

A Comprehensive Approach to Supporting All Schools

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Our Shared Responsibility



Elements of a Comprehensive Approach

1. Changing the Culture of Our Department
2. Closing the Achievement Gap
3. Being Proactive, Not Just Reactive
4. Engaging Communities and Partners
5. Using Whole Data to Support the Whole Child
6. Building the Capacity of Leaders, Teachers, and Communities

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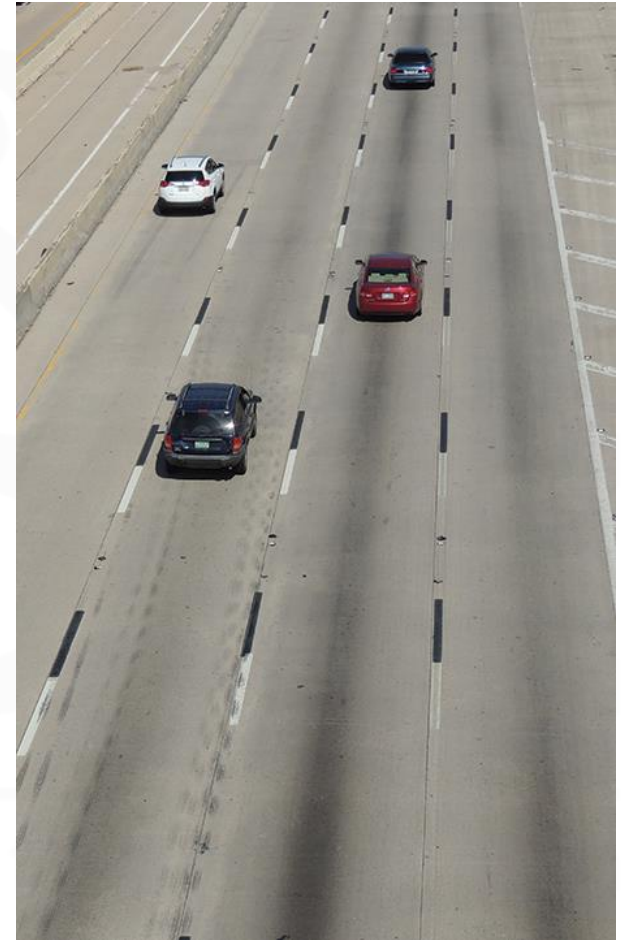
1. Changing the Culture of Our Department

Communication and Collaboration



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Cohesion and Alignment



Georgia's Systems of Continuous Improvement



2. Closing the Achievement Gap

Shifting Our Role



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Support

Expectations

(standards, targets, goals, etc.)

flexibility
~~True Local Control~~

Accountability

(CCRPI, TEMs/LEMs, Performance
Contracts, etc.)

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Our Shifting Role

- **Service & support** rather than purely compliance
- Recognizing and honoring local control by **empowering districts and schools** with true flexibility
- **Building our capacity** through partnerships

