

Governance Team Actions that Lead to Student Achievement

Henry County Schools

September 8, 2022

Mrs. Holly Cobb-Board Chair

Mrs. Annette Edwards-Board Vice Chair

Mary Elizabeth Davis-Superintendent

A faint, light gray graphic in the bottom right corner of the slide, consisting of several overlapping curved shapes that form a partial circular or star-like pattern.



Mrs. Sophe Pope, Mrs. Annette Edwards, Mrs. Holly Cobb, Mary Elizabeth Davis, Mr. Makenzie McDaniel, Dr. Pam Nutt

43,000 served by **6,000+**
STUDENTS **EMPLOYEES**



and our COMMUNITY share

A VISION TO

ensure a
**high-quality,
world-class**
education for
every student.

and a singular

MISSION TO

empower all students with
**exceptional
opportunities**
and **access**
that lead to
success

in a global society.

Unified Governance

An system for educating, led by the Henry County Board of Education



COREBELIEFS | We believe

Each student can learn at or above grade level and will have an equal opportunity to do so

Family and community involvement is critical to student success

All learning environments should be supportive, safe, and secure

Effective teachers, leaders, and staff, produce excellent results

STRATEGICACTIONS | To advance

And accelerate learning opportunities and experiences for students

And support effective school leaders and teachers

Community and stakeholder engagement so that all students, families and employees feel welcomed and valued

Student and employee health, wellness, and support structures

A high-performing operational culture

Community-Inspired **2021-2026 Strategic Plan**
Developed by the Henry County Board of Education

A COMPASS FOR THE FUTURE

COREPOLICIES | BAB, IAB, and IB, call for

An Aligned System of Teaching & Learning

A System of Accountability

A Framework for Continuous Improvement

A Plan to Advance Opportunities, Access, and Outcomes

PRIORITYOUTCOMES | Every student will be

Ready for kindergarten

Ready to read and write at or above grade level each year with a curriculum rich literature and world languages

Ready for success in advanced coursework at every grade level

Ready for life with strong soft skills, personal health, and well-being

Ready for college, career and post-secondary successes with industry certifications, competitive test scores and scholarship awards

In Pursuit of *Exceptional*

CCRPI | HCS GROWTH

EXPECT *Exceptional*

	2018	2019
District	66.0	77.3
Elementary	64.2	79.8
Middle	64.3	72.9
High	69.6	77.5

2018-2019 Growth

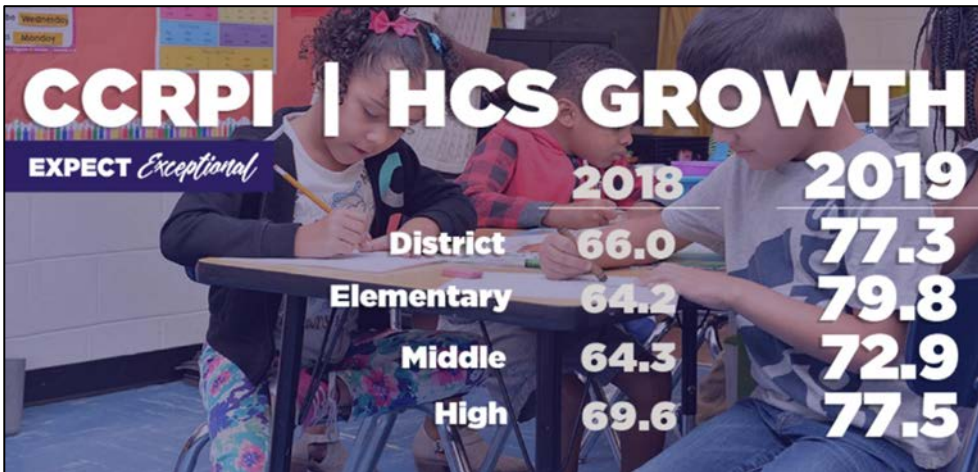
In Pursuit of *Exceptional*

*Fastest-Improving
&
Highest-Achieving
in the Metro*

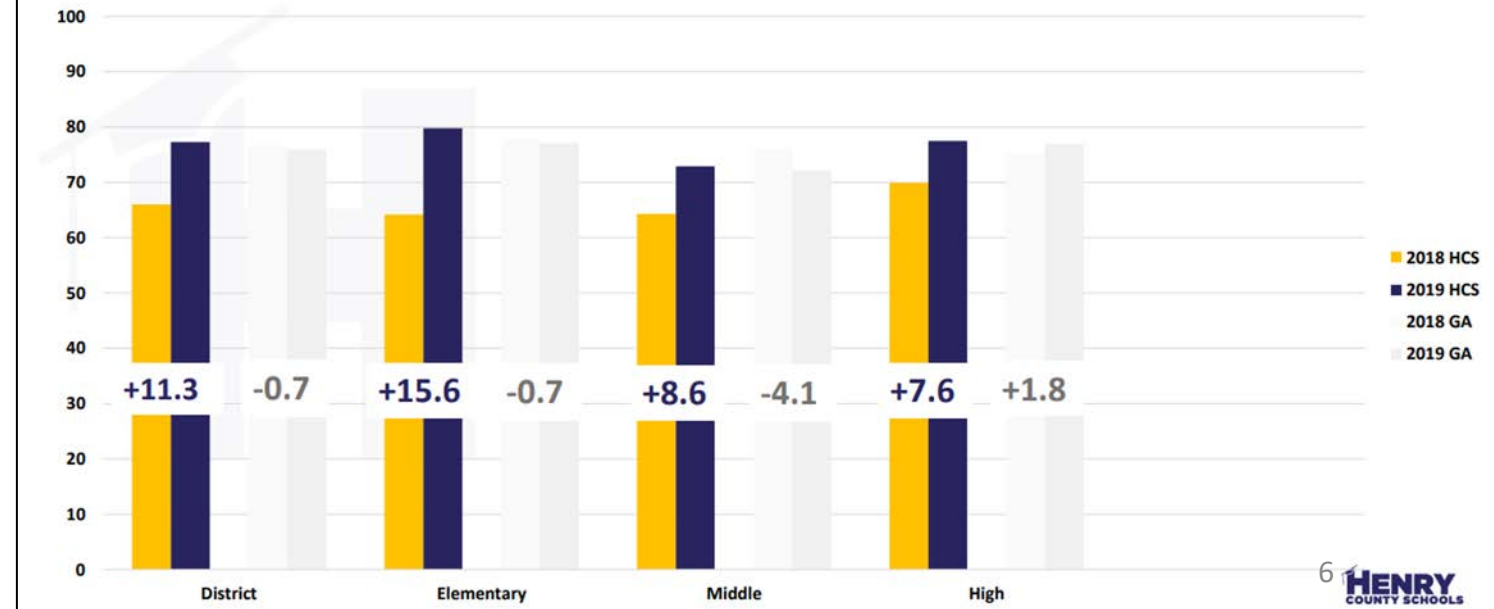
District Overall CCRPI	2018	District Overall CCRPI	2018	2019	Change
Fayette	87.3	Fayette	87.3	89.5	+2.2
Gwinnett	83.0	Cobb	79.6	86.1	+6.5
Fulton	81.0	Fulton	81.0	83.8	+2.8
Cobb	79.6	Cherokee	79.0	83.4	+4.4
Cherokee	79.0	Gwinnett	83.0	82.5	-0.5
Pike	77.4	Henry County	66.0	77.3	+11.3
Douglas	76.9	State Overall Score	76.6	75.9	-0.7
State Overall Score	76.6	Douglas	76.9	75.9	-1.0
Lamar	73.6	Dekalb	70.0	75.4	+5.4
APS	73.4	Thomaston-Upson	68.2	74.9	+6.7
Muscogee	71.7	Pike	77.4	74.5	-2.9
Newton	70.7	Muscogee	71.7	74.2	+2.5
Dekalb	70.0	APS	73.4	74.1	+0.7
Rockdale	68.5	Rockdale	68.5	69.5	+1.0
Thomaston-Upson	68.2	Griffin-Spalding	64.9	65.9	+1.0
Henry County	66.0	Butts	65.2	65.5	+0.3
Butts	65.2	Newton	70.7	63.9	-6.8
Clayton	65.1	Lamar	73.6	63.0	-10.6
Griffin-Spalding	64.0	Clayton	65.1	62.4	-2.7

