



AdvancED Presentation of Standards

Dr. R. Stephen Green, CEO/Superintendent

March 13, 2017





DeKalb County School District AdvancED Self-Assessment Process





Standard Assignments

Standard	Co-Chairs
1. Purpose and Direction	Linda Frazer Eileen Houston-Stewart
2. Governance and Leadership	Ramona Tyson Trenton Arnold
3. Teaching and Assessing for Learning	Lisa Martin Vasanne Tinsley
4. Resources and Support Systems	Joshua Williams Gary Brantley
5. Using Results for Continuous Improvement	Knox Phillips Oliver Lewis



Standard 1: Purpose and Direction

Presenters:

Dr. Linda Frazer, Director, Special Projects

Ms. Eileen Houston-Stewart, Chief Communication and Community Relations Officer



Standard Assignments

Standard 1: Purpose and Direction

Name	Division/Department
Bridgette Allen	Principal, Marbut Theme Elementary
Jose Boza	Director, Leadership Development
Sherry Everett	Executive Director, Special Projects
Linda Frazer	Director, Special Projects
Eileen Houston-Stewart	Chief Communications and Community Relations Officer
Quinn Hudson	Director, Communications
Triscilla Weaver	Region 4 Superintendent



Standard Assignments

Standard 1: Purpose and Direction

Parent

Timothy Isacson

Derrick Polk

Lisa Beale

John Milner

Alan Franks

Cathy Clark

Sarah Parrish

Parent

Valencia Riley

Carol Smith

Jamille Lowe

Marsha Asby

Patrick Turner

Bridgette Riley

Nan Mar Lar



Standard 1: Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.





Standard 1: Purpose and Direction

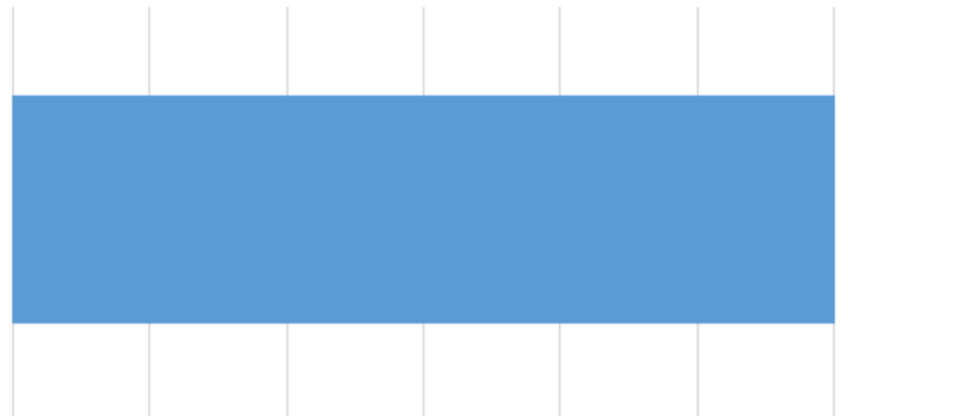
Indicator	Indicator Description	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	3
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	3



Standard 1: Purpose And Direction

Overall Self-Assessment Score

Purpose and Direction



3.00



Standard 1: Purpose and Direction

Areas of Strength

- Purpose statement that communicates a system-wide focus for student success and commits to shared values and beliefs about teaching and learning
- A systematic continuous improvement process for improving student learning
- Challenging educational programs and equitable learning experiences provided to all students



Standard 1: Purpose and Direction

Areas for Improvement

- Strengthen how system personnel monitor and maintain Continuous Improvement Plans for each school and provide feedback for improvement
- Utilize additional tools and processes for monitoring schools and providing support and feedback for continuous improvement



Standard 1: Purpose and Direction

Areas of Strength

- Advance communications from a tactical function to a strategic tool that supports the District's core function to prepare students for college and careers
- Develop strategic thinking by supporting Dr. Green on issues that analyze, critique, evaluate, propose, and support the District
- Evaluate news media coverage to focus on the inclusion of key messages and re-framing issues
- Create a strong customer service attitude when requests are made by school, parents, and fellow employees
- Design visual communication elements such as TRUST that send key messages in a visual way



Standard 1: Purpose and Direction

Areas for Improvement

- Improve delivery of information and updates to district employees
- Implement comprehensive marketing plan
- Increase the number of engaged community partnerships at the schoolhouse and district levels



Standard 2: Governance And Leadership

Presenters:

