School District Leadership that Works

Mid-Continent Research for Education and Learning

Contributors to Student Achievement

School	1. Guaranteed and viable curriculum 2. Challenging goals and effective feedback 3. Parent and community involvement 4. Safe and orderly environment 5. Collegiality and professionalism
Teacher	6. Instructional strategies 7. Classroom management 8. Classroom curriculum design
Student	9. Home environment 10. Learned intelligence / background knowledge 11. Motivation

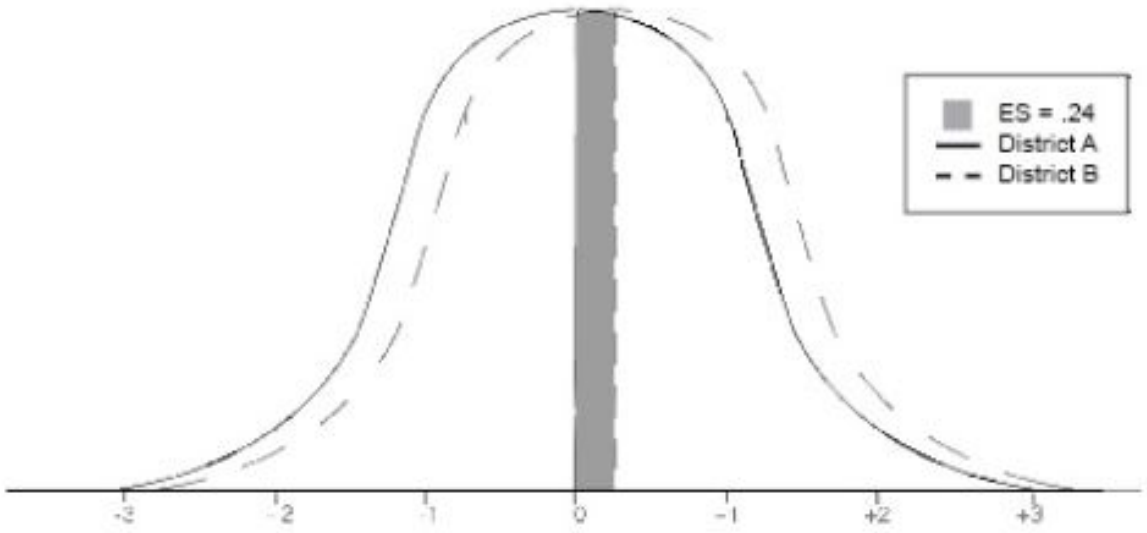
Student Factors and School and Teacher Practices That Influence Student Achievement

School District Leadership that Works

- Meta-analysis: 2,817 districts; 3.4 million students. Largest research study of its kind.
- Statistically significant relationship between *district leadership* and student achievement
- Identified district-level leadership responsibilities that impact achievement
- All relate to setting and keeping the district and and schools focused on teaching and learning goals

