**Overview**

The GSAPS review process provides detailed information for a school on its progress toward full implementation of Georgia’s System of Continuous Improvement (GSCI). The review process is mandated for schools upon first being identified as a Comprehensive Support and Intervention (CSI) school, and again every third year that the school remains in that status. Any school in Georgia can request a school review from the Division of School and District Effectiveness of the Georgia Department of Education or the local Region Educational Support Agency (RESA). Schools can also utilize the tools to self-assess progress on the GSCI.

**Purpose**

The GSAPS assesses a school’s level of implementation in each of the five systems of GSCI:

1. Coherent Instruction
2. Effective Leadership
3. Professional Capacity
4. Family and Community Engagement
5. Supportive Learning Environment

With the accountability requirements of the *Every Student Succeeds Act (ESSA, 2015)*, schools must evaluate their programs through data-driven, evidence-based practices. The purpose of the GSAPS is to determine the progress of a school’s improvement work as framed within GSCI to guide the school’s improvement plan.

**Process**

**I. GSAPS Components:**

1. Online surveys administered prior to the on-site visit for staff, parents, and students
2. Classroom observations
3. Interviews of teachers, leadership team, assistant principals/instructional coaches, and principal
4. Review of school data
5. Scoring of rubric and development of next steps
6. Summary presentation to school leadership

**II. Expectations and Responsibilities for the School Review Process**

Basis for the GSAPS review:

* Mandated by Comprehensive Support and Intervention status
* Requested by school principal and/or system administrators

Notification of Review:

* The team leader will inform the school leader and system administrative contact of the review process and the dates of the review at least 4-6 weeks in advance of the review
* School leader should inform the school staff of the review purpose and review dates

School Leader Responsibilities:

* Read and complete the steps listed on the GSCI Principal GSAPS Notification Form
* Collect and send all information as requested on the GSCI Principal GSAPS Notification Form to the review team leader
* Facilitate the administration of staff, parent, and student surveys

Team Leader Responsibilities:

* Create school specific staff, parent, and student surveys and then collate that data when surveys are completed
* Communicate dates, process information, and survey information to the school leader
* Secure SDE team members for the review team (3-5 members). If the review is mandated by GADOE, the team is comprised of GADOE representatives
* Provide information on school location and times of visit to all team members
* Develop an agenda for the review and share with all team members
* Assign data review responsibilities to team members
* Provide team members with a copy of the GSAPS process prior to the visit, and identify the parts of the review for which they will be responsible
* Schedule a time for a summary meeting with school and district leadership, the point of contact School Effectiveness Specialist, Lead School Effectiveness Specialist, and the District Effectiveness Specialist to report the GSAPS results and next steps

Team Member Responsibilities:

* Analyze all relevant school data as assigned
* Participate in all aspects of the GSAPS review process

**III. Prior to the On-Site Visit**

The following tasks should be completed by the principal and the team leader before the on-site visit. Having schedules in place and maps to guide the review team creates the least intrusive environment possible. The review team wants to see an accurate snapshot of how the school functions on a daily basis. Work done prior to the on-site visit ensures that the review will provide beneficial information to the school.

The school leader must facilitate the following tasks prior to the visit **(See GSCI Principal GSAPS Notification Form)**:

1. Provide:

* Map of the school (floor plan) with room numbers, teacher’s names, and grade levels.
* Copy of the master schedule that includes:
* All courses currently being offered
* Faculty assignments
* Bell schedules
* Planning times
* Lunch times
* Special education teachers’ schedules
* Master list of faculty (staff roster) and their assignments if not included on the master schedule.