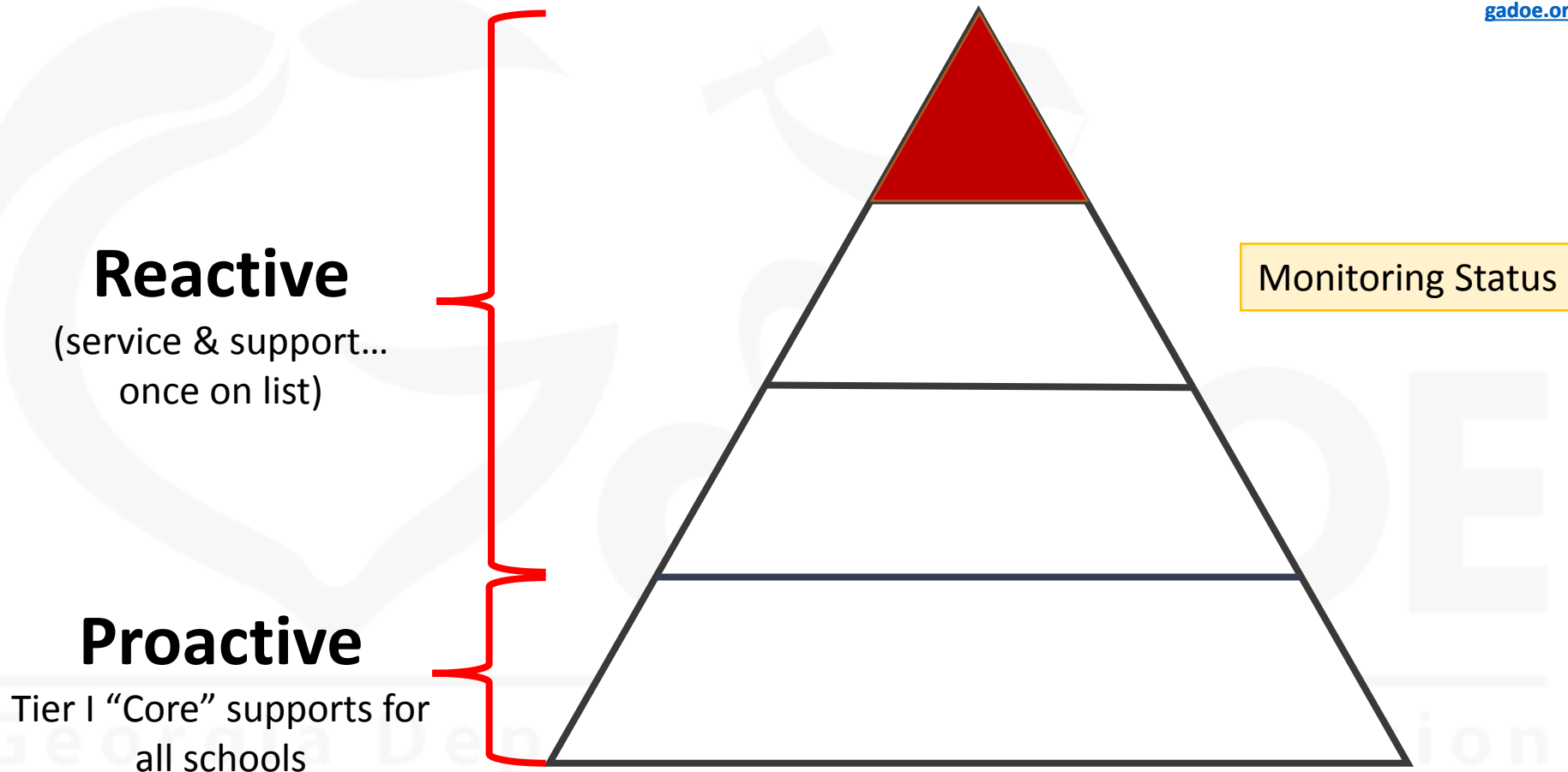
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3. Being Proactive, Not Just Reactive

Tiered System of Supports



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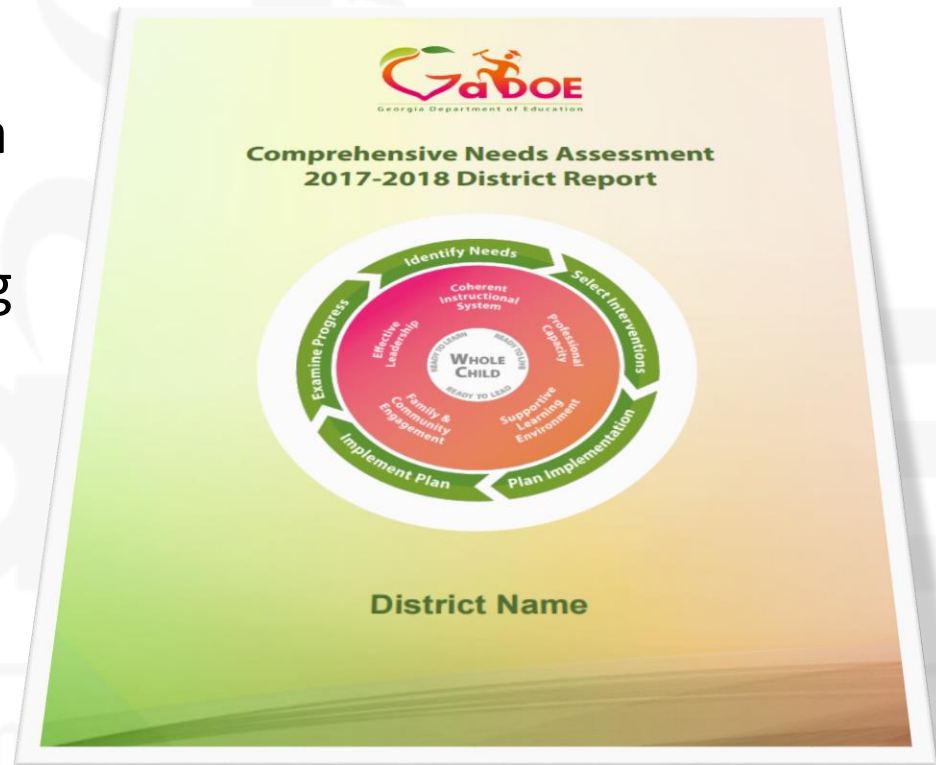


