

Leadership Launch for Student Success

SSIP/SDE Collective Supports

February 2021



Purpose of Leadership Launch

The Leadership Launch webinars provide important updates and support LEAs and schools through resources and highlighting of best practices, as they work to increase achievement and graduation rates for all students, including identified subgroups.


Purpose of our Work

Both the school improvement work outlined in School and District Effectiveness (SDE) and the State Systemic Improvement Plan (SSIP) focus on the implementation of the Georgia's Systems of Continuous Improvement problem solving process to lead to the selection of evidence-based practices based on district data and the development of a comprehensive improvement plan that supports implementation of the selected practices.

The goal of this collaborative effort is to provide streamlined support to districts to build capacity, district sustainability, and increase achievement and graduation rates for all students, including identified subgroups.

Norms

- Please post questions in the chat or question box.
- You may also email presenters or state specialists with your questions.
- If time allows, at the end of the webinar, we will have time for you to unmute and ask questions.
- The presentation is being recorded and will be sent to you as well as posted on the State Systemic Improvement Plan(SSIP) webpage.



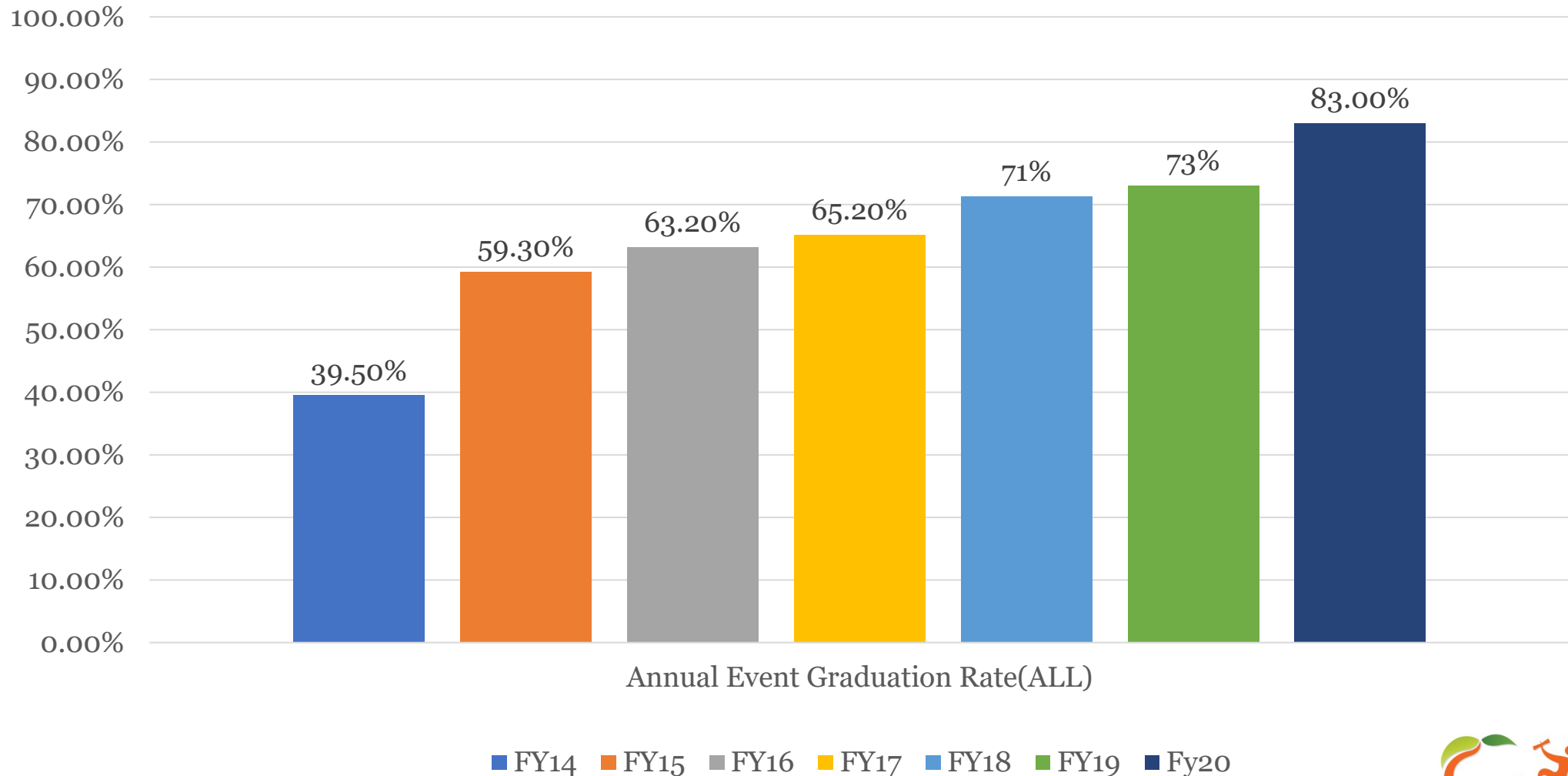
CELEBRATIONS!!!