Fastest Improving & Highest Achieving in the Metro

District Overall CCRPI	2018	2019	Change
Fayette	87.3	89.5	+2.2
Cobb	79.6	86.1	+6.5
Fulton	81.0	83.8	+2.8
Cherokee	79.0	83.4	+4.4
Gwinnett	83.0	82.5	-0.5
Henry County	66.0	77.3	+11.3
State Overall Score	76.6	75.9	-0.7



Overall CCRPI Performance



2021-2022

POST-PANDEMIC DISTRICT PERFORMANCE

8.1% - LARGEST GROWTH

in Algebra 1 among large metro Atlanta districts

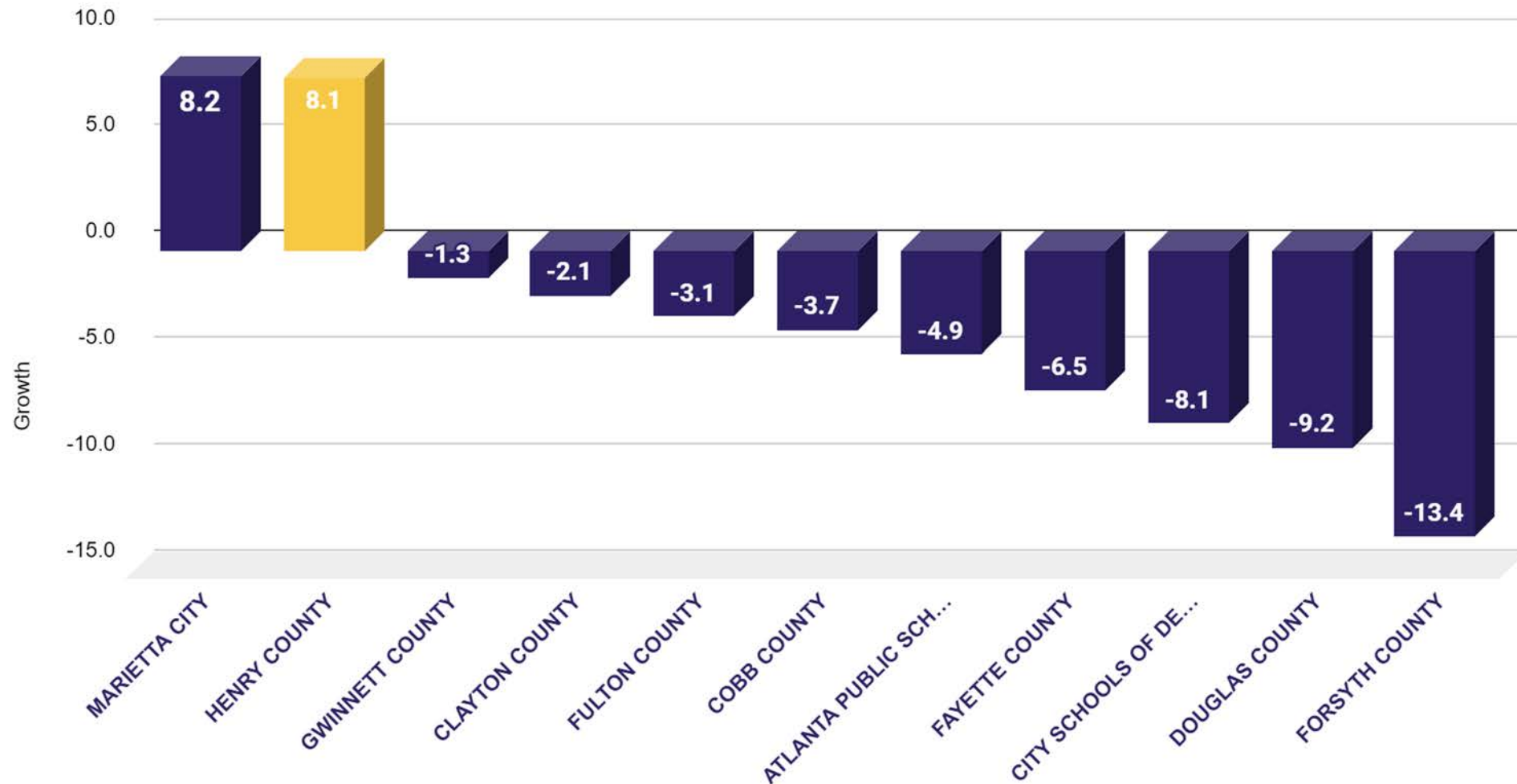
HCS Students demonstrated growth in READING ON OR ABOVE grade level in
over half of our schools

HCS Students **maintained or exceeded pre-pandemic**
performance in Algebra 1 in 100% of High Schools and most middle schools

