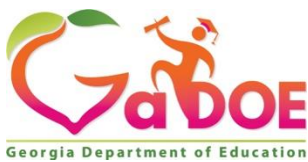


Georgia School Assessment of Performance on Systems Process Guide

The purpose of this guide is to provide school effectiveness specialists (SES), school improvement specialists (SIS), and area program assessment specialists (APAS) with a school assessment process to determine areas of focus and support for Georgia's Systems of Continuous Improvement (GSCI) framework.



January 10, 2023





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/focus groups of teachers, counselors, 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 GSAPS Review

- Mandated by Comprehensive Support and Improvement 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 3-6 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 GSAPS Principal Notification letter.
- Collect and send all information as requested on the GSCI GSAPS Principal Notification letter 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 team members for the review team (three to five members). If the review is mandated by GADOE, the team is comprised of GADOE and RESA 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. If the review is mandated by GADOE, the school effectiveness specialist, school improvement specialist, and the district effectiveness specialist will 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 daily. Work done prior to the on-site visit ensures that the review will provide beneficial information to the school.

1. Upload and submit school process documents electronically using an approved platform. See **Required Data Form** for list of documents to upload. **Documents must be submitted at least one week prior to the visit.**
2. Email school map and teacher schedule to GSAPS leader two weeks prior to the GSAPS visit. Please include the following on the teacher schedule:
 - Teacher Names
 - Course Names
 - Room Numbers
 - Bell Schedule (times for each class period)
3. Communicate the survey to parents, students, and certified staff (instructional staff only) with the requirement that all responses be completed by one week prior to the GSAPS visit.
4. Reserve a room for the exclusive use of the GSAPS team. Additionally, the team will need internet access, projector, and screen/whiteboard.
5. Arrange for five to eight teachers to be available for the teacher focus group. Reserve a room for the teacher focus group. These teachers are selected by the principal and should be a representation of all grade levels and content areas. **Teachers selected for the focus group should not be members of the school leadership team.**
6. Arrange for the leadership team to be available for the leadership team focus group. Exclude instructional coaches, administrators, and the head and/or senior counselor. Reserve a room for the leadership team focus group.
7. Arrange for the head and/or senior counselor(s) to be available for an interview.
8. Arrange for the assistant principals and academic/instructional coaches to be available for their scheduled focus group. Reserve a room for the assistant principals/instructional focus group.
9. Inform your staff of the date of GSAPS visit. The team will be observing randomly selected classrooms teachers. Expectations include:
 - All teachers should have a copy of their lesson plans (paper-copy or QR code) available for the observer to review and keep.
 - Teachers should not schedule guest speakers or field trips on the date of the GSAPS review.

- Teachers should not administer chapter or unit tests on the day of the visit. Brief formative assessments (3-5 minutes in length) are acceptable.
- Teachers should not show videos other than brief video clips (3-5 minutes in length) during the GSAPS visit.
- Do not schedule any school-wide standardized testing for the day of the review. If this is already on your school or system calendar for the proposed date of the GSAPS, please contact the review team leader immediately to reschedule the GSAPS.

10. Share with your staff the following statement exactly as written:

The intent of the GSAPS observations is not to evaluate teacher performance but to gather data about the instructional practices demonstrated most often by teachers in the school. The GSAPS team will compile and report data to the school principal/leadership team to (a) communicate the instructional strategies used in classrooms, (b) note trends, and (c) identify target actions for improvement. No individual teacher data is collected or reported. Only school-level aggregated data is collected and reported. Additionally, observations will occur in randomly selected classrooms and are ten to fifteen minutes in length.

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.

Interviews/Focus Groups

- Interview/focus group questions validate data collected on the staff, parent, and student surveys and during classroom observations.
- 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/focus groups are attributed to any individual; anonymity is respected and preserved.
- There are five interviews/focus groups included in the review: teachers (randomly selected sample), counselor(s), leadership team members (excluding administrators and anyone who evaluates teachers), assistant principals/instructional coaches, and principal.

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
- 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 eighteen structures of GSCI.

- Using the shared data, the team determines the school’s implementation level for each structure in the GSAPS Summary Report according to the GSCI rubric by reaching consensus.
- As the team rates each structure, three to five areas with the greatest need of support will be identified for target actions.
- For structures that are rated emerging and/or not evident, a comment must be written to clarify the rating for the school.

Development of Target Actions

- The team will create target actions for the three to five structures identified in the scoring process as the greatest area of need.
- When creating and writing target actions two questions need to be answered:
 1. What actions will have the greatest impact on student achievement?
 2. What will these target actions look in practice?
- As the team reviews and comes to consensus, it is important to consider the school’s current processes and practices and their level of implementation to create target actions specific to the capacity of the school.
- Each target action should be written in a language that is easy to understand and follow to provide transparency and clarity for all stakeholders.
- After the target actions are written and the summary report is completed, it will be sent to all team members for review and feedback.
- Feedback should be based on the following considerations:
 - Are the target actions clear?
 - Do the target actions include possible next steps/suggestions to follow that will guide the school in the “how” of accomplishing the actions?
 - Does each member of the Continuous Improvement Team (CIT) understand the target actions and how the CIT can create a plan of support for the school for quality implementation of the target actions?

V. Summary Presentation

The summary report is the collaborative documentation resulting from all components of the review process: observations, data collection, surveys, interviews/focus groups, 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. If the review is mandated by GADOE:

- The area program assessment specialist (or team leader), school effectiveness specialist, and school improvement specialist meet with the principal, the principal’s supervisor, and other district leaders to discuss the summary of the GSAPS
- The district effectiveness specialist and program manager should be invited to attend the presentation
- Included in the summary are:
 - Staff, parent, and student survey data
 - Classroom observation summary
 - GSAPS summary report with target actions

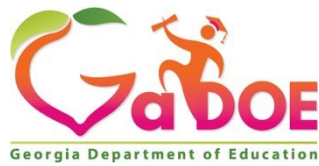
VI. GSAPS Tools

Before the GSAPS		
Tool	Description	Use of Tool

GSCI Superintendent GSAPS Notification	Form letter for superintendent to communicate upcoming GSAPS to district leadership	Team lead completes notification to email 5-7 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 completes notification to email 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 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., Microsoft Forms) 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 and Information Document	Template that displays logistical information, expectations, and responsibilities for the review team to include date of review, team arrival time, team assignments, agenda for the day, review assignments, norms, and guidelines	Team lead completes agenda and information document and shares it with review team
GSAPS Team Calendar Invite	Calendar invitation (i.e., Microsoft Outlook) for the GSAPS team and principal to include the school address and agenda	Team lead creates and sends the calendar invite

During the GSAPS		
Tool	Description	Use of Tool
GSCI GSAPS Classroom Observation Form	Template on which observation data is recorded	Team lead provides link to each team member to record observation data electronically
GSCI GSAPS Classroom Observation Analysis Spreadsheet	Tool for team lead to aggregate observation data	Team lead uses the spreadsheet to prepare observation data for the summary report
GSCI GSAPS Survey Analysis Spreadsheets	Tools for team lead to aggregate survey data	Team lead uses the spreadsheets to prepare survey data for 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/Focus Group Prompts	A list of the prompts to be used for each interview/focus group	Prompts are color coded for each interview/focus group. Team Lead provides a copy for each team member leading an interview/focus group
GSCI GSAPS Summary Report	Template used to capture data from the review, including ratings, comments, and next steps	Team lead collaborates with the team to determine and record ratings, comments, and next steps

After the GSAPS		
Tool	Description	Use of Tool
GSCI GSAPS Summary Report	Template used to capture data from the review, including 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 and RESA 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



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