

# School Improvement

## Division of School and District Effectiveness



**Stephanie S. Johnson, Ed. S**  
Deputy Superintendent  
Office of School Improvement  
Division of School and District Effectiveness  
[stjohnson@doe.k12.ga.us](mailto:stjohnson@doe.k12.ga.us)

**MISSION:** *Offering a holistic education to each and every child in our state.*

**VISION:** *Educating Georgia's future by graduating students who are ready to learn, ready to live, and ready to lead.*



# Setting Our Priorities: Effective Practices & Effective Implementation

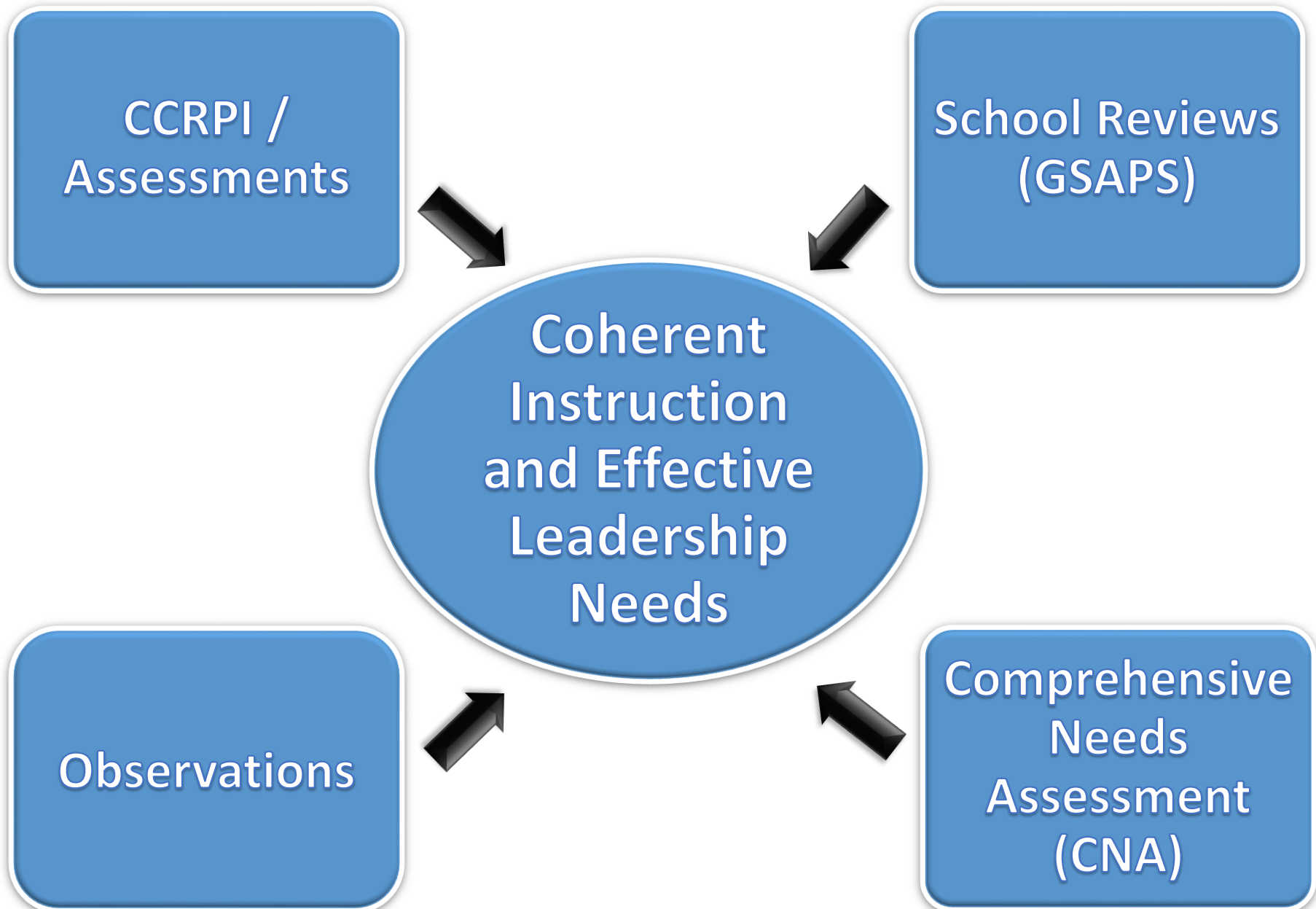
Of 2,291 public schools in Georgia for 2017-2018, there are:

- **75** Priority schools, which includes 11 that have come off the list
- **156** Focus schools
- **153** Chronically Failing schools
- **15** School Improvement Grants 1003(g) schools



# **Taking Action with a Sense of Urgency**

# Setting Our Priorities: Looking at Data



# Setting Our Priorities: What We Saw

## Three-year trend data from our school reviews of Priority Schools (2014-2017):

- **78%** of the schools were deemed non-operational on the **Instructional** standards
- **58%** of the schools were deemed non-operational on the **Assessment** standards
- **52%** of the schools were deemed non-operational on the **Curriculum** standards
- **33%** of the schools were deemed non-operational on the **Leadership** standards

# Setting Our Priorities: What They Saw

Based on the School Comprehensive Needs Assessment (CNA),  
Priority schools identified the following priorities:

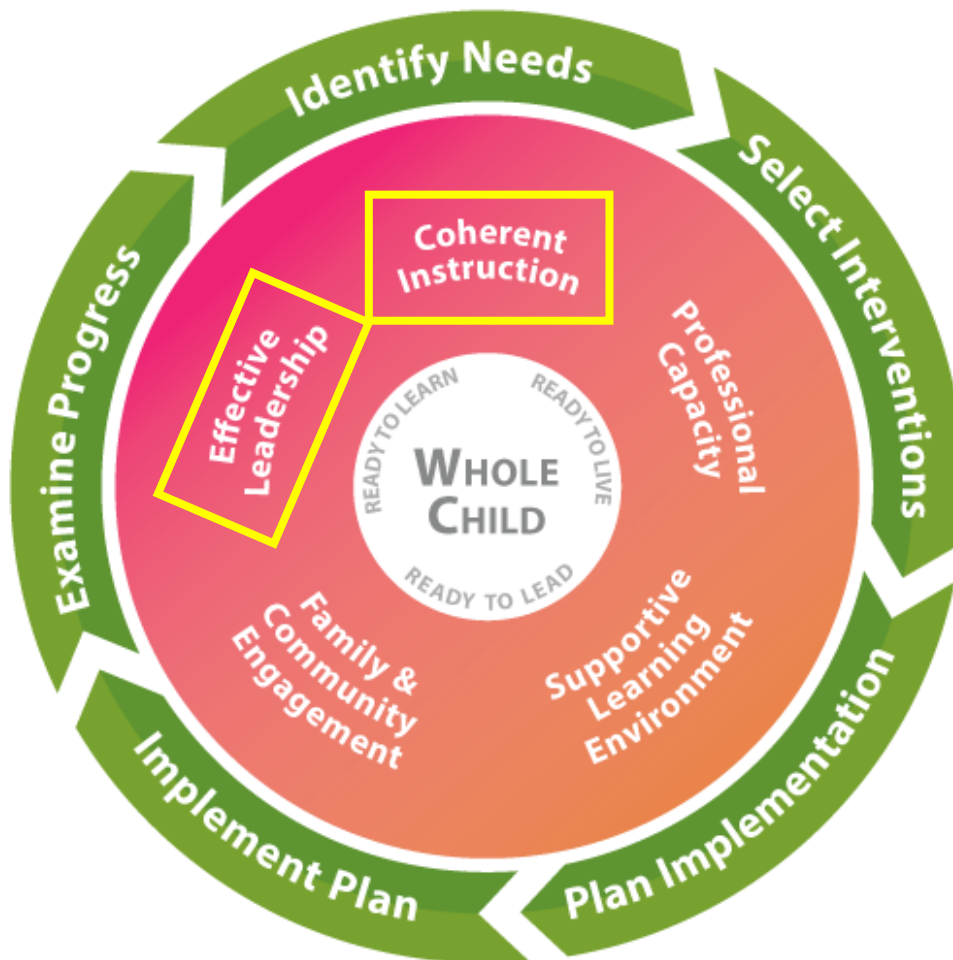
- **51%** of the schools' overarching needs were pertaining to **Coherent Instruction**.
- **18%** of the schools' overarching needs were pertaining to **Supportive Learning Environment**.
- **15%** of the schools' overarching needs were pertaining to **Professional Capacity**.
- **10%** of the schools' overarching needs were pertaining to **Effective Leadership**.
- **6%** of the schools overarching needs were pertaining to **Family & Community Engagement**.