Cluster Performance

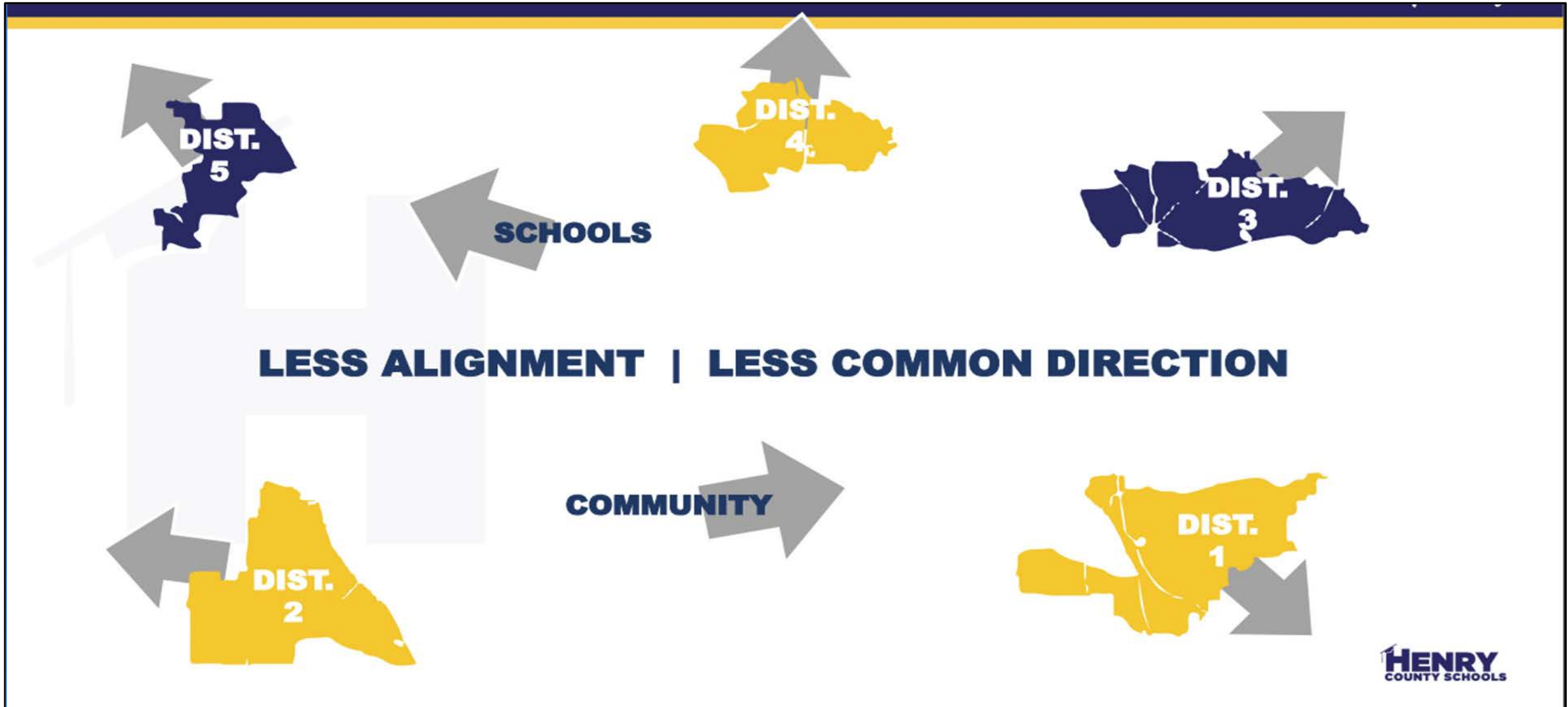
Every cluster in HCS shows evidence of students returning to or exceeding
pre-pandemic performance.

