



# AdvancED Required Actions

**BOE Presentation  
December 2, 2013**

Michael L. Thurmond  
Superintendent

# The Charge

- \* Address the Eleven Required Actions and Directives
  - \* Indicate a performance level score for each required action
  - \* Provide a detailed response describing the steps taken and the results
  - \* Provide evidence and artifacts to support actions taken
- 
- May 15-17, 2013 – AdvancED Monitoring Visit
    - Purpose was to review progress made in addressing the Eleven Required Actions
  - December 8-10, 2013 - AdvancED Monitoring Visit
    - Purpose to review progress made in adding the directives within the Eleven Required Actions

# The Journey

- **October 16-17, 2012** – The District hosted a Special Review visit from AdvancED. Through interviews with institution stakeholders, observations, and reviews of institution documents, the team developed a Special Review Team report detailing its findings from the review.
- **December 17, 2012** – The District was placed on Accredited-Probation and required to address Eleven Required Actions
- **February 8, 2013** – Michael L. Thurmond was appointed as the Interim Superintendent.
- **March 13, 2013** – The Governor appointed six new board members to the recently elected three board members comprising the nine-member board.
- **May 15-17, 2013** – The District hosted a Monitoring Team visit by AdvancED.
- **July 3, 2013** – The District received a Monitoring Visit Report denoting significant improvements and recognizable progress on the Eleven Required Actions and narrowed the work to specific directives.
- **October 7, 2013** – The Board extended the contract of Michael L. Thurmond as Superintendent removing “interim”.
- **December 8-10, 2013** – The District will host the one-year Monitoring Visit by AdvancED to demonstrate that all Eleven Required Actions and associated work are complete.

# Required Action 6

*Ensure a robust district diagnostic assessment program (universal screener, progress monitoring probes, and benchmarks included) that is a systematic and a regular component of the district's comprehensive assessment system, include a variety of formative assessment tasks and tools to monitor student progress, and provide school personnel access to the State Longitudinal Data System.*

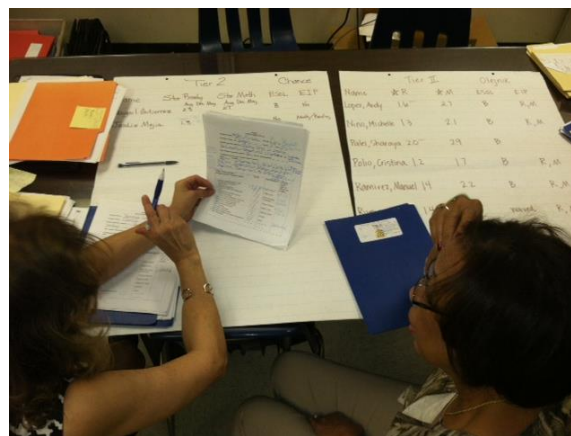
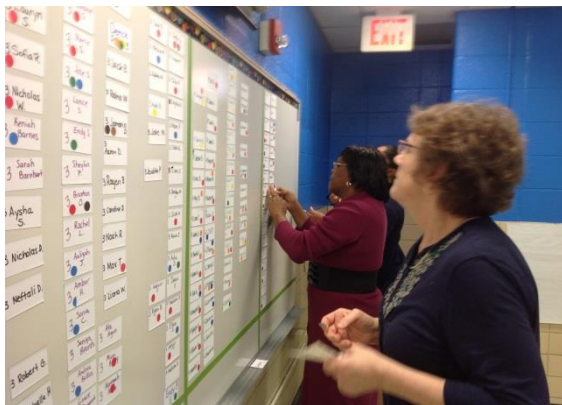
## **Actions Taken**

- Trained principals and school based teams in the spring 2013
- Developed the six-step data protocol
- Trained school based teams on the protocol, uses, RTI correlations, and assessment tools
- Reviewed data from schools, monitored implementation, shared cross-school and regional ideas and data for support
- Developed communications protocol, timelines, and expectations
- Incorporated protocols into the Strategic Planning process
- Met with C&I team and Senior Cabinet to share data and communications protocol

## **Evidence to Support**

- Agendas from training Signature logs
- Videos from training posted to IDMS icon in FirstClass for staff for review and redelivery: <http://www.dekalb.k12.ga.us/idms>
- Usage reports and summary results – SLDS, IDMS, Star, CCRPI
- Documents from training and available for teachers, admin, staff, and Board members
- Google DOCS from training – use and implementation
- Board meeting minutes, agendas, and FY14 and proposed FY15 budgets
- McLendon ES – Regular Data talks, identify Strengths and areas of concern, develop school improvement plans, identify resources, seek regional and district support.

# 6- Step Data Protocol (Theory to Application)



# Required Action 6

*Ensure a robust district diagnostic assessment program (universal screener, progress monitoring probes, and benchmarks included) that is a systematic and a regular component of the district's comprehensive assessment system, include a variety of formative assessment tasks and tools to monitor student progress, and provide school personnel access to the State Longitudinal Data System.*

## Results of Actions Taken

- Monitor student growth using formative data
- Awareness at all levels of data usage to drive decision making and monitor progress
- Specific and strategic planning supported at all levels in data and communication protocol
- Additional certification and trainings developed for areas of need – Math and Science K-5
- STAR summary Data Analysis completed to determine areas of need and identified next steps
- OAS results and data analysis completed at the school and district level determining areas of need

## Sustainability Plans

- Part of the new and evolving culture at all levels
- Planned ongoing training and monitoring implementation
- Title II funds (Available to Regions for Professional Learning)
- Title I funds (Supplemental Instructional Resources)
- Board involvement and funds available to purchase Universal Screener
- New Student Information System provides ready access to data for all stakeholders.
- Regional Support for Decentralized model, local decision making and strategic planning based on student, school, and district data



