Georgia School Assessment of Performance on Systems (GSAPS) Summary Report
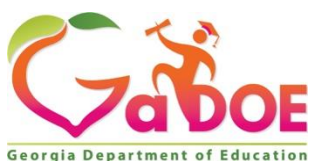
Enter name of school.
Enter name of district.
Principal: Enter name of principal.
Enter date of GSAPS.

Completed by Enter name of lead (i.e., APAS).

Enter date of report summary or completed.

Executive Summary:

This report describes the observations and recommendations from the Georgia School Assessment on Performance of Systems conducted by a GaDOE team. The focus of the assessment was to identify conditions that will support improvement efforts in the school while also identifying conditions that are likely obstacles to improvement efforts. The assessment is not an evaluation of the school; instead, it identifies areas of focus to positively guide the school in impacting student outcomes.

Enter overall impressions of the GSAPS.

Contents

Classroom Observations

The GSAPS team observed classrooms using an observation instrument that examined the Coherent Instruction and Supportive Learning Environment structures. Observations lasted a minimum of fifteen minutes. Each indicator is given a rating of 1, 2, 3, or 4.

> 1: indicates that the practice was not observed during the observation
> 2: indicates that the practice was emerging and not used as effectively as possible
> 3: indicates that the practice is performed effectively
> 4: indicates that the practice could be used as an exemplar for other teachers

The Rating column shows the percentages of each rating reported for each indicator observed across all observed classrooms.

Classroom Observations Ratings					
Total Number of Classroom Observations		Enter number of classroom observations.			
Teacher-Centered and Student-Centered Indicators		Rating			
		1	2	3	4
CI-1	Curriculum documents aligned with resources and intended rigor of the standards				
CI-2	Clear learning targets established and communicated				
CI-2	Clear success criteria established and communicated				
CI-2	The instructor actively engages students in learning with evidence-based instructional strategies				
CI-2	Students actively monitor their own academic progress				
CI-3	Formative assessments (oral and/or written) are used to monitor learning and to inform instruction.				
SLE-1	Rules, schedules, and procedures are implemented in the classroom to maximize student learning.				
CI-2	Students engage fully in the learning activities of the lesson.				
CI-2	Students take part in differentiated and personalized learning activities.				
CI-2	Students participate in a rigorous lesson that requires the use of higher-order thinking.				
CI-2	Students receive personalized instructional feedback that improves their understanding.				
SLE-1	Students maximize class time by avoiding off-task behaviors and classroom interruptions.				
SLE-3	Students function in a positive learning environment created by the teacher, peers, and pro-social resources.				
CI-2	Students use real-life examples to connect new content to learning.				
CI-3	Students demonstrate and articulate proficient and/or distinguished work.				
CI-2	Students use the appropriate and current technology to enhance their learning.				

Co-Taught Classroom Observations

The GSAPS team observed co-taught classrooms using an observation instrument that examined co-teaching strategies. Observations lasted a minimum of fifteen minutes. Each strategy is given a rating of 0, 1, 2, or 3.

  0: not observed (very little or no evidence)
  1: observed sporadically (some evidence/attempted implementation)
  2: observed as standard practice (considerable evidence/acceptable level of implementation)
  3: observed as pervasive practice (extensive evidence/high level of implementation)

The Rating column shows the count of each rating reported for each strategy observed across all observed classrooms.

Co-Taught Classroom Observations Ratings					
Total Number of Co-Taught Classroom Observations	Enter number of classroom observations.				
Co-Teaching Strategy	Rating				
	1	2	3	4	Not Observed
Team teaching					
Station teaching					
One teach/one assist					
Parallel teaching					
Alternative teaching					

Ratings, Comments, Target Actions, Resources

Ratings: Each structure is assigned an Exemplary, Operational, Emerging or Not Evident rating based on collected data.

