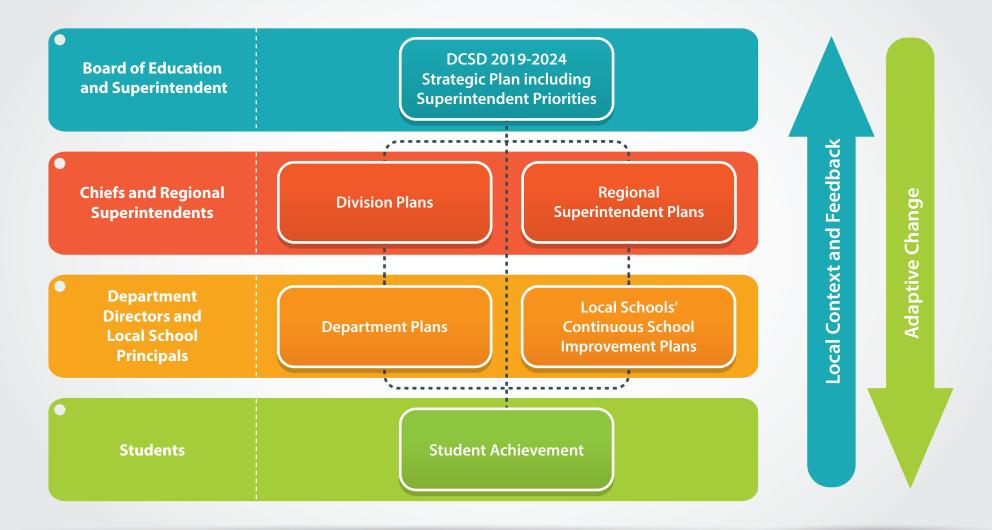
# DeKalb County School District Cascading Goal Structure





# DCSD Analyzes Performance From the Student to the Central Office

#### Student



•What's going on with our students' learning?

#### **Teacher**



- How is teachers' instruction impacting student learning?
- What are teachers doing (or not doing) in their instruction that's advancing or hindering student's performance?

### **Principal**



- How is principals' practice impacting teachers' instruction?
- What are principals doing (or not doing) as instructional leaders that's advancing or hindering teachers' instructional performance?

### Regional Superintendents



- How is the regional superintendents' practice impacting the principals' ability to lead for instruction?
- •What are regional superintendents doing (or not doing) as instructional leaders that's advancing or hindering principals' instructional performance?

### Division Chiefs and Superintendent



- How is the superintendent's and division chiefs' practice impacting the regional superintendents' ability to lead for instruction?
- •What are the superintendent and division chiefs doing (or not doing) as instructional leaders that's advancing or hindering regional superintendents' instructional performance?



## **DCSD Progress Monitoring System**



Continuous School Improvement Progress Monitoring

Principals meet with Regional Superintendents to review the progress of their school improvement efforts to support the district's plan. District-led monitoring cycles are conducted twice a year.



Regional Superintendent Quarterly Progress Checks

Regional Superintendents conduct quarterly progress checks of the Regional Superintendent Plans. Revisions and additions to the Regional Superintendent Plans are made each quarter based on the Strategic Plan.



Division Quarterly Progress Checks

Division Heads conduct quarterly progress checks of the Division Plans. Revisions and additions to the Division Plans are made each quarter based on the Strategic Plan.



Superintendent, Regional Superintendent, and Division Mid-Year and End-of-Year Strategic Plan Comprehensive

All Regional
Superintendents and
Division Heads meet to
report out mid-year and
end-of-year progress of
the work to achieve the
DCSD Strategic Plan.
These reviews are
conducted with the
Superintendent, Regional
Superintendents, and all
Division Heads.



Board of Education Mid-Year and End-of-Year Strategic Plan Comprehensive Reviews

Board Members receive notebooks outlining the progress of the Strategic Plan at mid-year and end-of year comprehensive reviews.





# **DCSD Progress Monitoring System Timeline**



Continuous School Improvement Progress Monitoring

- ✓ Every four to six weeks (local school)
- ✓ October and January (district-led monitoring cycles)
- ✓ March-April
  (Regional Peer Reviews)



Regional Superintendent Quarterly Progress Checks

> ✓ August, October, January, and April of each school year





Division Quarterly Progress Checks

August, October, January, and April of each school year





Superintendent, Regional Superintendent, and Division Mid-Year and End-of-Year Strategic Plan Comprehensive Reviews

> ✓ September and January of each school year



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Board of Education Mid-Year and End-of-Year Strategic Plan Comprehensive Reviews

September and February of each school year







# **Division and Regional Superintendent Progress Monitoring Protocol**





Continuous	Progress Mon
Improvement Step	Protocol Que

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### Sample of What This May **Look Like In Action**

Plan

Discussion includes a review of the Goal Area, Performance Objective and Initiative(s) that are the focus for this particular area.

In Goal Area I, Student Success with Equity and Access, district leaders discuss the new curriculum. Conversation centers around how teachers receive frequent classroom observations from principals and are given immediate high-quality feedback. Content learning walks to help identify problems of practice are a daily occurrence.

Do

What will you do to accomplish the next steps?

District leaders discuss how professional learning (PL) needs to be provided to teachers and school leaders. PL on how to improve students' achievement needs to occur more frequently. Artifact and evidence of professional learning redelivery must be observed and monitored.

Check

Are you getting the results needed to reach the Performance Targets? What are the challenges you are facing or anticipating?

While progress is occurring, there needs to be better continuity of classroom walkthroughs and more effective feedback for teachers. Some of our schools have inexperienced teachers and they require more support and training.

Act

What needs to change and/or improve to reach your Performance Targets? How will these changes demonstrate progress in this area?

A deeper emphasis on observing the quality of student work, as well as teacher instruction, needs to take place throughout the district. Professional leaning will be provided in the areas of needed improvement.

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