

School Improvement Update

Dr. Stephanie Johnson, Deputy Superintendent

As state leaders in education, we have renewed our commitment to advancing equity for every child. Since the implementation of Georgia's ESSA plan in 2018, we published a strategic plan that addresses priorities, strategies, resources, and data commitments holding us accountable for the way we support more equitable education systems. We followed up by working with educators, community leaders, and other stakeholders to prioritize *reducing the variability of student performance* in schools and districts. Our team made notable progress taking the lead to revamp approaches to school improvement, such as providing tiered and



tailored support to all schools in Georgia. We worked together to rethink our statewide systems of support for all schools. Additionally, we increased professional development opportunities for teachers and school leaders – all with the lens of how we can do better for those students who need our help the most, while accelerating opportunities to ensure college and career readiness for all learners. We brought Harvard University's Department of Education and Policy to provide "Proving Ground" for superintendents and their district teams to receive high-level training on support

tackling chronic absenteeism. We reallocated funding to make sure equity was a focus within local school districts and provided competitive rural and systems of continuous improvement grants for identified schools. We witnessed success with implementing evidence-based practices, innovative efforts, and valuable collaborations with our RESAs and GLRS to create more equitable outcomes for all students in our state with

increased
Transparency
to families and
community
partners.
We promoted
inclusive



practices at all levels and incorporated focused professional development, to include literacy and math institutes as well as monthly instructional leadership workshops. Educators identified topics, which also included safety, MTSS, and others, as urgent. We collaborated with GOSA to provide focused training on early literacy for school districts with Growing Readers and GSLA to expand our support for developing effective principal leadership. Our partnership with RESAs and SREB to support rural networks proved successful in building both teacher and leader effectiveness. Results from these partnerships and promising practices show we are on the right path to ensure a brighter future for students attending schools in Georgia.

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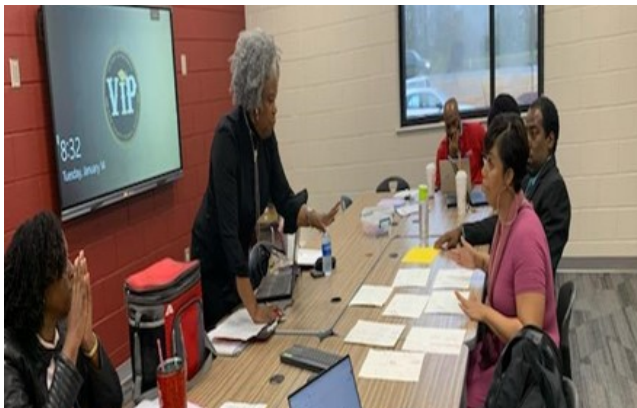
School Successes

SIG 1003(g), Cohort 5

Dr. Patricia Rooks, Program Manager

The 2019-2020 school year has been a year of recognition for Northeast High School in Bibb County. Laser-focused accountability and instructional efforts garnered a 9.9 percentage-point CCRPI gain. Also, teachers at Northeast had some of the highest growth in the district!

Administrators and support staff are building capacity and strengthening instruction for students with disabilities. Department chairs received professional learning on UDL strategies, the instructional framework, and setting expectations. Teachers of students with disabilities received job-embedded professional learning on understanding and using the information from the psychological evaluation to better design IEPs and strategies for lessons, aligning effective strategies with processing deficits, using data to identify groups of

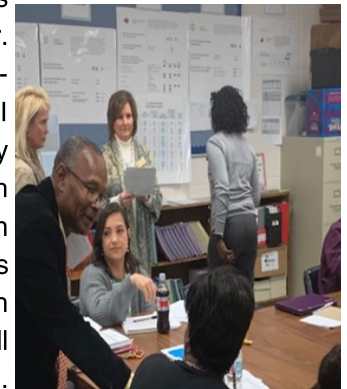


students to target with specific strategies, and scaffolding strategies. Thanks to the hard work and effort of administrators and staff, Northeast met the exit criteria and is no longer designated as a TSI school. In addition, Northeast received recognition as a PBIS Distinguished School for the 2019-2020 school year. Kudos to the administrators, staff, and students of Northeast High School for their hard work and dedication to increase student achievement. Their accomplishments are remarkable!