Comprehensive Needs Assessment



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- **Aligned** to the shared framework
- **Prepopulated with data**
- **Supported by tools and resources** that are being developed by GaDOE



Comprehensive Needs Assessment (cont)



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- Satisfies all federal requirements that, in the past, were satisfied by multiple needs assessments
- Reflected and refined based on new data and identified needs; not required to be redone each year

2.1.1 COHERENT INSTRUCTIONAL SYSTEM DATA

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	<input type="radio"/>
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	<input type="radio"/>
Emerging	The district processes for engaging and supporting schools in curriculum design is incomplete in some content areas or limited in other ways.	<input type="radio"/>
Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	<input type="radio"/>
Data Sources		
Comments (optional)		

English Language Arts Elementary School End-of-Grade Milestones						
Student Group	Year	Beginning	Developing	Proficient	Distinguished	Weighted Proficiency Rate
All Students	2014-15					
	2015-16					
Racial/Ethnic Subgroups						
American Indian	2014-15					
	2015-16					
Asian/Pacific Islander	2014-15					
	2015-16					
Black	2014-15					
	2015-16					
Hispanic	2014-15					
	2015-16					
White	2014-15					
	2015-16					
Multi-Racial	2014-15					
	2015-16					
Minority**	2014-15					
	2015-16					

Consolidated Funds Pilot

- Ensuring flexibility of funds by **empowering districts to utilize funds** more effectively
- **Positioning funds around school improvement goals** rather than programmatic requirements

Supports:

- **\$500,000 allocated** to GaDOE to assess our financial systems
- **Dynamic data** – Summer 2017

4. Engaging Communities & Partners

Only Half of the Equation



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It's very difficult for a school to outperform its community.

-- Steve Dolinger, GPEE

Community Approach

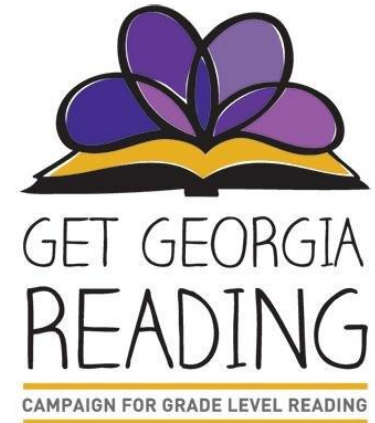
- Engaging State Agencies
- Community Conversations
- Family Connection Partnership



GEORGIA
family connection



GEORGIA VOCATIONAL REHABILITATION AGENCY



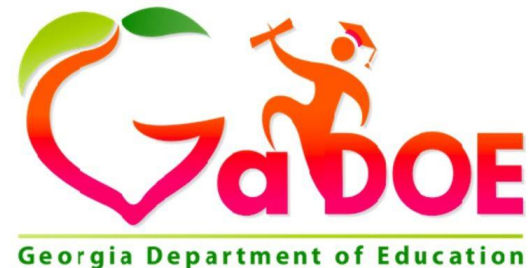


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Community Approach

Solutions Summit – May 5th

- 100 Influencers
 - Business leaders
 - Policy leaders
 - Community/Civic leaders
 - Education leaders



5. Using Whole Data to Support the Whole Child

Georgia's Systems of Continuous Improvement

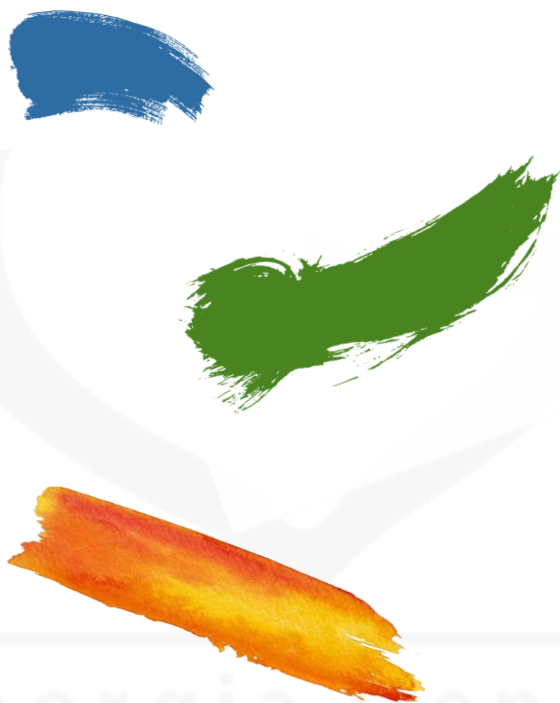


Who

Changing How We View Data



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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Whole Data, Whole Child

