Advancing School Leadership for Continuous Improvement

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

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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)	
Criteria Category	**Entrance Criteria**
Lowest 5%	The lowest performing 5% of Title I schools in the State when ranked based on their three-year CCRPI average.
Low Graduation Rate	High schools (Title I or non-Title I) with a four-year adjusted cohort graduation rate less than or equal to 67%.

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How did we get here?

Targeted Support and Improvement (TSI) and Additional Targeted Support (ATSI) Schools	
Criteria Category	**Entrance Criteria**
TSI- Consistently Underperforming Subgroup	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.
ATSI- Additional Targeted Support	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. *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	
Criteria Category	**Entrance Criteria**
Promise	The 5.01% to 10% of the lowest performing Title I schools in the State when ranked based on their three-year CCRPI average.

Begin with the end in mind –
How do I exit federal identification?

Comprehensive Support and Improvement (CSI)	
Criteria Category	**Entrance Criteria**
Lowest 5%	1. No longer meets entrance criteria **AND** 2. Demonstrates an **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. The 3% improvement must be demonstrated from the highest of the three CCRPI scores used to identify the school.**
Low Graduation Rate	Attain a four-year adjusted cohort graduation rate greater than 67%.

Begin with the end in mind –
How do I exit federal identification?

Targeted Support and Improvement (TSI) and Additional Targeted Support (ATSI) Schools	
Criteria Category	**Entrance Criteria**
TSI- Consistently Underperforming Subgroup	A school may exit if no subgroup is performing in the lowest 5% of all schools in at least 50% of CCRPI components.
ATSI- Additional Targeted Support	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%.

Begin with the end in mind –
## How do I exit federal identification?

Promise Schools	
Criteria Category	**Entrance Criteria**
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?

2016 CCRPI	2017 CCRPI	2018 CCRPI
56.8	52.7	47.9
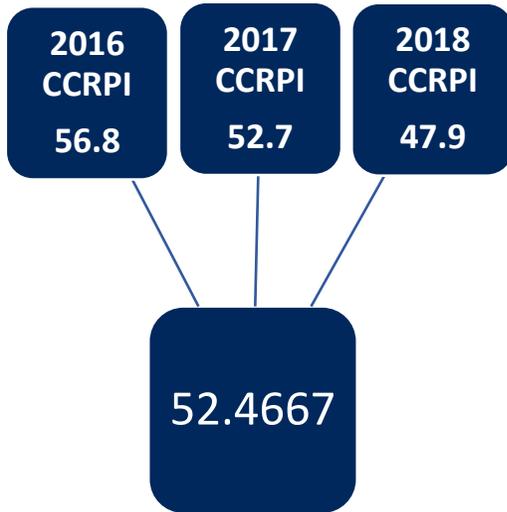
52.4667

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

$$.03(100-52.4667)$$
$$.03(47.533)$$
$$1.425999$$
$$1.4 \leftarrow 3\% \text{ Gap Change}$$

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.
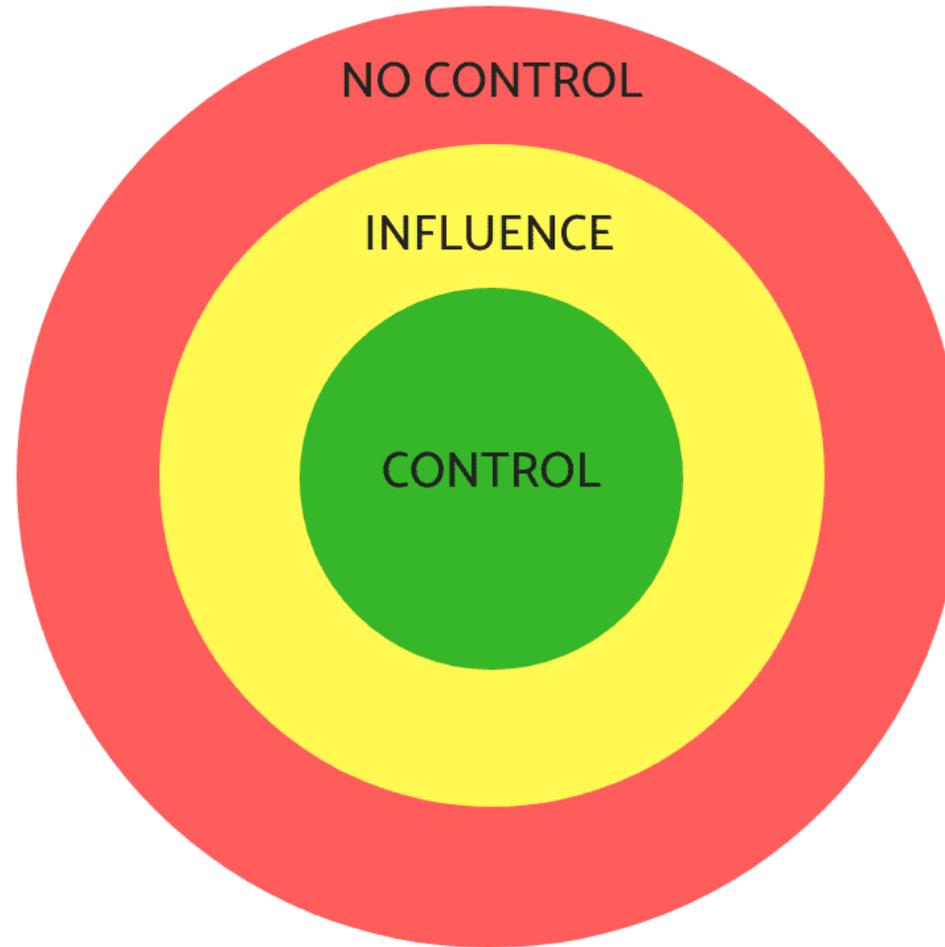
2019 CCRPI Score
2020 CCRPI Score
2021 CCRPI Score

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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

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)