# Required Action 7

*Establish a formal change management process for new system initiatives (vision, mission, strategic plan, curriculum, benchmark assessment, etc.) to address development, implementation, timeline, monitoring, communication and evaluation effectiveness.*

*This process should be in accordance with state regulations and guidelines.*

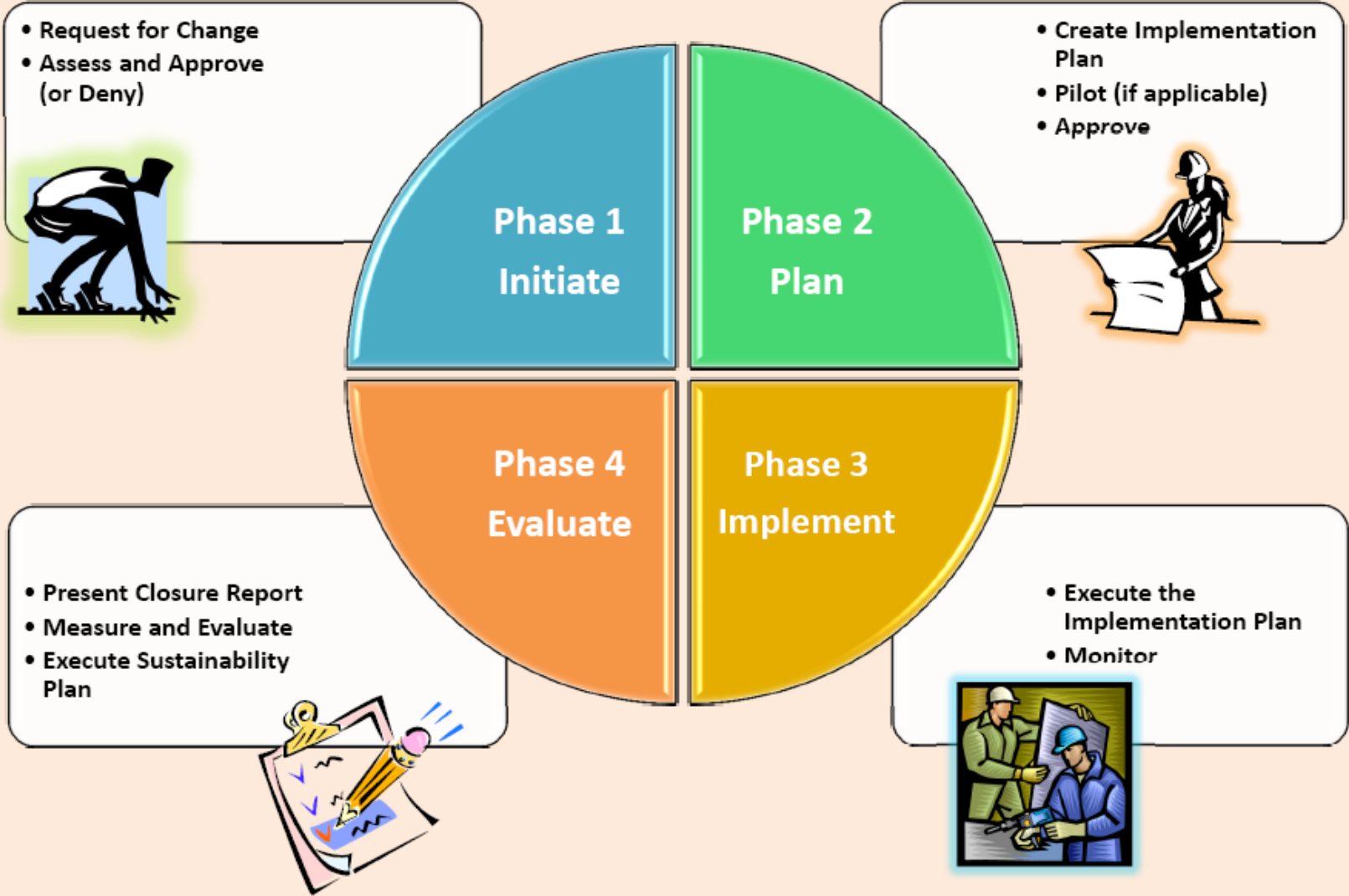
## **Actions Taken**

- Surveyed stakeholders
- Researched & compared models of change and performance management
- Connected Required Actions 7 & 11
- Developed multiple drafts of new process for feedback
- Established a process for new system initiatives

## **Evidence to Support**

- Survey results
- Change models and methodologies
- Change Management Chart
- Guidance Document
- Request for Change Form
- Implementation Plan Template

# CHANGE MANAGEMENT



**FOR CONTINUOUS IMPROVEMENT**



# Required Action 7

*Establish a formal change management process for new system initiatives (vision, mission, strategic plan, curriculum, benchmark assessment, etc.) to address development, implementation, timeline, monitoring, communication and evaluation effectiveness. This process should be in accordance with state regulations and guidelines.*

## Results of Actions Taken

- Process tracks and monitors actionable changes or initiatives from the Strategic Plan to achieve desired results
- Process maximizes the use of resources, materials, time and energy
- Process replaces random acts of improvement with focused and aligned acts of improvement
- Process helps to achieve organizational effectiveness and efficiency

## Sustainability Plans

- District's Strategic Plan
- Regional Improvement Plans
- School Improvement Plans

# Required Action 8

*Conduct an internal audit on the available technology across all schools in order to identify areas of need with the intent to allocate appropriately throughout the district. Support this action by researching appropriate training for teachers and staff to ensure technology's effective use in daily instruction.*