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future



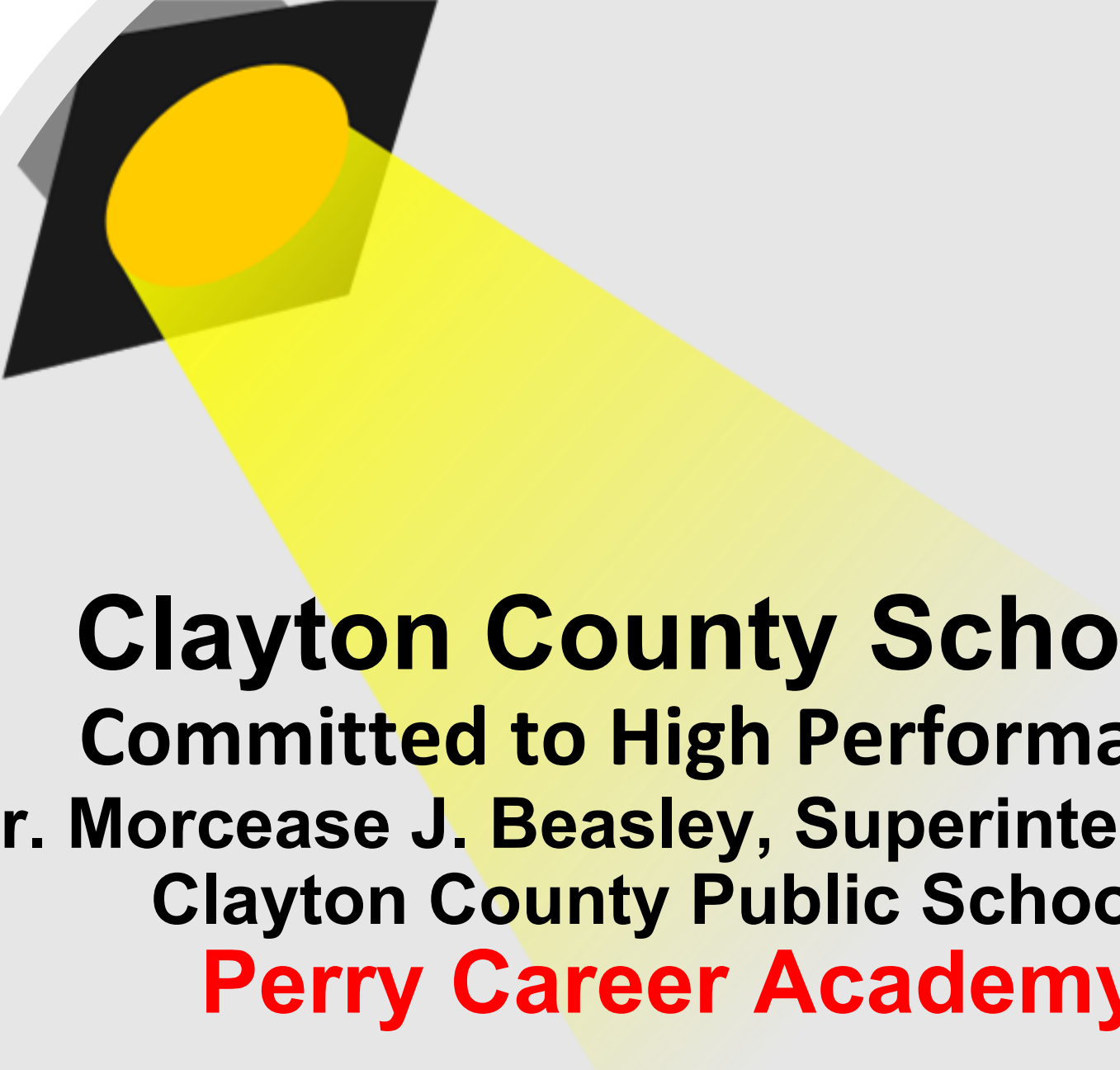
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Indicator 17: State Systemic Improvement Plan (SSIP) Annual Event Graduation Rate for Students with Disabilities



FY20 SWD ANNUAL EVENT GRADUATION RATE

LEA ID	LEA NAME	DROP OUT	HIGH SCHOOL DIPLOMA	SPECIAL EDUCATION DIPLOMA OR CERTIFICATE	Grand Total	FY20 Annual Event Rate	FY19 Annual EVENT	Difference FY19 to FY20
761	Atlanta Public Schools	106	252	1	359	70.2%	64.6%	5.55%
611	Bibb County	35	108	1	144	75	67.58	7.42
629	Clarke County	28	70	2	100	70	67.37	2.63
631	Clayton County	166	315	2	483	65.22	54.77	10.45
644	DeKalb County	301	383	7	691	55.43	50.75	4.68
648	Douglas County	36	216	4	256	84.38	75.43	8.95
654	Evans County	2	6	0	8	75	61.54	13.46
699	Meriwether County	2	30	6	38	78.95	62.07	16.88
706	Muscogee County	67	227	0	294	77.21	71.48	5.73
707	Newton County	34	175	0	209	83.73	79.4	4.33
721	Richmond County	42	178	3	223	79.82	73.3	6.52
725	Seminole County	1	5	0	6	83.33	50	33.33
740	Treutlen County	3	4	3	10	40	50	-10
	Total SSIP LEAs	823	1969	29	2821	69.8%	54.8%	15.0%



**Clayton County Schools
Committed to High Performance**
**Dr. Morcease J. Beasley, Superintendent of
Clayton County Public Schools**
Perry Career Academy



Graduation Rate

4-Year Cohort Graduation Rate - SWD Subgroup

	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
CCPS District	62.30%	50.32%	48%	45.81%	43.10%	43%	23.80%
PCA	47.70%	16.67%	24.18%	--	--	--	--

Met Target

Did not meet Target

4-Year Cohort Graduation Rate - All Students

	2018	2019	2020	Change 2019-2020	2020 Targets	Percentage Points +/- Target
PCA	34.2%	35.1%	50.5%	15.4%	37.02%	13.5



SSIP Coach

Ms. Adiaha Johnson, DES Coordinator

- **Ms. Vicki Gaines, SSIP Coach**

- During the 2018-2019 and 2019-2020 school years, Ms. Gaines actively monitored all SWD's overall engagement. She focused on student attendance, academic progress, and weekly participation in content labs.
- Between August 2019 and February 2020, there were 84 DES students enrolled at the PCA and approximately 40 attended the weekly content labs.
- There were 34 DES students in the 2020 Cohort and 24/34 were on track to graduate.



Vetting Process

Ms. Adiaha Johnson, DES Coordinator

- **DES and EL Vetting Process**

- Beginning in the 2019-2020 school year, Ms. A. Johnson, DES Coordinator, and Dr. Normil, ESOL Director, began to vet the DES and EL students that applied for or were referred to the Perry Career Academy.

