



# DIVISION OF SCHOOL & DISTRICT EFFECTIVENESS

ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

*Advancing Leadership...Transforming Schools*

January 2016

## FROM THE DIVISION

As you are aware, ESEA/NCLB was recently reauthorized and now is referred to as the Every Student Succeeds Act (ESSA). For a quick fact sheet, visit <https://www.whitehouse.gov/the-press-office/2015/12/03/fact-sheet-congress-acts-fix-no-child-left-behind>.

Now that reauthorization has occurred, there is much to be done at both the federal and state levels to develop the details and guidance for the revised legislation. While there are some changes that will occur, for the area of school improvement, much will be similar to what Georgia crafted under the two NCLB Waivers. So while the details are being worked out, schools and districts are to continue the good continuous improvement work that is underway.

The aim last year for our Division of School & District Effectiveness was to reorganize our service delivery model and to move into stable Regions with teams of specialists to assist schools and districts. Our work in the past was mostly focused at the school, and even teacher, level. Going forward, our work will be concentrated with leadership of schools and districts. Our premise is that leadership in schools and districts is better positioned to make necessary changes in classrooms and instruction; therefore, we will come alongside leadership to develop and/or improve the systems and processes that will lead to quality instruction in all classrooms for all students.

In this 2nd edition of our School & District Effectiveness Newsletter, you will find useful resources and current stories of successes occurring across the state. Enjoy!

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## CONTENTS

Letter From the Director	1
Upcoming Meetings and Events	1
Reading and Resources	2
Professional Learning	3
SIG 1003(g) Funding	3
1003(a) School Improvement Funding	3
Region News	4-6

## PURPOSE

The purpose of this newsletter is to provide school and district leaders with just-in-time information for issues surrounding continuous improvement and to celebrate the great work occurring in the State's six Regions. We want to hear from you! Please send your ideas for future editions to Andrea Cruz at [acruz@doe.k12.ga.us](mailto:acruz@doe.k12.ga.us).

## UPCOMING MEETINGS & EVENTS

### SIG COHORT 3 SUSTAINABILITY INSTITUTE

**Dates:** February 4 and 5, 2016

**Location:** Courtyard Atlanta Decatur Downtown/Emory  
130 Clairemont Avenue, Decatur, GA, 30030

### AREA INSTRUCTIONAL LEADERSHIP CONFERENCES

**North:** February 24, 2016

Courtyard Atlanta Decatur Downtown/Emory  
130 Clairemont Avenue, Decatur, GA, 30030

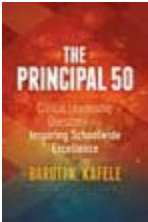
**Metro:** February 25, 2016

Courtyard Atlanta Decatur Downtown/Emory  
130 Clairemont Avenue, Decatur, GA, 30030

**South:** February 25, 2016

Macon Centreplex  
200 Coliseum Drive, Macon, GA, 31217

## RECOMMENDED READING



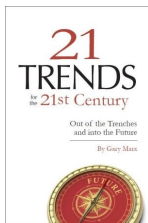
*[The Principal 50: Critical Leadership Questions For Inspiring Schoolwide Excellence](#)* by Baruti K. Kafele



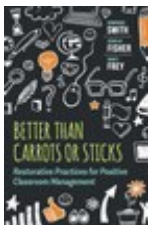
*[Handbook of Research on Improving Student Achievement, Third Edition](#)* by Educational Research Service



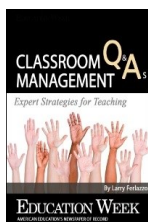
*[School Climate and Culture, and the Culture of Innovation](#)* by Center on Innovations in Learning



*[Twenty-One Trends for the 21st Century: Out of the Trenches and Into the Future](#)* by Gary Marx



*[Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management](#)* by Smith, Fisher, and Frey



*[Classroom Management Q&As: Expert Strategies for Teaching](#)* by Larry Ferlazzo

## ADDITIONAL RESOURCES

### [SYSTEM FOR EFFECTIVE SCHOOL INSTRUCTION](#)

The onus for having a coherent instructional system lies with the leadership of a school and with the leadership of the district. The System for Effective School Instruction (SESI) pulls together the Georgia School Performance Standards that are most relevant to assessment, curriculum, and instruction; and it provides a model system intended for use by leadership teams in schools that do not have a system for instruction, or have a system that needs improvement. Our model System for Effective School Instruction (SESI) includes research-based strategies with over one thousand links to supporting resources and sample tools.

