

GEORGIA'S TURNAROUND STRATEGY

MAY 2, 2018

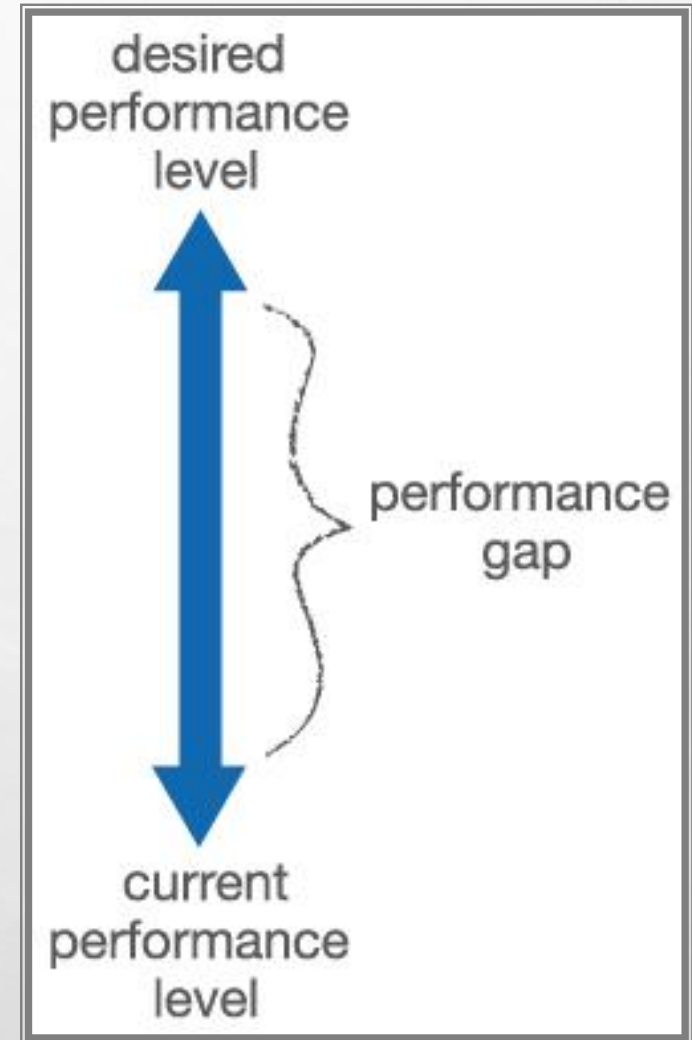
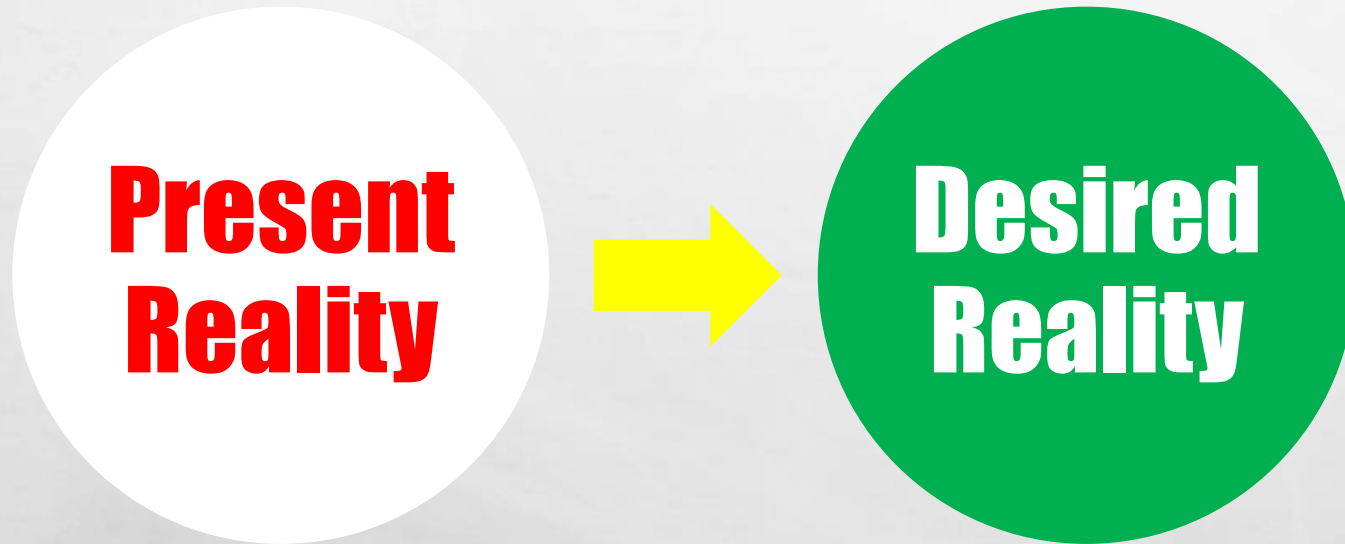