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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
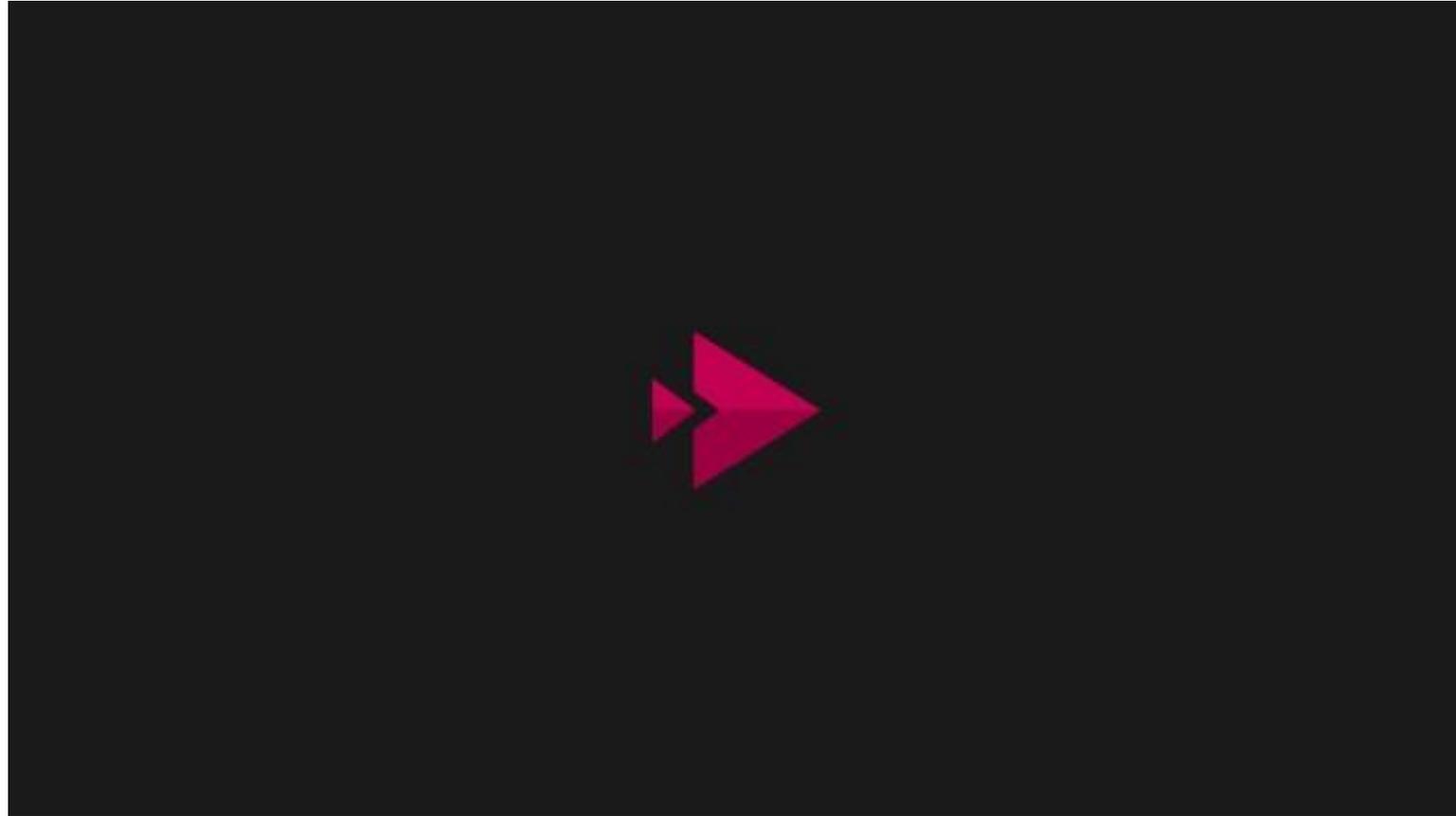- DES meets with district on a monthly basis (or as requested)

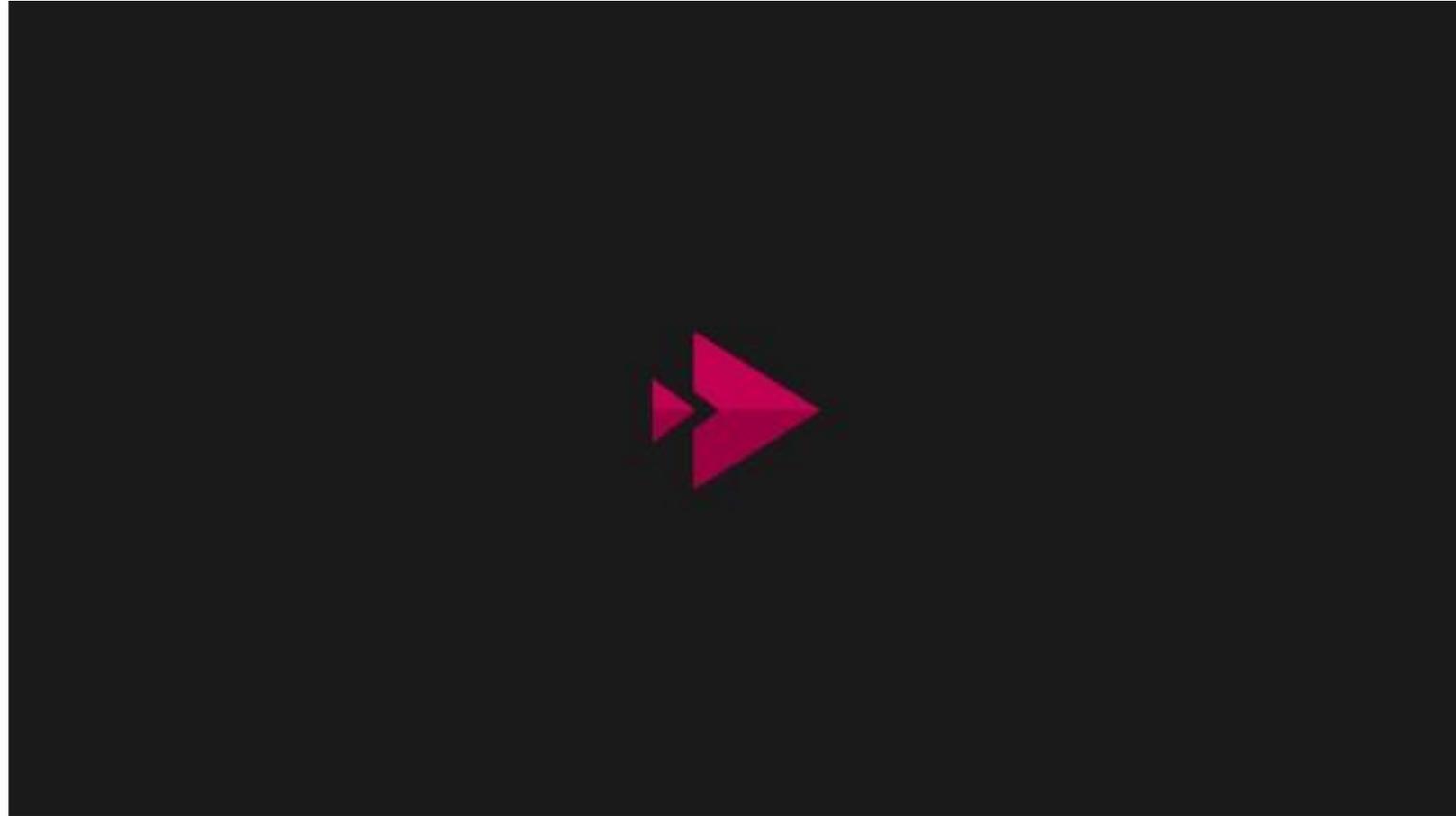- 1003 School Improvement Funds allocated ($20,000)