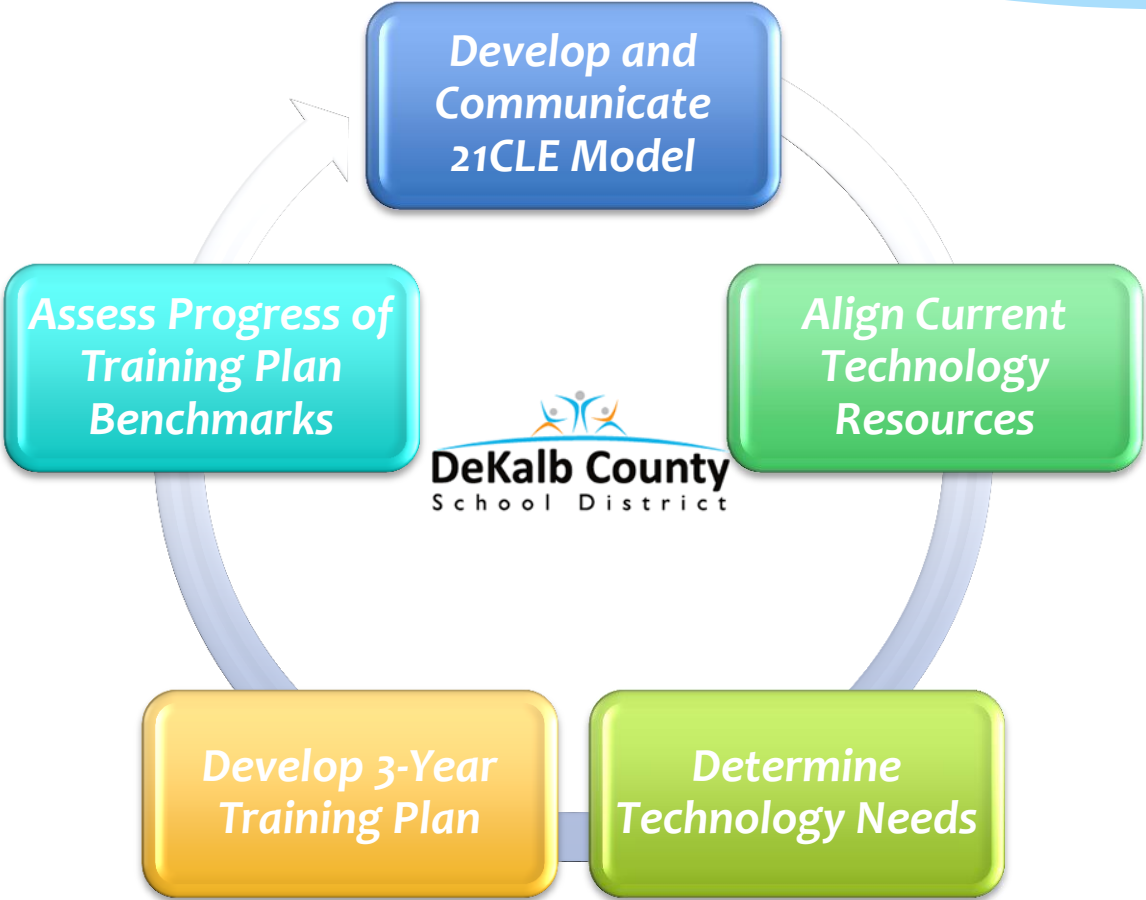
## Actions Taken

- **Audited** the current technology
- **Assessed** technology needs
- **Addressed** equitable technology allocations
- **Researched** effective training for teachers that ensure the integration of technology
- **Developed** a management structure that ensures sustainability

## Evidence to Support

- Executive Summary - Technology Audit
- 21st Century Learning Environment Framework
- Resource Alignment and Allocation Chart
- BOE Business Meeting Agendas & Supporting Documents
- Teacher Technology Training Plan Proposal
- DCSD Technology Courses Taught (February - October 2013)
- DCSD Comprehensive Management Process

# Comprehensive Management Structure



# Required Action 8

*Conduct an internal audit on the available technology across all schools in order to identify areas of need with the intent to allocate appropriately throughout the district. Support this action by researching appropriate training for teachers and staff to ensure technology's effective use in daily instruction.*

## Results of Actions Taken

- The implementation of a comprehensive management structure guarantees the maintenance of a robust technology infrastructure.
- Allocations are determined by equity and not quantity which provides all students with access to technology tools.
- The district has a shared vision for 21<sup>st</sup> Century Teaching, Learning, and Assessment as well as a technology training plan that ensures teachers are empowered to integrate technology infrastructure.

## Sustainability Plans

- The District will continue to conduct an annual technology audit to inform technology needs.
- The Technology Training Plan identifies instructional goals for all staff and provides assessment opportunities to measure mastery for the next three-years.
- The District will continue to engage stakeholders and collect feedback that will inform technology and training needs as well as progress.
- The communications plan ensures all stakeholders are aware of the technology tools available and how to get assistance in using and implementing them.

# Required Action 9

*Communicate to stakeholders the difference between programs and financial resources available to schools.*

## **Actions Taken**

- Phase 1
  - Developed plan
  - Surveyed buildings & district divisions/departments
- Phase 2
  - Organized, analyzed, and synthesized data
  - Narrowed scope to Instructional Software Programs (ISP)
  - Defined funding sources as federal, state/local, special
- Phase 3
  - Created interactive webpage tool
  - Communicated findings