***EVERY ORGANIZATION IS PERFECTLY DESIGNED TO
PRODUCE THE RESULTS IT IS GETTING...***

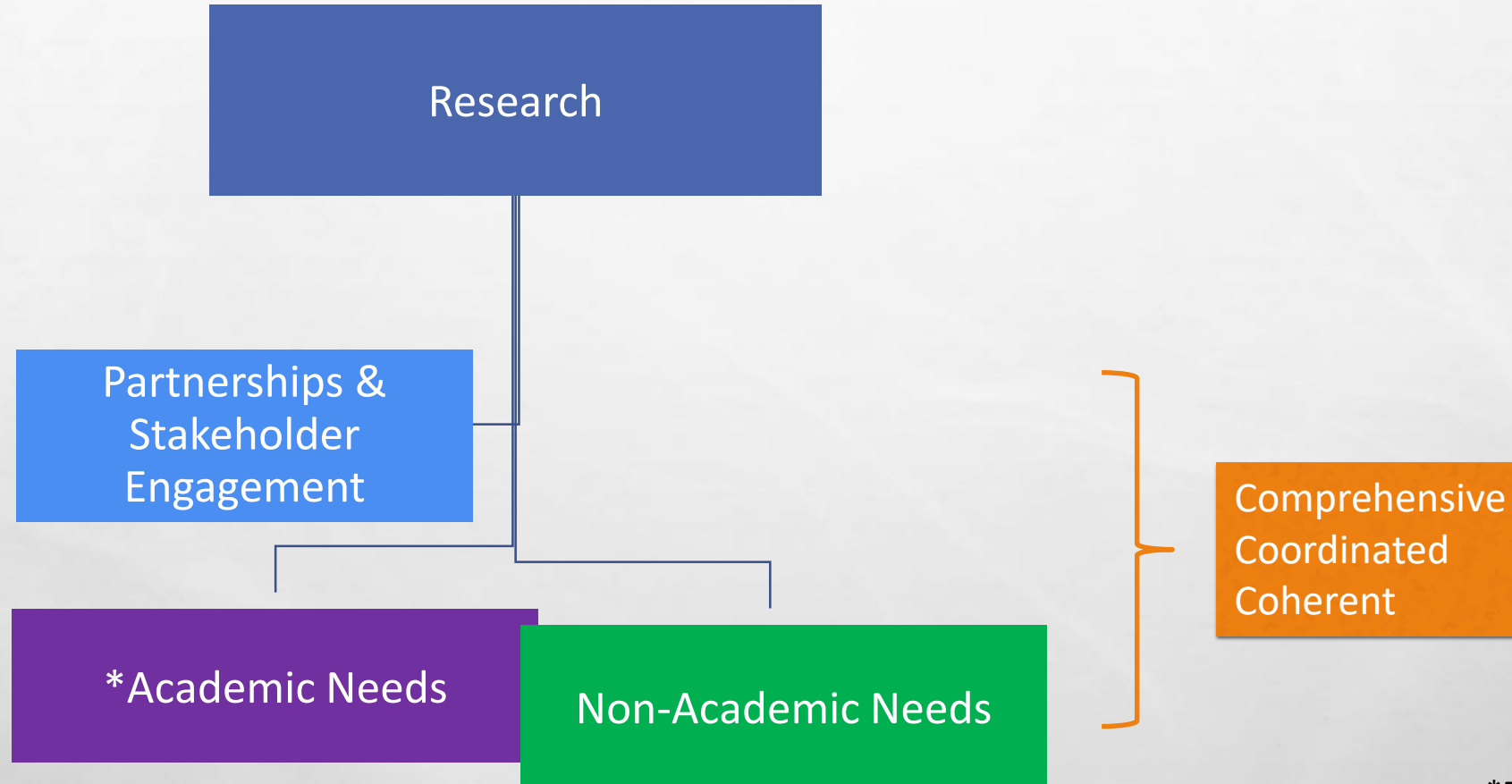


W. Edwards Deming

PURPOSE



THEORY OF ACTION



*Rand Corporation, 2017



STRATEGIC PARTNERSHIPS & STAKEHOLDER ENGAGEMENT



EVIDENCE-BASED MODEL

Table 14. Interventions and Levels of Evidence, by Intervention Type

| Intervention Type | Intervention Name | Highest Level of Evidence |
|--------------------------------|--|---------------------------|
| Leader-evaluation systems | Marzano School Leader Evaluation Model | Tier IV |
| | Vanderbilt Assessment of Leadership in Education | Tier IV |
| Principal preparation programs | Coaching Rural Leaders | Tier IV |
| | New Leaders Aspiring Principals Program | Tier II |
| | Principal Pipeline Initiative | Tier IV |
| | Principal preparation programs | Tier III |
| | Principal Residency Network | Tier IV |
| | Texas Principal Excellence Program | Tier II |
| Professional learning | Arkansas Leadership Academy's Master Principal Program | Tier IV |
| | McREL Balanced Leadership Program | Tier I |