Rating	Description
Exemplary	Demonstrates processes producing a clear and positive impact on student learning and may serve as a model for other educators.
Operational	Demonstrates organized, intentional, and explicit processes implemented at a proficient level.
Emerging	Identifies areas for improvement, which are not pervasive and consistent across all classrooms, and/or not yielding the intended results.
Not Evident	Identifies areas with insufficient or no evidence of being implemented.

Comments: The GSAPS team may write a comment to recognize a commendation, provide clarification, or suggest how to improve or maintain the implementation of the indicator.

Target Actions: The GSAPS team may write target actions to address growth areas for the school. Target actions intend to provide a blueprint and coordinate a collaborative approach for problem-solving between the school and the CIT team.

Level of Implementation: Each prior GSAPS target action is assigned an implementation level: completed, progressing at the expected rate, not progressing at the expected rate, or not started.

Resources: The GSAPS team may provide tools for school improvement.

Coherent Instruction

Structure	Operational Definition	Rating	Comments
CI-1 Planning for quality instruction	An organized, intentional, explicit set of processes is routinely used by teachers of content areas to collaborate at least once weekly using data to inform the creation and implementation of rigorous curriculum and assessment tools that are aligned to the required standards.	Select a rating.	Enter comments and/or recommendations.
CI-2 Delivering quality instruction	An organized, intentional, explicit set of processes is routinely used by teachers of all content areas to deliver quality instruction as they (a) introduce content by setting learning targets, (b) practice its use along with students, (c) actively engage students in using the content on their own with evidence-based instructional practices, (d) provide timely and individualized feedback to students, (e) build student capacity to self-monitor, and (f) meet specific learning needs of students.	Select a rating.	Enter comments and/or recommendations.
CI-3 Monitoring Student Progress	An organized, intentional, explicit set of processes is routinely used by teachers of all content areas to continuously monitor student mastery of required standards using a balanced blend of assessments (diagnostic, formative, and summative) to support individual learning needs by providing systematic, data-driven interventions and enrichment.	Select a rating.	Enter comments and/or recommendations.
CI-4 Refining the Instructional System	An organized, intentional, explicit set of processes is routinely used by school leadership to progress monitor the effectiveness of collaborative planning and instructional delivery to determine if substantial improvement is occurring in student learning, and to guide the creation and implementation of next steps in the work of school improvement.	Select a rating.	Enter comments and/or recommendations.

Structure	Target Action
Enter the GSCI structure(s) associated with the target action(s).	Enter target action(s).

Coherent Instruction Suggested Resources
Enter and hyperlink a GaDOE resource, if necessary.

Effective Leadership

Structure	Operational Definition	Rating	Comments
EL-1 Creating and maintaining a school climate and culture conducive to learning	An organized, intentional, explicit set of processes is routinely used by school leadership to ensure the effective planning, implementing, and monitoring of protocols that focus the climate and culture of the school on ensuring high levels of learning for all students.	Select a rating.	Enter comments and/or recommendations.
EL-2 Cultivating and distributing leadership	An organized, intentional, explicit set of processes is routinely used by school leadership to engage the entire staff in shared decision-making and problem-solving in order to build leadership capacity.	Select a rating.	Enter comments and/or recommendations.
EL-3 Ensuring high quality instruction in all classrooms	An organized, intentional, explicit set of processes is routinely used by school leadership to reduce the variability of the quality of instruction by the continual monitoring and support of evidence-based classroom practices.	Select a rating.	Enter comments and/or recommendations.
EL-5 Driving improvement efforts	An organized, intentional, explicit set of processes is routinely used by school leadership to improve the systems, structures, and processes of the school methodically, intentionally, and effectively in order to positively impact student outcomes.	Select a rating.	Enter comments and/or recommendations.

Structure	Target Action
Enter the GSCI structure(s) associated with the target action(s).	Enter target action(s).

Effective Leadership Suggested Resources
Enter and hyperlink a GaDOE resource, if necessary.