Acronyms

- Continuous Improvement Team(CIT)
- District Effectiveness Specialist (DES)
- GaDOE School Effectiveness Specialist (SES)
- Georgia School Assessment on Performance Standards (GSAPS)
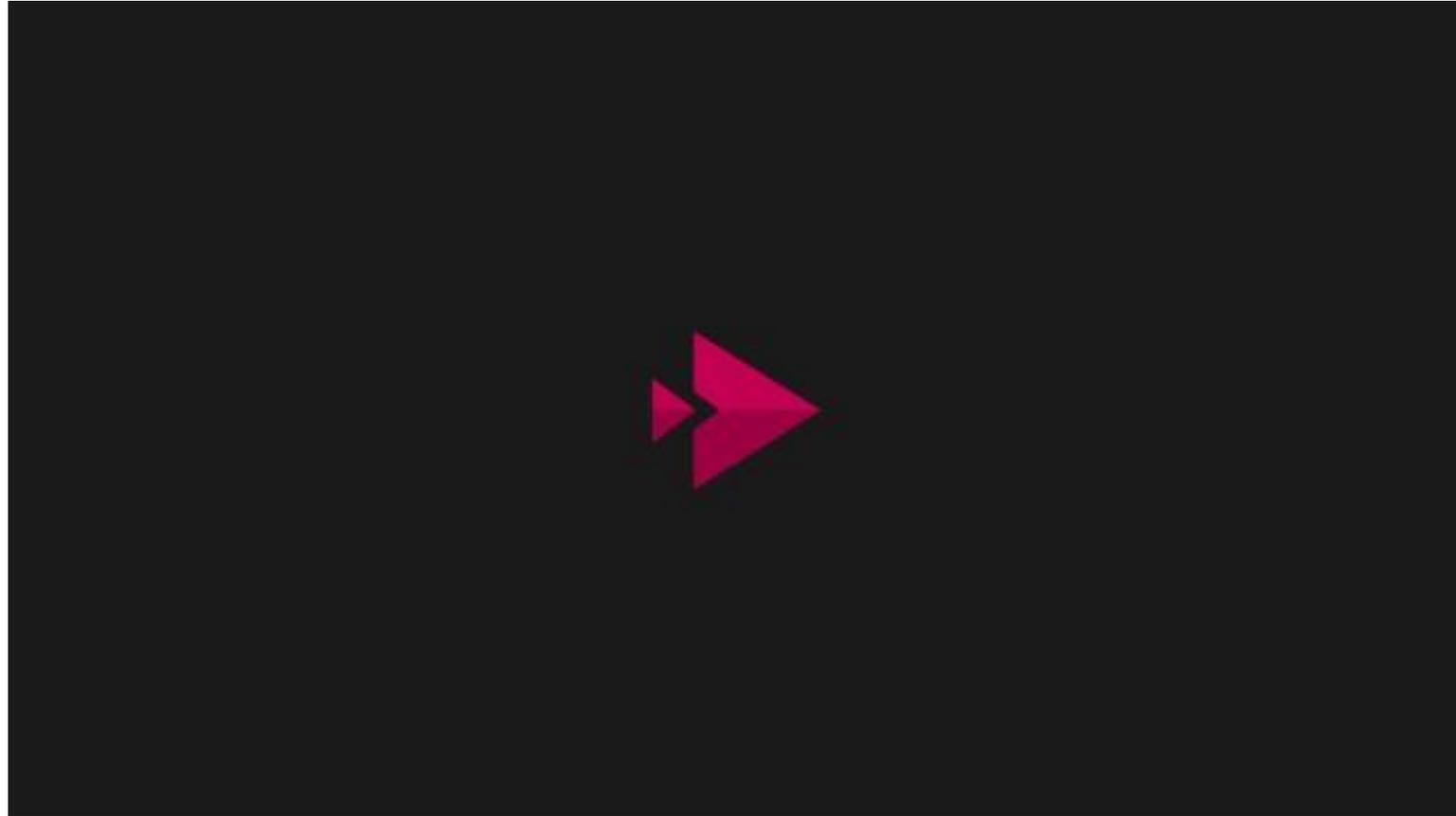- RESA School Improvement Specialist (SIS)

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

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Learning, Leading, Serving

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

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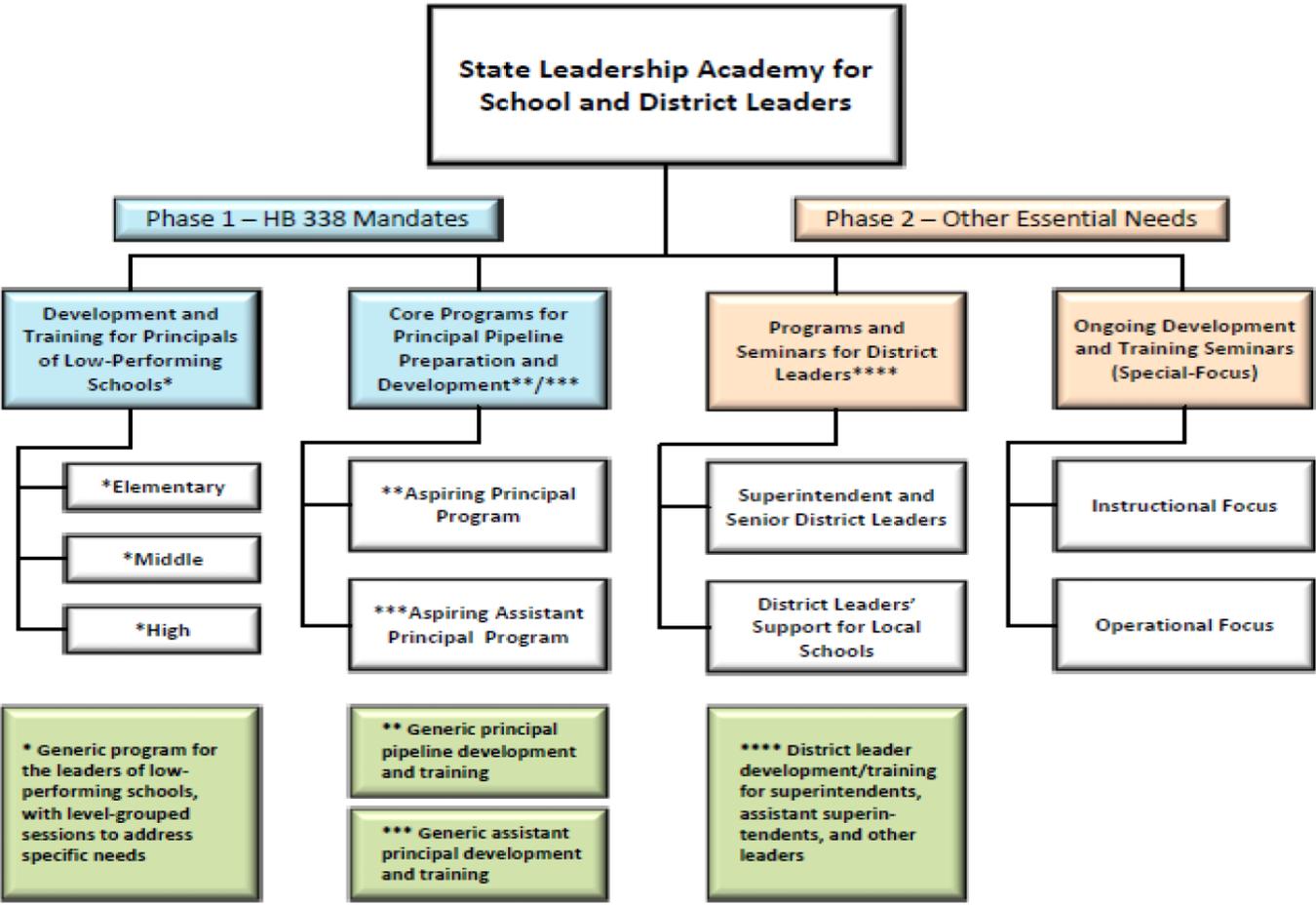 - Defeated Largely for Concerns Related to Local Control

