactive.

> *"I try to give students feedback that shows I learned something from what just happened, and when they see they're part of the solution, it helps them buy in."*

STRENGTHENING TARGETED AND INTENSIVE SUPPORTS THROUGH STRUCTURED FEEDBACK

Rather than responding incident by incident, Scott began implementing structured behavior plans for students. Now, every four weeks, he:

- Reviews goals with students
- Collects teacher feedback
- Analyzes referral and attendance patterns
- Adjusts supports proactively

> *"We come back around about every four weeks and get feedback from students and from teachers."*

The early results are encouraging:

- Reduction in discipline referrals
- Fewer major incidents
- Improved attendance among at-risk students

The shift is not just behavioral—it is relational and academic.

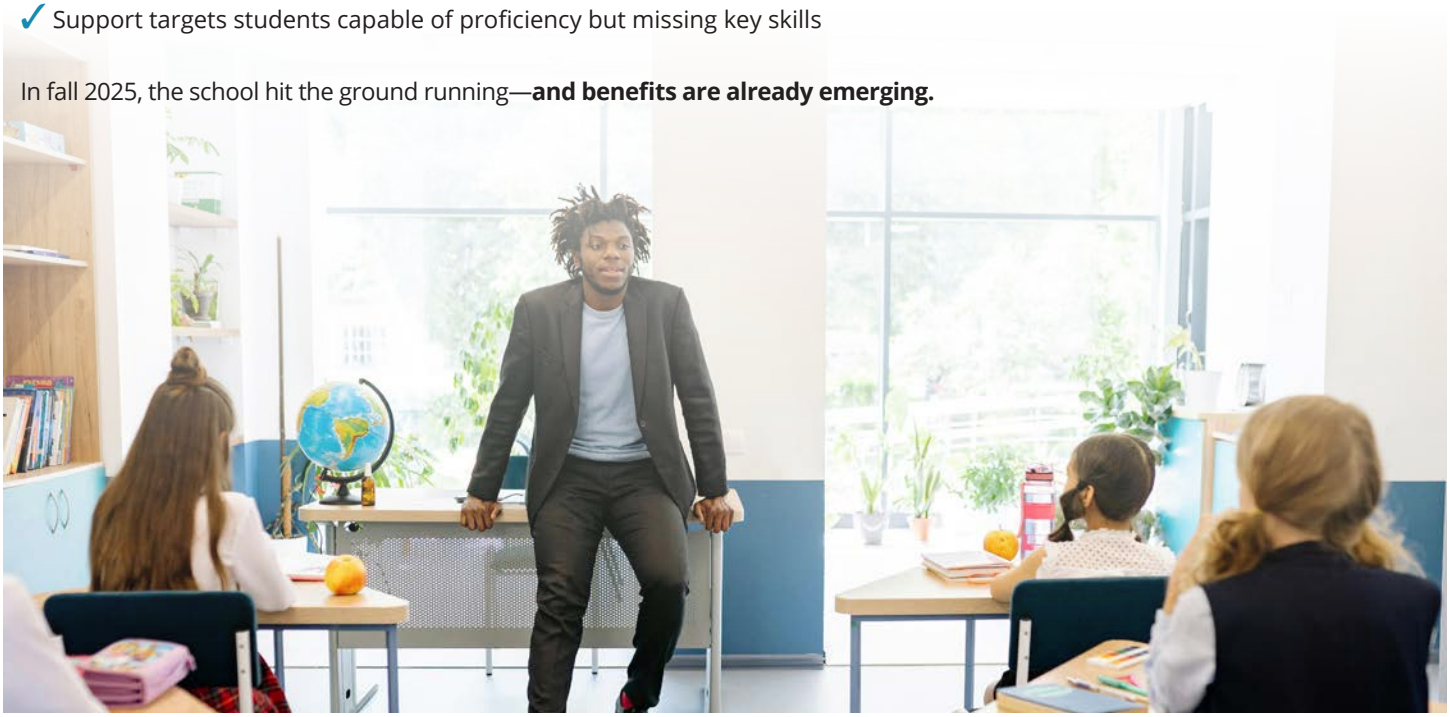
ACADEMIC LABS: TARGETING THE "ON-THE-EDGE" STUDENTS

Through conversations within OLi⁴, Scott brought back another idea: structured Math and Language Labs. When he arrived, the high school had no academic labs.

Today:

- ✓ Math and ELA labs are embedded into the schedule
- ✓ Students do not miss core instruction
- ✓ Lab performance counts toward course grades (up to 25%)
- ✓ Support targets students capable of proficiency but missing key skills

In fall 2025, the school hit the ground running—**and benefits are already emerging.**



Washington Court House City Schools

BEFORE ▸ AFTER: FROM ISOLATED SOLUTIONS TO SYSTEMS THAT SERVE EVERY STUDENT

Before OLi⁴	After OLi⁴
Leadership conversations often reactive	Feedback structured around reflection and growth
Discipline handled incident by incident	Behavior plans reviewed in 4-week cycles
No math or language labs	Embedded Math & ELA Labs without removing core instruction
Limited monitoring for "on-the-edge" students	Clear goals, feedback loops, and grade-connected accountability
Problem-solving largely internal	Regional and state network of trusted leadership partners

The shift was not about adding more initiatives—it was about building systems that reinforce consistency, feedback, and support.

IMPACT SNAPSHOT

Leadership Growth
Two-year OLi⁴ participation (Cohort 11)

Regional cadre, state convenings, and executive mentoring

Professional network extending beyond district boundaries

Results
Decrease in discipline referrals

Improved attendance among at-risk students

More students qualifying for PBIS "Blue Card" recognition (3.0 GPA + behavior/ attendance benchmarks)

Academic Supports
Launch of Math & ELA Labs

Lab work directly tied to course grades

Targeted support for students just below proficiency

WHY THIS MATTERS FOR OHIO EDUCATORS

At the high school level, improvement often hinges on building strong systems and supports that ensure every student has the structure, connection, and opportunities needed to succeed.

Scott's experience highlights several leadership practices that help create the conditions for student success:

- ✓ Leaders model feedback as a tool for growth.
- ✓ Intervention cycles are intentionally structured.
- ✓ Relational trust is built among staff and students.
- ✓ Supports are aligned with clear expectations and accountability.

As these practices take hold, students respond.

When students respond, outcomes follow. OLi⁴'s impact is not a single strategy. It involves a mindset—reinforced through coaching, networks, and intentional leadership**—that turns feedback into forward motion.**