South Area News

Janie Fields, Program Manager

Dr. Tret Witherspoon, principal at J. L. Lomax Elementary School, Valdosta City Schools, is changing the course for 2020. The Lomax leadership team held a mid-year data retreat in January to examine each CCRPI component and identify core formative data to use to monitor progress throughout the year. Understanding the calculations behind each CCRPI component was a primary focus for the retreat which subsequently resulted in leadership team members understanding how each contributes to the overall performance of the school.



GaDOE School Effectiveness Specialists worked together to refine a data analysis process to make sure all schools in the South region were receiving consistent guidance and support. Each CCRPI component and its calculations led to a better understanding of how local formative data could serve as leading indicators of success and reduce surprises at the end of the school year. The think tank initiative included exercises to review mid-year data, understand CCRPI calculations, and calculate projections toward the 2020 CCRPI score. The activities lead the team to identify specific formative data (i.e., attendance, Star Math, HM Reading Inventory, related growth data, etc.) that will measure progress for each component. Subsequently, the team revisited the short-term action plan strategies to ensure the inclusion of the above data, where appropriate.

The Lomax data wall now reflects each component of the CCRPI-Content Mastery, Progress, Closing Gap, and Readiness, and the aligned local formative data sets will allow the team to check progress throughout the year. In addition, the principal and his leadership team recognize the importance of monitoring all CCRPI components to ensure a more balanced approach to school improvements.

North Area News

Martha Jo Johnson, Program Manager

Teachers at Anne Street Elementary School (AES) go above and beyond the Call of Duty to Prepare for their students by planning and learning collaboratively on a Saturday morning. Principal Seabrook Royal contends that teachers at AES are committed to improving their practice in order to promote academic success. Learning is a journey for both educators and students. Principal Royal believes that collaborative learning is an approach that builds academic comradeship and trust as AES prepares for the Georgia Milestones, a standardized assessment administered to students in grades 3-5 and grade 8 across the state. Furthermore, Principal Royal believes that teacher preparation and understanding of what lies ahead is key to students' academic success and fully expects academic growth from past years.



Anne Street Elementary School
Griffin-Spalding County

“Learning is a journey for both educators and students.”

Metro Area News

Susan Patrick, Program Manager

The Metro Region of the Division of School and District Effectiveness is a bustling place. On January 2, the team began serving new schools and districts identified for Comprehensive Support and Improvement and Targeted Support and Improvement. The team completed all Memorandum of Agreement (MOA) meetings and acquired MOA signatures. Additionally, teams completed Georgia School Assessment on Performance Standards (GSAPS) reviews for all newly identified schools, and schools developed target actions to help focus the work of school improvement. Currently, the Metro Team is working with their schools to create and monitor short-term action plans aligned to school improvement goals. Included are clear success criteria for implementation and student success as we move closer to the opening of the state testing season.



Clarkston High School
DeKalb County



Stoneview Elementary School
DeKalb County

Alternative/Non-Traditional Education News

Dr. Samuel Taylor, Program Manager

The Division of School and District Effectiveness Alternative/Non-Traditional Education selected 23 diverse, influential, and knowledgeable stakeholders to serve on the 2019-2021 Statewide Alternative/Non-Traditional Education Advisory Council.

The purpose of the Advisory Council is to provide feedback about the GaDOE's current practices, identify educational issues and topics in the field of alternative/non-traditional education, and propose solutions. The council is a two-year commitment and meets quarterly.

