I’m on a List! Now What?

Winter Instructional Leadership Conference
February 25-26, 2020

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GaDOE School and District Effectiveness Program Managers
Session Norms

• Place electronics on silence/vibrate.
• Remain engaged in learning.
• Respectfully share opinions.
• Ask questions for clarification to avoid making assumptions.
Session Goals

• Understand identification criteria and how schools enter and exit
• Identify support available from GaDOE and RESA
• Understand how to bring an intentional focus to your school improvement efforts
• Know that GaDOE and RESA are here to support you in your school improvement efforts
Who’s Excited?
## How did we get here?

### Comprehensive Support and Improvement (CSI)

<table>
<thead>
<tr>
<th>Criteria Category</th>
<th>Entrance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lowest 5%</strong></td>
<td>The lowest performing 5% of Title I schools in the State when ranked based on their three-year CCRPI average.</td>
</tr>
<tr>
<td><strong>Low Graduation Rate</strong></td>
<td>High schools (Title I or non-Title I) with a four-year adjusted cohort graduation rate less than or equal to 67%.</td>
</tr>
</tbody>
</table>
How did we get here?

<table>
<thead>
<tr>
<th>Criteria Category</th>
<th>Entrance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI- Consistently Underperforming Subgroup</td>
<td>All schools that have at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of CCRPI components.</td>
</tr>
<tr>
<td>ATSI- Additional Targeted Support</td>
<td>Among all school identified for consistently underperforming subgroup, have at least one subgroup that is performing in the lowest 5% of all schools in all CCRPI components.</td>
</tr>
</tbody>
</table>

Note: Title I schools identified for additional targeted support will move to the CSI list if they do not meet the TSI exit criteria after three consecutive years.
## How did we get here?

### Promise Schools

<table>
<thead>
<tr>
<th>Criteria Category</th>
<th>Entrance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promise</td>
<td>The 5.01% to 10% of the lowest performing Title I schools in the State when ranked based on their three-year CCRPI average.</td>
</tr>
</tbody>
</table>
Begin with the end in mind – How do I exit federal identification?

**Comprehensive Support and Improvement (CSI)**

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<th>Criteria Category</th>
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<tr>
<td><strong>Lowest 5%</strong></td>
<td>1. No longer meets entrance criteria <strong>AND</strong> 2. Demonstrates an <em>improvement greater than or equal to a 3% of the gap between the baseline CCRPI score (3-year average that led to identification) and 100</em>. The 3% improvement must be demonstrated from the highest of the three CCRPI scores used to identify the school.</td>
</tr>
<tr>
<td><strong>Low Graduation Rate</strong></td>
<td>Attain a four-year adjusted cohort graduation rate greater than 67%.</td>
</tr>
</tbody>
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Begin with the end in mind – How do I exit federal identification?

### Targeted Support and Improvement (TSI) and Additional Targeted Support (ATSI) Schools

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<th>Entrance Criteria</th>
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</thead>
<tbody>
<tr>
<td>TSI- Consistently Underperforming Subgroup</td>
<td>A school may exit if no subgroup is performing in the lowest 5% of all schools in at least 50% of CCRPI components.</td>
</tr>
<tr>
<td>ATSI- Additional Targeted Support</td>
<td>A school may exit if no subgroup is performing in the lowest 5% of all schools in all CCRPI components AND the subgroup’s current score is greater than the previous score for all components in which the subgroup is no longer in the lowest 5%.</td>
</tr>
</tbody>
</table>
Begin with the end in mind –
How do I exit federal identification?

<table>
<thead>
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<th>Criteria Category</th>
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</table>
| Promise           | 1. No longer meets the greater than 5% to 10% entrance criteria **AND**  
|                   | 2. The school’s current **overall CCRPI score is greater than the baseline CCRPI score** (the 3-year average that led to the school’s identification). |
Did my school make the 3% gain?

Calculate the 3% of the gap between the 3-year average score and 100

0.03(100 - 52.4667)
0.03(47.533)
1.425999
1.4 \( \leftarrow \) 3% Gap Change

Add the 3% Gap Change to the highest of the 3 scores
56.8 + 1.4 = 58.2

Target Score = 58.2

The CCRPI score must be greater than or equal to 58.2 for the school to meet the 3% gain

Any single year score needs to be greater than the target score – provided the school is NOT in the bottom 5% of Title I schools.

2019 CCRPI Score
2020 CCRPI Score
2021 CCRPI Score
Let’s Practice!

Using your school’s CCRPI scores from 2017, 2018, 2019, calculate what score you would need to exit the list (assuming you were no longer in the bottom 5% of the state with your 3-year average).
Locus of control
How did I get here?