Large Metro District Systems Algebra I Growth 2019 to 2022

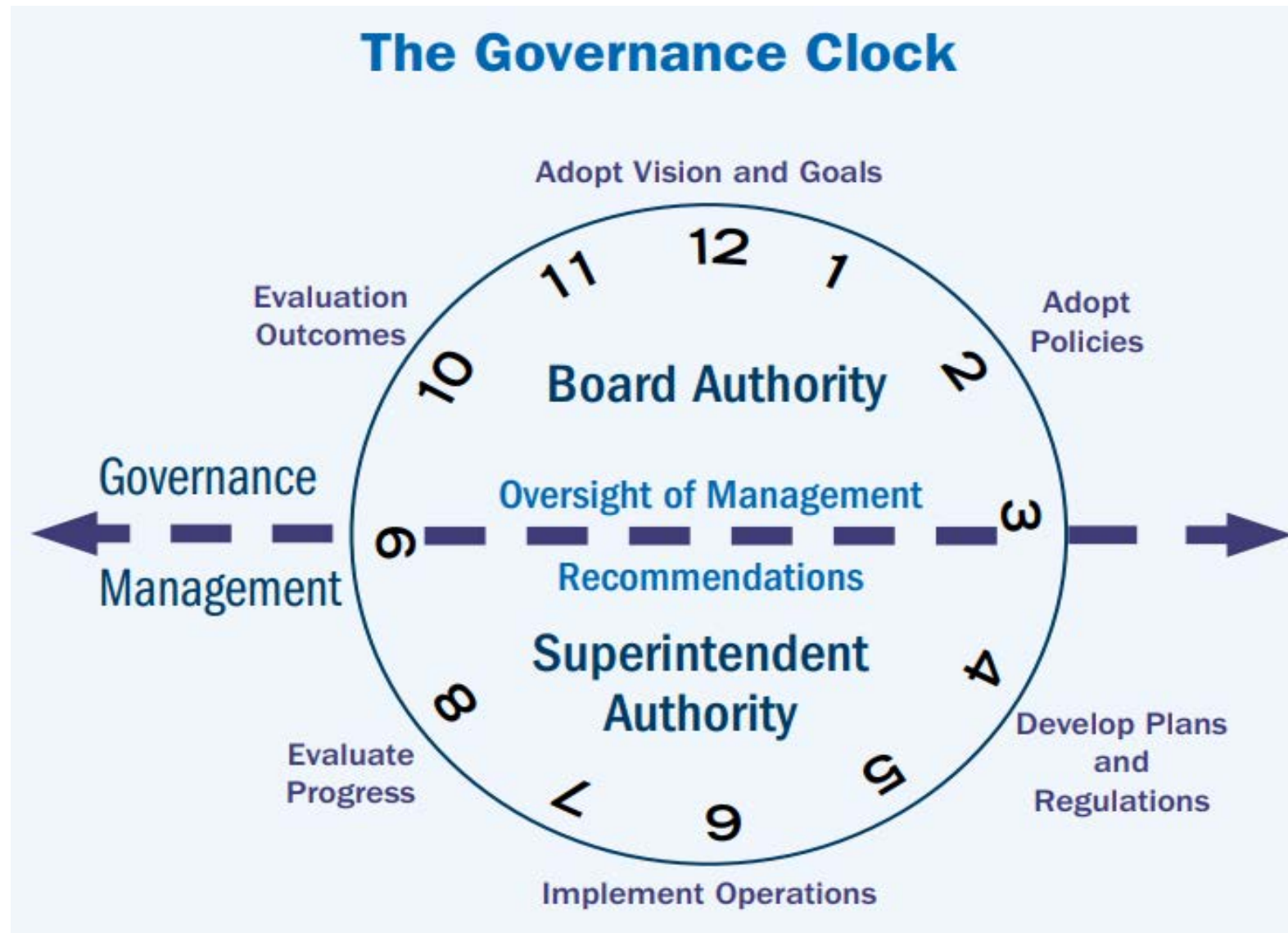


Why Unified Governance Matters

In Pursuit of *Exceptional*

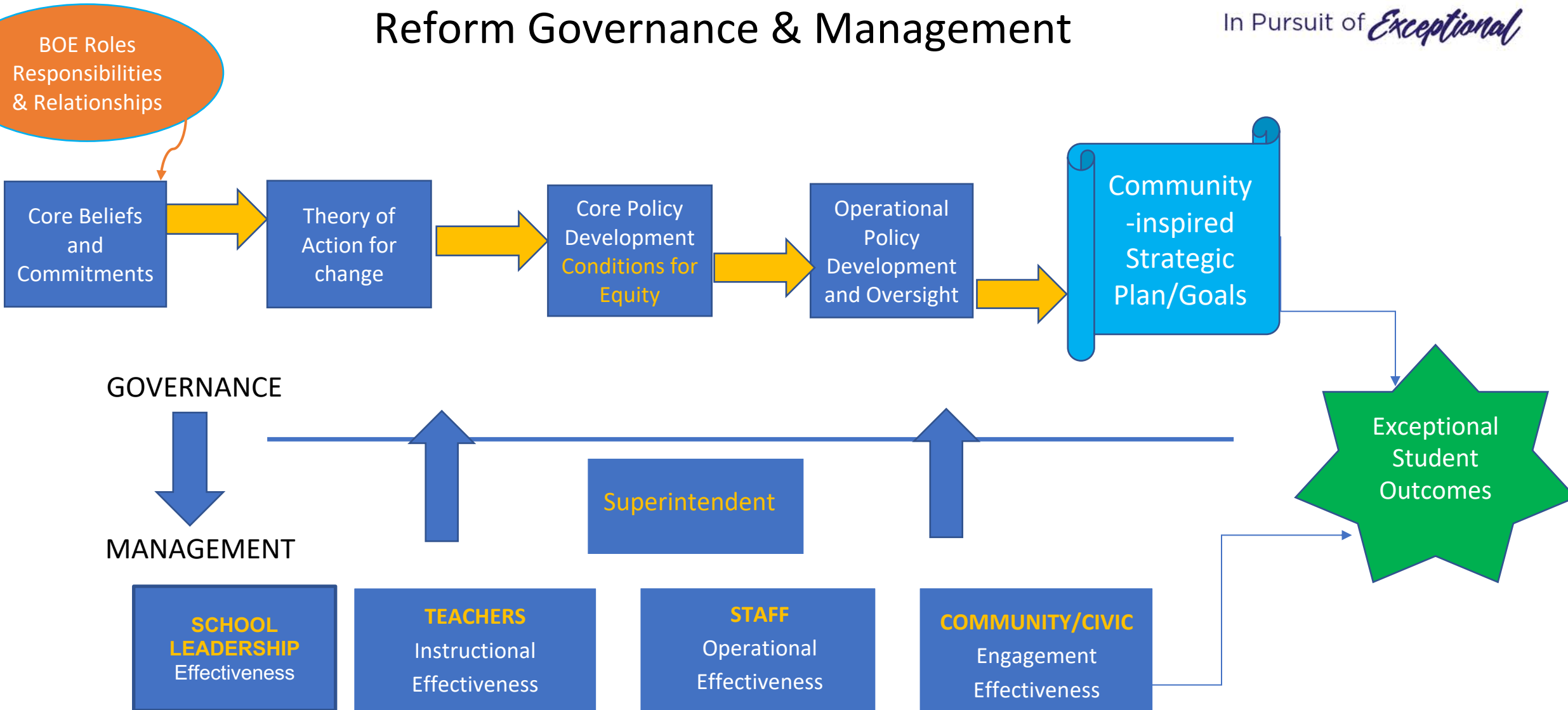


A High-Performing School District starts with a High-Performing BOE



Reform Governance & Management

In Pursuit of *Exceptional*



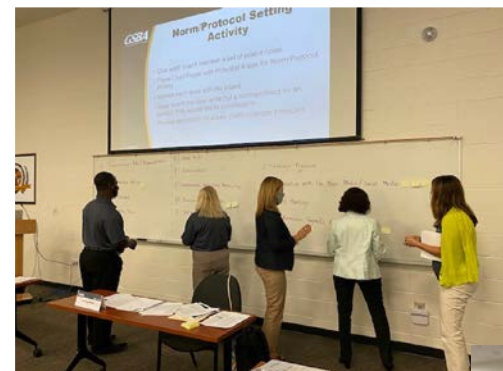
How our Governance Team drives student achievement

Unified Governance (Top of the Clock)

- Core Beliefs & Commitments
- Superintendent Evaluation
- Henry County's Plan of Action
- Board Foundational Reform Policies
- Five-Year Community-inspired Strategic Plan
- Priority Student Outcomes (District level)
- Annual Accountability Report to Community

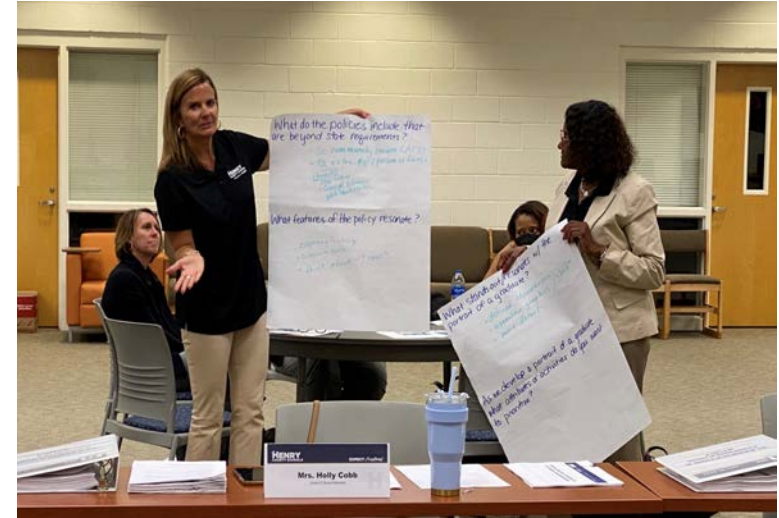
Organizational Alignment (Bottom of the Clock)

- Regulations and Procedures aligned to policy
- District planning tools
- District Key Performance Indicators
- School improvement planning tools
- Priority Student Outcomes (Local Level)