2017

- Passage of House Bill 338
  - Creation of Chief Turnaround Office
  - Creation of the Joint Study Committee on the Establishment of a Leadership Academy

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Joint Study Committee on the Establishment of a Leadership Academy

November 29, 2017
Final Recommendations to Governor Nathan Deal

State Leadership Academy for School and District Leaders

Phase 1 – HB 338 Mandates

Phase 2 – Other Essential Needs

Development and Training for Principals of Low-Performing Schools*

Core Programs for Principal Pipeline Preparation and Development/*****

Programs and Seminars for District Leaders***

Ongoing Development and Training Seminars (Special-Focus)

*Elementary

*Middle

*High

**Aspiring Principal Program

***Aspiring Assistant Principal Program

Superintendent and Senior District Leaders

District Leaders' Support for Local Schools

Instructional Focus

Operational Focus

* Generic program for the leaders of low-performing schools, with level-grouped sessions to address specific needs

** Generic principal pipeline development and training

*** Generic assistant principal development and training

**** District leader development/training for superintendents, assistant superin-tendents, and other leaders

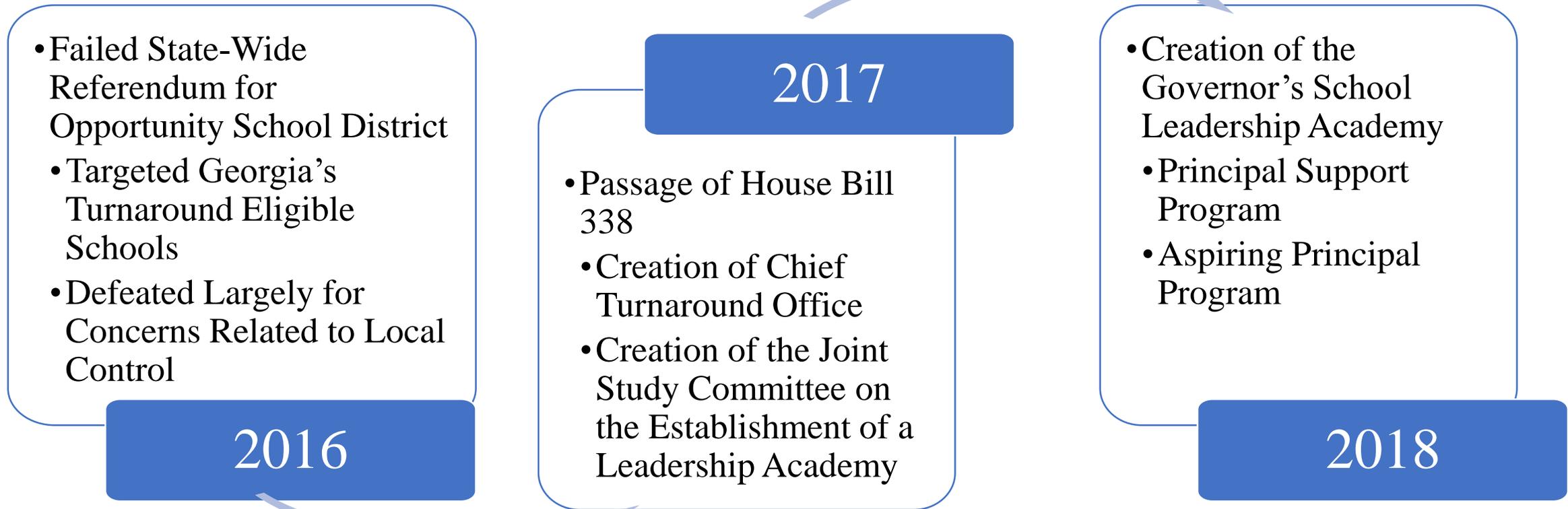**Governor's Office of Student Achievement**

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2018
- Creation of the Governor's School Leadership Academy
  - Principal Support Program
  - Aspiring Principal Program

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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.

Kaufman, Julia H., et.al. What it Takes to Operate and Maintain Principal Pipelines: Costs and Other Resources. RAND Corporation, 2017.