• Independently list 5 reasons (within your control) why your school is federally identified
• Discuss lists as a table and listen for commonalities
• Share out with the whole group
So... Now What?
Our Collective Focus

- School improvement planning, implementation, and monitoring
- Processes and procedures
- Leadership teams
- Collaborative planning
- Tier 1 instruction and effective monitoring
CSI Support Structure

- GSAPS conducted
- Data analysis, observations, analysis of SIP
- CIT collaborates on areas of need

- SES and SIS visit schools weekly
- CIT collaborates to develop short-term action plans
- District Effectiveness Specialist (DES) meets with district ongoing

- 1003 School Improvement Funds allocated ($150,000)
TSI Support Structure

- GSAPS conducted as requested

- DES collaborates with district on a plan of support for the
  - identified school
- DES meets with district on an ongoing basis
- CIT at the district-level provides resources and support for
  - identified schools

- 1003 School Improvement Funds allocated ($75,000)
Promise Support Structure

- GSAPS conducted as requested

- DES collaborates with district on a plan of support for the identified school
- CIT at the district-level provides resources and support for identified schools
- DES meets with district on a monthly basis (or as requested)

- 1003 School Improvement Funds allocated ($20,000)
Acronyms

- Continuous Improvement Team (CIT)
- District Effectiveness Specialist (DES)
- GaDOE School Effectiveness Specialist (SES)
- Georgia School Assessment on Performance Standards (GSAPS)
- RESA School Improvement Specialist (SIS)
Testimonies - Metro
Testimonies - North
Testimonies - South
Pulse Check – How are you feeling?

- **Explorer** - Are eager to discover new ideas and insights. They want to learn everything they can about the iteration/release/project.

- **Shoppers** - Will look over all the available information and will be happy to go home with one useful new idea.

- **Vacationers** – Aren’t interested in the work of the retrospective but are happy to be away from the daily grind.

- **Prisoners** – Feel that they’ve been forced to attend and would rather be doing something else.
Things to Know…

• GaDOE and RESA are here to support you
• We are flexible
• We want to align our efforts to district initiatives and effective improvement efforts already in place
• We want you to be successful
Resources

- Collaborative Planning Review Process Guide
- Events and conferences – www.gadoe.org/SDEevents
- High School Graduation Plan Support Guide
- Instructional Awareness Walks
- Leadership Team Process Guide
  - Leadership Team High Impact Practices Rubric
- SDE webpage
- Short-Term Action Plan
Building a Comprehensive Leadership Pipeline and Support System for Georgia

The Governor’s Office of Student Achievement
A Brief History of the GSLA

• Failed State-Wide Referendum for Opportunity School District
  • Targeted Georgia’s Turnaround Eligible Schools
  • Defeated Largely for Concerns Related to Local Control

2016
A Brief History of the GSLA

**2016**
- Failed State-Wide Referendum for Opportunity School District
- Targeted Georgia’s Turnaround Eligible Schools
- Defeated Largely for Concerns Related to Local Control

**2017**
- Passage of House Bill 338
- Creation of Chief Turnaround Office
- Creation of the Joint Study Committee on the Establishment of a Leadership Academy
Face-to-Face Learning

On-Site and Virtual Coaching

Job-Embedded Activities and Assignments

Research and Resources
A Brief History of the GSLA

2016
• Failed State-Wide Referendum for Opportunity School District
  • Targeted Georgia’s Turnaround Eligible Schools
  • Defeated Largely for Concerns Related to Local Control

2017
• Passage of House Bill 338
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  • Creation of the Joint Study Committee on the Establishment of a Leadership Academy

2018
• Creation of the Governor’s School Leadership Academy
  • Principal Support Program
  • Aspiring Principal Program
A high-quality leader in just one school could potentially improve the performance of dozens of teachers and hundreds or thousands of students. An effective leader in every school could be a means of supporting high-quality teaching in every classroom across a district or state. In contrast, ineffective leaders might be unable to help teachers improve their craft and could drive away talented teachers.

Core Beliefs

- Leadership Matters
- Knowledge Matters
- Vision Matters
- Evidence Matters

Core Beliefs
Core Beliefs

There are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors contribute to such turnarounds, but leadership is the catalyst.

