



2009 Stewardship Report

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Our Mission: *We provide systemic solutions to improve education leadership in Georgia.*

Our Theory of Action: *Systemic improvement of education leadership will help districts and schools improve student achievement through team-based improvement, talent management, and balanced performance improvement.*

Our Vision: *Georgia will lead the nation in systemically improving education leadership, a key driver of student success.*

Georgia Leadership Institute for School Improvement (GLISI) is a catalyst to improve school and district leadership. We are a public/private initiative with a seven-year track record of helping education leaders achieve desired results. We provide innovative, performance-focused, systemic solutions (training, consulting, initiatives and tools) which help education leaders positively impact student achievement and organizational effectiveness, and ensure schools have workforces which are able to meet the needs of 21st century communities.

GLISI is unique in the nation because GLISI leverages best practices from education, academia, and business. GLISI has a reputation as the thought leader for systemic improvement of education leadership through innovative practices blended from business and education. As Georgia’s veteran leaders retire, education leaders have become increasingly younger and less experienced. Amid this demographic shift, Georgia’s ability to hold steady in its progress in all areas of student achievement has been anchored by our steady focus and effort on improvement of education leadership.

GLISI’s work is aligned to its core strategies.

GLISI’s work is mission-driven, results-focused and aligned to GLISI’s core competencies. In 2009, GLISI developed a new strategic plan and actively utilizes the Balanced Scorecard to measure and monitor our progress toward those goals. GLISI develops programs and designs new innovations based on their alignment to the organization’s larger strategies and positioning. GLISI’s strategies include all aspects of the work involved to improve education leadership from training, talent management, stakeholder support, strategic management, etc.

The following table reflects GLISI’s Core Strategies to improve education leadership in Georgia and results produced.

GLISI Core Strategies	Results
1. Retraining: Intensively retrain teams of school and district leaders to use data-driven, team-based improvement to identify gaps in improvement and root causes and to implement solutions based on best practices.	<ul style="list-style-type: none"> Retrained 2,949 leaders since 2002 in over 116 districts through our core training programs
2. Development of incumbent leaders: Provide ongoing training, consulting services, and tools to education leaders to build their proficiency in key tasks that support school improvement.	<ul style="list-style-type: none"> Developed over 19,000 leaders through training and support since 2002 Created a standardized state curriculum of 70 free training modules Engaged 113 veteran principals and district leaders in a new multi-year development pilot program, Power of 100 Continued support for LeaderTracker™, an online tool for linking districts with providers to plan and track leaders’ preparation, development, induction and certification renewal
3. Coaching: Train veteran school leaders to coach novice leaders to reduce their time to competency and meet local leader capacity needs.	<ul style="list-style-type: none"> Trained 632 Leader Preparation Performance Coaches to date Online Success Center links coaches to access resources and share practices 24/7

4. Development/induction of new leaders: Facilitate induction and development of new leaders by providing intensive development, on-the-job practice with coaching and feedback.	<ul style="list-style-type: none"> • Developed 567 new leaders for their new roles (RS graduates) in 29 Rising Stars Collaboratives • 111 of the RS graduates promoted to assistant principal or principal roles
5. Succession, progression, and performance management: Intensively train and support school districts and lead principals to plan and manage leader succession, progression, and performance to ensure local leader quality and supply.	<ul style="list-style-type: none"> • Trained 4356 leaders via leader performance/ and supply workshops and Communities of Learning and Achievement since 2002
6. Strategic Management: Train and support school districts to use strategic management tools to plan, measure, monitor, and improve, and communicate about results.	<ul style="list-style-type: none"> • Trained 4853 leaders in Balanced Performance Improvement processes & tools such as the Balanced Scorecard since 2002 • Approximately 50% of school districts have adopted Balanced Scorecards
7. Innovation to manage knowledge and support sharing: Support the development, capture and sharing of leadership practices and innovations which improve leader performance and link education leaders.	<ul style="list-style-type: none"> • Developed EdLeader Exchange™, a virtual space for leaders to connect, learn and share to improve education leadership • Developed 15 Success Cases around districts implementing GLISI interventions
8. Research and Development: Stimulate education research that focuses on the right issues and practices to support improvement of education leadership.	<ul style="list-style-type: none"> • Conducted collaborative research project with the University of Georgia to study the effects of the RS model on select districts • Conducted a four district case study on Rising Stars and its impact as well as a review of the literature on leadership impacting Student Achievement with the University of Georgia
9. Stakeholder Engagement: Support stakeholders' efforts that directly impact leader performance.	<ul style="list-style-type: none"> • Continued support to improvement of student achievement via improved leader performance through alignment of key stakeholders in the <i>Georgia Cohesive Education Leadership System</i>

GLISI and its leaders strive toward improved performance especially in the areas of student learning and success.