## **Evidence to Support**

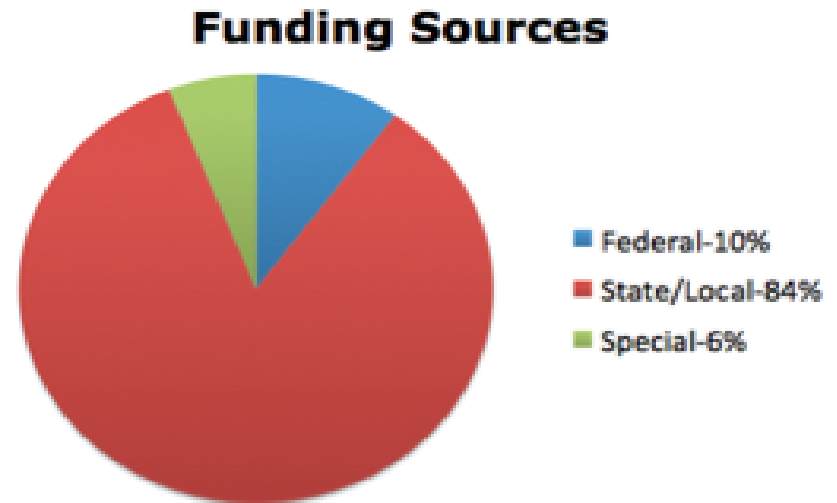
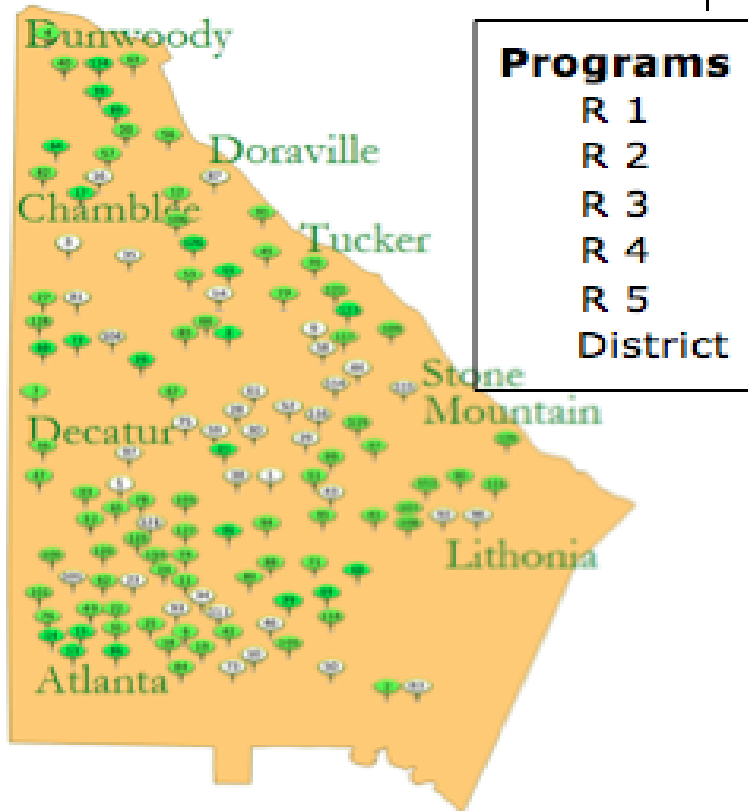
- Interactive webpage tool
- ISP spreadsheets (building & district-level ISP data)
- Communications Plan
- Various communiqué (memos, newsflash, social media)

## Required Action 9

Southern Association of Colleges and Schools (SACS) charged the district with the following: *Communicate to stakeholders the difference between programs and financial resources available to schools.* A district committee responded by collecting, analyzing, and reporting programs available by district, region, and individual school and their associated funding sources. The committee narrowed the scope of RA9 by defining "programs" as Instructional Software Programs (ISP) and "funding sources" as coming from one of three broad categories (federal, state/local, and special funds). Combined these three broad categories equal 100% of the district's operating budget. Program selections and funding allocations vary from school to school based on specific student populations, learning needs, and socio-economic status as defined by federal and state guidelines. Program selections are site-based.

**Explore the applications on this page**, to learn more about programs and funding sources available by district, region or individual school.

### Frequently Asked Questions (FAQS)





# Required Action 9

*Communicate to stakeholders the difference between programs and financial resources available to schools.*

## Results of Actions Taken

- Creation of a viable communication tool (see sample on next slide)
- Instructional Software Programs (ISP) selection/removal process to ensure ROI\*
- Collaboration with RA 6, 7, & 8 to ensure ROI\*

## Sustainability Plans

- ISP spreadsheets updated at least annually
- Use of ISP selection/removal process
- Ongoing trainings and communication efforts

\*ROI = Return on Investment

# Required Action 10

*Enroll all students (K-12) in Parent Portal and communicate with parents this action to work more closely with them. Establish policy for timely Parent Portal updates by teachers. Also provide students with tools to monitor their success.*

## **Actions Taken**

- Enrolled all K-12 students in Parent Portal
- Revised board policy IHA
- Translated documents in multiple languages
  - English, Amharic, Arabic, Burmese, Bengali, French, Chinese, Nepali, Vietnamese, Spanish and Somali
- Conducted pilots and interactive sessions
- Encouraged parents/guardians to activate accounts

## **Evidence to Support**

- FirstClass correspondences
- Student Registration Guide
- Frequently Asked Questions
- Parent Portal Handbook
- PDSTV24 & Media Tools
- DeKalb County Public Library System
- Board Policies IH and IHA



# Parent Portal Manager's & School Registrar's

## Registration & Guide

**Parent Portal  
Registration  
&  
eSIS Parent Assistant**



The Parent Portal Handbook is available in English, Amharic, Arabic, Burmese, Bengali, French, Chinese, Nepali, Vietnamese, Spanish and Somali.