Effective District Leadership

Figure 1: Effect size of leadership on student achievement



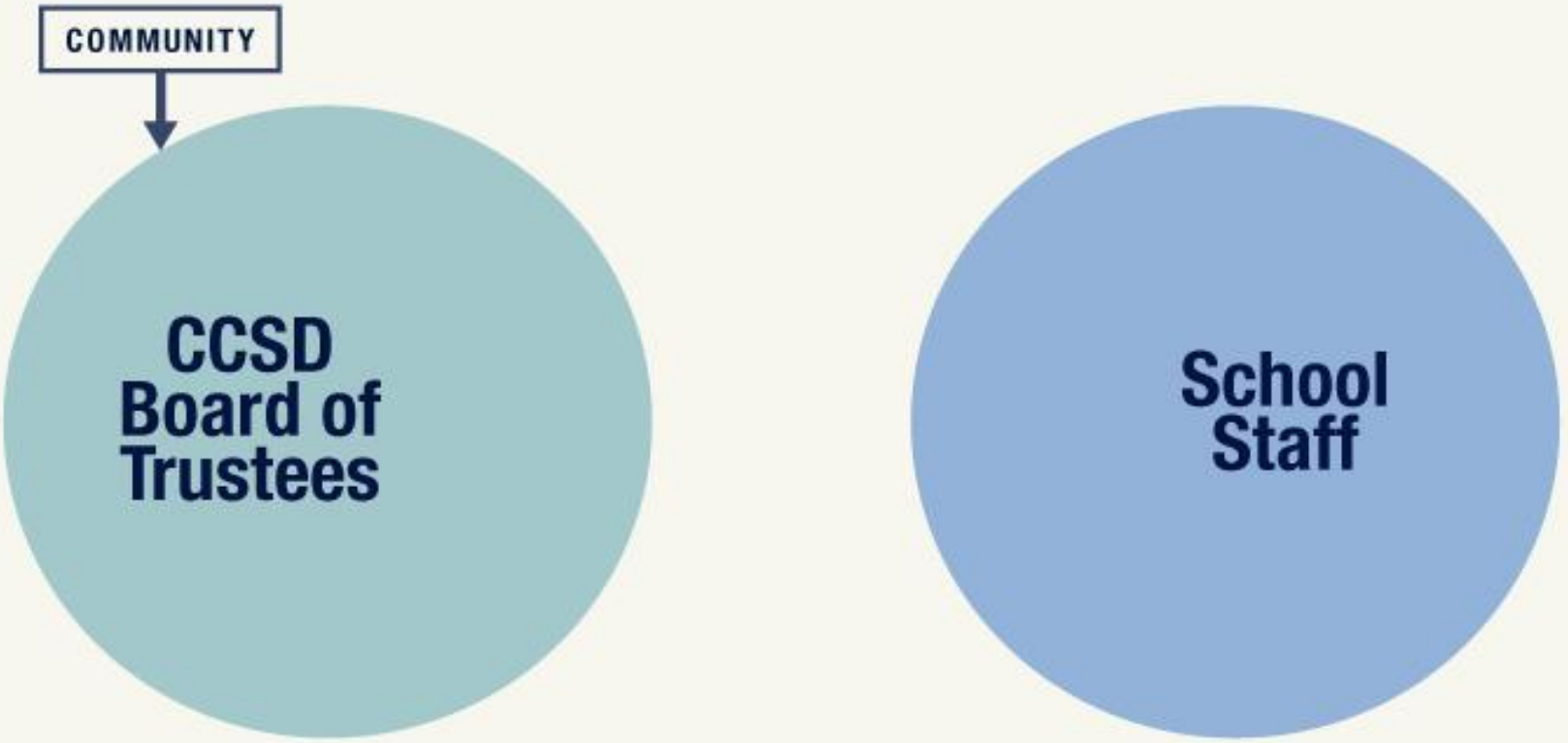
Effective leadership impacts student achievement

When the Board, superintendent, and principals work effectively