Ms. Ramona Tyson, Chief of Staff

Mr. Trenton Arnold, Region 2 Superintendent



Standard Assignments

Standard 2: Governance and Leadership

Name	Division/Department
Trenton Arnold	Region 2 Superintendent
Michael Bell	Chief Financial Officer
Jennifer Hackemeyer	Chief Legal Officer
Antoine Rhodes	Principal, Champion Theme Middle School
Laura Stowell	Director, Charter Schools, School Governance and Flexibility
Ramona Tyson	Chief of Staff
Deborah Wilson	Emeritus AdvancED Advisor



Standard Assignments

Standard 2: Governance and Leadership

Parent

Shirley Ellison
Samidia Bryant
Jarvis Morris
Tammy Jones
James Bright
Kristen Bryant
Sven Hagen

Parent

Erin Littles
Holly Duncan
Betty Cook
Adrian Flint
Michelle Keeling
Scarlette Jackson
Natra Dhakal



Standard 2: Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.





Standard 2: Governance and Leadership

Indicator	Indicator Description	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	3
2.2	The governing body operates responsibly and functions effectively.	3
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	4
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	3
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	4
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	3



Standard 2: Governance and Leadership Overall Self-Assessment Score

Governance
and
Leadership



3.33



Standard 2: Governance and Leadership

Areas of Strength

- Solid foundation of policies and practices that supports the purpose and direction of the school district
- Clearly defined roles and responsibilities with all leaders committed to decision making that supports the vision, mission, and goals of the school district
- Formal professional development process regarding roles and responsibilities supported by federal, state, and local agencies and national conferences



Standard 2: Governance and Leadership

Areas for Improvement

- Continue the implementation of the board self-evaluation process
- Continue to enhance the policy development/revision process
- Continue the professional development in school reform for long-term strategic planning



Standard 2: Governance and Leadership

Areas of Strength

- Protect, support, and respect the autonomy of the system and school leadership to accomplish goals for achievement
- Rapid response to schools from district operations
- District staff assigned to each Region have a vested interest in the success of the schools in the Region
- Principals and parents report more rapid response times in addressing needs



Standard 2: Governance and Leadership

Areas for Improvement

- Continue to enhance organizational structure and reporting lines of micro-cabinets
- Continue to increase the micro-cabinets to provide the greatest support to schools



Standard 3: Teaching and Assessing for Learning

Presenters:

Dr. Lisa Martin, Chief Academic and Accountability Officer

Dr. Vasanne Tinsley, Deputy Superintendent, Student Support and Intervention



Standard Assignments

Standard 3: Teaching and Assessing for Learning

Name	Division/Department
Marcia Coward	Liaison, Student Advancement
Kelly Hales	Executive Director, Federal Programs
Manomay Malathip	Executive Director, Student Advancement
Lisa Martin	Chief Academic and Accountability Officer
Deborah Moore-Sanders	Director, Student Support
Sandra Nunez	Director, ELL
Chezia Calloway	Executive Director, Special Education

Name	Division/Department
Ralph Simpson	Region 5 Superintendent
Rajnish Singh	Coordinator, School Choice
Stacy Stepney	Executive Director, K-12 Curriculum and Instruction
Julie Taylor	Principal, Sagamore Hills Elementary School
Vasanne Tinsley	Deputy Superintendent, Student Support and Intervention
Charles Wood	Interim Director, Allotments



Standard Assignments

Standard 3: Teaching and Assessing for Learning

Parent

Coreain Goodman

Deirdre Pierce

Debbie Hairston

Markeeta Rayton

Cynthia Sutton

Elizabeth Aleman

Carol Neustadt

Parent

Debbie Martin-Gerstle

Kelly Clinch

Camilyn Germann

Alan Armstrong

Randy Faigin David

Sonya Tinsley-Cook

Fatuma Haji



Standard 3: Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.





Standard 3: Teaching And Assessing For Learning

Indicator	Indicator Description	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	3
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	3
3.6	Teachers implement the system's instructional process in support of student learning.	2



Standard 3: Teaching And Assessing For Learning

Indicator	Indicator Description	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	3
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	3
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	3
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3
3.11	All staff members participate in a continuous program of professional learning.	3
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	3



Standard 3: Teaching and Assessing for Learning

Overall Self-Assessment Score

Teaching and Assessing
for Learning



2.75

2.75



Standard 3: Teaching and Assessing for Learning

Areas of Strength

- Engage in a Curriculum Design Process to ensure that the written, taught, learned, and assessed curriculum remains aligned to Georgia's standards
- Assign personnel from all C&I departments to support the regional micro-cabinets
- Create support tools to assist teacher in developing rigorous classroom instruction and developed classroom walkthrough tools
- Develop, with the Wallace Core Grant Team, systematic processes and procedures to align all district-wide divisions to the continuous improvement process for schools