- **The DES Vetting Process Includes:**

- Number of credits earned
- IEP and current services, eligibility
- IEP meeting is held to discuss services
- Parent conference
 - Parents sign Attendance Form (minimum of 2 days per week)
 - Parent/Student Agreement Form
- End of semester review
 - Review progress, services, and needs of all DES students



Vetting Process

Ms. Adiaha Johnson, DES Coordinator

- **The EL Vetting Process Includes:**

- English Learner receiving direct services in ESOL program - **Flagged as EL** in Infinite Campus ACCESS for ELLs or WIDA Screener - Overall Composite Proficiency score of 3.0 or higher
- English Learner not receiving ESOL services due to **Parent Waiver (PW)** status - **Flagged as EL-PW** in Infinite Campus
- Exited English Learner - **Flagged as ELM1, ELM2, ELM3, and ELM4** In Infinite Campus (all of these students have an Overall Composite Proficiency score of 4.3 or higher)



Monitoring Tool

Mrs. Charmine Johnson, Assistant Superintendent



- Beginning in the 2018-2019 school year, the PCA Leadership Team and the District Support Team collaborated on the development of the Monitoring Tool. This tool provides an overview of all students enrolled at the PCA, their individual courses, and course progress.
- The Monitoring Tool originally focused on the current Cohort of students, but during the 2020-2021 school year the team has expanded the tool to include all students. The Monitoring Tool is currently organized by Cohort and by Mentor. There is also a DES and EL sheet.
- The Monitoring Tool is updated weekly by the Mentors, and they document academic progress within Edgenuity.

1. Teacher Mentors are assigned to monitor and mentor a select number of students.

3. As students fulfill their graduation requirements, their Graduation Status is noted here.

5. All students have been issued a Chromebook.

Update Weekly by Friday 5:00 p.m.		Student		Enrollment Status Active or Withdrawn	May Graduate Complete after 5/21/21	No Update Needed	ELBC Chromebook Received	Language A	
Teacher Mentor	Last Name	First Name	9th Grade Literature 1st Semester					British Lit/Comp 1st Semeste	
Williams G (2020)	All students enrolled at the PCA are included on the Monitoring Tool. They are categorized by Cohort and by Location.		Active		Week of 12.7.20	No			
Williams G (2020)			Active		Week of 12.7.20	No	0%		
Williams G (2020)			Active		Week of 12.7.20		3%		
Williams G (2020)			Active		Week of 12.7.20		0%		
Williams G (2020)			Active		Week of 12.7.20	No			
Williams G (2020)			Active		Week of 12.7.20				
Williams G (2020)			Active		Week of 12.7.20	Yes			

All students enrolled at the PCA are included on the Monitoring Tool. They are categorized by Cohort and by Location.

2. If students withdraw, that is indicated here. All students remain on the Monitoring Tool regardless of their Enrollment Status.

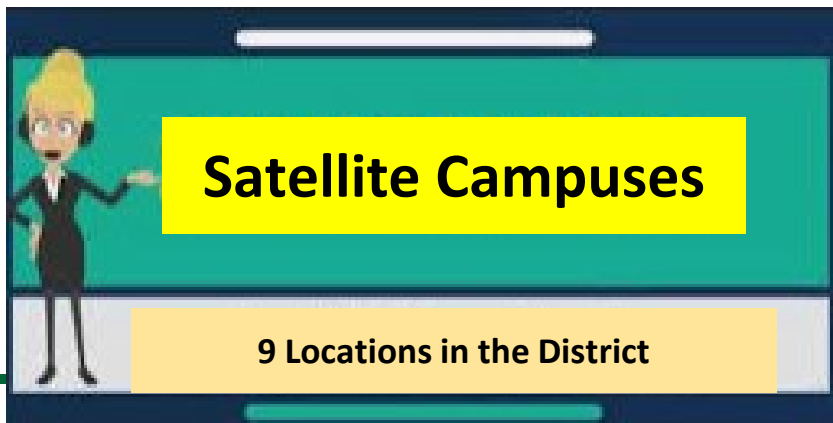
4. In the event that no academic progress is made for the week, mentors note that information here. Parent/Student contact is made.

6. Academic progress in Edgenuity is indicated for all courses for which the student is currently enrolled.

Satellite Campuses

Ms. Cheryl Hobby, Coordinator for School Leadership and Improvement, Cluster D

- Beginning in the 2019-2020 school year, 9 of 11 Traditional High Schools hosted a PCA Satellite Campus.
- All students recommended and accepted to the PCA Satellite must meet the following criteria:
 - Students must be part of the current Graduating Cohort
 - Students must have at least 12.5 Credit Hours
 - Students must report to the Satellite location for physical attendance
- Individual Graduation Plans are developed with the student and the PCA Counseling Team
- Students have access to a content teacher daily
- Students have the flexibility to progress at their own pace, following the Graduation Plan
- Students have the option to participate in graduation with the PCA or their Homeschool



Satellite Campuses'



	JHS	MHS	MZHS	LHS	MMHS	FPHS	RHS	NCHS	DHS	Satellite Only
Total Enrollment of 2020 Cohort Students Per Location	38	39	40	37	44	15	24	48	30	315
Total 2020 Cohort Graduates January	1	1	0	0	0	0	1	0	2	5
Total 2020 Cohort Graduates May & Summer	22	26	25	24	32	10	14	30	18	201
Graduation Rate	60.53%	69.23%	62.50%	64.86%	72.73%	66.67%	62.50%	62.50%	66.67%	65.40%
Total DES Enrollment in the 2020 Cohort Per Location	1	1	3	0	1	0	0	1	2	9
Total DES Graduates Per Location	1	1	3	0	1	0	0	1	2	9



Mentoring

Dr. Terry Young, Principal of Perry Career Academy

The foundation of the PCA's Mentorship Program is built on **relationships** and **trust**. It is our belief that every student should have a mentor. The creation of this innovation research based practice has led to **connectivity between students, parents, and staff**. Our program gives all students a chance to meet with a dedicated teacher or staff member each week as a part of their academic and personal development. Our **mentors are responsible** for meeting with all mentees each week to discuss **academic progress, goal setting and to encourage students to engage in school and community activities**.

Additionally, our mentorship program helps our students to **develop habits that foster success** through our weekly **Social Emotional Learning** sessions. These sessions help students to **develop life skills such as self-directed learning, a growth mindset**, and other behaviors that students need to make a **successful transition from high school to college and careers**.





Mentoring

Dr. Terry Young, Principal of Perry Career Academy

Feedback received from students and staff have shown that this practice is a need. In addition, the buy in from every member on our staff is essential to the success of the program. Comments from teachers and students include the following:

Before I joined the meeting, I was feeling lost and sad; I even cried because I felt like I knew nothing about college or what I'm going to do after high school. And while I was in the meeting I also started crying because all of you guys really helped and shared outstanding information that I truly needed. I am so glad to be part of a school that truly guides you and wants to see you succeed. I felt like I didn't have anybody to guide me, but now I do. Thank you all for this amazing meeting.