# Setting Our Priorities: Effective Practices & Effective Implementation

- **90%** administered diagnostic assessment or universal screener at the schools
- **84%** of the schools use benchmarks, usually 3-4 times per year
- **58%** district-developed curriculum to teach Georgia Standards of Excellence
- **41%** school-developed or teacher-developed curriculum
- **1%** purchased curriculum
- **53%** use district-developed monitoring tools to assess student progress
- **47%** use purchased monitoring tools

# Setting Our Priorities: Effective Practices & Effective Implementation



While all five systems are important, SDE's 1<sup>st</sup> Quarter PRIORITY is to focus our support to schools and districts on the new, collaboratively developed, Georgia's Systems of Continuous Improvement framework, focusing on the systems of

***Coherent Instruction***

and

***Effective Leadership.***

# Identifying Common Needs & Best Practices: Action Study



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

## Target:

- Schools with a CCRPI below 60
- Broad Representation:
  - Across the state (North Area, Metro Area, and South Area)
  - All grade levels (elementary, middle, and high)

## Purpose:

- Improve the CCRPI scores to 60 or higher for the action study schools; identify common needs that can be addressed through common processes and supports

## Actions:

- Broad look at data (CCRPI indicators, observations/walk-throughs, school reviews, Comprehensive Needs Assessment)
- Regular monitoring and feedback (Monthly progress monitoring of the school improvement plan and short-term action plan)
- Buy-in (Principal and district cooperation to participate in the study)

## Deliverables:

- Develop a plan of action to monitor and address areas that may not have been fully identified or addressed in the past
- Develop sustainable systems of support that can be replicated in other schools and districts.

# Identifying Common Needs & Best Practices: Action Study



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
[gaDOE.org](http://gaDOE.org)

## North Area

- Bibb County, Williams Elementary School
- Richmond County, Meadowbrook Elementary School
- Twiggs County, Jeffersonville Elementary School, Twiggs County Middle School, and Twiggs County High School (SIG school using the State Model with feeder schools)

## Metro Area

- Fulton County, Tri-Cities High School
- DeKalb County, Towers High School
- Atlanta Public Schools, Dunbar Elementary School

## South Area

- Macon County, Macon County High School
- Sumter County, Americus-Sumter Ninth Grade Academy
- Dooly County, Dooly County High School



# Putting It In Action: Dooly County High School



A NEW DAY IN DOOLY

- Priorities
1. Curriculum Development  
(Planning Quality Instruction)
  2. Strategies  
(Delivering Quality Instruction)
  3. Coaching-building capacity  
(Job-embedded PL)  
Coaching Cycle (I do, we do, you do)  
Clarify coaches' DUTIES/RESPONSIBILITIES
  4. Content Specialists  
(to facilitate curriculum development)
  5. Strategic Plan to prioritize  
resources to meet student needs  
(eliminate/change positions to  
provide adequate funds)



# **Tiered and Tailored Supports to Meet Individual Needs**

# Coherent Instructional System

## **Tier 1: Available for all GA Schools and Districts**

- Teacher Resource Link (TRL)
- Statewide Longitudinal Data System (SLDS)
- Georgia Systems of Continuous Improvement framework
- Instructional awareness walks
- Instructional coach training
- Instructional coaching networks
- Rubric for high-impact instructional practices

## **Tiers 2 & 3: Identified Schools and Districts**

- School effectiveness specialists
- School reviews (GSAPS)
- School status monitoring
- Standards-based instructional practices
- Content-specific coaching
- School improvement plan (SIP) technical assistance
- District improvement plan (DIP) technical assistance
- Data analysis support
- Collaborative planning

# Effective Leadership

## **Tier 1: Available for all GA Schools and Districts**

- Principal-to-Principal webinar series recordings
- Instructional awareness walks
- Rubric for high-impact leadership teams
- CCRPI monitoring tools
- Statewide and regional instructional leadership conferences
- Statewide Longitudinal Data System (SLDS)
- Georgia Systems of Continuous Improvement framework

## **Tiers 2 & 3: Identified Schools and Districts**

- District effectiveness specialists
- School improvement plan (SIP) technical assistance
- District improvement plan (DIP) technical assistance
- School leaders and leadership teams coaching
- District leadership coaching
- McREL Balanced Leadership