1. Reserve a room for the exclusive use of the GSAPS team as well as an additional room to be used for scheduled interviews.
2. Inform staff of the date of GSAPS visit. During the visit, the team will be observing randomly selected classrooms as well as selecting and interviewing a group of five to eight teachers. In addition, please share the following expectations for the day of the on-site visit:

* Teachers should have a paper copy of their lesson plans available for the observer to review and keep.
* Teachers should not schedule guest speakers or field trips on the date of the review.
* Chapter or unit tests should not be given that day. Brief formative assessments 3-5 minutes in length are fine.
* Videos other than brief video clips 3-5 minutes in length should not be shown that day.
* School-wide standardized testing should never be scheduled for the day of the review. If this is already on the school or system calendar for the proposed date of the GSAPS review, please contact the team lead immediately so that the GSAPS can be rescheduled.

1. Share with school staff the following statement exactly as written:

“The intent of the GSAPS process is not to evaluate teacher performance, but to gather data about the instructional practices demonstrated most often by teachers in the school. Data is compiled and reported to the school principal/leadership team to show the instructional strategies used in classrooms and to note trends as well as to identify target actions for improvement. No individual teacher data is collected or reported. All data is aggregated to the school level. Observations are ten to fifteen minutes in length, and not all teachers will be observed.”

1. Arrange for members of the leadership team (excluding administrators who evaluate teachers) to be available for their scheduled interview.
2. Communicate the survey links to parents, students, and staff with the requirement that all responses be completed by the date given by the GSAPS team leader. **(See GSAPS Survey Items)**

* The survey takes approximately 20 minutes to complete and is anonymous.
* Please make the survey link available to all certified staff, students, and parents.

1. Ensure that the artifacts listed on “Required School Data for GSAPS” are in the appropriate location. If your school does not use Indistar, submit the documents electronically to the GSAPS team lead. **(See Required School Data for GSAPS)**

**IV. On-Site Visit**

Team Meeting:

* Introduce team members to principal
* Provide an opportunity for the principal to share any relevant information with the team
* Review the team schedule and acknowledge norms **(See GSAPS Team Information Sheet)**

Interviews:

* Interview questions validate data collected on the staff, parent, and student surveys and during classroom observations.
* The interviewer may revise some of the questions to better meet the needs of the school.
* The interviewer is expected to communicate using positive attitude, tone, and language.
* The interviewer is not to provide prompts or corrections.
* No responses made during interviews are attributed to any individual; anonymity is respected and preserved.
* There are four interviews included in the review: teachers (randomly selected sample), leadership team members excluding administrators and anyone who evaluates teachers, assistant principals/instructional coaches, and principal **(See Interview Prompts).**

In addition, interviews are

* Held in a room separate from the review room. However, sometimes the team room can be used if it is private and space is limited.
* Limited to 45 minutes in duration, and
* Conducted by two team members, if possible (one to ask questions, and one to script responses)

Classroom Observations:

The review team uses the classroom observation instrument during each classroom observation. The intent is not to evaluate teacher performance, but to gather data about the instructional practices demonstrated most often by teachers in the school. Data is then compiled and reported to the principal/leadership team to show the instructional strategies used in classrooms and to show trends by content areas/grade levels. No individual teacher data is provided.

* At least twenty classroom observations are completed
* Observation minimum length is ten to fifteen minutes
* GSCI GSAPS Observation Form is used **(See GSCI GSAPS Observation Form)**
* Anonymity is respected and preserved
* Team members do not offer any feedback to teachers during or immediately following the classroom visit
* Data is collected at the classroom level, not at the teacher level

Data Review and Scoring:

* Review team compiles and discusses the collected data from the review sorted by the five systems and twenty-two structures of GSCI
* Using the shared data, the team determines the school’s implementation level for each structure in the GSAPS Summary Report according the GSCI rubric by reaching consensus
* The team may include clarifying comments relative to the structures as needed

Development of next steps:

The team (in collaboration with the point of contact School Effectiveness Specialist) identifies:

* Next steps for areas of need to support the school leadership in the school improvement effort
* Tools and resources to support the school in the improvement process

**V. Summary Presentation**

The summary report is the collaborative documentation resulting from all components of the review process: observations, data collection, surveys, interviews, and all work completed during the school review. The summary document provides the school leadership with data and recommendations based on the data to show the level of progress toward full implementation of the GSCI. GSAPS target actions include strategies to be implemented over a two to three-year period. The summary information is presented within two weeks of the actual school review.