Professional Capacity

Structure	Operational Definition	Rating	Comments
PC-1 Attracting staff	An organized, intentional, explicit set of processes is routinely used by school leadership to recruit, interview, and hire new staff members.	Select a rating.	Enter comments and/or recommendations.
PC-2 Developing staff	An organized, intentional, explicit set of processes is routinely used by school leadership to implement and monitor the effectiveness of a professional learning system that supports specific targeted needs of individual teachers.	Select a rating.	Enter comments and/or recommendations.
PC-3 Retaining staff	An organized, intentional, explicit set of processes is routinely used by school leadership to support the placement, development, and retention of high-achieving staff.	Select a rating.	Enter comments and/or recommendations.
PC-4 Ensuring staff collaboration	An organized, intentional, explicit set of processes is routinely used by administrators and teachers to collaborate as a professional learning community using evidence-based and data-driven protocols that enhance individual and collective performance to improve instructional quality.	Select a rating.	Enter comments and/or recommendations.

Professional Capacity Target Actions	
Structure	Target Action
Enter the GSCI structure(s) associated with the target action(s).	Enter target action(s).

Professional Capacity Suggested Resources
Enter and hyperlink a GaDOE resource, if necessary.

Supportive Learning Environment

Structure	Operational Definition	Rating	Comments
SLE-1 Maintaining order and safety to ensure a healthy school climate and culture	An organized, intentional, explicit set of processes is routinely used by school leadership and staff to develop, communicate, implement, and revise rules, policies, schedules, and procedures to maintain order and safety in a way that maximizes student learning and staff effectiveness.	Select a rating.	Enter comments and/or recommendations.
SLE-2 Developing and monitoring a multi-tiered system of supports	An organized, intentional, explicit set of processes is routinely used by school leadership and staff to develop, implement, and monitor a multi-tiered system of supports to meet students' unique whole-child needs.	Select a rating.	Enter comments and/or recommendations.

Supportive Learning Environment Target Actions	
Structure	Target Action
Enter the GSCI structure(s) associated with the target action(s).	Enter target action(s).

Supportive Learning Environment Suggested Resources
Enter and hyperlink a GaDOE resource, if necessary.

Family and Community Engagement

Structure	Operational Definition	Rating	Comments
FCE-1 Welcoming all families/the community	An organized, intentional, explicit set of processes is routinely used by the school to establish a positive learning environment that welcomes, encourages, and successfully engages family and community members as active participants in the life of the school.	Select a rating.	Enter comments and/or recommendations.
FCE-2 Communicating effectively with families/the community	An organized, intentional, explicit set of processes is routinely used by the school to create and maintain clear, reciprocal, and continuous communication between the school and stakeholders regarding student learning.	Select a rating.	Enter comments and/or recommendations.
FCE-5 Sharing leadership with families/the community	An organized, intentional, explicit set of processes is routinely used by the school to create a partnership with families and the community to solicit input and feedback on educational policies, practices, and programs that affect student learning.	Select a rating.	Enter comments and/or recommendations.
FCE-6 Collaborating with the community	An organized, intentional, explicit set of processes is routinely used by school staff and families to effectively collaborate with community members, local businesses, and civic organizations to expand learning opportunities and services for students.	Select a rating.	Enter comments and/or recommendations.

Family and Community Engagement Target Actions	
Structure	Target Action
Enter the GSCI structure(s) associated with the target action(s).	Enter target action(s).

Family and Community Engagement Suggested Resources
Enter and hyperlink a GaDOE resource, if necessary.

Appendix

Survey Results

Online surveys are administered by the school to students, staff, and parents. Each stakeholder group is given statements to respond to. The tables below represent the percentages in each group responding favorably to the statement. All the statements correlate to a GSCI structure within one of the five systems of continuous improvement: Coherent Instruction (CI), Effective Leadership (EL), Professional Capacity (PC), Family and Community Engagement (FCE), and Supportive Learning Environment (SLE).