together, student achievement across the district is positively impacted.

What leadership responsibilities are most important?

The CCSD System

The CCSD System



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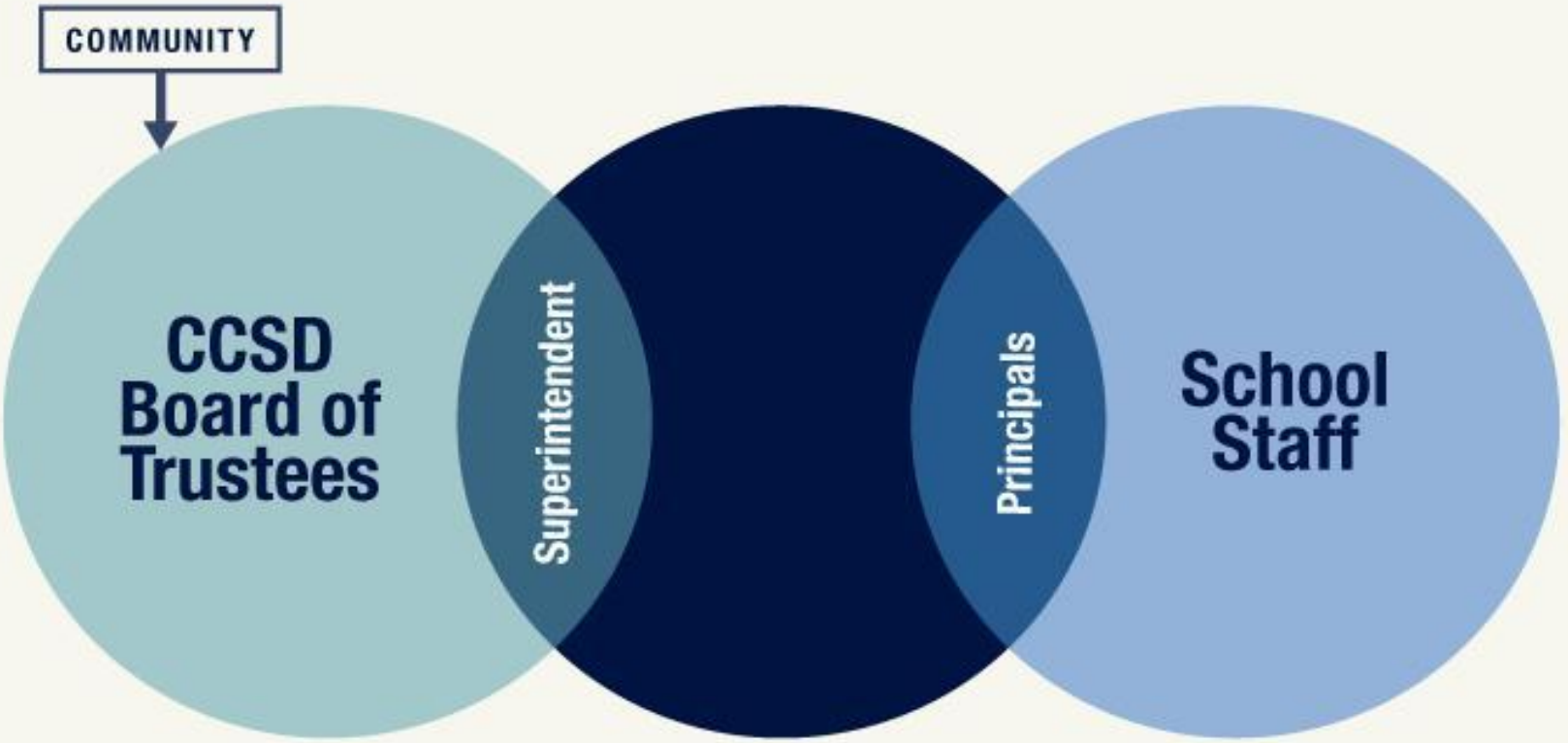