* The team leader and point of contact SES meet with the principal, the principal’s supervisor, and other district leaders to discuss the summary of the GSAPS
* LSES and DES should be invited to attend
* Included in the summary are the following:
* Staff, parent, and student survey data
* Classroom observation summary
* GSAPS summary report with target actions

**VI. GSAPS Tools**

Before the GSAPS:

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| **Tool** | **Description** | **Use of Tool** |
| GSCI Program Manager GSAPS Notification | Form letter for GaDOE Program Managers to communicate upcoming GSAPS to district leadership | Team lead fills in the form for the Program Manager to email 6-7 weeks before the review |
| GSCI Principal GSAPS Notification | Form letter for team lead to communicate upcoming GSAPS information and directions to school principal | Team lead fills in the form and emails it to the principal 4-6 weeks before the review |
| Required School Data for GSCI GSAPS | List of data artifacts a school must prepare and share before the on-site review | Team lead shares with principal when sending the GSCI Principal GSAPS Notification |
| GSCI GSAPS Data Sources Tool | List of appropriate data sources to inform each structure of GSCI | Tool is available to guide the collection of data |
| GSCI GSAPS Survey Items | List of survey prompts for each of the three survey groups: parent, student and staff | Team lead selects an online platform (e.g., JotForm) and enters information to generate a survey link to send to the school. |
| GSCI GSAPS Parent Survey Analysis | Template to allow parent survey responses to be tabulated and displayed | Team lead collects data and has available for team to use as a data source during the review |
| GSCI GSAPS Student Survey Analysis | Template to allow student survey responses to be tabulated and displayed | Team lead collects data and has available for team to use as a data source during the review |
| GSCI GSAPS Staff Survey Analysis | Template to allow staff survey responses to be tabulated and displayed | Team lead collects data and has available for team to use as a data source during the review |
| GSCI GSAPS Folder Contents Checklist | List of necessary forms that needs to be distributed to each team member | Team lead uses to make sure all team members have the necessary tools to complete the review |
| GSCI GSAPS Team Agenda | Template that displays all the logistical information for the review team (date of review, school address, agenda for the day, review assignments) | Team lead fills in the form and shares with review team |
| GSCI GSAPS Team Information Sheet | Outline of the expectations and responsibilities for the review team | Team lead shares with review team to calibrate team on the process and expectations of the GSAPS |

During the GSAPS:

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| **Tool** | **Description** | **Use of Tool** |
| GSCI GSAPS Classroom Observation Form | Template on which observation data is recorded | Team lead provides copies for each team member to record observation data |
| GSCI GSAPS Classroom Observation Individual Tally Form | Tool for each team member to aggregate their observation data | Team lead provides a copy for each team member |
| GSCI GSAPS Observations Tally Report | Tool to aggregate each team member’s observation data into one form that tallies data as a percent | Team lead uses tool after team members aggregate their observation data to represent totality of observations on the summary report |
| GSCI GSAPS Rating Rubric | Details the definition of each structure, as well as the rating standards | Team uses rubric to rate structures |
| GSCI GSAPS Interview Prompts | A list of the prompts to be used in each interview group | Prompts are color coded for each interview group. Team Lead provides copy for each team member leading an interview |
| GSCI GSAPS Summary Report | Template used to capture data from the review, ratings, comments and next steps | Team lead collaborates with team to determine and record ratings, comments and next steps |

After the GSAPS:

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| **Tool** | **Description** | **Use of Tool** |
| GSCI GSAPS Summary Report | Template used to capture data from the review, ratings, comments and next steps | Team lead shares summary report with school and district leaders |
| GSCI GSAPS Signature Page | Form to capture the signatures of GADOE personnel who served on the review team and/or had input in determining the conclusions of the review | Team lead uses the form to capture team members’ signatures |