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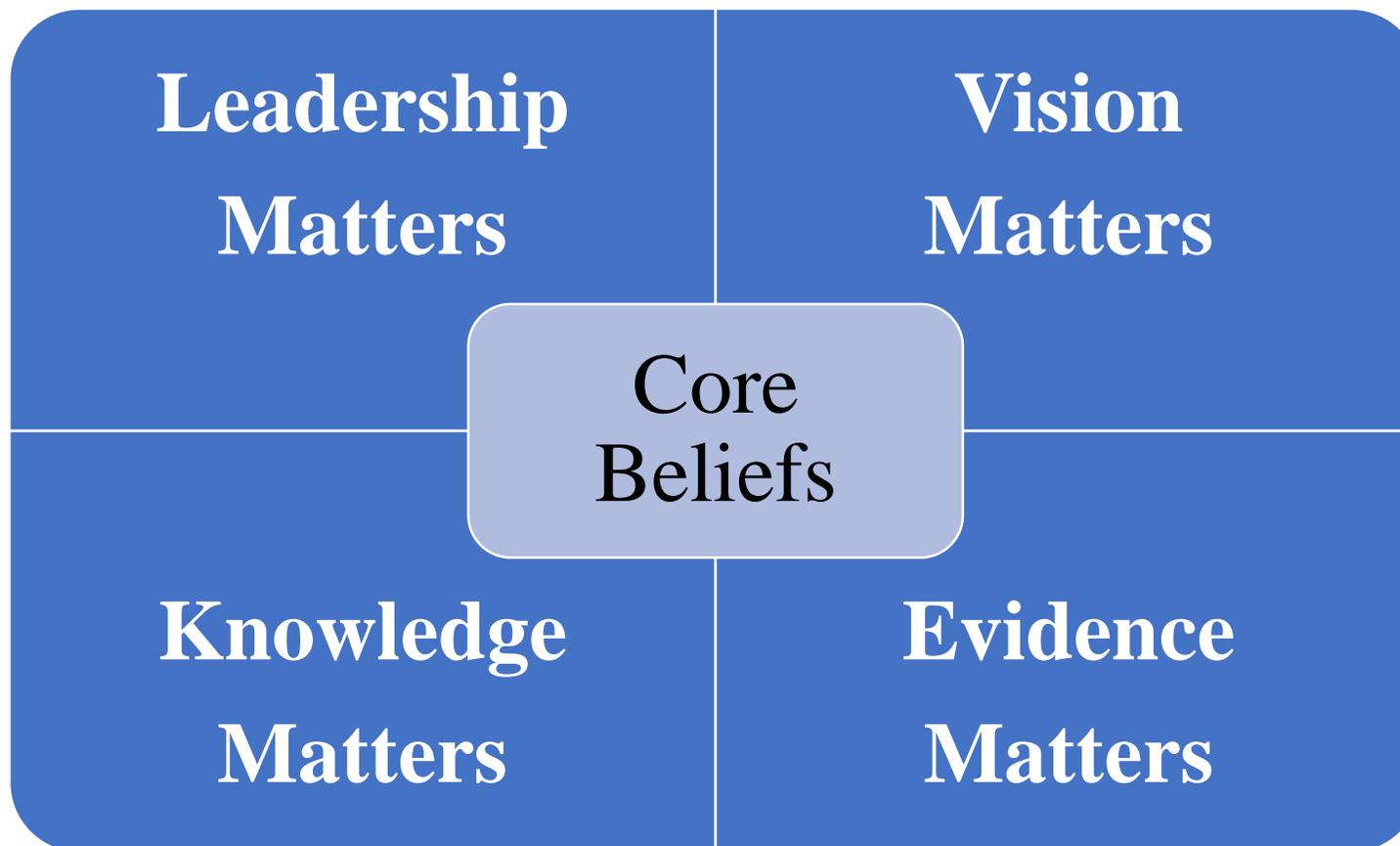
Leadership Matters

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)

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Vision Matters

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

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Knowledge Matters

Successful leaders:
- Know themselves
- Know their people
- Know the work

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Evidence Matters

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.

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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

Gates, Susan, et.al. Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools. RAND Corporation, 2019.

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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

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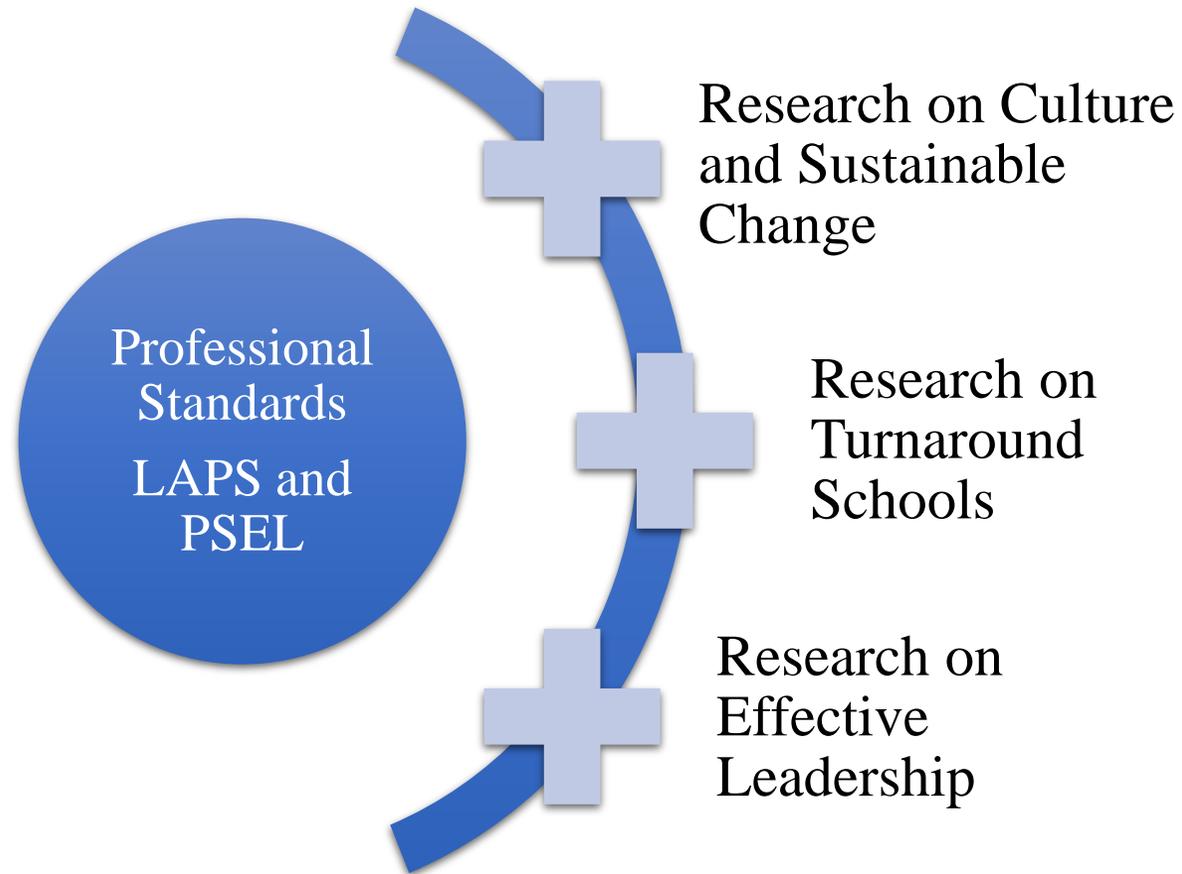
Consistent State Leadership Standards

LAPS Standards

School Leadership

1. Instructional Leadership
2. School Climate

Organizational Leadership

3. Planning and Assessment
4. Organizational Management

Human Resources Leadership

5. Human Resources Management
6. Teacher and Staff Evaluation

Professionalism and Communication

7. Professionalism
8. Communication

Georgia Educational Leadership Standards
Georgia Professional Standards Commission

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

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Research on Effective School Leadership