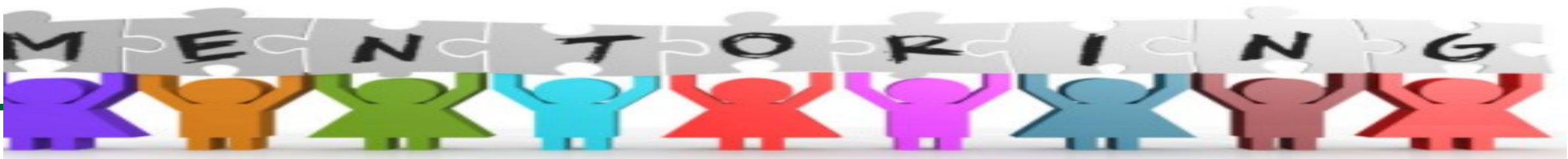
~Zapata - Student

"I just want to say thank you for pushing me last semester. I wouldn't have passed without your help and my teachers."

~Marilyn - Student

"I noticed that three of my mentees were removed from my list, second semester. However, I really would like them back because we have established such a positive relationship which led to these students passing all of their first semester courses. I would like to continue to work with these students."

~Okyerere Mensah - Teacher





Community Partnerships

Dr. Terry Young, Principal of Perry Career Academy

Over the years, the Perry Career Academy has partnered with various companies to offer internships and job placement opportunities for students. This is one component of our school that has led to a growing list of students who desire to attend the PCA whether they are credit deficient or on track. The valuable experience that our students attain during high school will have a positive impact for the rest of their life. Opportunities to gain employment while completing their high school diploma is an attractive marketing tool for the PCA. A couple of success stories include **one graduate of the PCA at 19 years old being promoted at Chick-fil-A as a National Trainer where he travels the country to help train employees.** Another success story includes **one student managing a tax office. Other students have also attained forklift certifications, CDA certifications, national bookkeeping certifications and ASE certifications!** The list of companies who have partnered with the PCA include the following:

1. Accessions Distribution/Training Center
2. Fresh Express
3. Chick-fil-A
4. Reliable and Timely Tax People
5. International Painters Union
6. The Learning Station
7. Future Leader's Christian Academy
8. ABC's For Tots
9. Pepsi
10. Waffle House
11. Coca Cola
12. Sunshine Playschool
13. Learning Tree Day School
14. Wells Fargo
15. Wendy's
16. Faith Open Door
17. Atlanta Apartment Association
18. D & E Power Group
19. Best Buy
20. Kroger
21. Peck Staffing Agency



District Partnerships

Dr. Terry Young, Principal of Perry Career Academy

Prior to the PCA making the transition to a full time online school, there was **consistent collaboration** with **neighboring school districts** especially with the **Gwinnett County Online School**. In 2016 and 2017, our **entire staff visited the Gwinnett Online School** on multiple occasions to **collaborate** with teachers, counselors, secretaries and administrators to gain valuable insight on their operations. We like to call them our sister school because of the impact they had on helping us with our transition. The reason we made the decision to move to an online school was to **offer more flexibility for all students** and to help more than our normal 350 student population that we served in a traditional sense. In addition, we expanded to collaborate with other school districts in the area. These conversations proved to be essential which led to a smooth transition. None of this would have been possible without the **consent and support of our Superintendent, Dr. Morcease Beasley**. Buy in from the district office allowed us to complete the transition with confidence. As a result, we now serve approximately 1,000 students from nine high schools.

As we successfully implemented our version of an online school, we also added another feature that has been extremely successful for our students. This included adding **Satellite locations** where we partnered with other high schools in Clayton County to allow some students to remain at their school under the supervision of one of our staff members as the teacher. This **partnership** was forged with buy in from **principals and our district office**. At this time, we have one teacher placed at nine high schools where students can attend labs at their home school to complete course requirements and to receive support from one of our teachers. **This innovative practice had a significant impact on increasing our graduation rate.**



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Dr. Terry Young, Principal Perry Academy
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Resources

- [School Completion Toolkit](#)
- [Co-Teaching and Least Restrictive Environment \(LRE\)](#)
- [FY21 SSIP Recorded Webinars and Other Resources](#)
- [Developing Whole School Inclusive Strategies for Reducing Chronic Absence by Attendance Works](#)



Dekalb County Schools

**Dr. Wislene Guiney, Principal
Stone Mountain High School**

**Dr. Eric Parker, Principal
Tucker High School**

Stone Mountain High School

Dr. Wislene John Guiney, Principal



SSIP Leadership Launch

February 9, 2021

MISSION: BRIDGE the Gap: Building Responsible Individuals through Discipline, Guidance and High Expectations