Visit the SESI site today at <http://tinyurl.com/GaDOESES>

### [IDENTIFYING, SELECTING, AND RETAINING SCHOOL TURNAROUND LEADERS: HOW-TO MODULES](#)

A partnership of four education organizations studying issues surrounding school turnaround—The Center on School Turnaround at WestEd, the Center on Great Teachers and Leaders, Public Impact, and the University of Virginia Darden/Curry Partnership—have made available materials that can assist state and local education agencies in recruiting, selecting, developing, and retaining school turnaround leaders.

### [MENTOR MODULES](#)

Free online multimedia workshops and resources for developing mentors and school leaders.

### [THE SCHOOL COMMUNITY JOURNAL](#)

A free, open access, online journal that includes research and field reports related to the school as a community of teachers, students, parents, and staff.



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**PROFESSIONAL LEARNING**

**PRINCIPAL-TO-PRINCIPAL WEBINAR SERIES**

The first webinar in the Principal-to-Principal Webinar Series occurred on January 13, 2016. Thank you to Mr. Rodney Bullard and Ms. Barbara Heusel of Albany High School for an excellent presentation on data-driven leadership teams! The [recording](#) and supporting documents from this webinar, along with the [schedule of future webinars](#), are located on the right-hand side of the School and District Effectiveness [Professional Learning webpage](#). The next webinar will take place on February 10, 2016, and will focus on using processes to analyze data and improve student achievement.

**[SIG SUSTAINABILITY INSTITUTE II \(Cohort 3 only\)](#)**

Thursday, February 4th, 9:30am—4:30pm  
Friday, February 5th, 8:30am—2:00pm

Registration and breakfast will begin one hour in advance of these start times. Additionally, on Friday the meeting room will remain available until 5:00pm should teams desire to stay and continue working on their plans.

**[AREA INSTRUCTIONAL LEADERSHIP CONFERENCES](#)**

We look forward to seeing many of you at our upcoming Area Instructional Leadership Conferences! Principals and principal’s supervisors should have received registration information from their School and District Effectiveness Area Program Manager. Please register no later than Friday, February 5, 2016.

- [North Area ILC Registration Link](#)
- [Metro Area ILC Registration Link](#)
- [South Area ILC Registration Link](#)

Model Principal Supervisor Professional Standards  
2015

Have you seen the new Standards for Principal’s Supervisors? Check them out [here](#).

**SIG 1003(g) - SUSTAINABILITY**

**SIG 1003(g) SUSTAINABILITY—COHORT 3**

As SIG 1003(g) Cohort 3 schools work in the final year of the School Improvement Grant, it is important that time be provided to a representative team for practical planning with implementation and monitoring of a viable sustainability plan. Teams representing each Cohort 3 school and district will delve into ten elements that are critical for continuing and sustaining effective programs that were launched through SIG. The emphasis of such an effort is in identifying priority areas for program sustainability while developing goals, objectives, strategies, and action steps for a successful plan. Sustainability training will be conducted by RMC Research Corporation on February 4th and 5th at the Courtyard Atlanta Decatur Downtown/Emory.

**1003(a) AWARD OF GRANTS**

**1003(a) SCHOOL IMPROVEMENT FUNDING**

Award of Grants: The Title I, Part A, Section 1003(a) grants are awarded for the 2015 – 2016 school year. The expectation is that all funds awarded this year are used during this school year and summer 2016. All funds must be expended no later than September 30, 2016. There is no carryover of the FY16 funds.

In order to ensure compliant and timely spending and drawdown of federal funds, the following milestones have been established:

- By December 30, 2015, each LEA expends at least 30% of its awarded Title I, Part A, 1003(a) funds
- By March 30, 2016, each LEA expends at least 60% of its awarded Title I, Part A, 1003(a) funds
- By May 30, 2016, each LEA expends at least 80% of its awarded Title I, Part A, 1003(a) funds
- By September 30, 2016, each LEA must have expended 100% of its awarded Title I, Part A, 1003(a) funds

Feedback will be provided to LEAs in terms of percentage of drawdowns at each established milestone related to spending.



# DIVISION OF SCHOOL & DISTRICT EFFECTIVENESS

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## FROM THE REGIONS

In July, the Division of School and District Effectiveness underwent re-structuring to better meet the needs of our schools and districts throughout the state. This resulted in the creation of six collaborative regions. Click [here](#) to view these new regions. Below are news and notes from each Region.

