



2018-2019 GSLA Mid-Year Report

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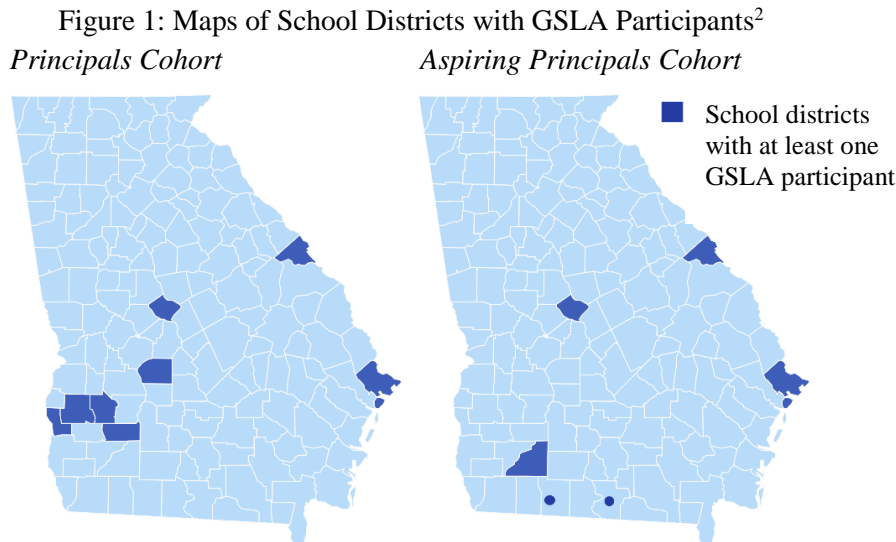
2018-2019 Governor’s School Leadership Academy Mid-Year Report

Program Overview

In May 2018, the Governor’s Office of Student Achievement (GOSA) initiated the Governor’s School Leadership Academy (GSLA) in partnership with Gwinnett County Public Schools and the Chief Turnaround Office (CTO). The goal of GSLA is to provide high-quality leadership preparation and support to develop high-capacity school leaders across Georgia. [House Bill 338](#) created the Joint Study Committee on the Establishment of a Leadership Academy in July 2017, who then recommended the establishment of the GSLA in November 2017. In May of 2018, GOSA hired the Director of GSLA, who subsequently hired the Assistant Director and three regional coaches between July and August of 2018.

The GSLA is a year-long program supporting two cohorts—one consisting of 26 principals of Turnaround Eligible Schools, and the other consisting of 19 aspiring principals from districts with at least one Turnaround Eligible School.¹ The program’s major goals include providing coaching and support for school leaders, establishing a statewide network of school leaders, and creating a pipeline for school leadership vacancies in Turnaround Eligible Schools.

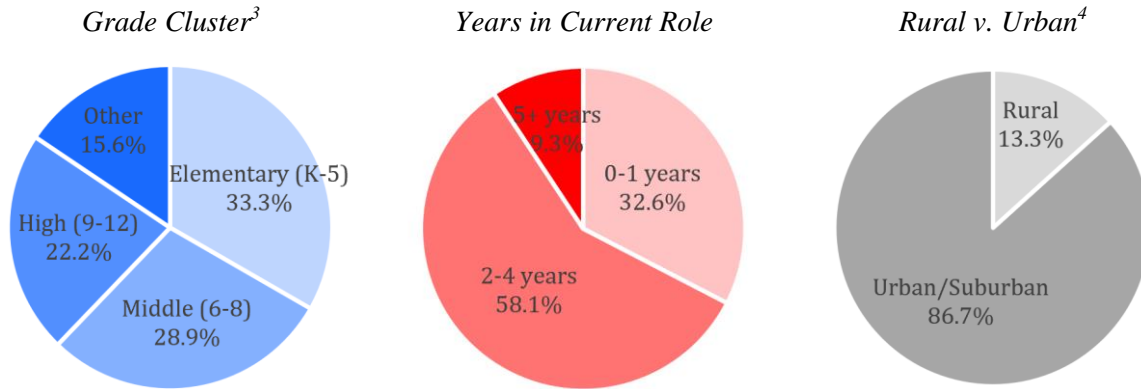
The Principal Cohort includes principals from all schools actively working with the CTO for the 2018-2019 school year, along with seven additional Turnaround Eligible Schools identified for participation by the CTO. The Aspiring Principal Cohort includes assistant principals, instructional coaches, and teachers who were recommended by superintendents in districts with Turnaround Eligible Schools. Additional goals for this cohort of the GSLA are for aspiring principals to obtain principal roles within three years of completing the program and to create opportunities for participants to gain Tier I leadership certification.



¹ GOSA produces the list of [Turnaround Eligible Schools](#) in Georgia each year.

² Participants from the Principals Cohort represent eight districts: Bibb County, Clay County, Dooly County, Dougherty County, Randolph County, Richmond County, Savannah-Chatham County, and Terrell County. Participants from the Aspiring Principals Cohort come from six districts: Bibb County, Mitchell County, Richmond County, Savannah-Chatham County, Thomasville City, and Valdosta City.

Figure 2: Demographics of GSLA Participants



Outcomes

The program consists of three major components: monthly in-person training led by GSLA staff and partners, phone and on-site coaching provided by regional coaches, and job-embedded assignments. The GSLA also provides access to resources such as [CliftonStrengths](#) assessment and coaching, and [High Reliability Schools](#), a framework for schools from Marzano Research. Both cohorts initially met for three-day trainings during summer 2018, followed by one- or two-day trainings each month.

GOSA’s Evaluation Team collects feedback surveys from participants after each training session. The findings of the mid-year program evaluation demonstrate GSLA participants’ positive overall experiences with the program⁵:

- *Program satisfaction*: 91% of principals and 96% of aspiring principals agree that the in-person GSLA trainings have been a good use of their time.
- *Program effectiveness*: 85% of principals and 94% of aspiring principals agree that they have developed new skills or strengths as a result of the face-to-face sessions.
- *Program applicability*: 92% of principals and 96% of aspiring principals agree that they can implement the skills they have learned in their current roles.
- *Program staff*: 95% of principals and 98% of aspiring principals agree that the GSLA team has been helpful and effective facilitators of training.
- *Training sessions and topics*: 100% of both principals and aspiring principals rated sessions at monthly trainings as applicable to their current roles.
- *Regional coaching*: Regional coaches have completed 48 coaching calls and 46 coaching visits.

³ “Other” includes primary schools and schools that span grade clusters, such as schools with grades 6-12.

⁴ A school district is considered rural if it serves less than 25 students per square mile.

⁵ Percentages were averaged across monthly surveys from July through November. Percentages were calculated based on the number of total respondents to each question, ranging from 16-19 aspiring principals and 11-26 principals.