Despite many changes in the education environment, GLISI has worked diligently with each of its clients during the 2008-2009 year to meet their desired results and increase student achievement.

Performance Results

- GLISI schools outperform non-GLISI schools on AYP. For schools in districts with less than 49,000 students, GLISI schools achieved AYP 3.3% more than non-GLISI schools. For elementary and middle schools, the percentage was nearly 5% more for GLISI schools (based on 2008 AYP data).
- For 2009-2010 Core Training Districts (returning GLISI districts):
 - 94% of these GLISI districts increased their graduation rate by an average of 10.1 points in five years; 50% increased their graduation rate by more than 10 points.
- 100% of GLISI's superintendent participants have said their relationship with GLISI has helped them make district improvements more rapidly.
- 92% of GLISI's participants reported that their schools have changed positively and attribute this change to working with GLISI.

- On a 4-point enthusiasm scale, participants would recommend GLISI to colleagues with a score of 3.85. Superintendent’s rating is 3.96 on the same scale.
- From a meta-analysis of GLISI case studies, researchers at the University of Georgia found that GLISI districts (1) realized systemic improvement through a systematic approach and (2) improved the quantity and quality of leaders developed through GLISI programs.

In 2009, GLISI invested in a meta-analysis of the 15 Success Cases to increase our learning of what districts are focused on in the field and to find out what’s working and what’s not. The University of Georgia was contracted to research, analyze, and complete the report. As part of the report, a table was created to summarize the student achievement results highlighted in each success case (note the increase in graduation rate in all of these districts that fully implemented GLISI interventions). The nine districts represented below are just a sample of GLISI’s success around the state.

Partners	Student Achievement Results based on Interventions Implemented	Comments or claims made in the Success Case reports
Burke Co Schools	<ul style="list-style-type: none"> • 9.4% increase in graduation rate from 2005 to 2008 • 28.6% increase in graduation rate of Students with Disabilities from 2005 to 2008 (started at 0% in 2005) 	School system officials believe that the student achievement gains reflected in this data can be attributed to each school's culture change achieved through the system's partnership with GLISI.
Candler Co Schools	<ul style="list-style-type: none"> • 19.3% increase in graduation rate from 2006 to 2009 with a goal of meeting 80% in 2011 (at 78.9% 2009) • 70% of students reading at or above grade level* *Projection at time of report 	The team-based, systematic approach enabled the team to begin leveraging best practices and engage all stakeholders in a concerted effort to increase the graduation rate, reduce the dropout rate, and improve student progression.
Dade Co Schools	<ul style="list-style-type: none"> • 9.4% increase in graduation rate from 2007 to 2008 • HS made AYP for the first time in two years • EOCT scores improved dramatically, particularly in Math 	The hiring of new leaders using the Leader Performance and Supply system led to gains in student achievement.
Hancock Co Schools	<ul style="list-style-type: none"> • 6.4% increase in graduation rate from 2007 to 2009 • All schools made AYP for the first time in 2008 • GHSGT scores increased from 2005 - 2008: Math - from 85% to 94%, Science - from 60% to 84%, SS - from 78% to 87% 	State recognized the system as one of 34 in the state with all schools making AYP. Received other awards and recognitions.
Jones Co Schools	<ul style="list-style-type: none"> • 16.4% increase in graduation rate from 2004 to 2009 • The Board estimates that 29 students would have dropped out of school based on trend data from 2004 	Unintended outcomes: increased GHSGT results, attendance rate increases, dual-enrollment opportunities, and increase in AP course enrollment.

Partners	Student Achievement Results based on Interventions Implemented	Comments or claims made in the Success Case reports
Meriwether Co Schools	<ul style="list-style-type: none"> • 28.9% increase in graduation rate from 2003 to 2009 • The drop-out rate decreased from 7.1% in 2006 to 2.4% in 2008 	HS principal named High Performance Principal in 2007 and two other schools were recognized as Title I Distinguished Schools.
Monroe Co Schools	<ul style="list-style-type: none"> • 13% increase in graduation rate from 2005 to 2008 • 100% schools made AYP for the last 3 years 	School system has garnered numerous awards and recognitions based on consistent, pervasive, and sustained gains in student achievement.
Paulding Co Schools	<ul style="list-style-type: none"> • 8.9% increase in graduation rate from 2004 to 2009 • 9.2% increase in graduation from 2007 to 2008 for ED students • 32% increase in Science passing scores for SWD from 2007 to 2008 	The Distributed Leadership Plan involves all stakeholders in leadership for student achievement.
Walker Co Schools	<ul style="list-style-type: none"> • 12.8% increase in graduation rate from 2004 to 2009 • Graduation rate for black students increased from 43.8% in 2007 to 76.9% in 2008 at Lafayette HS and from 43.5% in 2007 to 64% in 2008 at Ridgeland HS 	Implementation of the Leader Performance and Supply System allowed the system to concentrate on instruction and improvement of student achievement.