2016 College and Career Ready Performance Index (CCRPI)

District: Tift County - 737

School: All Schools - ALL

Choose a Report Type: ☒ System ☐ Elementary School

CCRPI Score

Tift County - 737					
	Score	Average ETB	Score + Average ETB	Enrollment by Grade Bands	District Enrollment
District ES Report	65.6	.8	66.4	4011	8141
District MS Report	70.6	1	71.6	1810	8141
District HS Report	86	.8	86.8	2320	8141
District Score					

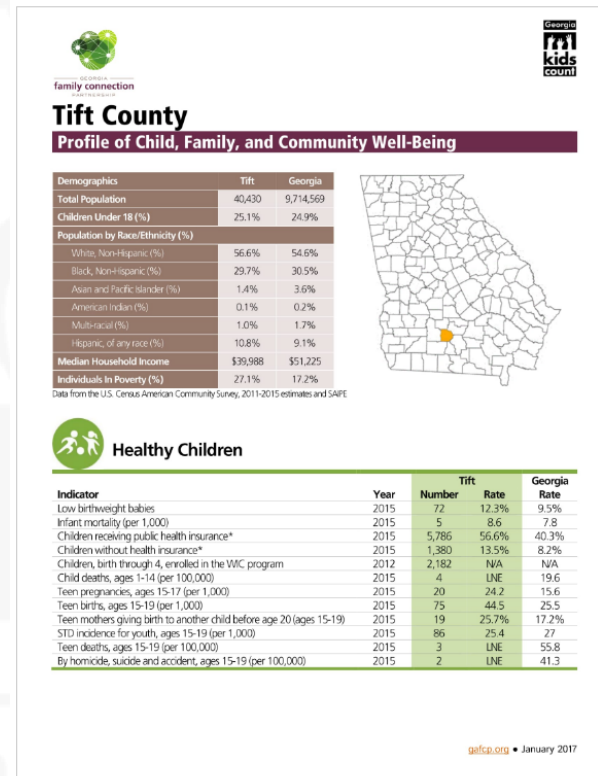
Schools – Exceeding the Bar Points

- Annie Belle Clark Primary School - 0104
- Charles Spencer Elementary School - 5050
- Eighth Street Middle School - 0299
- G. O. Bailey Primary School - 0173
- J. T. Reddick School - 1052
- Len Lastinger Primary School - 2050
- Matt Wilson Elementary School - 4052
- Northeast Campus, Tift County High School - 3052
- Northside Primary School - 3050
- Omega Elementary School - 4050
- Tift County High School - 0199

Average ETBs

CCRPI

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Select a County ▼

Get County Profile

Select a Region ▼

Get Region Profile

Kids Count,
Georgia Family
Connection
Partnership

Whole Data, Whole Child

 PRETERM BIRTH	 SCHOOL CLIMATE	 ATTENDANCE	 LOW BIRTHWEIGHT
 MATERNAL EDUCATION	 K-3 OUT-OF-SCHOOL SUSPENSIONS	 PERCENT OF CHILDREN RECEIVING SUBSIDIES ENROLLED IN QUALITY RATED CHILD CARE	 CHILD CARE CLIMATE
 CHILD CARE TEACHER QUALIFICATIONS	 CHILDREN LIVING IN POVERTY	 THIRD-GRADE MILESTONES ELA PROFICIENT AND ABOVE	 DIRECTLY CERTIFIED