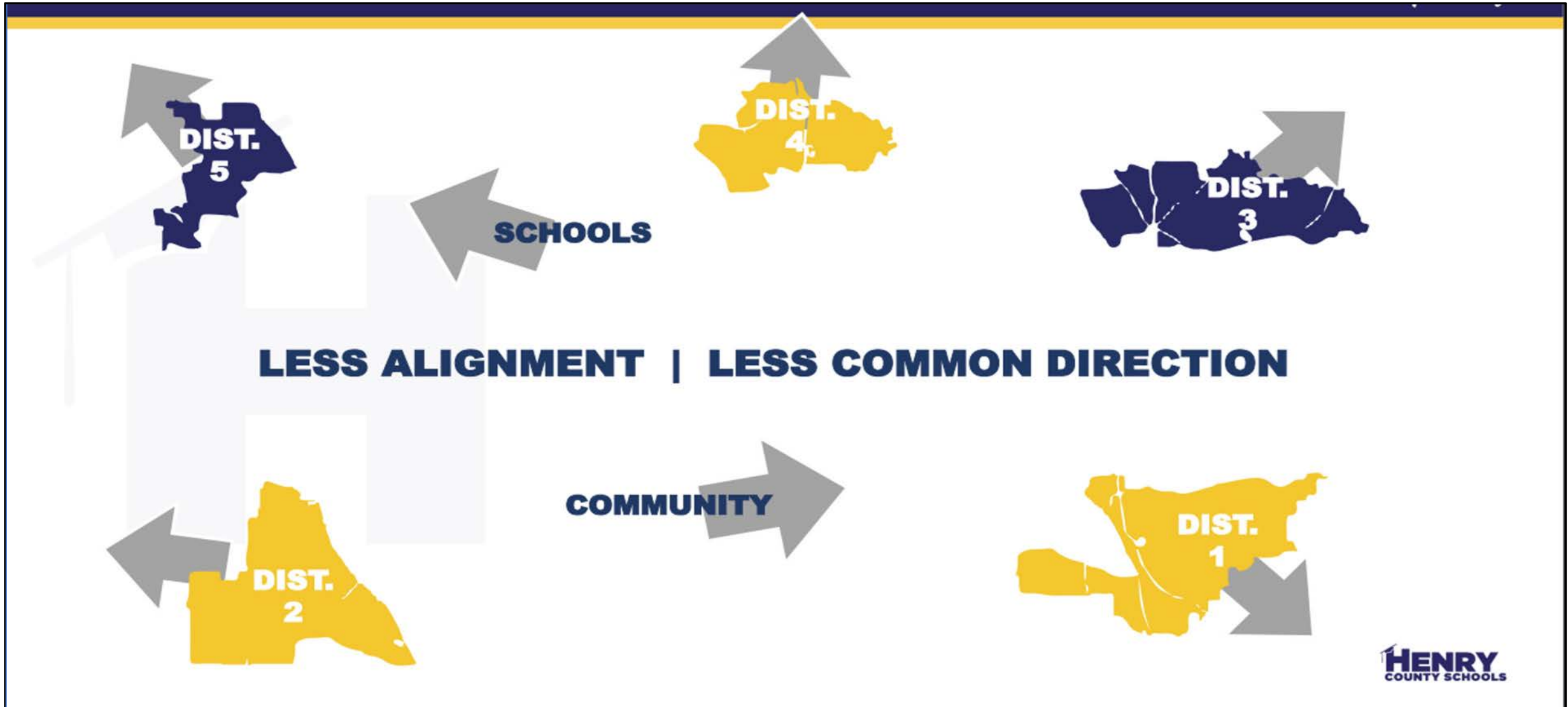
Board of Education-setting the conditions for success

- What are your Board's Tenants for Governance?
- What does the Board of Education do?
- What does the Superintendent/Organization do?



Why Unified Governance Matters

In Pursuit of *Exceptional*



Governance Training

In Pursuit of *Exceptional*

It all started with Core Beliefs

- Identified Governance Team's personal beliefs about the role of public education in our district.
- Illuminated common beliefs among us all.
- These common beliefs served as the foundation to draft unified core beliefs.





CORE BELIEFS & COMMITMENTS

1

Core Belief

We believe each student can learn at or above grade level and will have an equal opportunity to do so.

Commitment

Each student will learn at or above grade level and have an equal opportunity to do so.

2

Core Belief

We believe family and community involvement is critical to student success.

Commitment

We will foster connections for families and community to support student learning.

3

Core Belief

We believe all learning environments should be supportive, safe, and secure.

Commitment

All school environments will be supportive, safe, and secure.

4

Core Belief

We believe effective teachers and leaders produce excellent results.

Commitment

We will recruit, support, retain, and recognize results-driven teachers and leaders.

Superintendent Evaluation

In Pursuit of *Exceptional*

Core Belief #1- We believe each student can learn at our above grade level and will have an equal opportunity to do so.

Professional Practice					
Foundation	Exemplary Professional Performance	Professional Performance	Performance Requires Improvement	Performance is Unsatisfactory	Cannot Judge
1.1 Focus the organization, including school leadership, and the community on the deliverables of the strategic plan.					
1.2 Provide quarterly reports on students who are not on grade level in reading.					
1.3 Prepare administrators and staff for all schools to become STEM certified.					
Priority Outcomes	Exemplary Professional Performance	Professional Performance	Performance Requires Improvement	Performance is Unsatisfactory	Cannot Judge
1.4 Increase reading growth grade to grade by 3 percent					
1.5 Increase reading at or above grade level by 2 percent					
Strategic Actions	Exemplary Professional Performance	Professional Performance	Performance Requires Improvement	Performance is Unsatisfactory	Cannot Judge
Reading and Writing					
1.6 Pilot writing assessment tool					
1.7 Implement reading/writing resources and instructional framework					
Learning Opportunities and student experiences					
1.8 Implement revised talent development program to expand gifted strategies (elementary)					
1.9 Implement additional AP courses at each school and/or growth of student participation					
1.10 Implement Computer Science in all Middle Schools					
Core Belief and Commitment Rating -					

Evidence of Professional Practice May include measurable metrics and/or artifacts as appropriate based on the goal.

Evidence
1.1
1.2
1.3
1.4
1.5
1.6
1.7
1.8
1.9
1.10

Governance Team Actions

Creating Foundations through Reform Policies



Recognizing Policies as a Vehicle for Board's Voice



Routine/Operational Policies – Reactive policies to maintain stability.

Core/Reform Policies – the expectations for the Board of Education on behalf of the community to strengthen and secure the effectiveness of public education. Proactive policies to Drive Change.



Foundational Governance Team Reform Policies

CORE BELIEFS

1. All children can learn at or above grade level and will have an equal opportunity to do so.
2. Family and community involvement is critical to student success.
3. All learning environments will be supportive, safe and secure.
4. Effective teachers, leaders, and employees produce excellent results.



CORE POLICIES

Policy BAB: Henry's Plan of Action ensures an aligned system of teaching and learning is intact and nourished including clearly articulated teaching and learning standards, aligned accountability from the boardroom to the classroom, and a culture of continuous improvement.

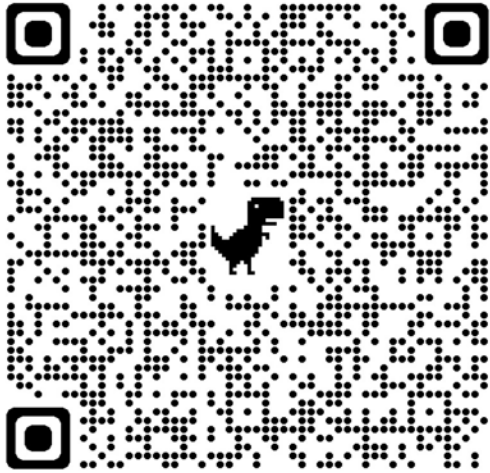
Policy IAB: Henry's Plan to Advance Opportunities, Access, and Outcomes defines opportunity for every student in HCS as offering a variety of options, experiences, and resources; defines access for every student in HCS as ensuring options, experiences, and resources offered are utilized; defines outcomes for every student in HCS as achieving growth and impact across the variety of options and experiences.

Policy IB: Henry's Organizational Accountability to ensure a high performing school district, commits to a leaders evaluation system aligned to the Board's Commitments and Goals for student learning, a system for reporting district and school performance, including the performance toward the priority student outcomes in the district's strategic plan, district-level systems and structures designed to implement the strategic plan to achieve the district's five-year goals, and aligned support structures designed to build capacity in staff to implement the district's strategic actions.