Faculty Survey

Item No.	Structure	Faculty Survey No. of Respondents:	At least once a semester	At least once a month	At least once a week
1a	CI-1	Teachers of content areas use documented processes to plan collaboratively.			
1b	CI-1	Teachers use a variety of data sources, including assessment data, to inform instructional planning.			
1c	CI-1	Teachers observe other teachers' classes to gain ideas and offer feedback.			
1d	CI-2	Teachers introduce content by setting and communicating both learning targets and success criteria.			
1e	CI-2	Teachers provide timely and individualized feedback to students on their progress.			
1f	CI-2	Teachers use appropriate instructional strategies to meet the specific learning needs of their students.			
1g	CI-3	Teachers monitor student progress and mastery of required standards.			
1h	CI-3	Teachers use a balanced blend of assessments (diagnostic, formative, summative) to support individual learning needs.			
1i	CI-3	Teachers provide systematic, data-driven interventions and enrichment opportunities.			
1j	CI-4	School leaders monitor the effectiveness of collaborative planning, instructional delivery, and student assessment.			
1k	CI-4	School leaders guide the creation and implementation of the next steps in school improvement work.			
2a	EL-1	School leaders plan, implement, and monitor protocols that focus the climate and culture of the school on ensuring high levels of learning for all students.			
2b	EL-2	School leaders engage the entire staff in shared decision-making and problem-solving.			
2c	EL-2	School staff can articulate school goals and take ownership of successfully implementing shared goals.			
2d	EL-3	School leaders actively work to reduce the variability of the quality of classroom instruction.			
2e	EL-3	School leaders monitor and support evidence-based classroom practices.			
2f	EL-4	School leaders plan, direct, and monitor the use of available resources to support increased student achievement effectively.			
2g	EL-5	School leaders ensure the improvement of the school's major systems, structures, and processes.			
3a	PC-1	School leaders collaborate with the district to recruit, interview, and hire new staff.			
3b	PC-2	School leaders implement a professional learning system that supports the specific targeted needs of individual teachers.			
3c	PC-2	School leaders monitor the impact of professional learning initiatives to reduce the variability of quality in instruction throughout the school.			
3d	PC-3	School leaders support the placement, development, and retention of high-achieving staff.			

| Item No.	Structure	Faculty Survey No. of Respondents:	At least once a semester	At least once a month	At least once a week
3e	PC-4	School leaders and teachers collaborate as a professional learning community to improve instructional quality.			
4a	SLE-1	School leaders develop, communicate, implement, and revise rules, policies, schedules, and procedures to maintain order and safety that maximizes student learning and staff effectiveness.			
4b	SLE-1	The school uses protocols (safety drills, tornado drills, crisis plans, maintenance plans, etc.) to provide a safe, clean, and orderly learning environment.			
4c	SLE-3	The school supports a student learning community encompassing healthy behavioral and academic norms.			
4d	SLE-2	School leaders and staff develop, implement, and monitor a multi-tiered system of support to meet students' unique whole-child needs.			
4e	SLE-3	Instructional staff members have high expectations for students and expect students to do well academically and behaviorally.			
5a	FCE-2	The school creates and maintains clear, reciprocal, and continuous communication regarding student learning between the school and stakeholders.			
5b	FCE-3	The school builds capacity for all stakeholders to collaboratively develop and use effective support strategies that strengthen student learning at school and home.			
5c	FCE-4	The school empowers families and the community to advocate for students regarding fair and equitable treatment and access to learning opportunities that will support student success.			
5d	FCE-5	The school partners with families to solicit input and feedback on educational policies, practices, and programs that affect student learning.			
5e	FCE-5	The school offers multiple opportunities (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, and tutoring services) for parents and community members to be involved in the school decision-making process.			
5f	FCE-6	School staff and families collaborate with community members, local businesses, and civic organizations to expand student learning opportunities and services.			