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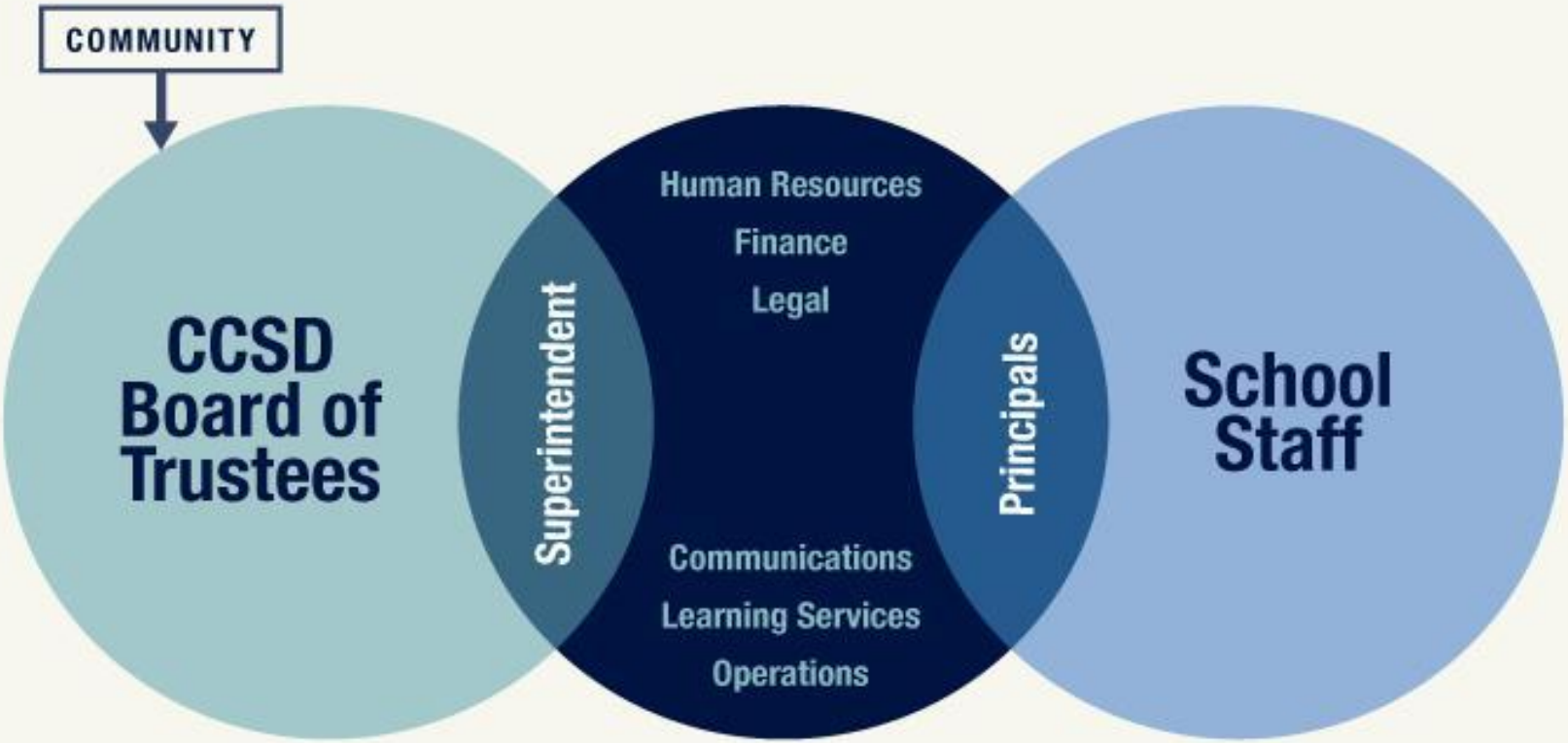
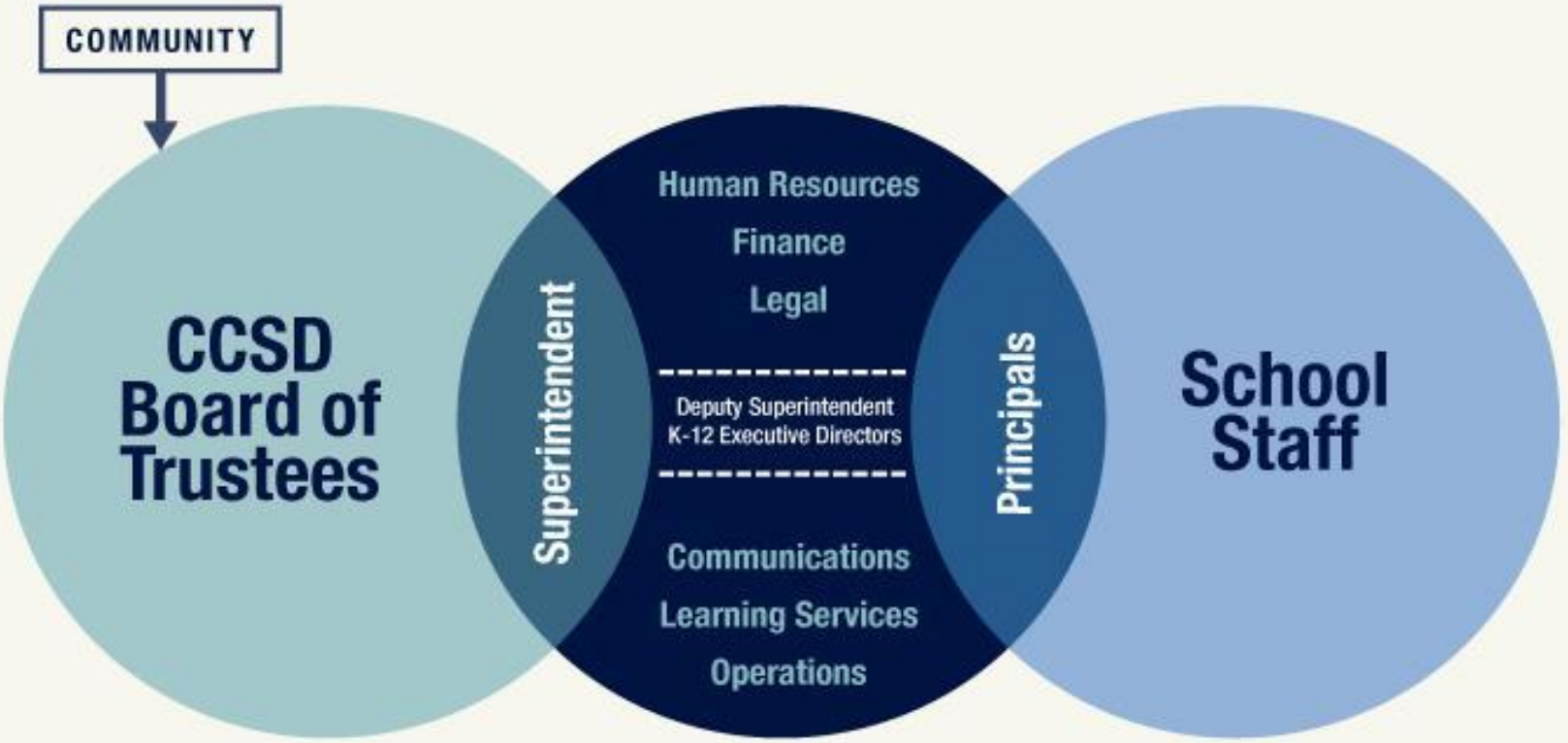