The results in the above chart do not fully represent each district's achievement.

GLISI districts and schools make headlines based on their performance results.

Many GLISI districts and schools are not only achieving their desired results, but are also receiving recognition for their work. Jasper County Primary, a GLISI school, was named a 2009 Georgia School of Excellence. Other GLISI districts with 2009 Georgia Schools of Excellence are: Appling, Atlanta Public Schools, Decatur City, Dougherty, Fayette, Forsyth, Fulton, Gwinnett, Hall, Houston, Jasper, Lowndes, Oconee, Oglethorpe, Pike, Rockdale, and Ware. In addition, the four Title I Distinguished Districts are all GLISI Districts: Brooks, Chattahoochee, Henry, and Marietta City. Dr. Beverly Hall, Atlanta Public Schools Superintendent, was named National Superintendent of the Year in 2009. Atlanta Public Schools continues to engage in GLISI work. The 2010 Georgia Superintendent of the Year, Dr. Paul Shaw, is also a strong supporter of GLISI and a high implementer of GLISI's strategies in his district, White County. Dr. Shaw has achieved considerable gains in White County in the areas of student achievement and also organizational effectiveness.

Investments support GLISI's work.

GLISI has attracted over \$12 million in external investments since its inception. In FY10, the State of Georgia contributed \$1.2 million to support the work of GLISI, subject to additional state-mandated FY10 budget cuts, projected at 8%. Additionally, the Whitehead and Woodruff Foundations provided \$750,000 and the Wallace Foundation provided \$2 million in FY10 support for innovation and development funding. GLISI continues to actively seek other private funding and is pursuing several new grant opportunities. We have also moved to a blended pro-bono and fee for service model that is bringing revenue to support school districts. Additionally, GLISI is promoting two of our technology innovations as new revenue streams.

GLISI maintains a high level of quality and service despite budget cuts and organizational changes.

This year, GLISI has sustained state budget cuts of 68% providing challenges to the daily processes and procedures of the organization. GLISI is committed to sustaining high-quality support, training, consulting, and performance solutions to Georgia district and its leaders. To make this possible, GLISI has redesigned its organization, from providing pro-bono services to its clients to a new for-fee structure that also includes several pro-bono services. This for-fee structure allows GLISI to collect fees in return for their services to districts and other clients at a highly discounted rate, while maintaining funds that will allow GLISI to continue its work in a manner that is customized, client-driven, and proven to achieve success.

- GLISI filled three Base Camp and Leadership Summit cohorts to maximum capacity (428 seats) at \$2088 per seat with 120 scholarship seats its first year of charging for the program (2009-2010).
- State graduation rate has increased 8.1% since 2006, from 70.8% to 78.9%, demonstrating that despite changes, Georgia has steadily increased its progress.

GLISI is working to improve its evaluation system despite lack of funding and personnel.

GLISI is currently investing grant funds into a long-term evaluation process that will lead to a better understanding of GLISI's impact on districts and the state as a whole. Our traditional evaluation process is complicated by the fact that 93% of Georgia school districts have worked with GLISI, limiting our ability to compare GLISI and non-GLISI districts. With more than 9,000 Georgia education leaders participating in GLISI since 2002, GLISI is also challenged to track these leaders throughout their careers to different districts and schools. GLISI is poised to address these evaluation challenges and conduct valid and reliable longitudinal studies with additional funding and research partners.

As part of GLISI's current evaluation plan, GLISI has engaged the University of Georgia in a large research project on the impact and effectiveness of the Rising Stars Program, GLISI's customized, performance-based leader development program designed to meet the leader performance and supply needs of districts, as well as a study on the demographic themes of GLISI schools. In addition, GLISI is continuing the Success Case Method (see table page 4), taught by the University of Georgia, as a way to provide impact results in a resource friendly manner. The University of Georgia was also contracted to conduct two meta-analyses on existing GLISI research and evaluation: GLISI Success Cases and Rising Stars Site Visits. The data has proven invaluable in providing GLISI with successful methods and measures to continue as well as opportunities of improvement.

Internally, GLISI provides summary reports based heavily on participant responses of each program to provide continuous improvement feedback. GLISI has also introduced a new registration database along with a new performance system to track client interventions. Evaluation is an important component of GLISI's work and part of its responsibility to funders and stakeholders.

For more information, visit www.glisi.org or contact Becky Shaver, GLISI Knowledge, Impact, and Marketing Manager at becky.shaver@glisi.org.