Enrollment – 1170



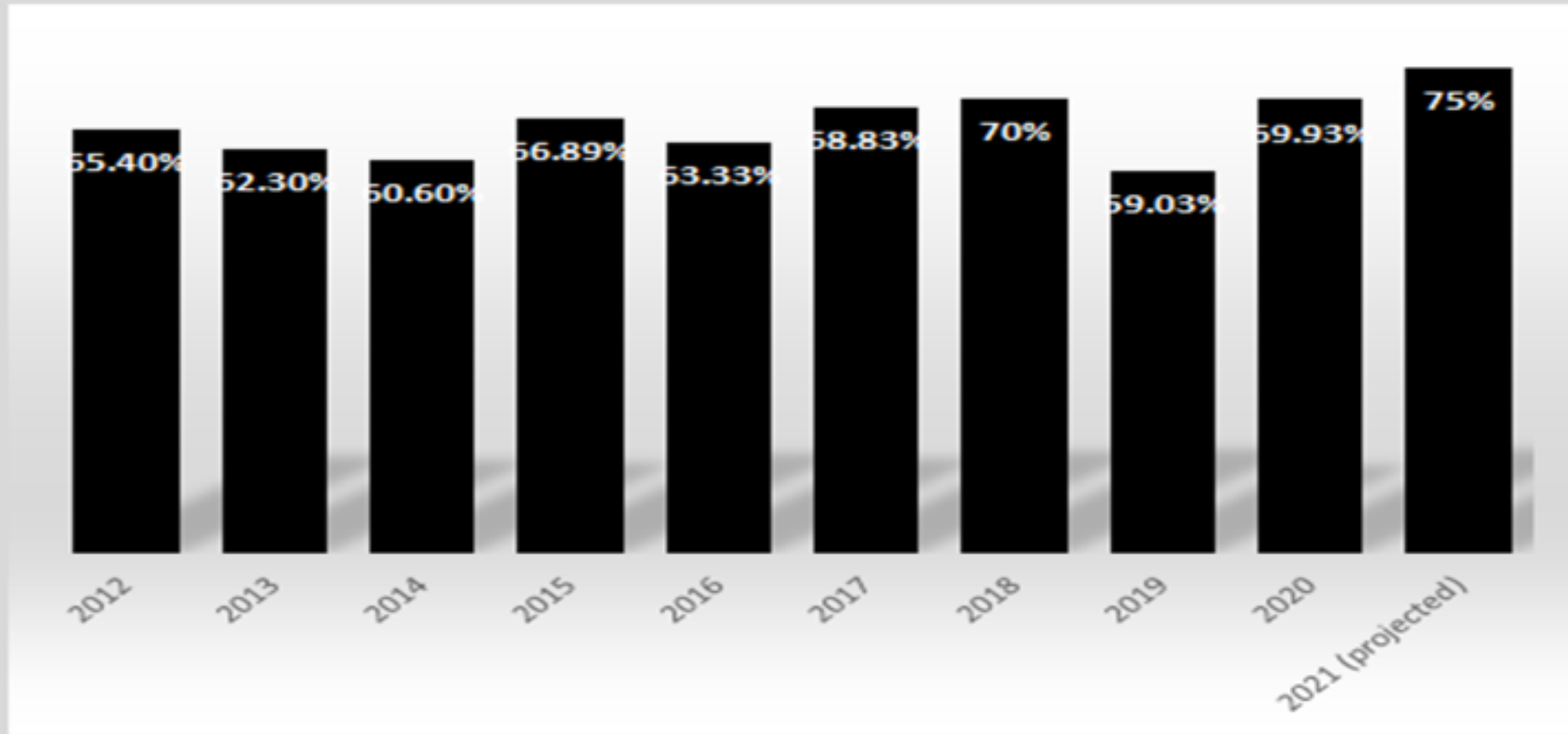
SWD – 158 (13.5%)
Active EL – 168 (14%)

Demographics

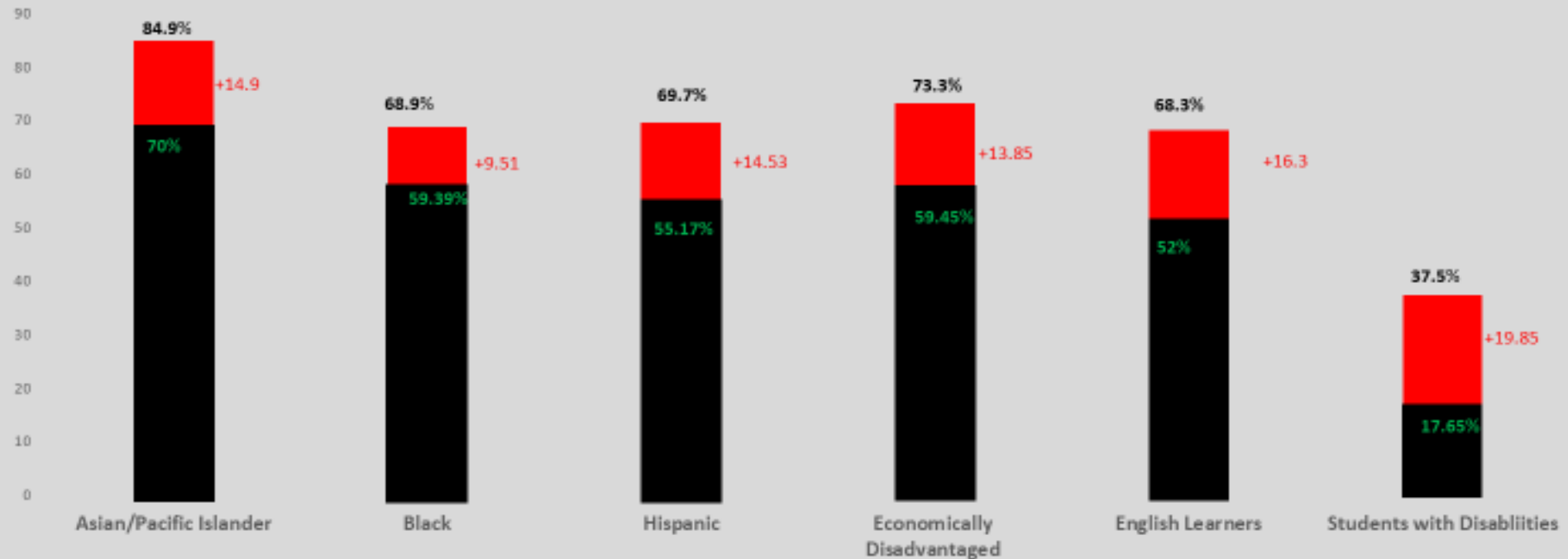
Hispanic – 90
American Indian -3
Asian – 121
Black or African American – 917
Native Hawaiian or Pacific Islander – 3
White – 19
Two or more races - 17

Graduation Rate Trends

Cohort 2020 Grad Rate 69.93 (+10.9)



Cohort 2020 Subgroup Data



Graduation Cohort 2021 Subgroups

Subgroup	# of Students in Cohort	% of Cohort	4 th & 5 th Year Targets
Hispanic	19	4%	70.7/57.62
American Indian	3	1%	-
Asian	37	15%	NA/75.32
Black or African American	182	75%	69.77/67.64
Native Hawaiian or Other Pacific Islander	0	0%	-
White	3	1%	-
Two or more Races	0	0	-
SWD (13 General Ed, 3 Transition & 4 GAA)	20	8%	39.33/30.7
Economically Disadvantaged	242	100%	74.15/67.78

Strategies

- Implement systematic approach to **monitoring student data** in grades 9th-12th to include **subgroup targets** and **monthly data tracking**
- Establish **external partners** to meet the unique needs of our faculty, staff, students, and families
- Implement **Grade Repair Initiative** to support students who are at risk of failing courses during the school year
- Monitor **Academic Plans** of students towards course completion to effectively schedule and reschedule students

