

DISTRICT Factors Analysis (DFA) Form

School District: Collaborative County

Superintendent: Dr. Lead Learner

GLISI Performance Consultant: Ms. Logic Chain

Rising Stars Collaborative Director: (if applicable) Mr. Process Facilitator

District Representative: Ms. Team Player

1. Describe the district's **demographics**.

The school system serves 1300 students in 5 schools. African American children comprise 63% of the student population and 35% of students are white. Eighty-one percent (81%) qualify for free and/or reduced lunch.

The county population is composed of 60% senior citizens and 49% single parent households. There is a severe lack of industry with the major plant closing in three years. This plant is 50% of county's tax base.

2. What are the **primary goals and improvement initiatives** of the district? Include **data** as evidence of the improvement needs that led to these goals and initiatives.

Complete Georgia Performance Standards (GPS) training with all teachers and leaders.

Improvement in Math (Teachers have had four years of training in reading). Each school has its own plan for improving math achievement based on its data.

Science: We need a connection to the basics to develop stronger kids. This will lead to improved SAT results. We are working on a seamless approach in science from elementary to high school so there will be no deficits on the back end. We have the highest percentage gain on the SAT in the state annually, but our children are not where they should be. Our focus will be on what needs to happen at the elementary and middle school.

Social Studies: Improved map skills; quality field trips that align with the curriculum. We must help leaders realize that poverty is a daily reality for their students and the community (81% of students eligible for free and/or reduced lunch).

Focus on the writing component, both process and penmanship. There is an overlay of didactical impediment, entrenched with students' surroundings.

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Technology: Students have no models or technology at home. E-rate grants have helped us upgrade software, hardware. Focus on technology related to learning with mandatory training for all staff.

3. What are the **driving forces** behind these improvement goals and initiatives?

Strong administration with a focus on instructional leadership

Focus on results - 1/3rd of the teachers have been in the district since we were second from the bottom in the state

Laser focus on professional learning to build capacity and give teachers what they need

Believe in "good to great"

Georgia's Choice for middle school

Reading First in elementary

4. What are the **external challenges, or factors** external to the district, which will impact accomplishing these improvement goals and initiatives?

A poor community with masses of uneducated people

County population - 60% senior citizens, 49% single parent households, 81% free/reduced lunch

Lack of industry - our major plant is closing in three years; 50% of our tax base derived from this plant

If City Council, County Commission, and BOE do not come together, it is predicted that the county will die and be incorporated into three neighboring counties

Need to revive industrial area

We are continuing to hold onto our school population, but housing is an issue. There are no apartment dwellings, only three duplexes, no housing developments. Our kids leave after high school

Lack of resources from our funding sources

5. What are the **internal challenges** to accomplishing these goals and initiatives?

Challenging Board of Education - hangs on to tradition; no capacity even though members have been trained ("the Board even banks in a neighboring county"); one board member is 92 and has

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served on the Board for 60 years.

Political undertones. This is a small community, "everyone's kin" - Everyone knows whose shoes have been under whose bed.

Change is personal and difficult. Staff sees the urgency for everyone else to change.

Lack of resources

6. Given these goals, initiatives and challenges, what **behaviors** does the district expect school leaders to exhibit to achieve the improvements needed to impact student performance? (Be specific about what you expect to see and hear leaders doing; avoid generalities like "be an instructional leader" or "lead collaboration").

Leaders who are collecting and analyzing multiple types of data for school improvement and leading their staffs in data-driven decision-making---not gut belief.

Leaders who have an improvement vision which they are sharing with their staffs, students and community; we need leaders who know the story and will propel us into the future.

Leaders with a focus on professional learning for themselves and staff; we must invest in education and leadership; must grow our own.

Leaders that have a "no excuses mentality" and are developing a strategy for change in their schools.