| | Metropolitan Independent School District Principal Coaching Initiative | Tier IV |
| | National Institute for School Leadership Executive Development Program | Tier II |
| Working conditions | Pittsburgh Principal Incentive Program | Tier IV |
| | Principal autonomy | Tier II |
| | School Administration Manager | Tier IV |
| School improvement models | Knowledge Is Power Program (KIPP) | Tier I |
| | University of Virginia School Turnaround Program | Tier II |

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**ACADEMIC
NEEDS**

**NON-
ACADEMIC
NEEDS**

All Students, All Schools, All Districts



Provide supports from the Chief Turnaround Officer (CTO)

Provide targeted & tailored district- and school-level supports:

Lowest 5% of ALL schools based on rolling 3-yr CCRPI average

- School walkthrough (GSAPS) & School Improvement Plan (SIP)
- School-level coaching
 - GaDOE: Effective Leadership
 - RESA: Coherent Instruction
- Coordination with district-level supports
- State and community partnerships

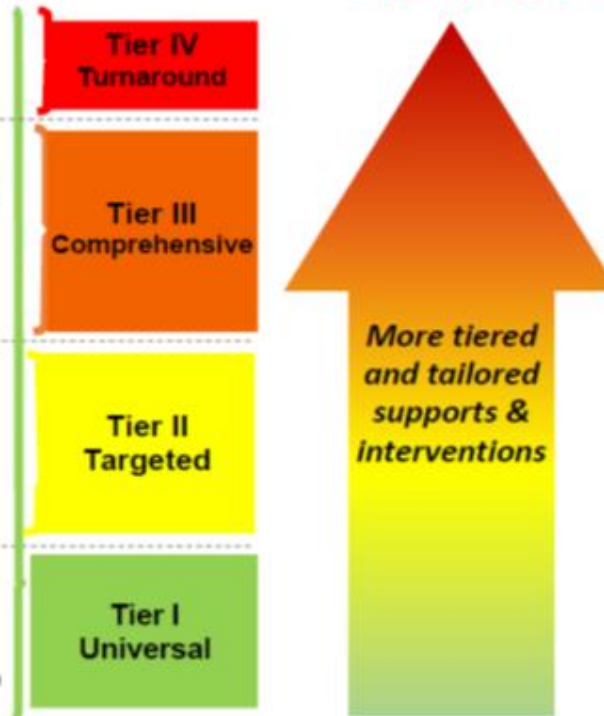
Provide targeted & tailored district-level supports:

Focused on identified subgroup-specific issues

- District-level coaching
- Resources, tools, interventions
- Institutes focused on subgroup (SWD, EL) needs
- Leveraging federal funds

Provide strong resources for all schools and districts:

- Georgia's Systems of Continuous Improvement
- Alignment to AdvancED
- Partnership with RESAs: Asset mapping and inventory
- Institutes focused on: Effective Leadership & Coherent Instruction
- Toolkit with aligned resources & interventions



ALIGNED TO GEORGIA'S ESSA PLAN

TIER FOUR SUPPORTS



TIER FOUR SUPPORTS

District Support Team

Transformation Specialist
(Team Lead)

PBIS Specialist

ELA & Math Content Support

Communities in Schools (CIS)
Coordinator

Literacy Mentor (Elementary
Schools)

ADDITIONAL SUPPORT

Director of Partnerships &
Community Engagement

Platinum Partners

Family Engagement Initiative

CEO Friend for each Principal

Prioritization and Technical
Support for Grants

ADDITIONAL SUPPORT

Health & Wellness Initiative
(pending)

Technical Support to Develop
Strategic Talent Management Plans

Teach for America (?)

Woodrow Wilson Foundation
(STEM)

Comprehensive Leadership
Development

COMPREHENSIVE LEADERSHIP FOCUS

District transformation

- Governance team
- Principal supervisor
- Teaching & learning leaders

Uniqueness of turnaround principal

- Turnaround competencies
- Organizational effectiveness
- Change management
- Transformational leadership

School leadership teams & teacher leaders ensure sustainability

- Assistant principal
- School leadership team
- Teacher leaders

ACCOUNTABILITY

Daily face-to-face engagement
with school and district

Weekly feedback to principal
and principal supervisor

Monthly feedback to
superintendent and BOE

Quarterly analysis of targeted
district conditions

Ongoing monitoring of school-
level leading indicators

CRITICAL IMPLEMENTATION GAPS

- CURRICULUM RESOURCES (INSTRUCTIONAL INFRASTRUCTURE)
- FORMATIVE ASSESSMENTS (INSTRUCTIONAL INFRASTRUCTURE)
- RURAL STAFFING (TALENT MANAGEMENT)
- BEHAVIORAL/MENTAL HEALTH STRATEGY (NON-ACADEMIC NEEDS)



GAP: CURRICULUM RESOURCES

1

Increase district awareness of available Ga Doe resources

2

Review and document inventory of present resources

3

Collaborate with school improvement & CTO to identify most critical grades 3-5 gaps

4

Develop and execute 90-day plan to address targeted gaps

GAP: FORMATIVE ASSESSMENT RESOURCES

1

Increase district awareness of available Ga Doe resources

2

Review and document inventory of present resources

3

Collaborate with school improvement & CTO to identify most critical grades 3-5 gaps