DeKalb County School District  
1701 Mountain Industrial Blvd.  
Stone Mountain, GA 30083

# Required Action 10

*Enroll all students (K-12) in Parent Portal and communicate with parents this action to work more closely with them. Establish policy for timely Parent Portal updates by teachers. Also provide students with tools to monitor their success.*

## Results of Actions Taken

- Engages families in meaningful ways by keeping them informed of their child's academic performance and attendance
- Provides real time data
- Strengthens communication between home and school
- Allows students to monitor their academic success using minimal steps

## Sustainability Plans

- Student Information System automatically creates account for a student within 24 hours of enrolling
- “Stay in the Know” campaign continues
- Teachers maintain accurate and current records in the web-based platform

# Required Action 11

*Re-establish the district's strategic planning team for the purpose of effectively implementing the DeKalb County School System Strategic Plan to guide the direction of the district.*

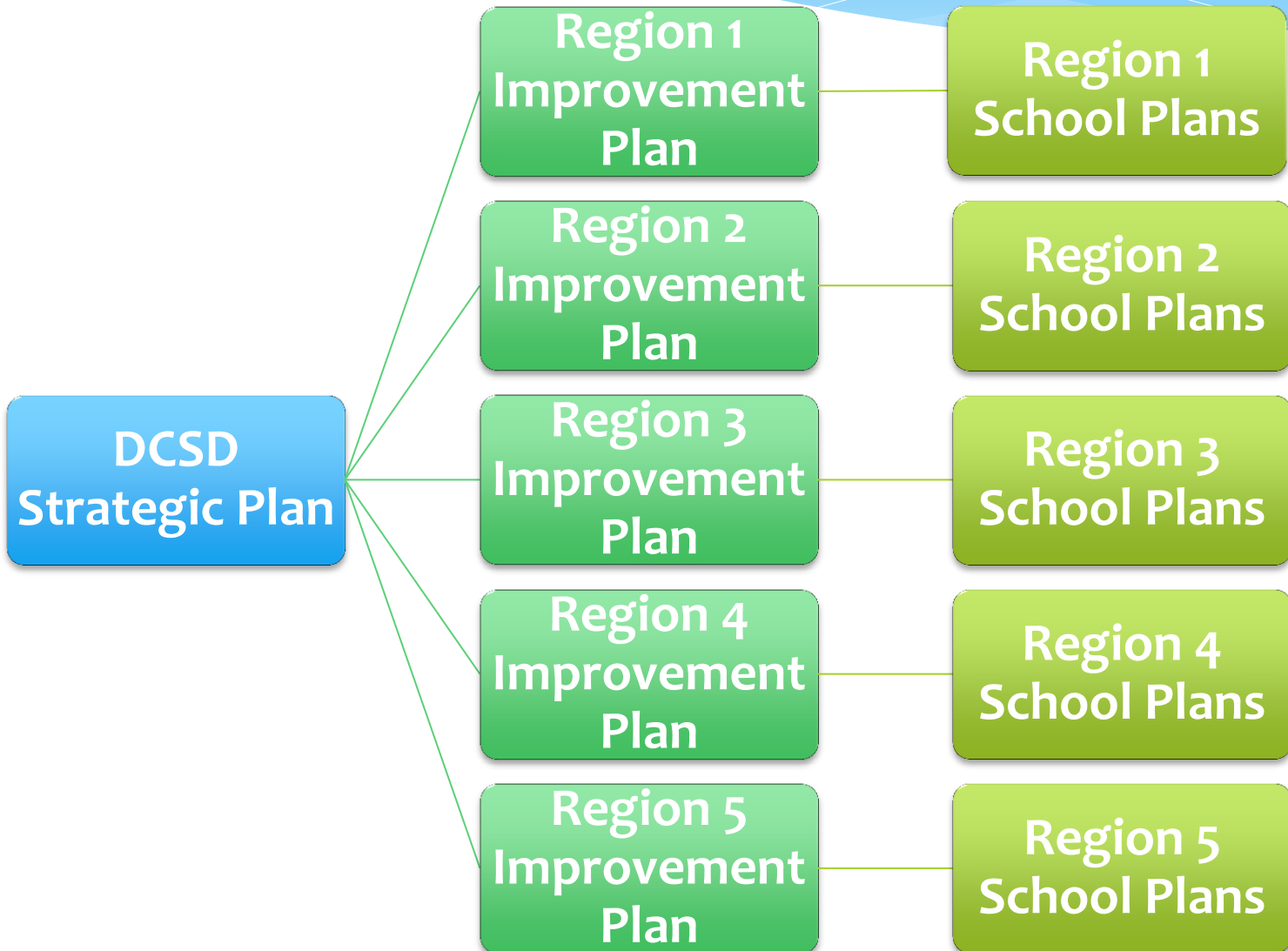
## Actions Taken

- Phase I
  - Community Input
  - Planning Team Retreat
  - Action Team Work Sessions
- Phase II
  - Board of Education Approval

## Evidence to Support

- Phase I
  - Community Report
  - SWOT Analysis
  - Vision, Mission, Beliefs, Goal Areas, Objectives
- Phase II
  - Board of Education Strategic Plan Report

# Creating Clear Alignment: Strategic Improvement Planning Process





# Required Action 11

*Re-establish the district's strategic planning team for the purpose of effectively implementing the DeKalb County School System Strategic Plan to guide the direction of the district.*

## Results of Actions Taken

- A strategic planning process that follows a continuous improvement model
- A comprehensive strategic plan representing students, parents, teachers, administrators, and community

## Sustainability Plans

- Region and school improvement plans aligned with the DeKalb County Strategic Plan
- An accountability system aligned with the district, region, and school scorecards

# Required Action 4

Implement and adhere to fiscally responsible policies and practices that ensure the DeKalb County Board of Education will adopt and ensure proper implementation of budgets within the financial means of the school system and that support the delivery of an educational program that meets the needs of the students.

