

# Assisting Schools

In response to the proposed Opportunity School District, State School Superintendent Woods charged the GaDOE with making sure no school ends up on the OSD eligibility list because they didn't have the resources and support they needed from us. Here's how we're assisting schools that face challenges.

It's our job to make sure **every school has the support they need. We're working across the Department and with stakeholders** in support of that commitment.

— Richard Woods, Georgia's School Superintendent

"The DOE School Improvement Specialists were very supportive of our efforts by facilitating professional learning, monitoring instruction, and providing effective strategies. Our CCRPI score increased by 23 points in 2014, and we were removed from the Priority list. We are very proud of our incredible staff, and we appreciate the great support we received from GaDOE."

—Dr. Antonette Campbell, Principal,  
Indian Creek Elementary School

Number of  
Opportunity-eligible  
schools has  
decreased by 8%

*More success: from 2012-2015, 36 of the 80 Priority Schools met the criteria to exit Priority status, and 119 of the 154 Focus schools met the criteria to exit Focus status.*

## IDENTIFYING SCHOOLS THAT FACE CHALLENGES

**Priority Schools** are among the lowest 5% of Title I schools in the state, based on academic performance or graduation rate over a three-year period.

**Focus Schools** are among the lowest 10% of Title I schools, based on gaps in achievement between the school's lowest-achieving students and the state average over a three-year period.

**Opportunity School District-eligible schools** qualify under the proposed Opportunity School District legislation, which defines "persistently failing" schools as those scoring below 60 on the CCRPI for three consecutive years. GaDOE began serving these schools as well after the legislation was passed.

## OUR FOCUS

**Developing a comprehensive framework** for improving schools that puts the pieces of a system together— instruction, assessment, climate, professional learning—and is tailored to the needs of schools.

**Focusing on leadership at all levels** and providing support and coaching.

**Providing regional support** that can be more effectively targeted and responsive to local needs.

**Becoming collaborative partners** by shifting from a compliance to a coaching model.

**Engaging local communities** to identify challenges, create solutions, and leverage local resources and supports.