Processes

Monitoring Student Data

- Monthly review of Enrollment, Withdrawal, Attendance and Failure Reports
- Monthly Grad Rate Monitoring Calculator
- Weekly Counseling Department Meetings
- Bi-Weekly Expanded Leadership Team Meetings
- Graduation and SSIP Team Meetings

External Partners

(GOSA, GA DOE, MRESA & College AIM, TRIO, Communities in Schools & Refugee Village)

- Apply for grant opportunities as they become available
- Scheduled meetings with external partners to discuss school data and establish next steps
- Maintain ongoing communication with partners
- Celebrate small wins and recognize external partners for their contributions

Processes

Grade Repair Initiative

- Established a committee to establish rationale, criteria and communication plan for stakeholders
- Identified list of students who qualified for Grade Repair (60-69%)
- Monitored grading practices throughout the semester (documentation/communication)
- Celebrated students who earn course credit and Mid-Year Promotions

Academic Plans

- Counselors audit and monitor student progress monitoring (eg. District level reports, student/parent engagement via continuous monitoring, 9/13.5 weeks & 10-Day Letters)
- Utilize make-up options (FLEX, GA Virtual, GAVCR, etc.)
- Emphasize and promote secondary options (Naviance, Dual Enrollment, DHST North and South, Pathway Completion)

Looking ahead ...

Threats

- Impact of COVID-19 on student attendance, engagement & mental health
- Our students are working beyond part-time hours
- End of GRASP Counselor position at the end of the 20-21 school year
- Two Interrelated Teacher vacancies and new LTSE this school year

Sustainability

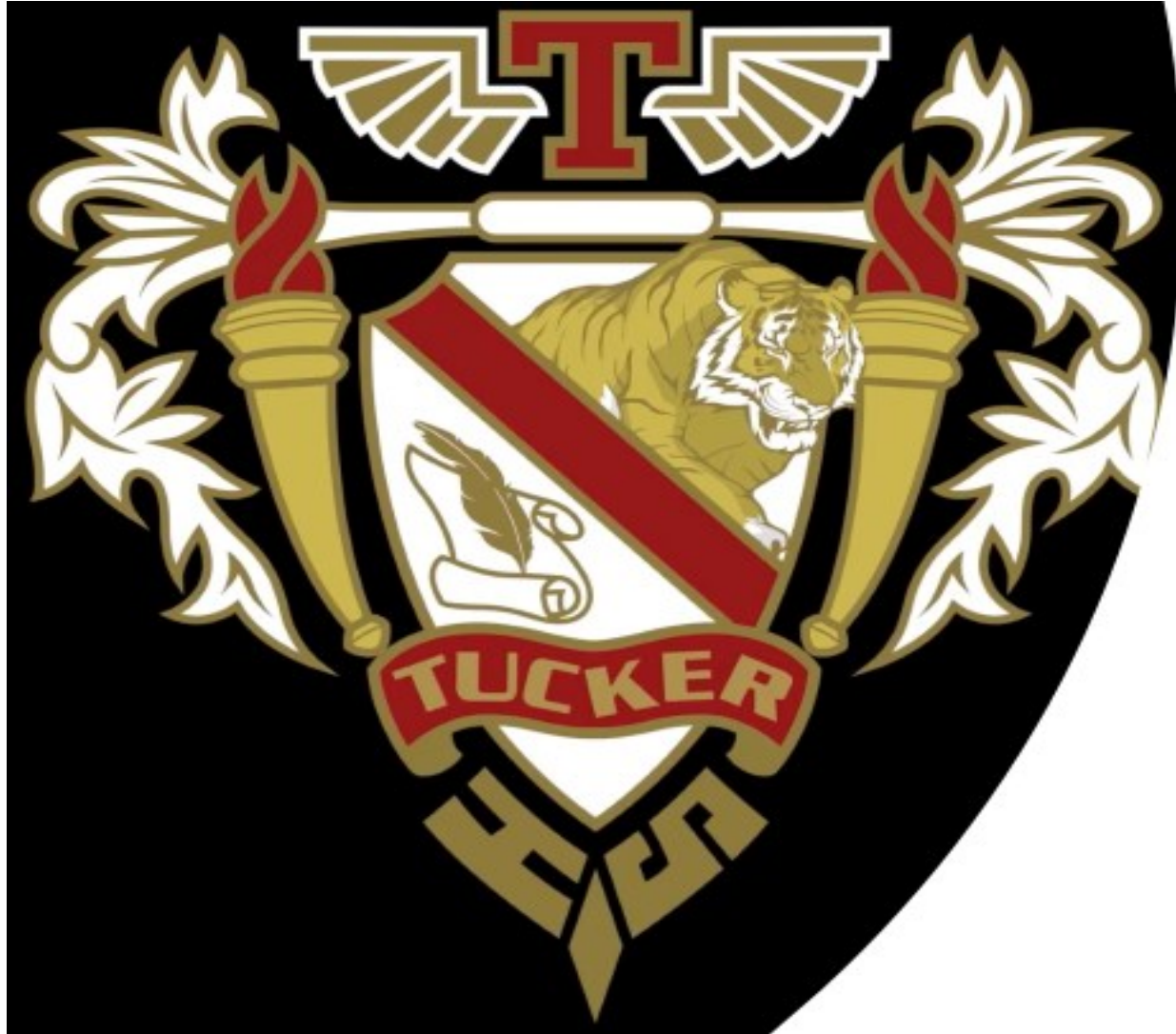
- Build capacity of staff to implement mentoring program for at-risk and credit deficient students in grades 9-12
- Seek additional grant opportunities and/or external partners to meet the unique needs of our school community
- Continue Check and Connect with identified students



Thank You!