## NORTHWEST REGION

Happy New Year from the Northwest Region Team. We are excited to welcome a new member of our School Effectiveness Specialist team, Ms. Niomi Henry, who will be working with schools in Bibb County.

We have held mid-year status review meetings with Bibb and Meriwether Counties so far and want to thank our districts for their cooperation and collaboration.

There are a lot of great things happening in our schools and we look forward to highlighting those throughout the year.

[Westside High School](#) in Bibb County aims to educate each student for a 21st century global society using an innovative approach that is not only suited for traditional students, but also for nontraditional students who desire to earn their high school diplomas. [Noles Nation](#) is a “safety net” of programs that provides opportunities for remediation and acceleration, such as credit recovery, credit repair, initial credit attainment, credit extension, tutoring, and ZAP (Zeroes Aren’t Permitted). Noles Nation also offers students attendance repair and preparation for state, SAT/ACT, and national assessments. All these services are flexible and free and are offered through the afterschool, Saturday school, intercession, and summer school programs. Noles Nation Twilight, an evening class designed for off-cohort students in a more personalized learning environment, contributed to the increase of the school’s graduation rate with its first graduating class of more than 25 students. Being on track for graduation is part of Westside High School’s strategic goal of increasing student achievement, and one way of achieving that goal is through Noles Nation.

## NORTHEAST REGION

Teamwork and collaboration is at the forefront of school improvement in the Northeast Georgia Region!

The Northeast Region - in conjunction with Oconee RESA, GaDOE curriculum advisors, and district curriculum leaders - is embarking on a unit curriculum planning process whereby high school teachers will form a network by content area. We will begin with an inter-district network of math and science teachers who will take the current state frameworks and assessment resources to develop curriculum units, aligned common assessments, and high quality lesson plans for each subject in math and science.



*[Johnson County](#) school and district personnel meet to discuss the plan for unit curriculum development.*

## Northeast Region School Spotlight

Dr. Bobby Williams, Principal of [Glenn Hills High School](#) in Richmond County, is implementing the cohort monitoring process in order to positively affect student achievement and graduation rate. Teachers, intervention specialists, instructional coaches, counselors, and administrators are assigned to action teams: Cohort 2016, 2017, 2018, and 2019.

The teams identify off-cohort students and develop plans of success to get them back on track. Each teacher is assigned a number of students that they will mentor for their high school careers. Teachers are requested to communicate with their assigned students’ teachers, parents, counselors, and the assigned intervention specialist to ensure return to on-cohort status as rapidly as possible. They review discipline, attendance, and achievement data monthly and suggest ways to make improvements. The action teams provide monthly reports and present information to the Leadership Team and faculty.

## WEST METRO REGION

Throughout the Metro West Region, leadership teams have been busy assessing progress on the 12 Key Georgia School Performance Standards with assistance from their assigned GaDOE School Effectiveness Specialists: developing short term action plans, monitoring student progress on meeting content standards, and revising as needed. LEAs have completed mid-year monitoring and SEA monitoring is in progress.



[Creekside High School's](#) Leadership Team assesses the 12 Key Georgia School Performance Standards.

GaDOE School Effectiveness Specialists Lya Snell (East Metro) and Sharqunta Tuggle (West Metro) combined efforts to offer math coaches in both regions a professional learning opportunity on Jan 14th at B.E.S.T. Academy in Atlanta. The one-day institute entitled "Mathematics Coaches/Instructional Leaders Institute" attracted participants from many metro districts and schools. The agenda included exploring and applying quadratic functions and models, and how to construct rigorous assessments to measure student performance. Participants were actively engaged in the hands-on event and developed plans to redeliver content to faculty at their schools. A second session will be held in March or April of this year.

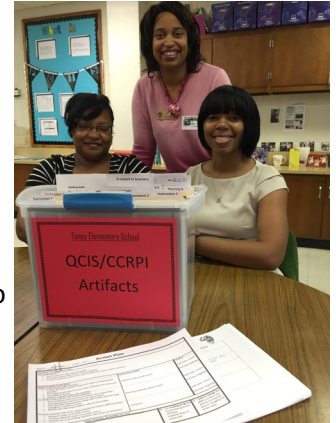


[Banneker High School](#) in Fulton County is to be commended for an extraordinary increase in graduation rate. The school saw an increase from 50.9% in 2014 to 62.5% in 2015. Well done!

## EAST METRO REGION

Evidence and Artifacts for Continuous School Improvement

We have all self-assessed our school standards and set up a plan with tasks. What are the next steps for this valuable set of data? In Metro East, as we move through our mid-year monitoring and into our second semester, we know it's critical for all stakeholders to be able to look at and analyze our work as we progress through this three-year journey of school improvement. The best support of our ongoing work is our living documents of evidence.