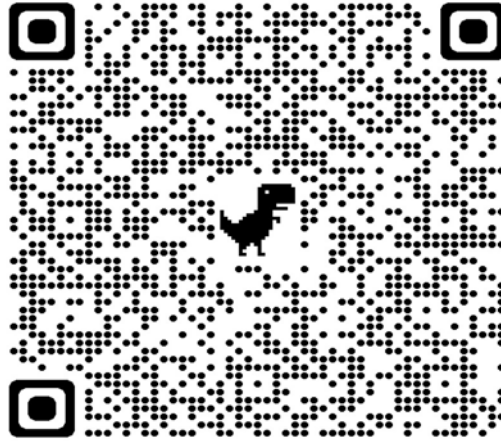
Policy IFB: Henry's Plan for Digital Literacy supports a system to regulate and govern the selection of necessary Instructional resources to ensure appropriate alignment, balance, effectiveness and need. Guidance, resources, and professional development for district educators will be provided as well as family resources to address information literacy and digital citizenship, online safety and cyberbullying, responsible digital use and practice, screen time balance, and content attribution and shall define and embed digital literacy skills into the Henry Teaching and Learning Standards.

Governance through Policies

In Pursuit of *Exceptional*



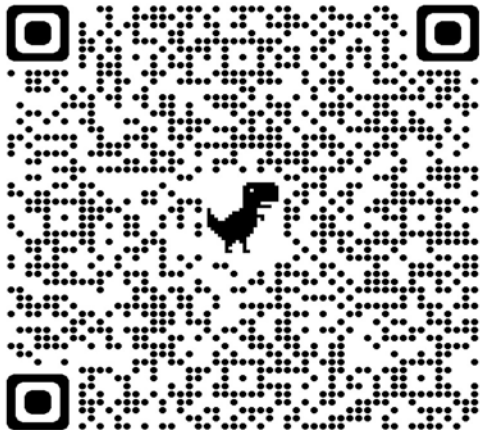
Policy IFB-Digital Learning



Policy IAB-Opportunities,
Access & Outcomes



Policy BAB-Plan of Action



Policy IB-Accountability

Turn and Talk with your neighbor:

What does your board expect to consistently happen in classroom instruction?

- *What is your policy that clarifies this action?*

What results/outcomes does your board use to determine the effectiveness of your expectations in classroom instruction?

- *What is your policy that clarifies this action?*





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Board Member Planning



Town Hall
Forums



Faculty
Meetings &
School
Councils



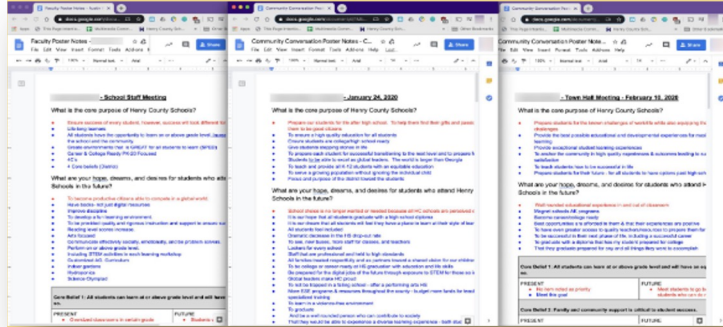
BY THE NUMBERS

Over **3,000** surveys completed; Over **5,000** in-person
52 school council meetings; **52** school faculty meetings
13 Superintendent advisories; **6** town hall forums

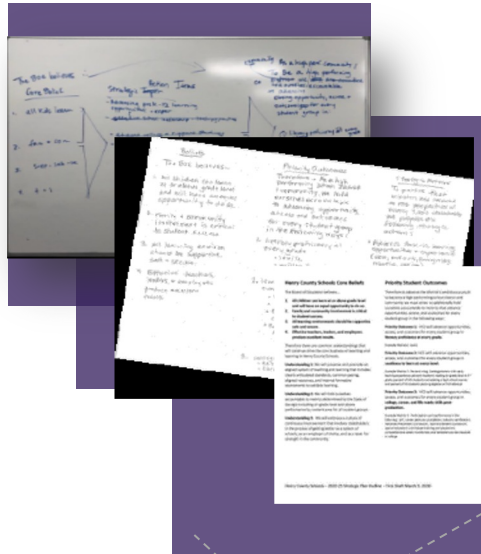
**OVER 8,000
VOICES HEARD!**



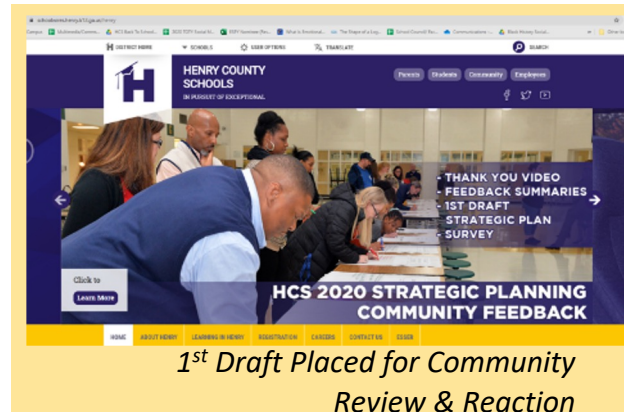
Community Surveys



Data Compiled/Analyzed from Community Meetings



Plan Takes Shape



1st Draft Placed for Community Review & Reaction



Strategic Plan – **FRAMEWORK ADOPTED**

February 2020

March 2020

May 2020

July 2020

Destination *Success!*

VISION

To ensure a high-quality, world-class education for every student.

Notes

MISSION

To empower all students with exceptional opportunities and access that lead to success in a global society.



Strategic Action 1

In Pursuit of *Exceptional*

STRATEGIC INITIATIVES

It's all about LEARNING!

- Nurturing strong partnerships with Henry County early learning providers & other community partners.
- Improving student knowledge and skills around wellness, well-being, and creating real world connections.
- Expanding opportunities and access for students: Advanced Coursework; Science, Technology, Engineering, Mathematics (STEM); Fine Arts.
- Creating a community of powerful readers & writers.



Imagine the day...

When every student has access to the best fine arts classes through chorus, band, orchestra, drama, and visual arts.

When robotics and coding is offered at every elementary, middle, and high school, and STEM education is prevalent all across the district.

When every student has access to advanced placement, dual enrollment, and career pathway options, or when every student has increased access to a high school-level class before they complete middle school.

Strategic Action 2

In Pursuit of *Exceptional*

STRATEGIC INITIATIVES

*It's all about LEADERSHIP &
OUTSTANDING INSTRUCTORS!*

- Aligning frameworks of effectiveness in: schools, classrooms, leadership, teaching, and professional support roles.
- Advancing school leadership capacity in: leading instruction, data teaming, collaborative planning, school improvement, and community engagement.
- Creating pipelines for recruitment, development, and advancement of personnel in: district leaders, school leaders, certified teachers, and classified staff.
- Expanding vertical articulation within each K-12 cluster feeder pattern in: academics, student & family experience, community engagement, and civic leadership.



Imagine the day...

When Henry County Schools teachers have the most effective resources, tools, and training to provide the most extraordinary learning.

When Henry County Schools has a local student-to-teacher pipeline established through the Teaching as a Profession pathway so we can bring our own students back to teach future students.

When Henry County Schools can provide the direct development of leadership skills for aspiring leaders to become the highly-effective classroom, building, and district leaders.

Strategic Action 3

In Pursuit of *Exceptional*

STRATEGIC INITIATIVES

It's all about a sense of BELONGING & being WELCOME and LOVED in our district!