Questions and or Comments

#securethecap



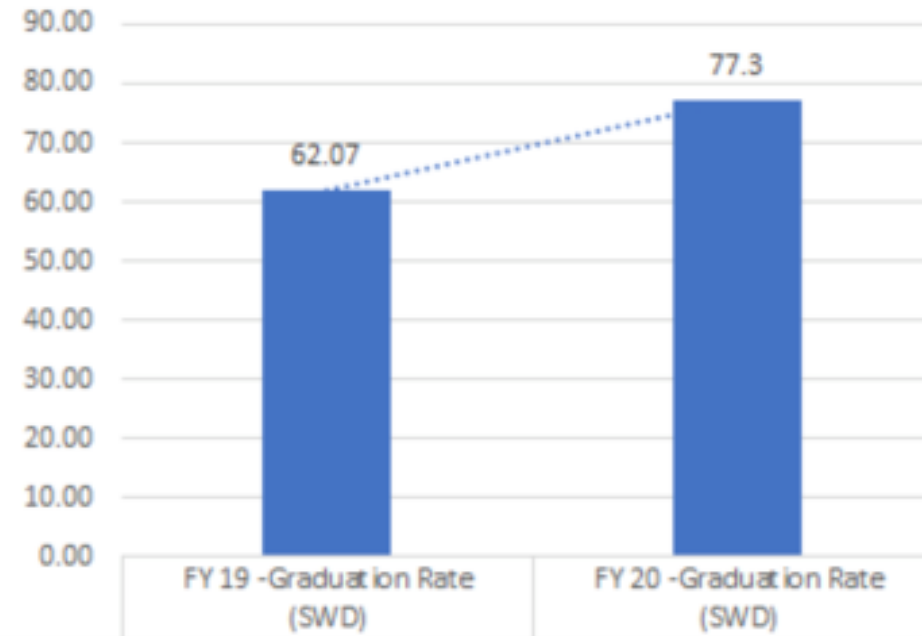
Tucker High School

Subgroup Graduation Rate Gains

Leadership Launch
February 9, 2021

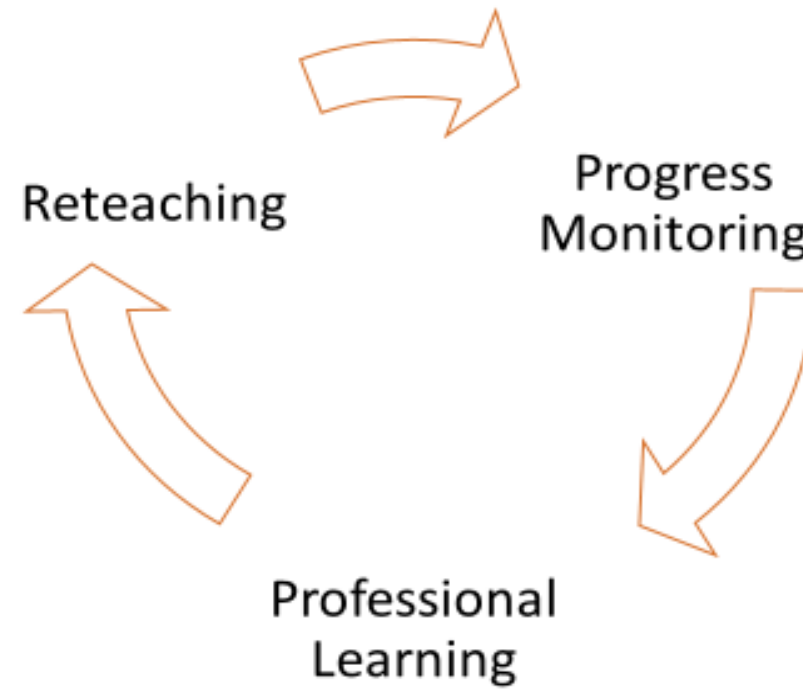
Year	SWD Grad Rate
2018	41.67%
2019	62.07%
2020	77.3%

Tucker High School Students With Disability



Tucker High School Students With Disability	62.07	77.3
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Main Strategies



2019 Gains based on:

- Collaboration with the Administration, the LTSE, and case managers of the senior students with disabilities.
- Monitor each senior's progress and identify interventions and determine credit recovery classes needed for graduation
- Review and shared information with counselors and case managers, communicate with parents
- This effective collaboration continued both semesters and assisted in Tucker reaching the target goals in CSIP for SWD subgroup

2020 Gains based on:

- Tucker's SSIP team consists of additional members which include 2 general education teachers, 3 special education teachers, 1 paraprofessional, the LTSE, and the administrator representative.
- Our focus was to work collaboratively amongst team members and case managers of the 50 targeted students, with emphasis on the seniors.
- The collaboration focused on successful interventions, additional supports needed to increase the graduation rate, and decreasing the achievement gap of students with disabilities.

Threats

- Identified as a TSI school in 2019
- Virtual Arena
- Attrition– Have several new Exceptional Ed staff each year
- Review Students with Transition Diploma Choice

Sustainability

- Maintain Consistent Processes & Active Participation in SSIP
(Statewide Systematic Improvement Plan)
- Continue Climate of Support
- Review Cohort Report & Data Monthly
- Recruit, Retain, Develop Staff

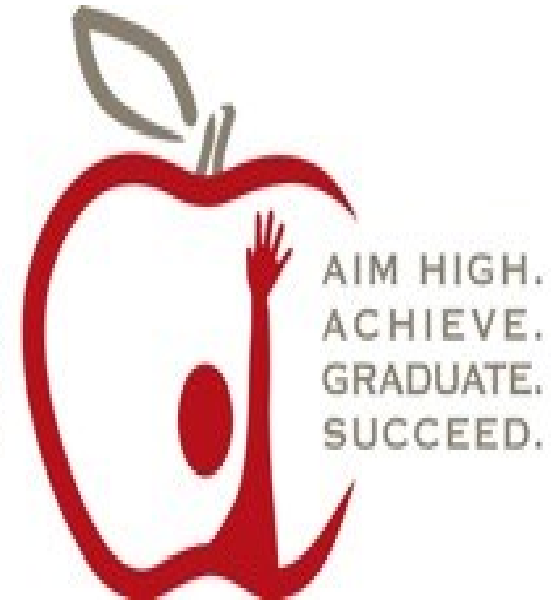


Thank You!