[Toney Elementary School](#) in DeKalb County engaged in SEA monitoring.

These files of evidence and artifacts provide schools an opportunity to look at their own practices and procedures and determine if they adhere to the intent of the school standards.

Examples of work within each standard cannot be limited to discussion; therefore, the evidence/artifacts files provide a rich array of evidence of living documents. At [Clarkston High School](#) in DeKalb County, the leadership team has established that their documents should aid the school to engage in thoughtful dialogue about how they can demonstrate the quality practices for the day-to-day operations of the school. These documents, such as common assessments, diagnostic screening data, student achievement data, failure rate data, common planning protocols/minutes, leadership team minutes, and celebrations of student success are fluid and continually change as the work develops and evolves.

Rather than setting up these files for a checklist type review during a mid-year or end of year monitoring, [Charles Drew High School](#), [Forest Park High School](#), and [North Clayton High School](#) in Clayton County have developed a system of artifacts and evidence to support the ongoing work within the tasks towards each standard. This is a meaningful process that allows the schools to continually monitor their own progress. Any stakeholder at any time can access these living documents to gain a deeper understanding of the current work within the school.

## SOUTHWEST REGION

Southwest Region Priority, Focus, and Opportunity schools are implementing collaborative planning processes and protocols that were shared in regional Professional Learning networks in November and January. In the PL, GaDOE School Effectiveness Specialists (SEs) and RESA School Improvement Specialists (SISs) reviewed the components of effective collaborative instructional planning. Participants were also provided with examples from actual classroom observations and asked to determine if the instructional activity was a close alignment to the intent of the standard. Our Southwest Region SEs and SISs have been providing technical assistance to schools on monitoring implementation of the processes.

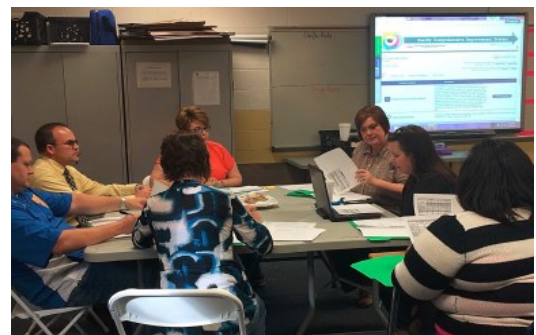
We are also pleased to report that Principal Rodney Bullard and School Improvement Specialist Barbara Heusel of Albany High School were featured in the first [Principal-to-Principal Webinar](#) on January 13. Pictured below is the leadership team at Albany High School engaging in a data analysis protocol which includes the regular review of attendance, discipline, achievement, and classroom observation data to develop “next steps” for school improvement.



Mr. Bullard and Ms. Heusel shared strategies and resources for establishing and operating a leadership team focused on school improvement. Resources included a [sample agenda](#), [meeting minutes format](#), and [materials to evaluate the impact of professional learning](#) on teacher practices. They also described how QCIS (Indistar) is used effectively by the leadership team at Albany High School to implement short-term action plans. While these high-impact practices have led to improvement, the team continues to explore new ways to improve teaching and learning, demonstrating ownership of their improvement processes.

## SOUTHEAST REGION

Networks are underway! What does that mean for the Southeast Region? Our networks are professional learning sessions based on the identified needs across the Region including Priority, Focus, and Opportunity schools. The two key components that lay the foundation for all sessions are collaborative planning and the coaching cycle.



*Wilcox County High School Leadership Team*

A key standard for moving a school forward is to establish and support a data-driven school leadership team that focuses on student learning. [Wilcox County High School](#) is working toward this goal by building a strong instructional team. Principal Chad Davis has taken steps to:

- Lead the team meetings to ensure that the QCIS (Indistar) agenda is followed and each item on the agenda is addressed in a timely and productive way.
- Delegate an agenda item to each team member to report out during the meeting so that every member is an active participant in examining the data and discussing ways to make improvements.
- Involve teachers in the process by using collaborative planning to review the key standards, rubrics, evidence, and Wise Ways in order to create tasks to improve student performance.
- Provide minutes to capture actions and next steps from the team discussion.
- Continuously monitor the tasks and standards so that team members have an opportunity to communicate what is working and what is not working.

Wilcox County High School is making good progress toward building a winning team by valuing teachers as experts to analyze data and make decisions.