*Leadership Matters*, NASSP and NAESP 2013 (from Leithwood, Louis, Anderson, and Wahlstrom)
Core Beliefs

Having high expectations for all students – and making those high standards clear and public – is key to closing the achievement gap between advantaged and disadvantaged students and raising the overall achievement of all students. Effective principals are responsible for establishing a schoolwide vision of commitment to high standards and the success of all students.

Leadership Qualities of Effective Principals, Northwest Comprehensive Center at Education Northwest
Core Beliefs

Successful leaders:
• Know themselves
• Know their people
• Know the work
Core Beliefs

In order to successfully carry out any vision or goal, effective leaders go through a process of planning, implementing, supporting, advocating, communicating, and monitoring. All of these stages require relevant, timely, and accurate evidence.
Four Key Levers for Successful Principal Pipelines

- Consistent Leader Standards and Expectations that Guide Practice
- Preservice Preparation
- Selective Hiring and Placement
- On-the-Job Induction, Evaluation and Support

Capacity?
Community?
Collective Experience?
Most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal. Indeed, leadership is second only to classroom instruction among school-related factors that affect student learning in school.

_The School Principal as Leader: Guiding Schools to Better Teaching and Learning_, The Wallace Foundation 2013
Four Key Levers for Successful Principal Pipelines

- Consistent Leader Standards and Expectations that Guide Practice
- Preservice Preparation
- Selective Hiring and Placement
- On-the-Job Induction, Evaluation and Support

Leadership Academy Program Design

- Research on Culture and Sustainable Change
- Research on Turnaround Schools
- Research on Effective Leadership
- Professional Standards
- LAPS and PSEL
### Consistent State Leadership Standards

<table>
<thead>
<tr>
<th>LAPS Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leadership</td>
</tr>
<tr>
<td>1. Instructional Leadership</td>
</tr>
<tr>
<td>2. School Climate</td>
</tr>
<tr>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>3. Planning and Assessment</td>
</tr>
<tr>
<td>4. Organizational Management</td>
</tr>
<tr>
<td>Human Resources Leadership</td>
</tr>
<tr>
<td>5. Human Resources Management</td>
</tr>
<tr>
<td>6. Teacher and Staff Evaluation</td>
</tr>
<tr>
<td>Professionalism and Communication</td>
</tr>
<tr>
<td>7. Professionalism</td>
</tr>
<tr>
<td>8. Communication</td>
</tr>
</tbody>
</table>

<p>| Georgia Educational Leadership Standards    |</p>
<table>
<thead>
<tr>
<th>Georgia Professional Standards Commission</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mission, Vision, and Core Values</td>
</tr>
<tr>
<td>2. Ethics and Professional Norms</td>
</tr>
<tr>
<td>3. Equity and Cultural Responsiveness</td>
</tr>
<tr>
<td>4. Curriculum, Instruction, and Assessment</td>
</tr>
<tr>
<td>5. Community of Care and Support for Students</td>
</tr>
<tr>
<td>6. Professional Capacity of School Personnel</td>
</tr>
<tr>
<td>7. Professional Community for Teachers and Staff</td>
</tr>
<tr>
<td>8. Meaningful Engagement of Families and Community</td>
</tr>
<tr>
<td>9. Operations and Management</td>
</tr>
<tr>
<td>10. School Improvement</td>
</tr>
</tbody>
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Research on Effective School Leadership

- Shaping a Vision of Academic Success for All Students
- Creating a Climate Hospitable to Education
- Cultivating Leadership in Others
- Improving Instruction
- Managing People, Data and Process to Foster School Improvement
Research on Turnaround Context – Public Impact

**Driving for Results Cluster**
- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

**Influencing for Results Cluster**
- Impact and Influence
- Team Leadership
- Developing Others

**Problem-Solving Cluster**
- Analytical Thinking
- Conceptual Thinking

**Showing Confidence to Lead**
- Self-Confidence

**Turnaround Principal Competencies**
Research on Turnaround Context – The Center for School Turnaround

**Turnaround Leadership**
- Prioritize Improvement and Communicate Urgency
- Monitor Short- and Long-Term Goals
- Customize and Target Support to Meet Needs

**Talent Development**
- Recruit, Develop, Retain, and Sustain Talent
- Target Professional Learning Opportunities
- Set Clear Performance Expectations

**Instructional Transformation**
- Diagnose and Respond to Student Learning Needs
- Provide Rigorous Evidence-Based Instruction
- Remove Barriers and Provide Opportunities

**Culture Shift**
- Build a Culture Focused on Student Learning and Effort
- Solicit and Act Upon Stakeholder Input
- Engage Students and Families in Pursuing Education Goals