Grade-level
reading by 3rd
grade and
beyond

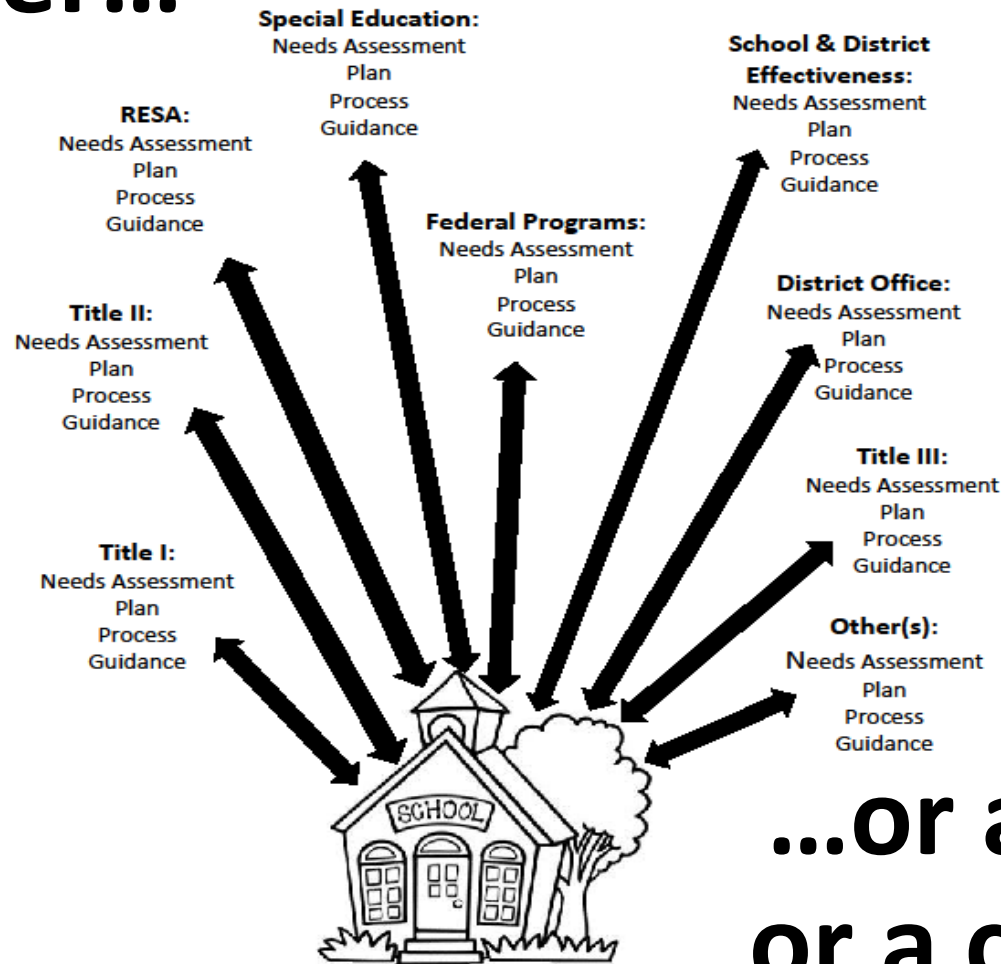
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6. Building the Capacity of Leaders, Teachers, and Communities

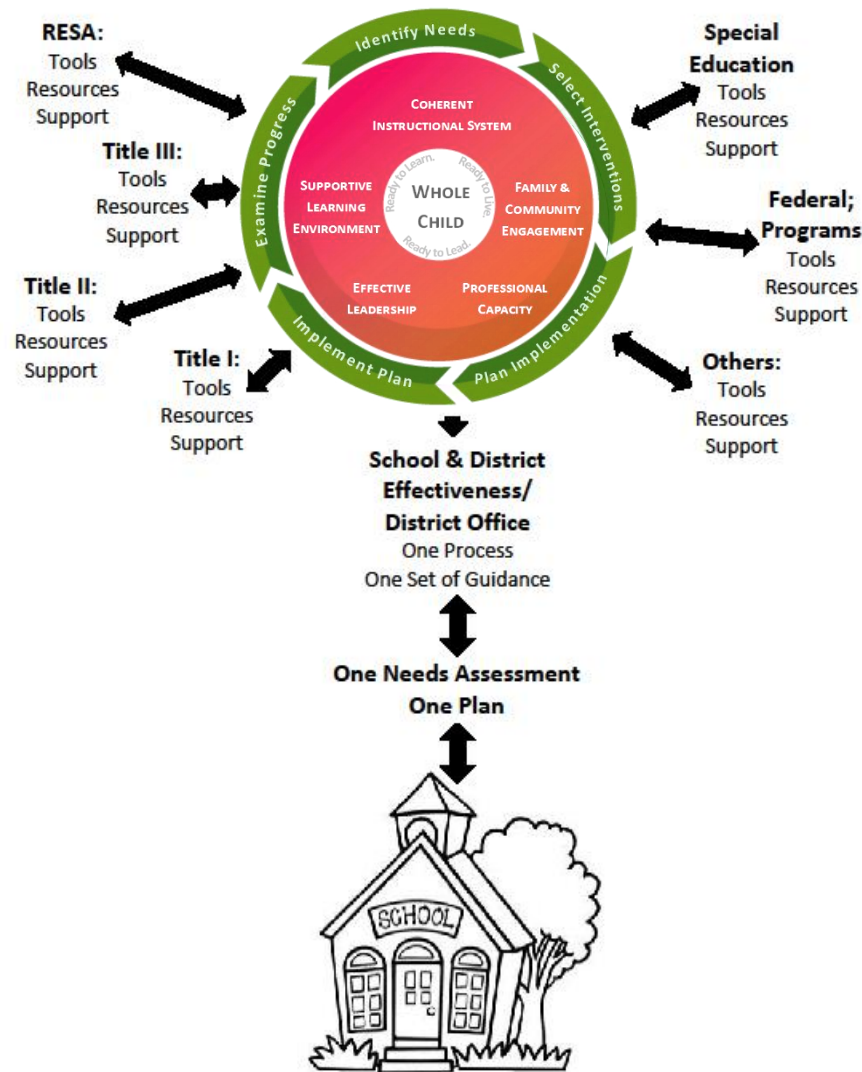
Imagine if you were a leader...