- Expanding “Partners in Education” – faith-based, small business, and civic organizations.
- Establish and incorporate: Volunteer/mentor programs; Welcome Center; HCS Foundation 501(c)(3).
- Ensure all students, families, and staff are welcomed and valued.
- Elevating systematic language services and community partnerships with intergovernmental agencies.
- Build out adult education programming for HCS families to provide learning and skill development opportunities.



Imagine the day...

When every school has a Partner in Education from a small business, faith-based, and community organization to support student learning and school operations.

When Henry County Schools has a Welcome Center to ensure that all families have a seamless transition into our district, full of support which includes language translation and paperwork processing completion.

When Henry County Schools has a 501(c)(3) foundation to support student scholarships and teacher grants across the district.

Strategic Action 4

In Pursuit of *Exceptional*

STRATEGIC INITIATIVES

It's all about the WELLBEING of everyone in our school community!

- Establishing comprehensive school-wide counseling, academic & career coaching, and advisement systems.
- Establishing community health & wellness collaborative for students in: physical, emotional, academics, and mental health.
- Establishing employee wellness framework and commitment.
- Establishing a continuum of services ensuring safe & healthy learning environments.

Imagine the day...

When the health and wellness of our students as well as our employees are held in the highest regard along with physical safety to ensure that learning and teaching take place at the greatest levels.

When every student has greater exposure to colleges and post-secondary opportunities through a robust management system.

When school counseling has better defined balance that prioritizes academic counseling, career and college coaching, and small-group counseling with students.



Strategic Action 5

In Pursuit of *Exceptional*

STRATEGIC INITIATIVES

*It's all about our district OPERATING
like a well-oiled system!*

- Acquire and implement an enterprise resource management system to integrate finance, human resources, procurement, and document management.
- Develop and implement a comprehensive data strategy and support structures.
- Establish a basic equipment list for classrooms, school common spaces, and office space.
- Evaluate and update compensation and classification infrastructure.
- Expand energy management across the school district.



Imagine the day...

When there is a standard and reliable basic list of equipment and a schedule for the growth and replacement of essential school furniture and equipment for every classroom, school common space, and office.

When every building in the district has the most up to date energy management system to maximize energy efficiency and save money.

When compensation for employees is nationally competitive.



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Priority Student Outcomes

To advance the district's ambitious pursuit to become a high-performing school district and community, we must strive to additionally hold ourselves accountable for advancing opportunities, access, and outcomes for every student group by the following three Priority Student Outcomes.



Advancing opportunities, access, and outcomes for every student group in:

Literacy Proficiency

Note: Unless otherwise noted, the Board of Education is in the process of reviewing baseline data and will set a 5 year goal for each metric;



Reading growth from Grade to Grade

Baseline 51% **65%** 2024 Goal



Reading and writing at or above grade level

• Reading

Baseline 45% **58%** 2024 Goal

• Writing

Baseline 00% **COMING 2023**



Access for every child in diverse grade level content, literature, resources, and world language programs

• Grade level content

Baseline 00% **COMING 2025**

• Literature

Baseline 00% **COMING 2025**

• Resources

Baseline 00% **COMING 2025**

• World Language Programs

Baseline 22% **70%** 2024 Goal

Readiness to Learn

Note: Unless otherwise noted, the Board of Education is in the process of reviewing baseline data and will set a 5 year goal for each metric;



Beginning school Kindergarten Ready

Baseline 34% **44%** 2024 Goal

• GKIDS Readiness

• Gross Motor Skills

Baseline 00% **COMING 2023**



Participation in advanced coursework

Baseline 23% **34%** 2024 Goal



Students demonstrating personal health & wellbeing

Baseline 00% **COMING 2023**

College, Career, and Life Ready

Note: Unless otherwise noted, the Board of Education is in the process of reviewing baseline data and will set a 5 year goal for each metric;



High school graduates meeting competitive acceptance requirements for University System of Georgia colleges and universities; and qualification for Zell Miller Scholarships

• Top 25th SAT/ACT College Entrance Exam Baseline

Baseline 00% **00%** 2024 Goal

• Graduates who qualify for Zell Miller scholarship

Baseline 0% **7%** 2024 Goal



High school graduates meeting college readiness benchmarks in English Language Arts and Mathematics

• ELA College Readiness

Baseline 00% **00%** 2024 Goal

• MATH College Readiness

Baseline 00% **00%** 2024 Goal



HCS Graduate Outcomes

Baseline 00% **COMING 2023**



Students/Graduates completing career inventories, internships/apprenticeships, and industry certifications

• Internships and Apprenticeships

Baseline 00% **COMING 2023**

• CTAE Pathway Completers who are eligible for industry credentials

Baseline 00% **COMING 2023**

• Career Inventories

Baseline 00% **COMING 2023**



Students demonstrating financial literacy, soft skills, and mastery of IEP transition goals (ESE)

• Financial Literacy

Baseline 00% **COMING 2024**

• Soft Skills

Baseline 00% **COMING 2024**

• IEP Transition Goals

Baseline 00% **COMING 2024**



Participation & performance of students on PSAT 8 & PSAT 10/NMSQT

• PSAT 8

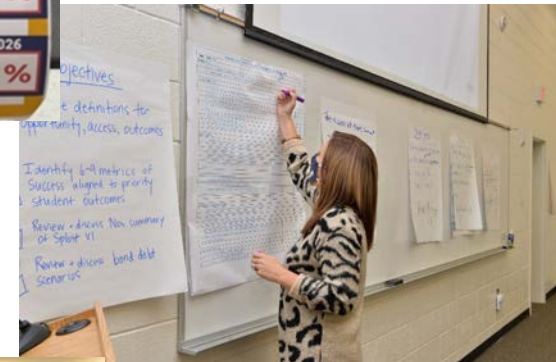
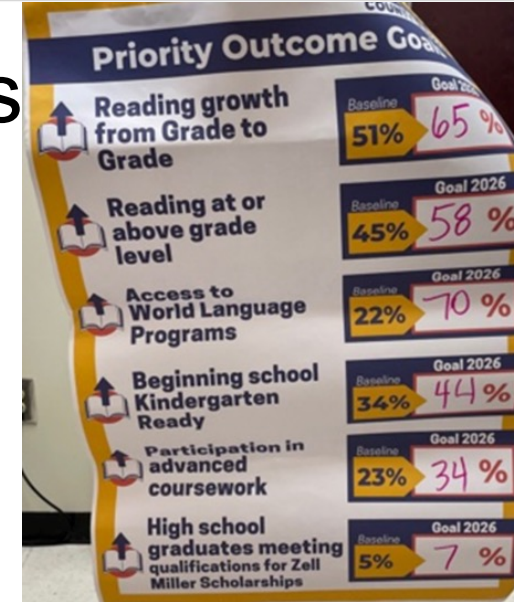
Baseline 00% **COMING 2023**