Shaping a Vision of Academic Success
for All Students

Creating a Climate Hospitable to Education
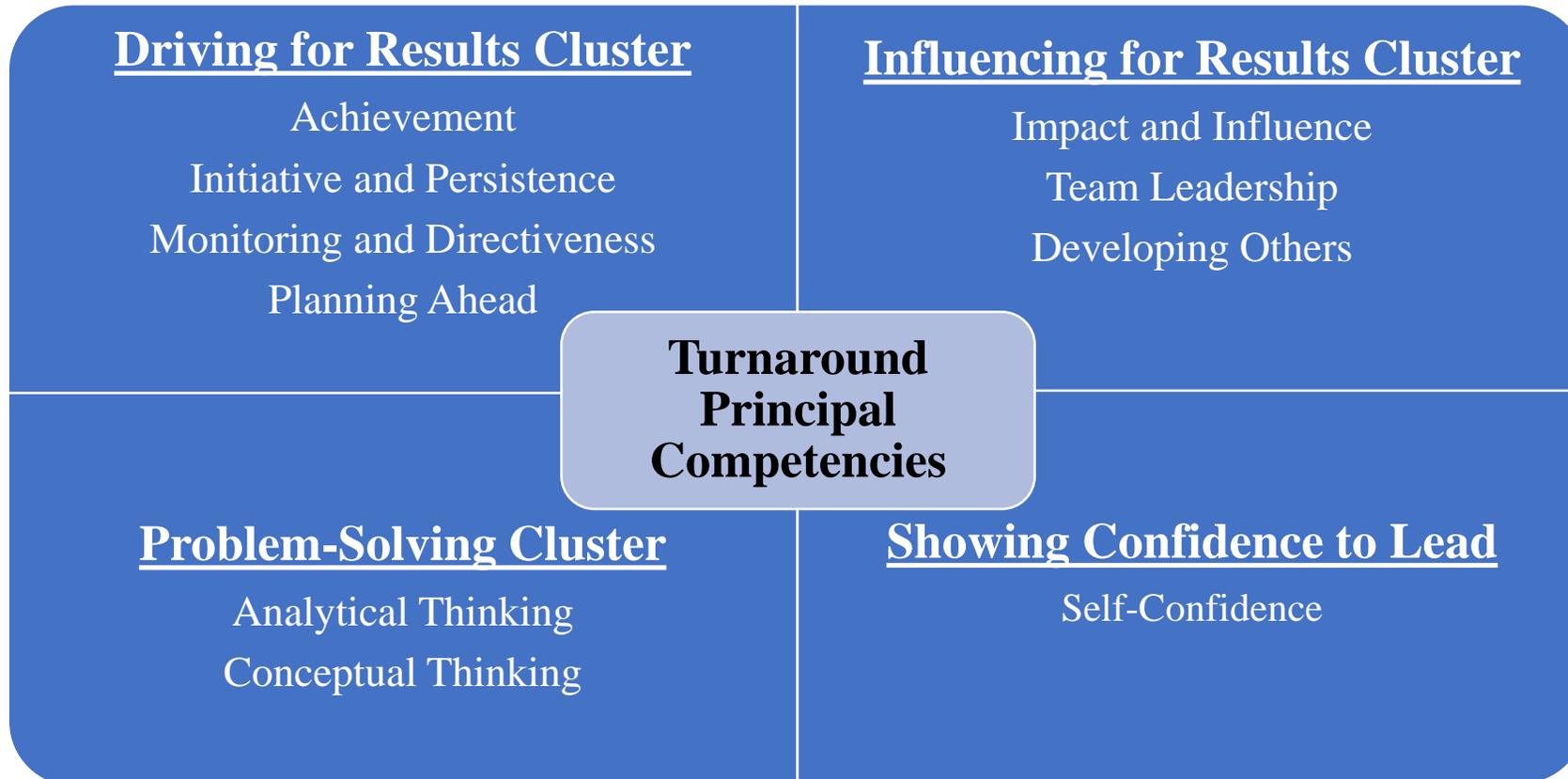
Cultivating Leadership in Others

Improving Instruction

Managing People, Data and Process to Foster
School Improvement

The Wallace Foundation®

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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

Four Domains of Rapid Improvement

Instructional Transformation

Diagnose and Respond to Student Learning Needs

Provide Rigorous Evidence-Based Instruction
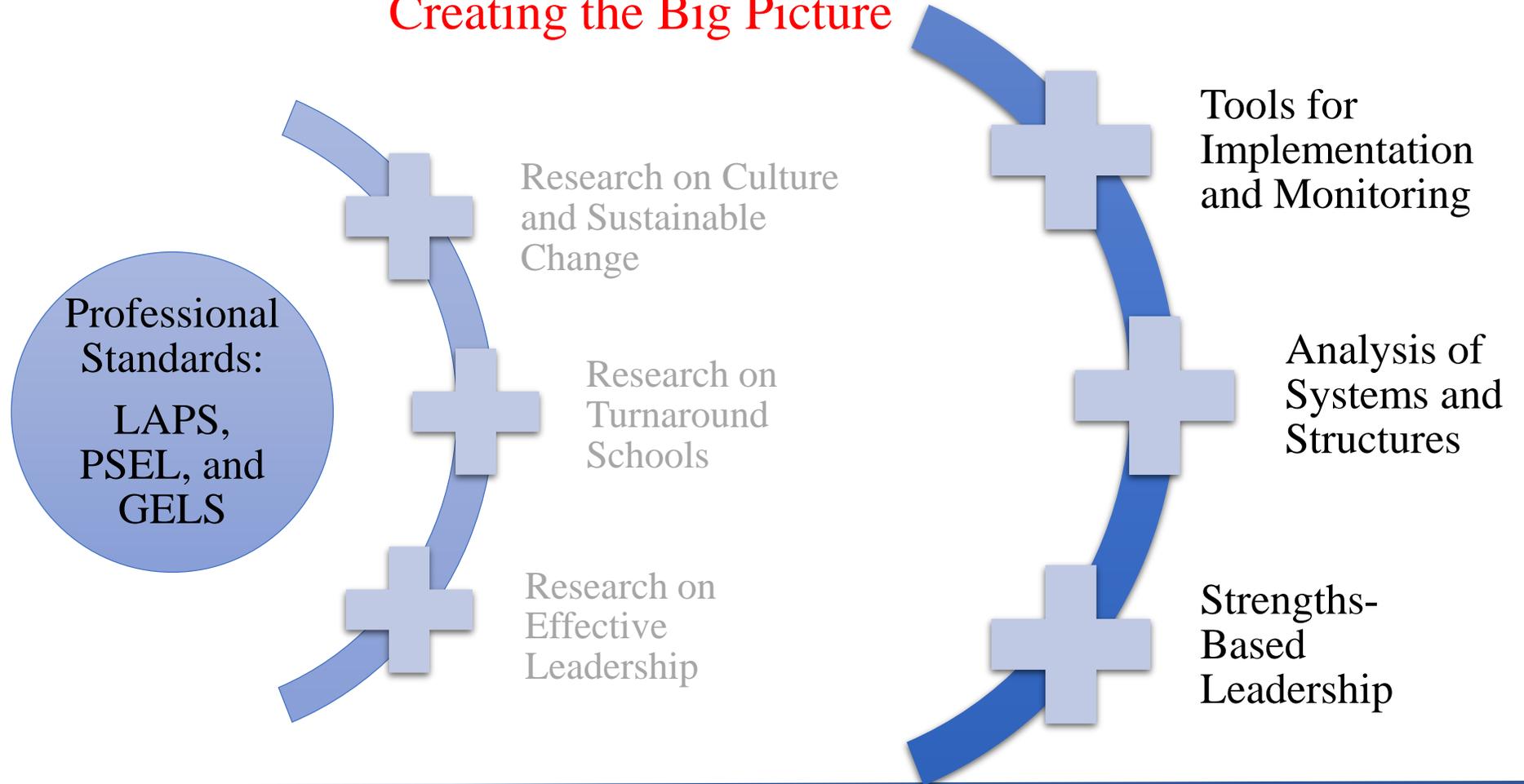
Remove Barriers and Provide Opportunities