Standard 3: Teaching and Assessing for Learning

Areas for Improvement

- Ensure that all teachers are consistent and deliberate in planning and using instructional strategies
- Create a consistent process beyond classroom observation to ensure that instructional practices are effectively monitored
- Ensure that all teachers are using a consistent instructional process that clearly informs and supports differentiation of instruction for our diverse population of students



Standard 3: Teaching and assessing for Learning

Areas of Strength

- Develop a recruiting strategy for nurses
- Reviewed, evaluated and revamped the identification procedures and support for homeless and migrant students
- Revise the Student Code of Conduct
- Increase support for EL population with the hire of bilingual support personnel
- Develop a “Circle of Care” initiative to provide wrap around services to students



Standard 3: Teaching and Assessing for Learning

Areas for Improvement

- Increase Parental Engagement throughout the school district
- Increase the number of career pathways that are available to students, based on current labor trends
- Provide comprehensive training in the area of mental health awareness for teachers, staff and parents



Standard 4: Resources and Support Systems

Presenters:

Mr. Joshua Williams, Chief Operating Officer

Mr. Gary Brantley, Chief Information Officer



Standard Assignments

Standard 4: Resources and Support Systems

Name	Division/Department
Valerie Ayer	Coordinator I, School Media
Gary Brantley	Chief Information Officer
Chezia Calloway	Executive Director, Special Education
Monika Davis	Director, Virtual Learning
Rosalind Dennis	Director, Ed. Media and Instructional Materials
Dan Drake	Executive Director, Planning
Melinda Maddox	Coordinator III, Special Education

Name	Division/Department
Everett Patrick	Interim Chief Human Capital Management Officer
Raymond Stanley	Principal, Columbia Elementary School
Joel Thibodeaux	Director, Audits & Compliance
Joshua Williams	Chief Operating Officer
Joyce Wimberly	Executive Director, School Nutrition Services
Rachel Zeigler	Region 3 Superintendent



Standard Assignments

Standard 4: Resources and Support Systems

Parent

Ken Schroeder

Betty Maida

Mercedes Larkin

Latrice Daniel

Arletha Grandison

Linda Brown

Bahdural Ghebre

Parent

Shirley Caldwell

Curvin Parker

Patricia Roberts

Nicole Logan

Eric McBride

Tyrell Syms



Standard 4: Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.





Standard 4: Resources and Support Systems

Indicator	Indicator Description	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	3
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	3
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	4



Standard 4: Resources and Support Systems

Indicator	Indicator Description	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	3
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	3
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	3
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3



Standard 4: Resources and Support Systems Overall Self-Assessment Score

Resources and
Support Systems



3.12

3.12



Standard 4: Resources and Support Systems

Areas of Strength

- Ensure that system and school leaders have access to hire, place, and retain qualified professional staff through the annual budget cycle process
- Implement a new preventive maintenance and employee training program using a clearly defined process and guidelines to evaluate and maintain the district's school bus inventory
- Exceed target percentage of all local schools participating in the district's recycling program
- Reduce the average number of days to complete work orders by strategically deploying a specialized team of technicians to address outstanding work orders in each region
- Launch of a Five-Year Local Facility Master Planning effort



Standard 4: Resources and Support Systems

Areas for Improvement

- Continue to address retention efforts and enhance succession planning for professional staff
- Continue to address the District's deferred maintenance (work orders) backlog at our local schools and facilities
- Continue to address our aging school bus fleet to enhance our transportation service operations



Standard 4: Resources and Support Systems

Areas of Strength

- Develop a district-wide Technology Plan driven by a shared vision for technology use in DCSD
- Focus on providing equitable access to technology district-wide
- Ensure IT staff understand how critical thinking, problem solving, and performance impact student learning
- Make available of a wide-array of programs and services to support the individual learning needs of all students
- Implement a state of the art fiber optic and wireless network in all elementary, middle and high schools district-wide



Standard 4: Resources and Support Systems

Areas for Improvement

- Upgrade our physical security systems
- Refresh end user devices
- Further enhance our current technology infrastructure



Standard 5: Using Results for Continuous Improvement

Presenters:

Mr. Knox Phillips, Executive Director, Research, Assessment & Grants

Mr. Oliver Lewis, Executive Director, Professional Learning, Leadership Development,
Ed Media and STEM