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...or a teacher... or a community



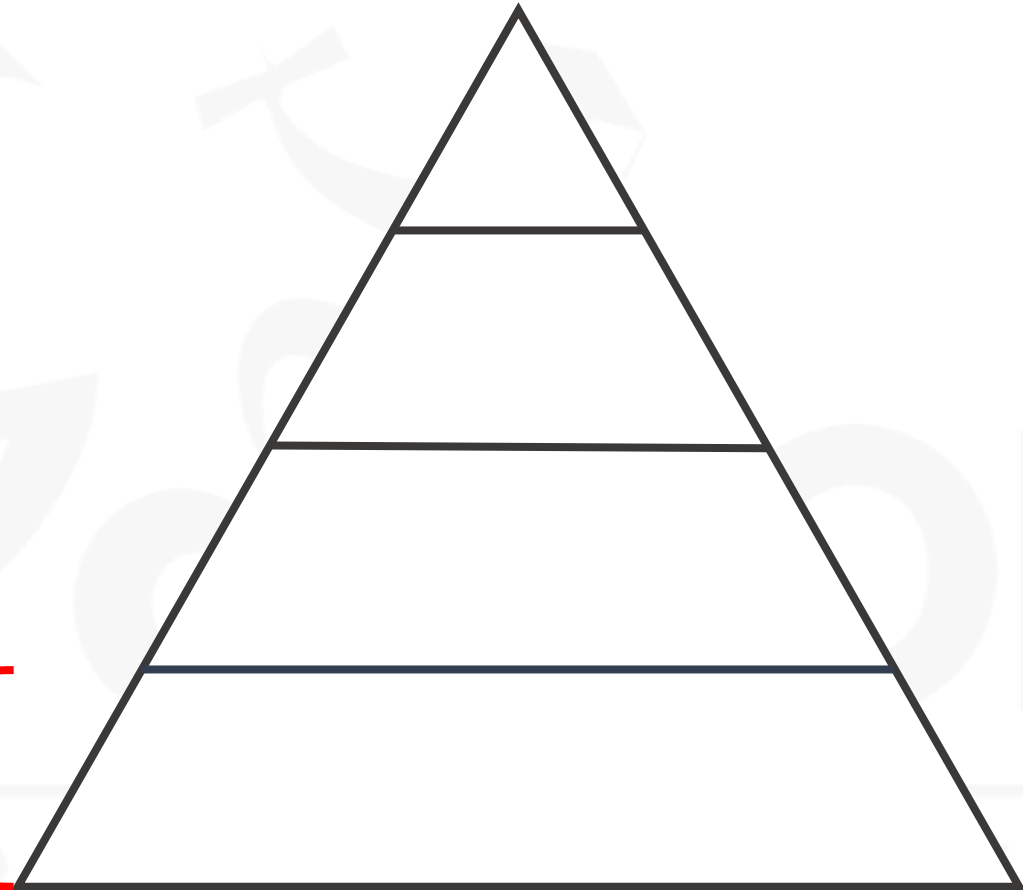
Tiered System of Supports



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Proactive

Tier I "Core" supports for
all schools



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Q & A

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