Culture Shift

Build a Culture Focused on Student Learning and Effort

Solicit and Act Upon Stakeholder Input

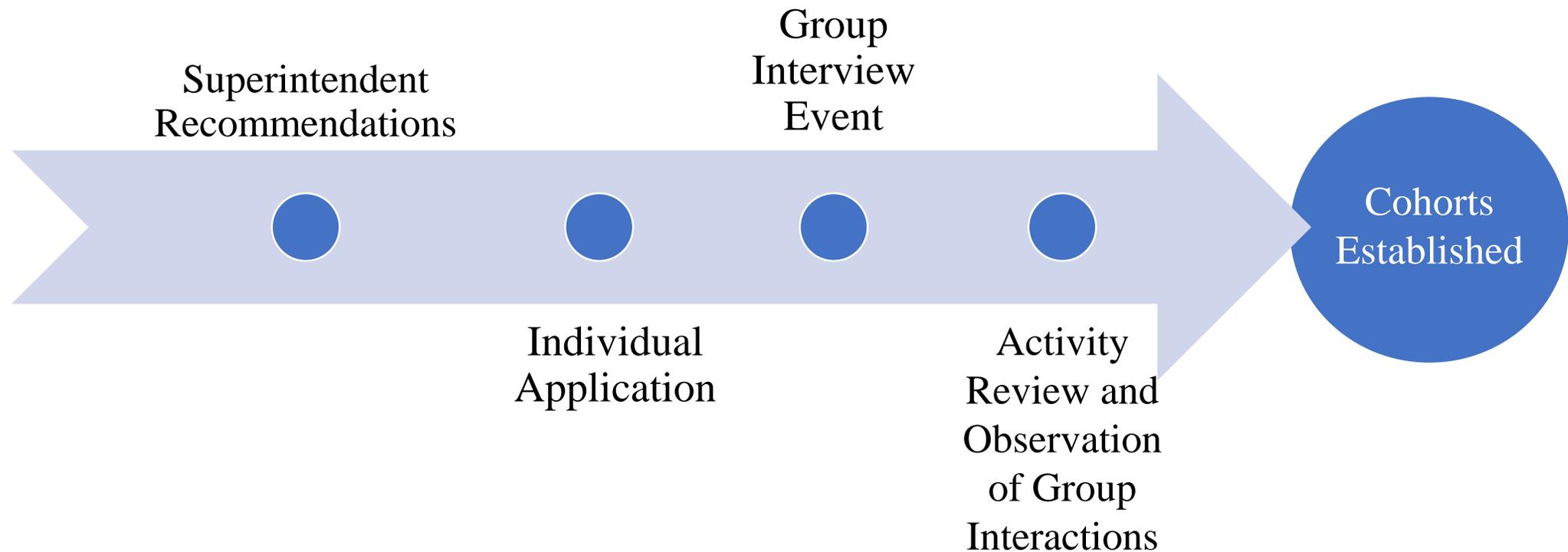Engage Students and Families in Pursuing Education Goals

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

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Principal Support Program

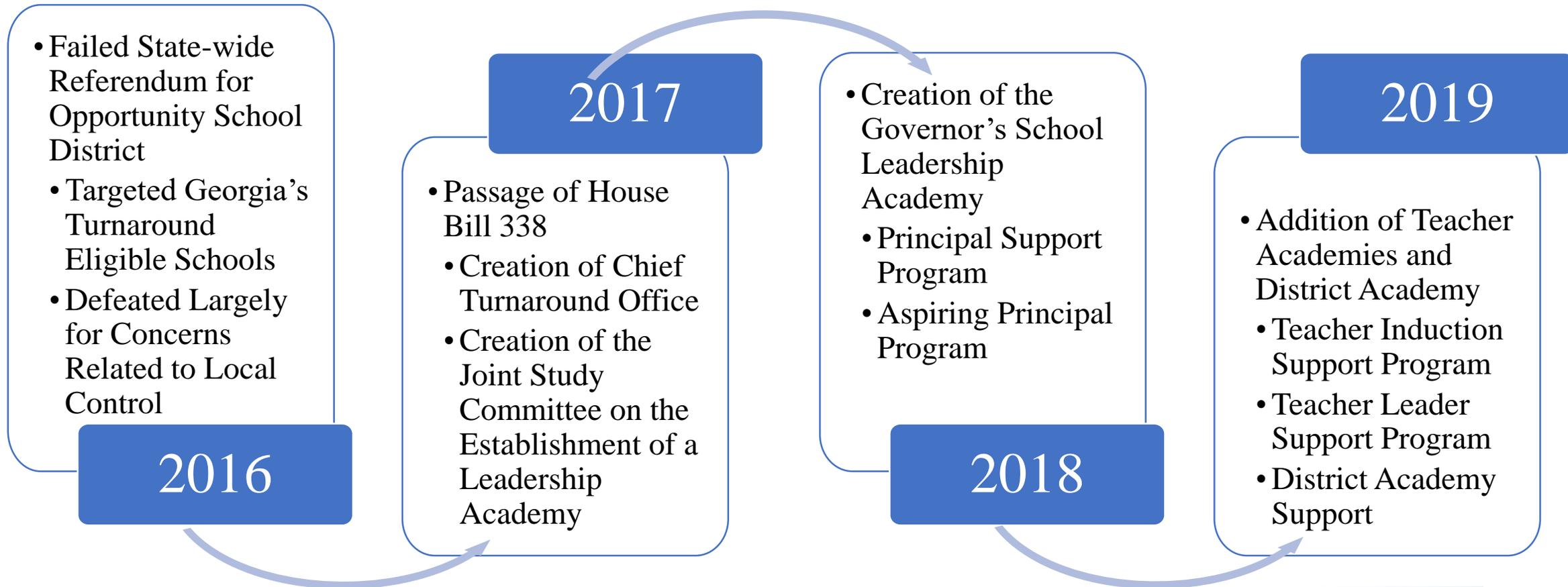| 2018-2019	2019-2020
Districts partnered with Chief Turnaround Office	Federally identified schools (CSI, TSI, Promise, and SIG schools)
8 school districts	7 Metro Districts 6 North Districts 10 South Districts
26 Principals	28 Metro Principals 22 North Principals 30 South Principals
1 state-wide cohort	3 regionalized cohorts

Aspiring Principal Program

2018-2019	2019-2020
19 participants	49 participants
6 school districts	19 school districts
16 assistant principals 1 instructional coach 2 teachers	Assistant principals Instructional coaches/specialists Teachers Technology director CTAE director Assessment director Project SEARCH coordinator
1 state-wide cohort	2 regionalized cohorts