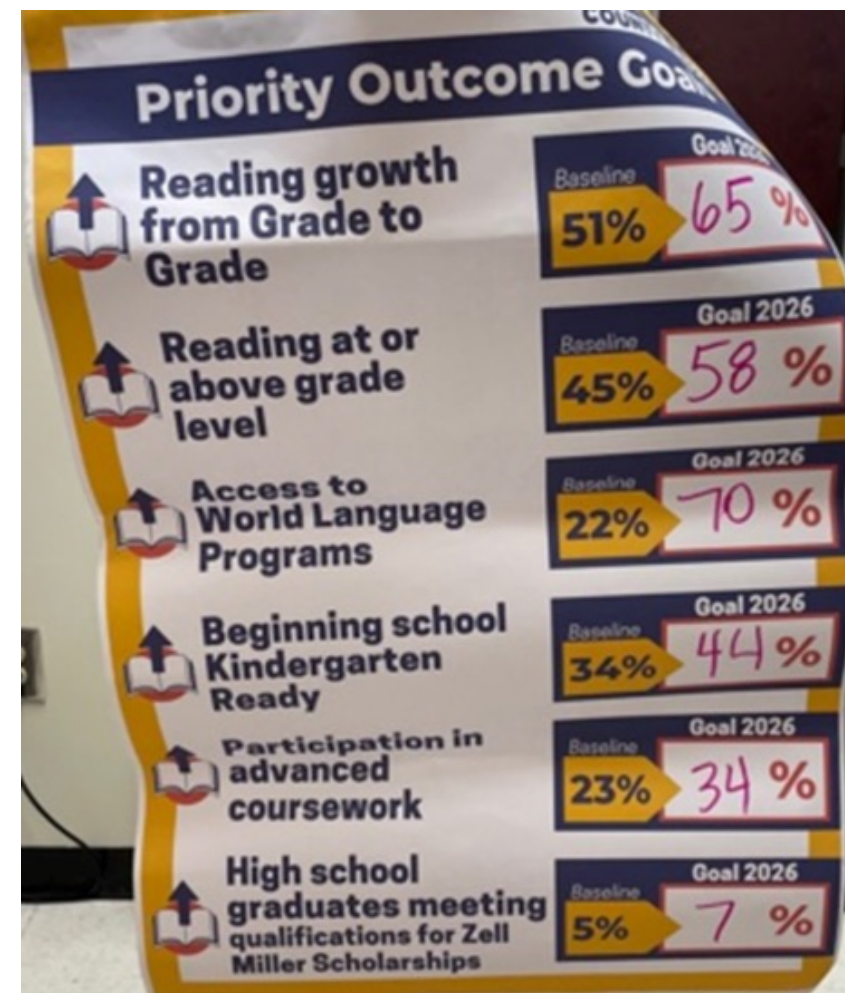
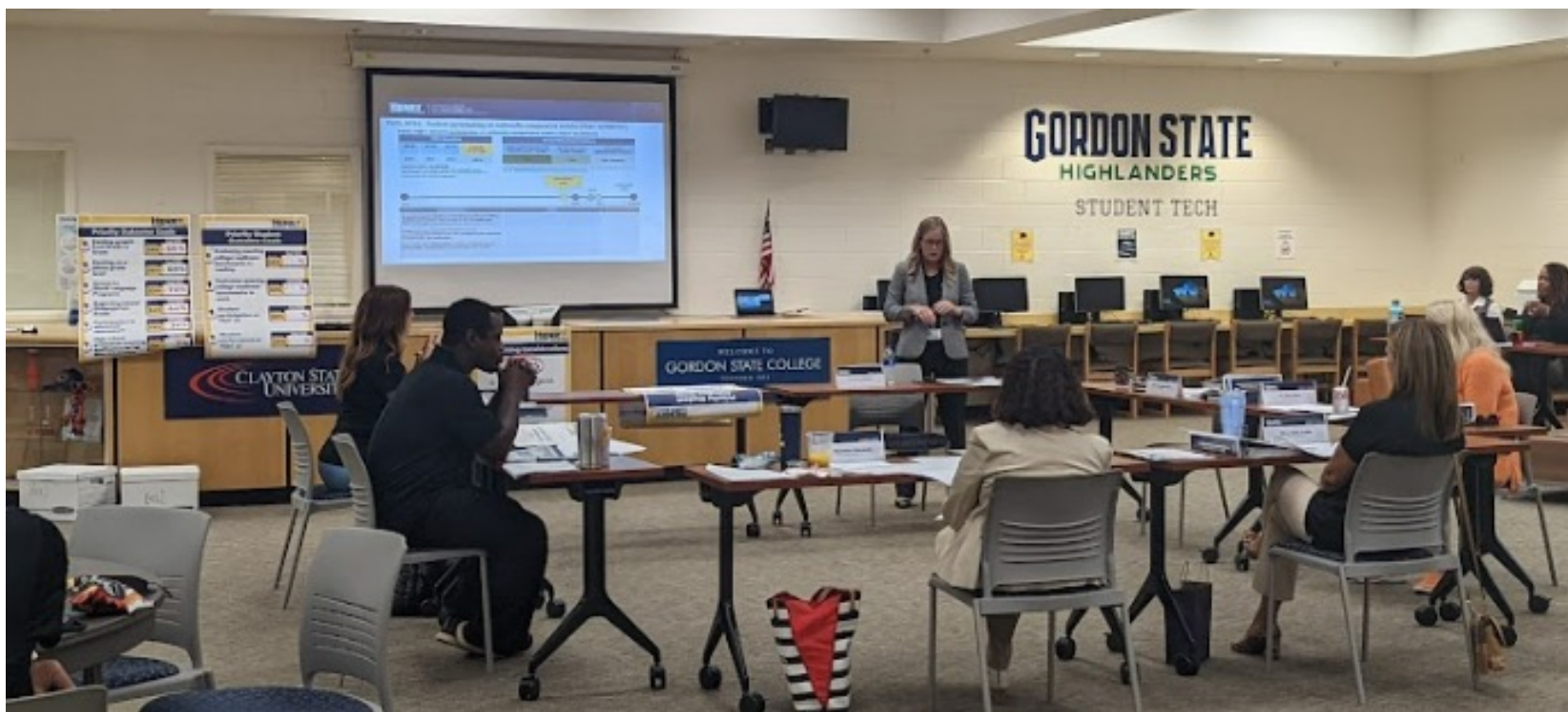
• PSAT 10/NMSQT

Baseline 00% **00%** 2024 Goal

Developing Priority Student Outcomes

- 1) We asked a lot of people how would we measure this?
- 2) We took the millions of ideas and narrow them down under the themes using a prioritization strategy.
- 3) The board reached consensus on the priorities
- 4) The board set goals and shared with Senior Leadership.





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2024 Goal

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2024 Goal



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Baseline 00% **00%**
2024 Goal

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- PSAT 8
- PSAT 10/NMSQT

Continuous Community Engagement

Engagement vs Involvement:

- ❑ Involvement-to enfold “Doing To”
- ❑ Engagement-to come together “Doing With”

Turn & Talk:

- ❑ What processes do you currently have to engage with your community around your governance tenants and your metrics of success?
- ❑ What processes do you currently have to engage with your employees around your governance tenants and your metrics of success?



Opportunities | Access | Outcomes



I believe in... Public Education

I believe in... Henry County Schools

I believe in... Our Future

I believe in... Our Team

I believe in... Our Students

I believe in... Our Community