**Questions and or
Comments**



MERIWETHER
COUNTY SCHOOLS



**Marie Yuran, GLRS Director
West Central Georgia**

**Tonya Waller, Special Education Director
Meriwether County**

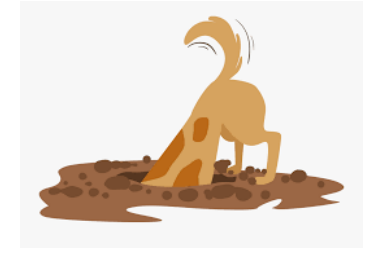
The Power of Partnership

Leveraging Relationships



- SSIP - State Systemic Improvement Plan: Student Success
- SDE - School and District Effectiveness (TSI and CSI schools)
- GLRS - Georgia Learning Resources System
- Special Education Director
- Other School System Partnerships: MTSS, Wraparound

Let's Dig a Little Deeper



What: Develop Proposed Implementation Plan

Who: SSIP, GLRS, SDE, Special Education Director

Meeting Agenda:

1. Welcome & set the stage – Tonya Waller
2. Review the one pager – Annette Murphy
3. Review & Feedback - Implementation Plan - Marie Yuran & Meeting Participants
4. Questions & Closing – Tonya Waller & Meeting Participants

Meeting/ Session	Tasks to be Complete	Participants	Facilitators	Timeline	Format
District Level Planning Meeting	<ul style="list-style-type: none"> • Review purpose of EBP/EWS • Review Proposed Implementation Plan • Make Adjustments • Explicitly link to SI Plan and Process • Include action steps in district plan of support (TSI) 	Griffin – Super Waller – SPED Dir. A. Williams - MTSS M. Yuran – GLRS A. Murphy – SSIP B. William – DES	A. Murphy M. Yuran	By then of week of 9/18/20	Combination of virtual and face to face
District Level & Building Level Introductory	<ul style="list-style-type: none"> • Begin with the Why? • Review purpose of EBP/EWS - success stories 	Griffin – Super Waller – SPED Dir. A. Williams - MTSS A. Underwood-MTSS	Griffin – Super T. Waller A. Murphy	By the end of Sept 2020	Combination of virtual and face to face



Garner Support/Buy-In

*Early Warning System
&
5 Year Strategic Plan*

- Meet w/ Superintendent
 - Articulate the “WHY”
 - Share and Seek Feedback on Implementation Plan
- Informal Meeting w/ Principals & District Leaders
 - Articulate the “Why”
 - Brief Overview of EWS – One pager
 - Selecting EWS Team Member – Support Doc

Build Capacity

- Principals and District Leaders PL

Agenda

9:00: Welcome and Introductions

9:05: EWS Presentation

9:45: Marietta City Story
w/ question & answer session

10:15: Committee Planning

10:45: Select PL Dates



Roles

EWS Implementation Team

- State Systemic Improvement Program Specialist
- District Effectiveness Specialist
- GLRS Director
- Special Education Director
- MTSS Coordinator

District Team & Supports

- Tonya Waller – PL and TA support (Manchester HS)
- Angie Williams – TA support (Manchester MS)
- Annette Murphy – PL and TA support
- Marie Yuran – PL and TA support (Greenville MS & HS)
- Monica Warrior – Data Supports MARS etc.
- Kay Williamson – Wraparound supports – attend monthly meetings
- Dr. Griffin – Oversight and Support
- Representative from each school (Principal or AP)– progress report on EWS teams' work

Matter



Respond to the Needs of Participants

Our Plans:

- Cycle of PL and TA
- Provide TA and PL using a cohort model
- Synchronous PL

Adjustments:

- Embed TA work session in each PL agenda
- Provide TA and PL to individual school teams
- Combination of Synchronous and Asynchronous PL

Resources

[EWS Proposed Implementation Template](#)



[EWS Committee Planning Document](#)

[PL Agenda Template](#)

[School Team Meeting Agenda Template](#)

Contact Information



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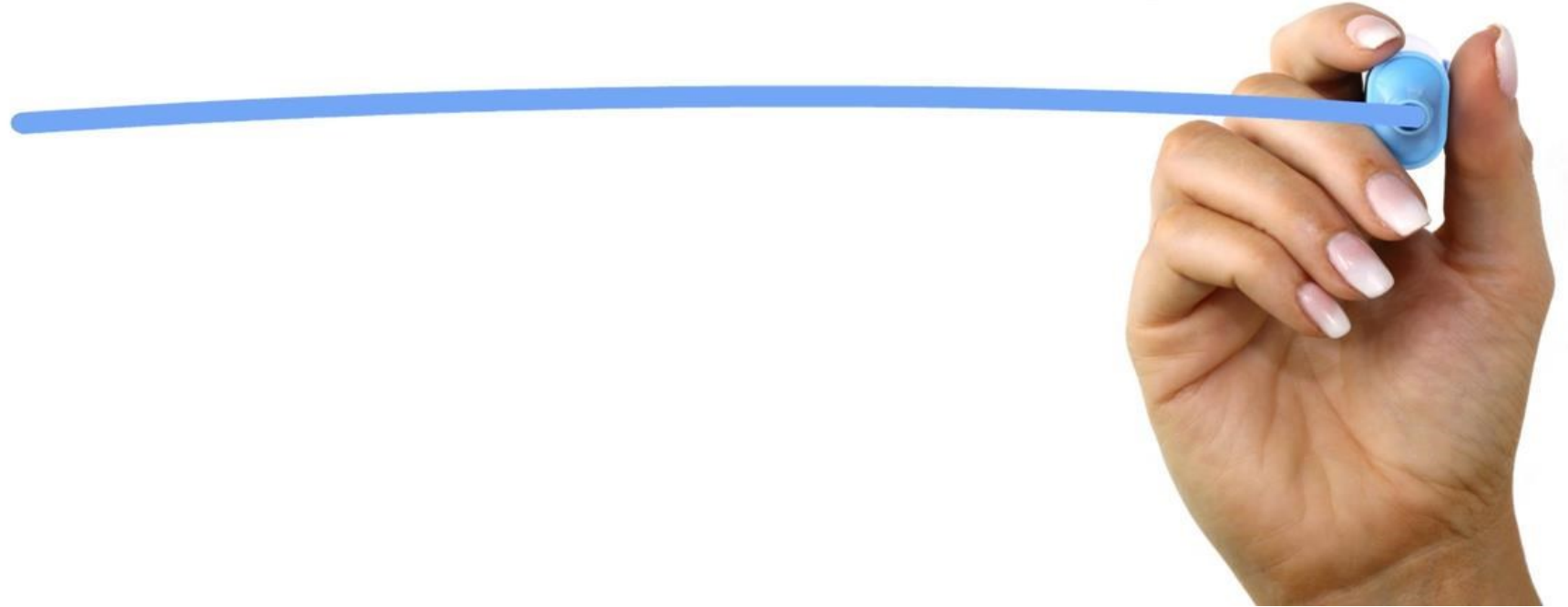
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QUESTIONS



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