4

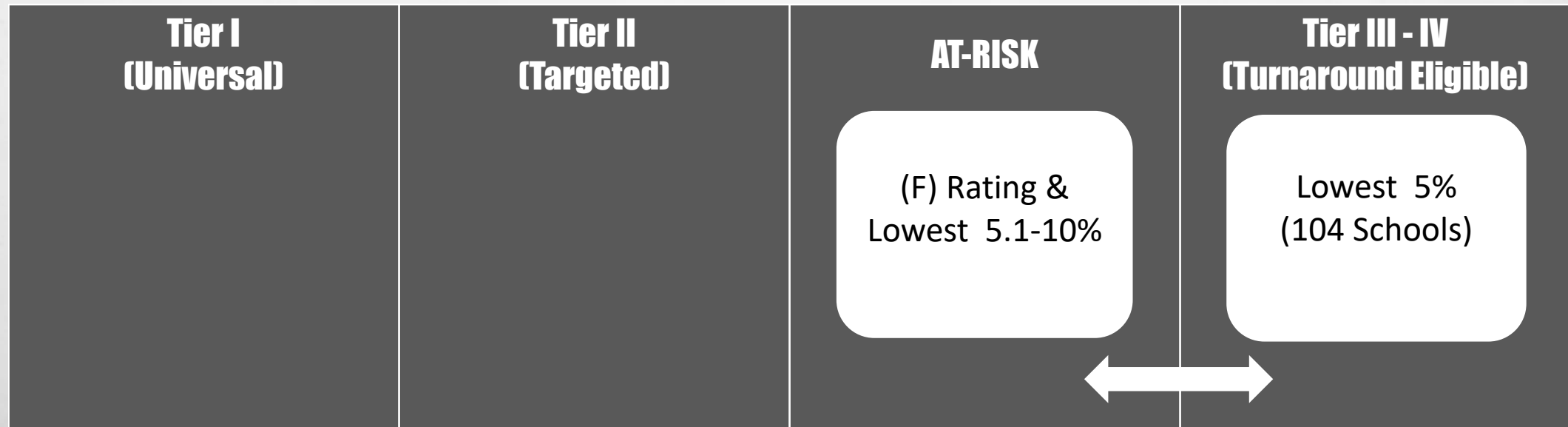
Develop plan to address targeted gaps

Alignment & Cohesiveness

The image features three stylized, grey, 3D human figures standing on a light grey surface. They are holding five large, interlocking grey gears. The figure on the left is holding the first gear, the middle figure is holding the second and third gears, and the figure on the right is holding the fourth and fifth gears. The gears are arranged in a horizontal line, with the middle gear being the largest. The background is a solid light grey.

CRITICAL MINDSET GAP

A STRATEGIC APPROACH TO PROMOTE ALIGNMENT & COHESIVENESS



A DISTRICT APPROACH FOR TURNAROUND ELIGIBLE-SCHOOLS

■ RESEARCH SUPPORTS A DISTRICT APPROACH

- HOENIG (2010)
- KIRTMAN AND FULLAN (2016)
- KOWAL, HASSEL, AND HASSEL (2009)
- LOUIS ET AL (2010)
- MARZANO AND WATERS (2009)
- WALLACE FOUNDATION (2013)
- ZAVADSKY (2012)

A DISTRICT APPROACH FOR TURNAROUND ELIGIBLE-SCHOOLS

- COHESIVENESS AND ALIGNMENT ENHANCED
 - IN SAME DISTRICT
 - SCHOOLS MOVE IN/OUT OF TIERS
- DISTRICT LEADERS HAVE ADAMANTLY REQUESTED ALIGNMENT
- RESOURCES MAXIMIZED

DISTRICT AS TURNAROUND ANCHOR



ALIGNMENT CROSSWALK

| Ga DOE Framework Components | Georgia Leadership Standards | Superintendent/District Standards | Turnaround Levers (District Conditions) |
|---------------------------------|---|--|---|
| Coherent Instructional System | Instructional Leadership (S1) Planning and Assessment (S3) | Learning & Teaching | Instructional Infrastructure <ul style="list-style-type: none"> Curriculum Strategy Instructional Monitoring & Support Formative Assessment Strategy Data Culture & System |
| Effective Leadership | Organizational Management (S4) Professionalism (S7) | Vison and Mission Governance *Planning and Organizing | Leadership <ul style="list-style-type: none"> District Governance Team and Community Aligned on "Will" to Execute Transformation District Capacity Resource Alignment Promote Positive Climate & Culture |
| Family & Community Engagement | Communication and Community Relations (S8) | Community Engagement | |
| Supportive Learning Environment | School Climate (S2) | Resources | |
| Professional Capacity | Human Resource Management (S5) Teacher and Staff Evaluation (S6) | Staff and Principal Evaluation | Talent Management <ul style="list-style-type: none"> School Leadership Selection and Development Teacher Recruitment, Selection, Placement, and Retention Strategic Professional Development |
| | | *Monitoring | Support & Accountability <i>(The Role of the District)</i> <ul style="list-style-type: none"> District Holds Schools Accountable to Established Expectations District Provides Support to Schools Schools have Defined Authority. |