Student Survey

Item No.	Structure	Student Survey No. of Respondents: 191	Sometimes	Often	Always
1	CI-2	Teachers give me learning targets.			
2	CI-2	Lessons require me to actively participate in class.			
3	CI-2	Teachers give good feedback when I need it.			
4	CI-2	Teachers use different ways to teach that help me learn.			
5	CI-2	Teachers give assignments that are challenging.			
6	CI-3	Teachers tell me if I am doing well in class or need more assistance.			
7	CI-3	Teachers tell me if my work is improving.			
8	EL-1	The school wants me to learn and has high standards.			
9	EL-4	I have the necessary equipment and supplies that I need to learn.			
10	FCE-1	Teachers make me feel welcome at my school.			
11	SLE-1	I feel safe at school. (GaDOE GSHS)			
12	SLE-1	My school building (e.g., bathrooms, classrooms, media center) is clean and in good condition. (Adapted GaDOE GSHS)			
13	SLE-1	My school enforces clear rules for behavior. (Adapted GaDOE GSHS)			
14	SLE-2	My school uses different ways to meet the needs of all students.			
15	FCE-2	My family can view my grades online (or [through an app]), attend a parent-teacher conference, and/or email my teacher about my schoolwork.			
16	FCE-5	My family and I can give feedback (e.g., complete a survey, attend a meeting) about school policies.			
17	FCE-6	My school works with businesses and other groups outside the school to give students more learning opportunities (e.g., field trips, internships, mentorships).			

Parent Survey

Item No.	Structure	Parent Survey No. of Respondents: 6	At least once a semester	At least once a month	At least once a week
1	CI-2	Teachers use different ways to teach that meet the specific learning needs of my child.			
2	CI-3	Teachers update me on my child's academic progress.			
3	CI-3	Teachers provide help and/or enrichment assignments to my child when needed.			
4	EL-1	Teachers and administrators ensure that my child succeeds in his/her classes.			
5	EL-1	School leaders put the academic needs of students ahead of other interests in making decisions.			
6	FCE-1	Family and community members feel welcome at the school.			
7	FCE-1	The school partners with families and the community to support the healthy development of students.			
8	FCE-2	The school creates and maintains clear and continuous two-way communication between the school and families regarding how students are learning and achieving.			
9	FCE-2	The school offers opportunities for me to discuss my child's goals and progress with teachers. For example, I can participate in parent-teacher conferences (in-person, virtual, phone).			
10	FCE-3	The school conducts parent workshops to assist parents/families with helping their child learn at school and at home.			
11	FCE-3	The school staff communicates progress checks and/or graduation status (e.g., progress reports, four-year graduation plans, academic advisement protocols).			
12	FCE-4	The school empowers families and the community to advocate for students regarding fair and equitable treatment and access to learning opportunities that will support student success.			
13	FCE-5	The school partners with families to solicit input and feedback on educational policies (e.g., dress code), practices, and programs (e.g., afterschool, Saturday school, dual enrollment) that affect student learning.			
14	FCE-5	The school offers multiple opportunities (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) for parents and community members to provide input in school programs and practices.			
15	FCE-6	School staff and families collaborate with community members, local businesses, and civic organizations to provide extra-curricular opportunities or sponsorships for students.			
16	SLE-1	The school uses protocols (safety drills, tornado drills, crisis plans, maintenance plans, etc.) to provide a safe, clean, and orderly school.			
17	SLE-2	Administrators and staff assist students with meeting their individual needs (e.g., academic, behavioral, attendance, health needs).			
18	SLE-3	The school implements rules and procedures where students feel safe and can succeed academically.			
19	SLE-3	Teachers have high expectations for students and expect students to do well academically and behaviorally.			
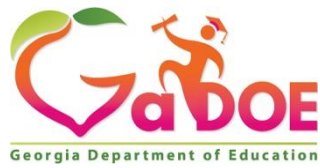
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Richard Woods, State School Superintendent
Educating Georgia's Future