## Actions Taken

- Advertisements run in Legal Organ on Budget Hearings, Budget Adoption and Millage Rate Setting
- Detailed Executive Summary of Superintendent's Proposed Budget (Revised June 5, 2013) posted on District website for discussion at budget hearings
- Initiated and maintained FY2013 midyear spending freeze
- Adopted FY2014 Balanced Budget with specific cuts and educational enhancements aimed at increasing Fund Balance

## Evidence to Support

- Attached advertisements run in Legal Organ 05/24/13, 06/14/13, 06/21/13, 06/26/13 and 07/01/13
- Recordings of Meetings/Hearings
- Revised June 5, 2013 Executive Summary attached and available on District website
- FY2012 external Audit indicating ending fund deficit of \$13.9 million (audited) position improved to ending FY2013 fund surplus of \$10.8 million (unaudited) on DE046 financial report
- End of FY2013 results attributable to revenue collection of \$25+ million in excess of expenditures for FY2013

# Budget Executive Summary (Page 6)

Specific educational enhancements and cuts incorporated in the adopted FY2014 Budget:

FY2014 BUDGET ENHANCEMENTS	AMOUNT		AdvancED Alignment
Fund Balance	\$ 12,698,594.00		Fiscal Management and Operational Efficiency (reserves 5.8 million after-school funds subject to Board action)
Furlough Day (1)	\$ 3,000,000.00		Academic Achievement and Professional Development
Textbooks	\$ 4,000,000.00		Academic Achievement and Career Readiness
Rebind-Replenish Textbooks	\$ 1,300,000.00		Academic Achievement and Career Readiness
Student Diagnostic Needs Assessment	\$ 1,100,000.00		Academic Achievement and Career Readiness
Student Wrap Around Services	\$ 350,000.00		Academic Achievement and Career Readiness
Career Pathways Initiative	\$ 1,000,000.00		Academic Achievement and Career Readiness
Central Office Decentralization	\$ 150,000.00		Academic Achievement and Career Readiness
Interpreters	\$ 500,000.00		Academic Achievement and Career Readiness
Band Uniforms & Instrument Repair	\$ 300,000.00		Academic Achievement and Career Readiness
Bus Mechanics	\$ 250,000.00		Fiscal Management and Operational Efficiency
Meritorious Attendance Program	\$ 1,000,000.00		Employee Morale-Engagement-Retention
Principal Supplement	\$ 100,000.00		Employee Morale-Engagement-Retention
Technology Enhancement to Financial System	\$ 1,500,000.00		Fiscal Management and Operational Efficiency
<b>FY2014 Total Requested Budget Enhancements</b>	<b>\$ 27,248,594.00</b>		

FY2014 CUTS	AMOUNT		
Legal Fees	\$ 6,000,000.00		Superintendent mandated cuts to Legal Fees
Central Office Vacancies	\$ 5,346,000.00		Superintendent mandated cuts of central office vacancies
Central Office Budget Cuts	\$ 7,200,000.00		Superintendent mandated cuts to central office budgets
<b>FY2014 Total Budget Cuts</b>	<b>\$ 18,546,000.00</b>		

# Required Action 4

Implement and adhere to fiscally responsible policies and practices that ensure the DeKalb County Board of Education will adopt and ensure proper implementation of budgets within the financial means of the school system and that support the delivery of an educational program that meets the needs of the students.

## Results of Actions Taken

- Attained extensive public input of funding of specific budget components and millage rate funding levels
- Posting and hearings on *Executive Summary* facilitates detailed understanding of revenue/expense assumptions and itemized funding components to enhance educational program
- Balanced General Operations Fund Budget of \$755,761,000 adopted by Board of Education June 26, 2013

## Sustainability Plans

- Annually required advertisements and hearings will be repeated with each yearly budget process
- Specific Educational Enhancements adopted in FY2014 Budget
- Quarterly Budget Review Meeting initiated with Division Heads
- Monthly Variance Report added to monthly Financial Reports to Board of Education
- Converting to State Chart-of- Accounts

# Required Action 1

*Devise and implement a written, comprehensive plan for unifying the DeKalb County Board of Education so that the focus can become serving the needs of the children of the DeKalb County School District.*

## Actions Taken

- Engaged with the Georgia School Boards Association (GSBA) to complete state-mandated board training
- Approved a 2013-2014 Board Training Schedule for professional growth plan for board members
- Engaged the McKenna Long & Aldridge (MLA) Governance Center for governance review
- Participated in GSBA's Governance Team Self-Assessment instrument
- Adopted a School Board Governance policy

## Evidence to Support

- School Board Governance Policy (BAB)
- Board Norms
- GSBA Governance Team Self Assessment
- MLA Governance Center Report
- BOE Professional Development Plan 2013-2014
- Collaborative and Cohesive Board Operations
  - BOE Meetings
    - April 1, 2013
    - May 6, 2013
    - September 9, 2013
    - November 4, 2013

