A Comprehensive Approach to Supporting All Schools

Matt Jones, Chief of Staff
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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
1. Changing the Culture of Our Department
Communication and Collaboration
Cohesion and Alignment
Georgia’s Systems of Continuous Improvement
2. Closing the Achievement Gap
Shifting Our Role

Support

Expectations
(standards, targets, goals, etc.)

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

True Local Control

flexibility
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
3. Being Proactive, Not Just Reactive
Tiered System of Supports

Reactive
(service & support... once on list)

Proactive
Tier I “Core” supports for all schools

Monitoring Status
Georgia’s Systems of Continuous Improvement
Comprehensive Needs Assessment

- **Aligned** to the shared framework
- **Prepopulated with data**
- **Supported by tools and resources** that are being developed by GaDOE
Comprehensive Needs Assessment (cont)

- 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
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

Educational System

Criminal Justice & Economic Development
It’s very difficult for a school to outperform its community.

-- Steve Dolinger, GPEE
Community Approach

- Engaging State Agencies
- Community Conversations
- Family Connection Partnership
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
Changing How We View Data
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

District ES Report 65.6 .6 86.4 4911 B141
District MS Report 70.6 1 71.6 1810 B141
District HS Report 86 .8 86.8 2320 B141
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

Kids Count, Georgia Family Connection Partnership

CCRPI
Georgia Department of Education
Whole Data, Whole Child

Grade-level reading by 3rd grade and beyond
6. Building the Capacity of Leaders, Teachers, and Communities
Imagine if you were a leader...

...or a teacher...

...or a community
Tiered System of Supports

Proactive
Tier I “Core” supports for all schools
Our Shared Responsibility
Q & A

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