# Changing Our Approach to School Improvement

- **Proactive, Agency-wide Approach:** Available to assist ALL schools and districts. Visiting any district or school that needs support – in partnership with other GaDOE teams and the RESAs
- **Universal supports:** Working with teams across the agency and external partners to provide a range of universal supports that grow and sustain the school improvement efforts of all schools and districts in Georgia.
- **Aligning the work & adopting proven practices:** Implementing Short-term action plans (STAP) and school reviews/walkthroughs along with RESAs
- **Greater focus:** Developed content-specific support for coherent instruction and effective leadership, aligned to our shared framework for improvement
- **Feedback & expertise: Listening to those on the ground through our** SDE/RESA Field Advisory Team and the Turnaround Council
- **Partnerships:** Working with RESAs, GLISI, higher education, nonprofits, and action study schools



# Holding Ourselves Accountable



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)

**We have a shared responsibility in improving schools and focusing on our kids.**

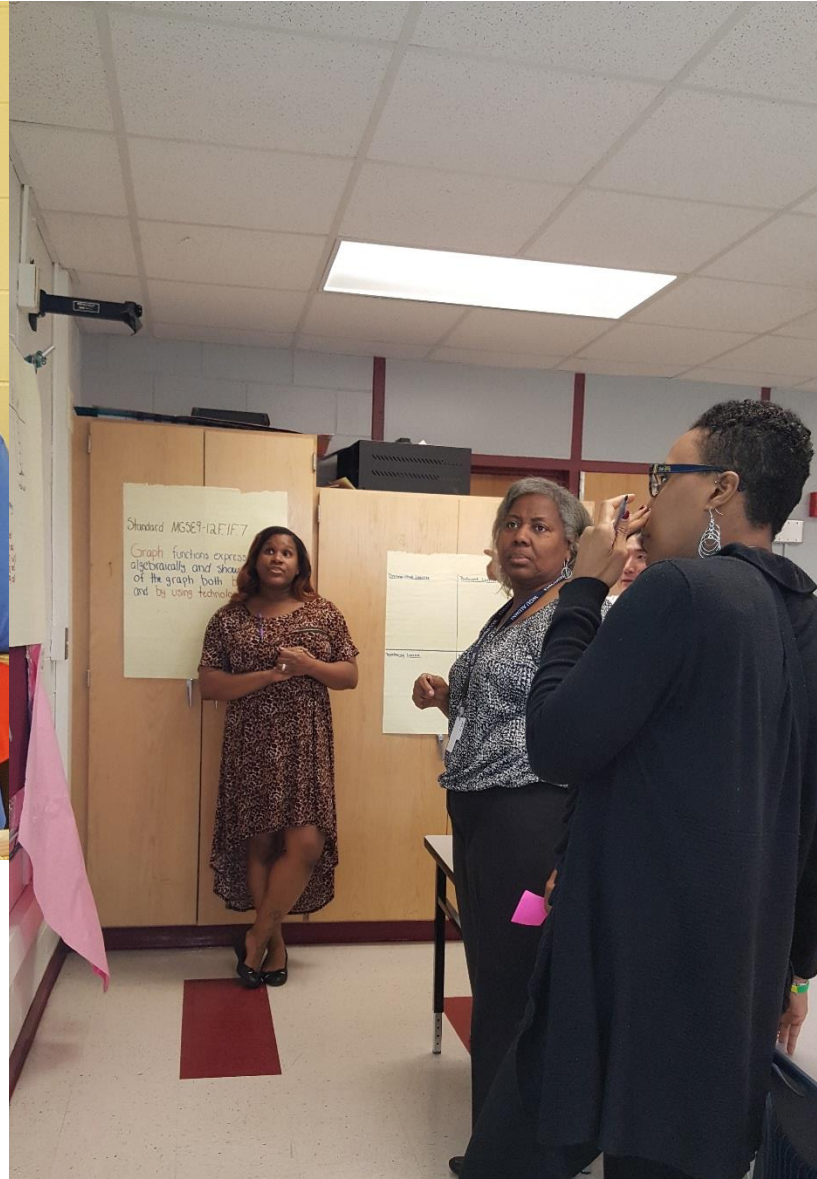
- **Identify** effective supports for each region
- **Collaborate** among schools, districts, RESAs, and GADOE to align the work and resources
- **Collaborate** with public and private entities, such as businesses, colleges, and communities, to identify additional resources to support districts and schools
- **Provide** successful tiered, targeted, and specific support to schools and districts
- **Move schools** off Priority and Chronically Failing status lists and on a path to sustained, upward improvement



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)



# Towers High School





# School Improvement

## Division of School and District Effectiveness



**Stephanie S. Johnson, Ed. S**  
Deputy Superintendent  
Office of School Improvement  
Division of School and District Effectiveness  
[stjohnson@doe.k12.ga.us](mailto:stjohnson@doe.k12.ga.us)