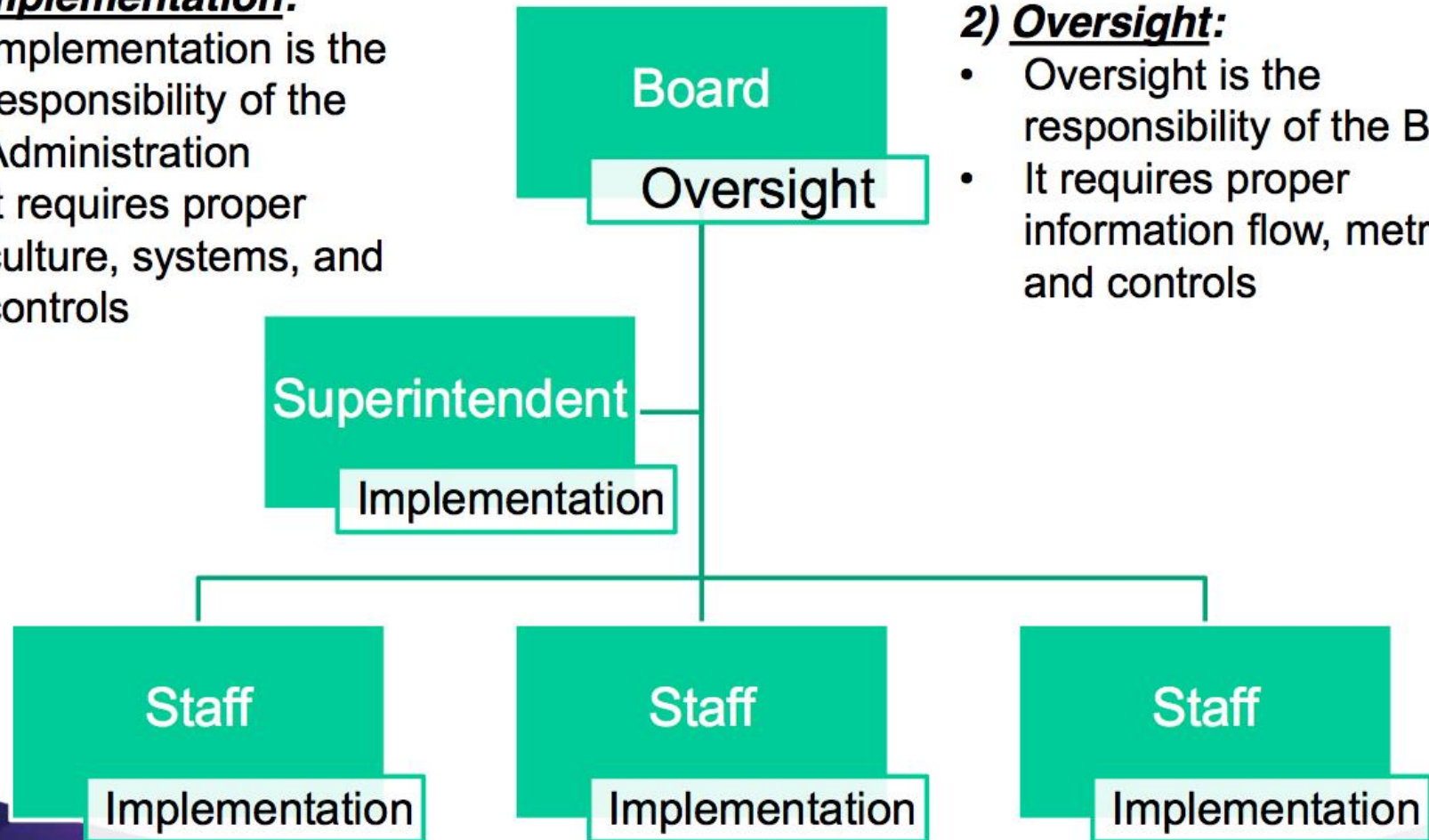
# Key Aspects of Governance

## 1) Implementation:

- Implementation is the responsibility of the Administration
- It requires proper culture, systems, and controls

## 2) Oversight:

- Oversight is the responsibility of the Board
- It requires proper information flow, metrics, and controls





# Required Action 2

*Ensure that all actions and decisions of the DeKalb County Board of Education are reflective of the collective Board and consistent with approved policies and procedures and all applicable laws, regulations and standards, rather than individual board members acting independently and undermining the authority of the Superintendent to lead and manage day-to-day operations.*