Charleston County SCHOOL DISTRICT > excellence is our standard

The CCSD System



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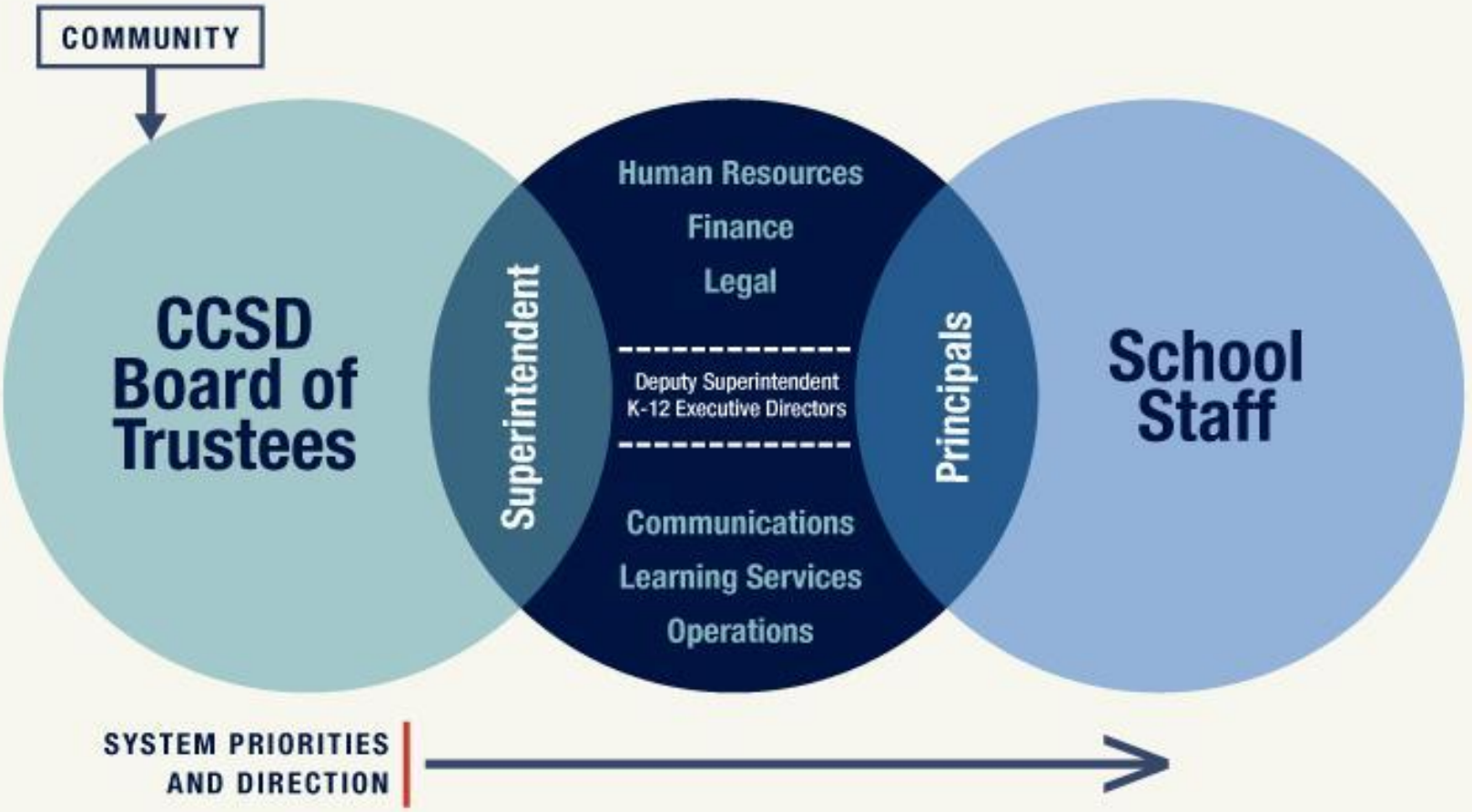