DISTRICT CONDITIONS

| DISTRICT TURNAROUND CONDITIONS | |
|--|--|
| Leadership | |
| 1. Will to do what is necessary. Senior district leaders and the school board promote bold change to prioritize turnaround work and are engaging all stakeholders in the turnaround effort. | |
| 2. Capacity. The district has the human capital bandwidth at all levels and is prioritizing resources to orchestrate significant change for school turnaround now. | |
| 3. Positive learning climate and culture. The district provides guidance and direction to ensure that school leaders create a positive learning climate and culture for students and staff. | |
| Support & Accountability | |
| 4. School accountability. District leadership has an effective structure to hold principals, school leadership teams, and itself accountable for high, specific expectations. | |
| 5. School support. District leadership supports schools by providing strategic and tailored resource utilization, rapid response to key needs and regular, purposeful school presence. Support is provided to address academic and non-academic priorities. | |
| 6. Defined authority. District provides turnaround principals with the defined authority to drive change in their schools. This authority is anchored on a vision to ensure all students receive a quality education. | |
| Talent Management | |
| 7. School leadership selection and development. District leadership implements intentional, rigorous, and prioritized hiring of school leaders for high-priority schools. Turnaround leader competency assessments and other measures are used. Leadership gaps are identified, leading to development focus areas. | |
| 8. Teacher talent management: Recruitment and retention. District leadership establishes conditions to increase the number and impact of highly effective teachers in high-priority schools through recruitment, placement, and retention. | |
| 9. Teacher talent management: Strategic Professional Development. District leadership develops teachers in high-priority schools, leveraging various data to identify improvement areas, and then increasingly holds them accountable for instructional performance. | |
| Instructional Infrastructure | |
| 10. Valid assessments. District leadership ensures a rigorous assessment strategy, with interims clearly aligned to standards that serve as foundational. | |
| 11. Curriculum strategy. District leadership has provided a clear, coherent and quality curriculum that guides teachers during weekly collaborate meetings, supports alignment of lesson plans to the rigor of the standards and helps build teacher understanding of each standard. | |
| 12. Data culture and system. District leadership establishes a data-driven culture; this culture is evidenced by a student data management system that prioritizes responsiveness and urgency, needs of targeted sub-groups are identified and addressed, and needs of individual students are addressed. | |
| 13. Instructional monitoring and support. District leadership has established practices and systems to ensure high-quality instruction (core and interventions) that is aligned with curriculum and assessments in all classrooms. | |

ALIGNMENT & MAXIMIZING RESOURCES

Include

Include CTO in identified Ga DOE cabinet meetings

Schedule

Schedule combined team training/activities when possible

Include

Include all turnaround-eligible schools/districts when appropriate and capacity allows

Develop

Collaboratively develop district plan in common districts

- Tier II focus included as priority if necessary

EXAMPLES

| | Total Schools | Turnaround Eligible Schools | CTO | School Improvement | District Focus |
|-----------|------------------|--------------------------------|-----|-----------------------|-------------------|
| Clay | 2 | 1 | 1 | 1 | Joint |
| Dooly | 3 | 3 | 3 | 0 | CTO |
| Dougherty | 23 | 6 | 3 | 3 | Joint |
| Fulton | 109 | 9 | 0 | 9 | SI |

WHAT IS NEEDED TODAY...

- ☐ CURRICULUM RESOURCES (INSTRUCTIONAL INFRASTRUCTURE LEVER)
- ☐ FORMATIVE ASSESSMENTS (INSTRUCTIONAL INFRASTRUCTURE LEVER)
- ☐ RURAL HR SUPPORT (TALENT MANAGEMENT LEVER)
- ☐ HEALTH & WELLNESS STRATEGY (NON-ACADEMIC NEEDS)
- ☐ GRANT WRITING SUPPORT
- ☒ INTERNAL & EXTERNAL COMMUNICATION STRATEGY

SHIFTS IN MINDSET

Prioritization

Urgency

**Adequate
Investment**

**Alignment &
Cohesiveness**

QUESTIONS