Standard Assignments

Standard 5: Using Results For Continuous Improvement

Name	Division/Department
Tracey Crenshaw	Principal, Vanderlyn Elementary School
Sherry Johnson	Interim Region 1 Superintendent
Oliver Lewis	Executive Director, Professional Learning, Leadership Development, Ed Media and STEM
Alain Love-Davis	Coordinator, Federal Programs
Rochelle Lowery	Coordinator, Leadership Development
Evelyn Hall	Coordinator II, ELL
Melanie McLendon	Manager III, Information Systems
Knox Phillips	Executive Director, Research, Assessment & Grants
Michelle Summerlin	Coordinator, Special Education



Standard Assignments

Standard 5: Using Results for Continuous Improvement

Parent

Kevin Bush

Patricia Cain

Tara Smith

Andre Teague

Braisley Elder-Weems

Shontica Wallace

Olivia Singleton

Parent

Dionne Wilkinson

Adrian Alexander

Catrina Thompson-Fuller

Michelle Keeling

Tiffany Hill

Max Joseph



Standard 5: Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.





Standard 5: Using Results for Continuous Improvement

Indicator	Indicator Description	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	3
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	3
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	3
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	3
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	3



Standard 5: Using Results for Continuous Improvement Overall Self-Assessment Score

Using Results for
Continuous Improvement



3

3.00



Standard 5: Using Results for Continuous Improvement

Areas of Strength

- Maintain a comprehensive student assessment system which includes multiple measures of student achievement data
- System processes and procedures for collecting, analyzing and applying learning from multiple data sources
- System and school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning and quality of instruction
- Professional development of system and school staff is strategically implemented to support efficacy related to the use of data
- District programs that govern the continuous process for validating school improvement



Standard 5: Using Results for Continuous Improvement

Areas for Improvement

- Continue focus on district efforts related to the use of data to inform our continuous improvement efforts
- Continue to refine processes for common assessments to better align with redesigned curriculum
- Continue focus of district efforts to strengthen school-based data teams



Standard 5: Using Results for Continuous Improvement

Areas of Strength

- Over 100 courses in professional development affiliated with data use and interpretation were offered during the 2016-2017 school year
- Professional and support staff have opportunities to be trained using a variety of modalities of professional development
- Professional development of system and school staff is strategically implemented to support efficacy related to the use of data
- Implement a professional development plan for research, data, assessment and evaluation



Standard 5: Using Results for Continuous Improvement

Areas for Improvement

- Develop additional professional development specifically aligned to formative assessments and protocols for formative instructional practices
- Develop tiered levels of professional development for schools in the use of assessment data
- Strengthen professional development for professional and support staff



Stakeholder Feedback Overview

Areas of Strength

- Availability of technology
- Purpose statement focused on student success
- Readiness for the next grade level and high expectations
- Multiple assessments available to check understanding
- Ample choice of programs and services
- Transition to new curriculum and greater emphasis on digital platforms

Areas for Improvement

- Increased parental involvement in school activities
- Additional need for peer coaching to teachers
- Redesigned and tiered models for professional development
- Expansion of parental engagement initiative in the District



Student Performance Overview

Areas of Strength

College Readiness Indicators

- SAT Critical Reading has increased 48 points since the 2013-2014 school year, from a total composite score of 411 to 459
- SAT scores in mathematics 37 points during the same period, moving from 413 to 450 High school students in DeKalb also showed a notable increase of 39 points on the SAT writing test during the same span of years

Graduation Rates

- Since the 2013-2014, 4-year cohort graduation rate to a current graduation rate of 70.3%
- 5-year cohort graduation rate increased 15.4 points since the 2013-2014 school year to a current rate of 74.4%



Student Performance Overview

Areas of Strength (cont'd)

Lexile Levels & Reading Proficiency

- Percentage of 3rd grade students reading at or above grade level increased 5 percentage points since the 2014-2015 school year to a current rate of 64%; 5th grade increased 2 percentage points (60%); 8th grade students increased 7 percentage points (67%); 11th grade students increased 38 percentage points (68%).

Areas for Improvement

- Increase proficiency on Georgia Milestones Mathematics Assessments by expanding and enhancing the District's Mathematics Initiative
 - 3rd grade – 28%; 4th grade – 27%; and 5th grade – 25%
- Increase proficiency on CCRPI performance by expanding and enhancing the District's support to underperforming schools



Standards Teams Interview Locations

Teams	Location
Standard 1 Linda Frazer Eileen Houston-Stewart	M201
Standard 2 Ramona Tyson Trenton Arnold	Regional Superintendent Conference Room
Standard 3 Lisa Martin Vasanne Tinsley	C & I Conference Room
Standard 4 Joshua Williams Gary Brantley	Stone Mountain Room
Standard 5 Knox Phillips Oliver Lewis	Decatur Room



THANK YOU!