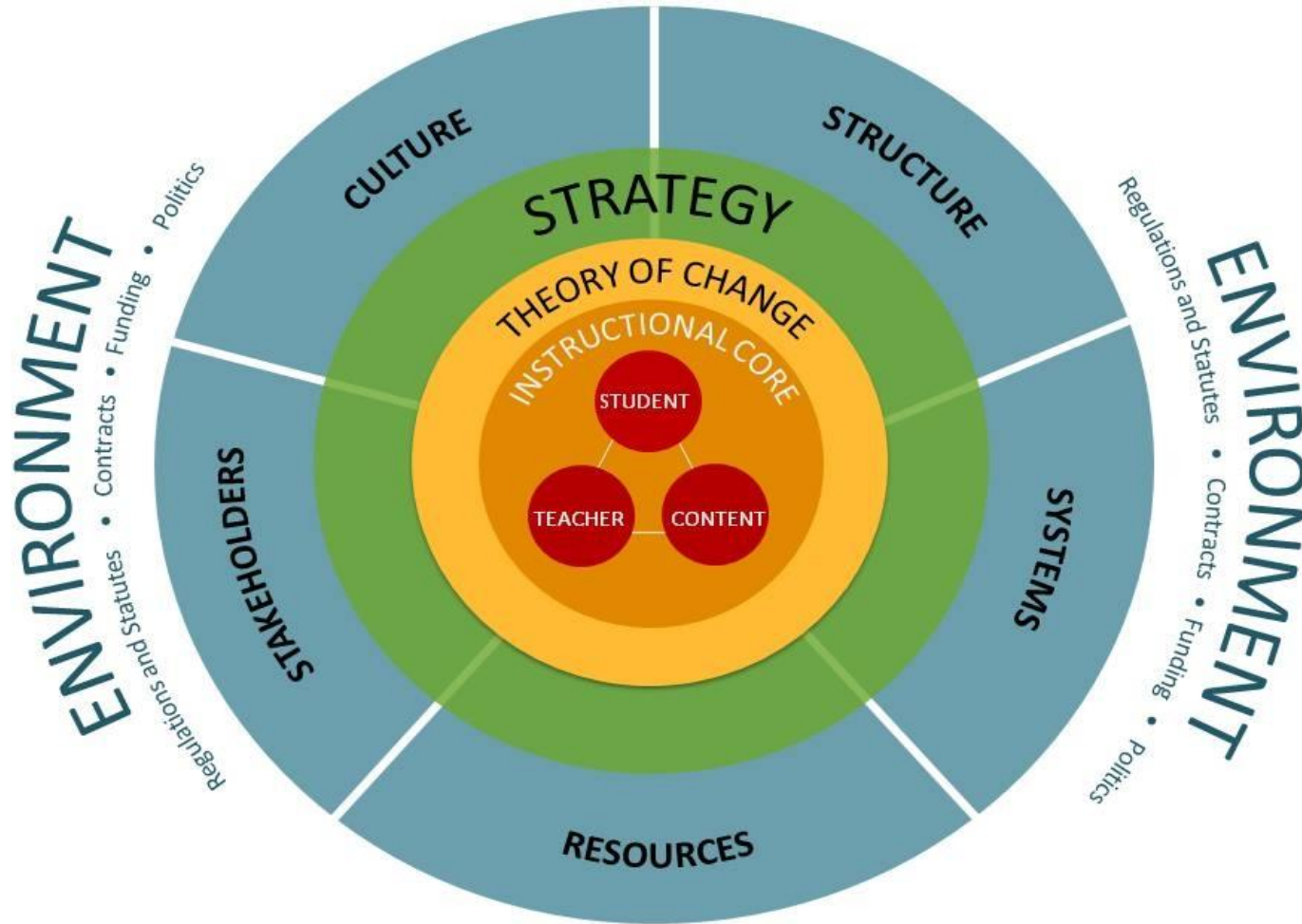
## Actions Taken

- Affirmed Board Policy BH: Code of Ethics and Policy BHA: Conflict of Interest
- Adopted new Nepotism Policy GAGD: Staff Nepotism
- Board Norms
- Harvard University's Public Education Leadership Project (PELP)
- University of Georgia School Board Governance Symposium

## Evidence to Support

- School Board Governance Policy (BAB)
- Nepotism Policy Training
- Board Policies BH, BHA, GAD, GAGD
- DeKalb Executive Summary of PELP
- Collaborative and Cohesive Board Operations
  - BOE Meetings
    - April 1, 2013
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    - September 9, 2013
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## Coherence Framework



# Required Action 3

*Establish and implement policies and procedures that ensure segregation of duties of the governing board and that of the administration including the elimination of Board working committees which result in board members assuming administrative functions that should be the responsibility of appropriate staff.*

## Actions Taken

- Revised Board Policy BBC: Board Committees, BDC: Policy Adoption, and BC: Board Meetings
- Approved Board Norms
- Adopted a School Board Governance policy
- Resolved policy conflicts in the board policy manual

## Evidence to Support

- School Board Governance Policy (BAB)
- Collaborative and Cohesive Board Operations
  - BOE Meetings
    - April 1, 2013
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# BOARD



- **Respect**
- **Cohesion**
- **Communication**
- **Growth**
- **Support**
- **Trust**

# Required Action 5

*Establish and enforce a policy that board members honor the chain of command when communication with stakeholders.*

## Actions Taken

- Adopted a School Board Governance policy
  - District-wide culture of continuous improvement
  - Tools to ensure communication among and between board members and stakeholders avoids interference in daily operations
  - Demonstrate components of effective leadership

## Evidence to Support

- School Board Governance Policy (BAB)
- Board Policy BBI – Board Staff Communications
- Collaborative and Cohesive Board Operations
  - BOE Meetings
    - April 1, 2013
    - May 6, 2013
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    - November 4, 2013



## DeKalb County Schools

### Policy BAB: School Board Governance

## Board Policy

PRINT

### Governance Policy

#### Board Principles

**District Leadership:** The Board members, together with the Superintendent and Senior Staff<sup>[1]</sup>, set the strategic direction, review financial objectives, and establish a high ethical tone for management and leadership.

**Active Board:** The Board members are well informed and vigorous in their oversight of management.

**Culture and Values:** The Board dedicates itself to assuring a culture of collaboration, transparency, and continuous learning. The Board values open communication and input and prioritizes the best interests of the classroom as most important.

**Compliance with Laws and Ethics:** The Board members adopt and oversee enforcement of the district's Code of Conduct and Code of Civility<sup>[2]</sup> that set forth the legal and ethical standards for the conduct of the districts' operation.

**Continuous Improvement:** The Board members remain abreast of new developments in governance best practices, and they suggest new procedures and practices, as they deem appropriate, to be implemented by the Superintendent and staff.

#### Board Responsibilities

Board members shall:

- Approve District actions and oversee, develop, and implement Board policies.
- Review and approve financial plans, objectives and actions, including capital allocations and expenditures.
- Stay well informed regarding operations and strategies; management is responsible for providing accurate, timely and complete information to Board members.
- Monitor and assess the staff's performance and execution of strategic plans and objectives and ask appropriate questions of Senior Staff to address accountability with established goals.
- Oversee and assess quality talent and leadership through systems and processes for hiring, compensation, development, evaluation, and succession.
- Be a partner with Senior Staff on strategic issues by advising and consulting.
- Oversee legal compliance programs and procedures.
- Assess the effectiveness of the district's health, safety and environment programs and initiatives.
- Be proactive in crisis situations.
- Appraise major risks and oversee that appropriate risk management and control procedures are in place and that staff takes the appropriate steps to manage the districts'

# Required Actions 1, 2, 3, and 5

## *Results of Actions Taken & Sustainability Plans*

- Demonstrated effective board governance through interactions at meetings, professional learning opportunities, and board actions
- Adopted new board policies that address school board governance
- Evaluated the superintendent and setting new evaluation goals
- Established open communication and trust amongst board members
- Facilitated collaborative meetings with DeKalb County Government including the DeKalb County CEO & DeKalb County Commissioners
- Use metrics and performance data to make informed decisions of budget expenditures
- Re-engaged partnerships with the DeKalb Chamber of Commerce and State Legislative Delegation
- Re-engaged the Strategic Planning Process
- Established parental involvement as a priority
- Appointed key experienced executive leaders (i.e. Superintendent & CFO)
- Approved a balanced budget for FY2014 that focuses on the needs of students and reduced legal expenses





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# Questions