

Georgia High Performance Principals Grant Program

2008 Program Guidelines

Program Description

It was a finding of the Georgia General Assembly that the driving force behind attracting quality teachers to a school and creating a culture of learning and respect in the school environment is the school leadership, and particularly, the school principal. Additionally, the General Assembly found that teachers consider school leadership to be one of the most important factors in creating good working conditions in a school environment and that a school with strong leadership will be the most effective in improving and maintaining the academic success of its students.

In keeping with these findings, in its 2006 session the General Assembly established and funded a grant program for High Performance Principals to attract successful principals to schools in need of improvement. This bill (Senate Bill 468) subsequently was signed into law by the Governor.

Senate Bill 468 authorizes the State Board of Education to establish a grant program to provide salary incentives for principals with proven records of improving student achievement to accept positions as principals in secondary schools in Georgia that have been identified as Needs Improvement Schools (schools that have not made adequate yearly progress for two or more consecutive years in the same subject, in accordance with Georgia's Single Statewide Accountability System).

Process for Determining “High Performance Principals”

Senate Bill 468 provides that, “The sole criteria for designating and selecting individuals as High Performance Principals shall be data based evidence of the effectiveness of a proposed High Performance Principal in improving a low performing school or in taking an average or excellent performing school to higher achievement within the last five years.” Based on this sole criterion, a two-stage process was used to identify potential high performance principals. Stage one involved the identification of a pool of schools at the elementary, middle, and high school level from which potential high performance principals could be selected. Stage two involved the identification of specific principals from within this pool of schools. This two-stage process is described below.

Stage One: School Selection

Elementary Schools

Elementary schools were selected that met either of the following two screening criteria.

Criterion 1: Mean scaled scores in four of five tested content areas (Reading, ELA, math, science, social studies) at least .5 standard deviation greater than predicted scores (controlled for SES) in three of the five preceding years on the Fourth Grade Criterion Referenced Competency Tests (CRCTs). (Except three of three content areas were used in 2003 because data for science and social studies are not available)

Criterion 2: Movement from .5 standard deviations below predicted scores (controlled for SES) to .5 standard deviations greater than predicted scores in four of five content areas over a five-year period ([four-year period for the 2008 HPP analysis; see note below](#)) on the Fourth Grade Criterion Referenced Competency Tests (CRCTs).

Middle Schools

Middle schools were selected that met either of the following two screening criteria.

Criterion 1: Mean scaled scores in four of five tested content areas (Reading, ELA, math, science, social studies) at least .5 standard deviation greater than predicted scores (controlled for SES) in three of the five preceding years on the Eighth Grade Criterion Referenced Competency Tests (CRCTs). (Except three of three content areas were used in 2003 because data for science and social studies are not available)

Criterion 2: Movement from .5 standard deviations below predicted scores (controlled for SES) to .5 standard deviations greater than predicted scores in four of five content areas over a five-year period ([four-year period for the 2008 HPP analysis; see note below](#)) on the Eighth Grade Criterion Referenced Competency Tests (CRCTs).

High Schools

High schools were selected that met either of the following two screening criteria.

Criterion 1: Mean scaled scores in three of four tested content areas (Reading/ELA, math, science, social studies) at least .5 standard deviation greater than predicted scores (controlled for SES) in three of the five preceding years on the Georgia High School Graduation Tests (GHSGT). (Eleventh grade first-time test takers only)

Criterion 2: Movement from .5 standard deviations below predicted scores to .5 standard deviation greater than predicted scores (controlled for SES) in three of four content areas over a five-year period ([four-year period for the 2008 HPP analysis; see note below](#)) on the Georgia High School Graduation Tests (GHSGT).

Note: Since data on Science and Social Studies for 2003 are not available, criteria 2 was changed to require schools to have increased performance from 2004 to 2007 instead of from 2003 to 2007.

Additional Screening Indicators

Schools that met the criteria describe above were subjected to additional screening using the following short-term confirming indicators.

Short-Term Confirming Indicator 1: The percentage of students meeting or exceeding standards either increased or declined no more than five percentage points in the ELA/Reading or mathematics content areas on the CRCT or GHSGT between the 2006 and 2007 Annual Reports of Adequate Yearly Progress (AYP).

Short-Term Confirming Indicator 2: A high school's graduation rate either increased or stayed the same between 2006 and 2007 Annual Reports of Adequately Yearly Progress (AYP).

Short-Term Confirming Indicator 3: No schools classified as "Needs Improvement" or that did not make Adequate Yearly Progress (AYP) for 2007 were included.

The following data (Additional Data Elements 1, 2 and 3) are optional selection criteria that may have been reviewed but not used in the school selection stage of the process for determining High Performance Principals.

Additional Data Element 1: Mean scaled scores at least .5 standard deviations greater than predicted on at least one EOCT in three of four content strands across winter 2006 and spring 2007 EOCT administrations.

Additional Data Element 2: Three-year growth trend in the Scholastic assessment Test (SAT) as used by Office of Student Achievement (OSA) in its Governor's Cup calculations.

Additional Data Element 3: A school's receipt of an award under Georgia's Single Statewide Accountability System Awards Program.

Stage Two: Principal Selection

Determination of Principal's Tenure at a Particular School

After schools had been identified that met the criteria above, a determination was made concerning how long the current principals had been principals at the schools. This

determination was made by running a query on the past five years' CPI data, using the principal's ID number, to determine the number of consecutive years the current principal had been principal at the school. Using this method, a determination was made of which principals had been principal at their current school for at least three consecutive years. Telephone calls were made to the employing school systems to verify this information. After screening by the Professional Standards Commission (PSC) to determine whether Professional Practices Commission (PPC) actions had been taken or were pending against the individuals, and following verification by the school system that the individuals had been principals at the schools for the three consecutive years described above, these principals were recommended by the State Superintendent of Schools and the Governor to be designated as High Performance Principals for 2008.

Identification of High Performance Principals

A committee composed of DOE, OSA staff and other educators reviewed the data generated by applying the criteria above, including the tenure of principals at particular schools. This committee made recommendations regarding designation of individuals as High Performance Principals to the State Superintendent of Schools.

Notification and Recognition

The State Superintendent of Schools will recognize individuals so recommended by the committee as High Performance Principals for 2008. These individuals will be notified of this recognition, as well as being eligible for employment in Needs Improvement Schools as High Performance Principals, and as being eligible for the \$15,000 annual salary supplement as provided in the enabling legislation when they were employed in a Needs Improvement School.

Eligibility for Employment as High Performance Principals

Upon employment as a principal in a Needs Improvement School, an individual recognized as a High Performance Principal shall be eligible for a one-year salary supplement of \$15,000.00. The Needs Improvement status of a school will be as determined by the 2007 Annual Report of Adequate Yearly Progress. The local school system may employ the High Performance Principal as principal of a Needs Improvement School for up to two additional school years, as long as the school continues to be classified as a Needs Improvement School. The principal will be eligible for the \$15,000 annual salary supplement for each of the two additional school years, subject to appropriation of state funds for this purpose. An individual employed as a High Performance Principal shall enter into a contract with the employing local board of education. The contract shall include the terms and conditions related to the individual's employment as a High Performance Principal. An individual shall be required to reimburse the local board for any moneys paid to him or her relating to employment as a

High Performance Principal if he or she does not comply with the terms of the employment contract. According to Senate Bill 468, salary supplements received by a High Performance Principal “shall not be considered regular or earnable compensation for any purpose.” Nothing prohibits local boards of education from providing additional salary supplements and/or bonuses to any principal employed as a High Performance Principal in a Needs Improvement School.