Each member of the advisory council is assigned to a focus area facilitated by the GaDOE Alternative/Non-Traditional Team: accountability, work-based learning, college-and-career readiness, and facility management and safety. The council pledges to work together effectively, honestly, and openly to advance the GaDOE Alternative/Non-Traditional Education Program. Furthermore, the council commits to meeting the needs of every student while providing a safe and supportive environment in which to learn, plan, and succeed throughout the state of Georgia.



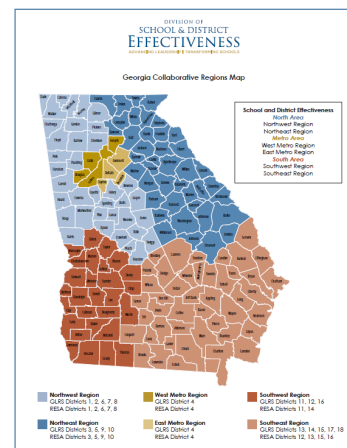
2019-2020 Alternative/Non-Traditional Advisory Council Ad hoc Committee Meeting at the Gwinnett Online Campus, March 5, 2020.

APAS News

GSAPS

The Area Program Assessment Specialist (APAS) team facilitated 22 GSAPS since the beginning of January. While the majority of these GSAPS occurred at newly identified Comprehensive Support and Improvement (CSI) schools, several GSAPS took place or are scheduled for non-identified schools. Furthermore, many districts are proactively seeking GSAPS support to diagnose issues and build solutions for their schools.

A positive trend is that current target actions for leadership teams and collaborative planning processes demonstrate a shift from supporting schools in building these processes to supporting schools with how to revise and refine the processes. The trend highlights that schools and districts are responding to research that points to leadership teams and collaborative planning practices as effective vehicles for school improvement.



The APAS team appreciates all the hard work in preparing for the review of the school and district staff who hosted a GSAPS. The team is also grateful for the flexibility, hard work, and contributions of the SDE and RESA personnel who served on recent GSAPS and for helping to make the GSAPS process work.

Upcoming Opportunities

Instructional Leadership Workshop 4

BEST PRACTICE FOR MULTI-TIERED SYSTEM OF SUPPORTS

Workshop Description: Dr. Tessie Rose-Bailey will provide an overview of the essential components of the nationally aligned framework for a multi-tiered system of supports.

Date: May 5, 2020

Location: Sloppy Floyd Building, West Tower 20th Floor, Floyd Room

Time: 9:00 a.m. - 4:00 p.m.

Registration Fee: \$150.00

Seats Available: 300

Register Here: [Registration Link](#)

McREL's Balanced Leadership 4-Day Institute™

The purpose of McREL's Balanced Leadership Framework™ is to assist principals with choosing the right focus for school improvement efforts; effectively leading change in their schools; and transforming their school cultures into purposeful communities that can make a difference.

Dates: June 17-18, 2020 and August 25-26, 2020

Time: 8:00 a.m.- 5:00 p.m.

Recommended: Principals, Assistant Principals, and Principal Supervisors

Location: Unicoi State Park and Lodge, 1788 Georgia Hwy 356, Helen, GA 30545

Registration Link: [Register Here](#)

Registration Fee: \$450.00 per person

Seats Available: 95

Lodging available at Unicoi State Park and Lodge

McREL's District Leadership That Works 3-Day Institute™

District Leadership That Works will support district leaders to:

- Engage in their district's continuous improvement process
- Frame their work through research-based practices
- Connect district and site leadership actions
- Plan for systemic change

Dates: July 7-9, 2020

Time: 9:00 a.m.- 4:00 p.m.

Recommended: District-level Leadership Teams of 5

Location: McDonough Courtyard Atlanta, 115 Mill Road, McDonough, Georgia 30253

Registration Link: [Register Here](#)

Registration Fee: \$500.00 per person

Seats Available: 45

Lodging Link: [Lodging Link](#)

Visit www.gadoe.org/sdevents for more information.