**Four Domains of Rapid Improvement**
Creating the Big Picture

Professional Standards:
LAPS, PSEL, and GELS

Research on Culture and Sustainable Change

Research on Turnaround Schools

Research on Effective Leadership

Tools for Implementation and Monitoring

Analysis of Systems and Structures

Strengths-Based Leadership
## Principal Support Program

<table>
<thead>
<tr>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districts partnered with Chief Turnaround Office</td>
<td>Federally identified schools (CSI, TSI, Promise, and SIG schools)</td>
</tr>
<tr>
<td>8 school districts</td>
<td>7 Metro Districts</td>
</tr>
<tr>
<td></td>
<td>6 North Districts</td>
</tr>
<tr>
<td></td>
<td>10 South Districts</td>
</tr>
<tr>
<td>26 Principals</td>
<td>28 Metro Principals</td>
</tr>
<tr>
<td></td>
<td>22 North Principals</td>
</tr>
<tr>
<td></td>
<td>30 South Principals</td>
</tr>
<tr>
<td>1 state-wide cohort</td>
<td>3 regionalized cohorts</td>
</tr>
</tbody>
</table>
Establishing the Aspiring Principal Cohorts

- Superintendent Recommendations
- Group Interview Event
- Individual Application
- Activity Review and Observation of Group Interactions

Cohorts Established
### Aspiring Principal Program

<table>
<thead>
<tr>
<th></th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>19 participants</td>
<td>49 participants</td>
</tr>
<tr>
<td>School Districts</td>
<td>6 school districts</td>
<td>19 school districts</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>16</td>
<td>Assistant principals</td>
</tr>
<tr>
<td>Instructional Coach</td>
<td>1</td>
<td>Instructional coaches/specialists</td>
</tr>
<tr>
<td>Teachers</td>
<td>2</td>
<td>Teachers</td>
</tr>
<tr>
<td>Technology Director</td>
<td></td>
<td>Technology director</td>
</tr>
<tr>
<td>CTAE Director</td>
<td></td>
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</tr>
<tr>
<td>Assessment Director</td>
<td></td>
<td>Assessment director</td>
</tr>
<tr>
<td>Project SEARCH Coordinator</td>
<td></td>
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<td>State-Wide Cohort</td>
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<th>Year</th>
<th>Events</th>
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<td>• Aspiring Principal Program</td>
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<tr>
<td>2019</td>
<td>• Addition of Teacher Academies and District Academy</td>
</tr>
<tr>
<td></td>
<td>• Teacher Induction Support Program</td>
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<td></td>
<td>• Teacher Leader Support Program</td>
</tr>
<tr>
<td></td>
<td>• District Academy Support</td>
</tr>
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Comprehensive Support for the Scope of an Educational Career

- **Induction Teachers**
  - Initial Funding FY 19
  - Implementation FY 19, 20

- **Teacher Leaders**
  - Initial Funding FY 19
  - Implementation FY 19, 20

- **Aspiring Principals**
  - Initial Funding FY 18
  - Implementation FY 19, 20

- **Current Principals**
  - Initial Funding FY 18
  - Implementation FY 19, 20
Evolving Partnerships
Program Delivery Models

Governor's School Leadership Academy
Learning, Leading, Serving

Gradual Release and Capacity Building

Aspiring Principal and Principal Support
GSLA Designed and Facilitated

Teacher Induction and Teacher Leadership
GSLA Coordinated and Supported

District, Regional and State-wide Initiatives
GSLA Advised and Supported
Contact Information

Stacey Lutz
Director, Governor’s School Leadership Academy
Governor’s Office of Student Achievement

stacey.lutz@gosa.ga.gov
(404) 640-9667
Let’s Reflect and GROW

Goal
What is the goal?

Reality
What is the current reality?

Options
What are your options?

What now?
What are you going to do?

Let’s Reflect and GROW

• Using the GROW handout identify something you wish to accomplish when you return to your school/district

• Complete each section of the handout

• Share at your table
What do you NEED?
Our Collective Focus

This is the work you and your district are committed to and our role is to support you in this work.
Our Collective Focus

- School improvement planning, implementation, and monitoring
- Processes and procedures
- Leadership teams
- Collaborative planning
- Tier 1 instruction and effective monitoring
QUESTIONS
Now Who’s Excited?
Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC

Share your conference highlights now!

@GaDOESDE
www.gadoe.org

@georgiadeptofed

youtube.com/c/GeorgiaDepartmentofEducation

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Susan Patrick  spatrick@doe.k12.ga.us