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2018
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  - Aspiring Principal Program

2019
- Addition of Teacher Academies and District Academy
  - Teacher Induction Support Program
  - Teacher Leader Support Program
  - District Academy Support

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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

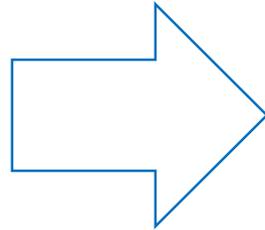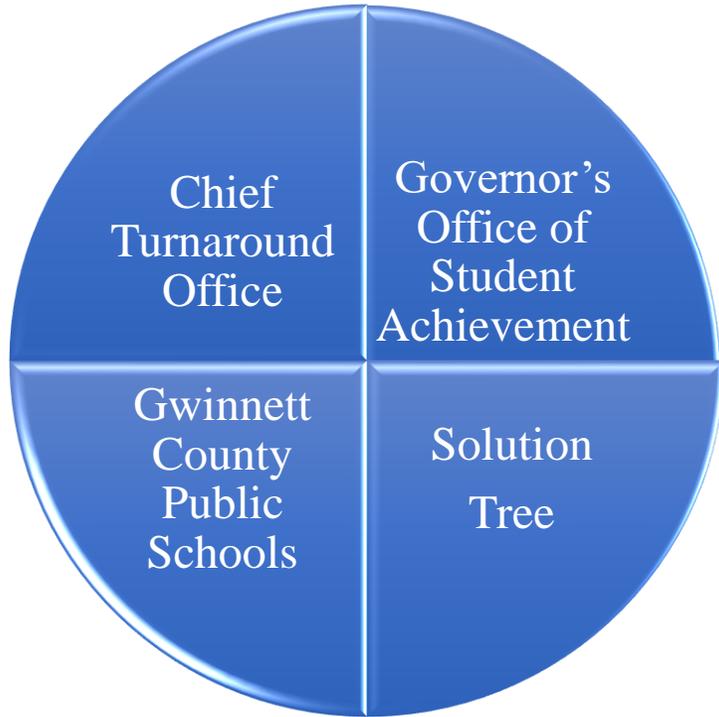**Current Principals**
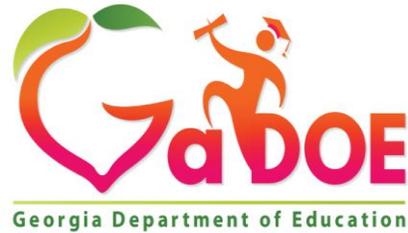
Initial Funding FY 18

Implementation FY 19, 20

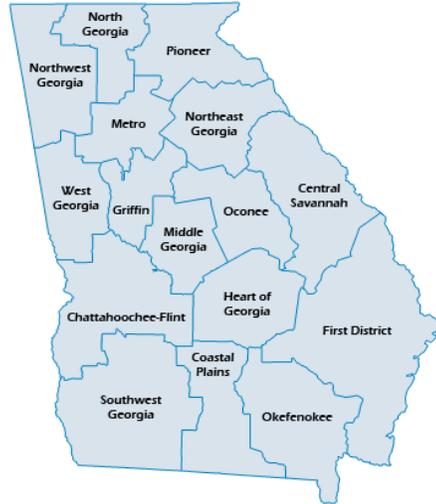**Governor's Office of Student Achievement**

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2018-2019 Partnerships

- Chief Turnaround Office
- Governor's Office of Student Achievement
- Gwinnett County Public Schools
- Solution Tree

2019-2020 Partnerships

- Georgia Department of Education
- Governor's Office of Student Achievement
- Georgia's RESA Network
- Individual School Districts
- Georgia Southern University
- Gwinnett County Public Schools

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Evolving Partnerships

Program Delivery Models

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Aspiring Principal and Principal Support	Teacher Induction and Teacher Leadership	District, Regional and State-wide Initiatives
GSLA Designed and Facilitated	GSLA Coordinated and Supported	GSLA Advised and Supported

Gradual Release and Capacity Building →

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Contact Information

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Governor's Office of Student Achievement

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(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 your going to do?

Source: Cruddas, L. (2015). *ASCL Director of Policy 2015, Leading the Way: Blueprint for a Self-Improving System.* Association of School and College Leaders

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

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
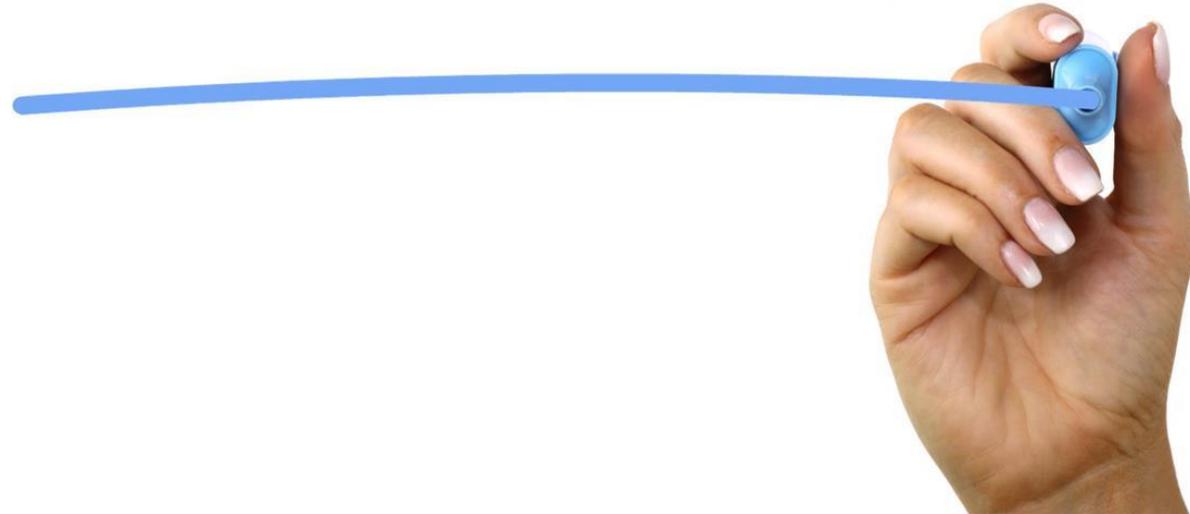
Now Who's Excited?

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

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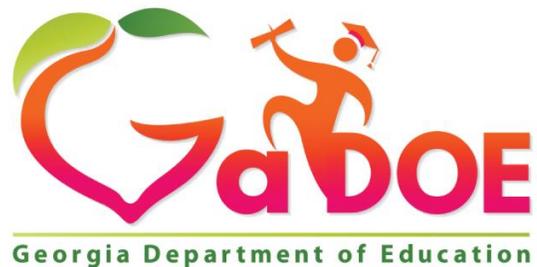
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GEORGIA'S FUTURE