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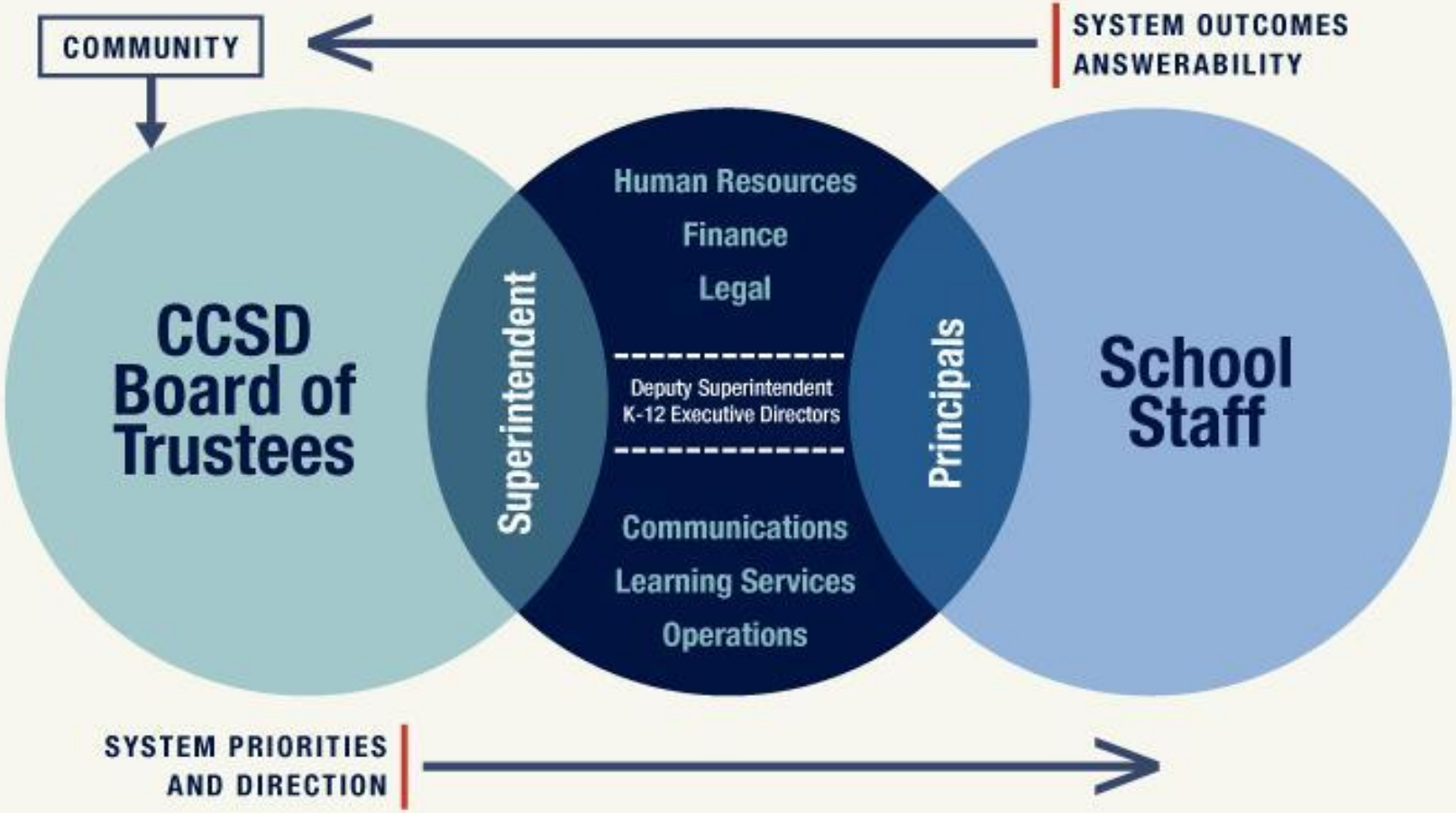

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District Leadership Responsibilities

The Board and Superintendent Work As a Team
Ensure Board, district leaders, and principal agreement on goals
Set non-negotiable goals for achievement and instruction based on research
Board maintains support for district goals and achievement; seeks board training
Continually monitor program implementation and student achievement
Use resources to support instruction (professional learning) and achievement
Create clear expectations for schools; provide autonomy for goal attainment

Knowing the Right Things to Do

Knowing the Right Things to Do: School Improvement and Performance-Based Accountability

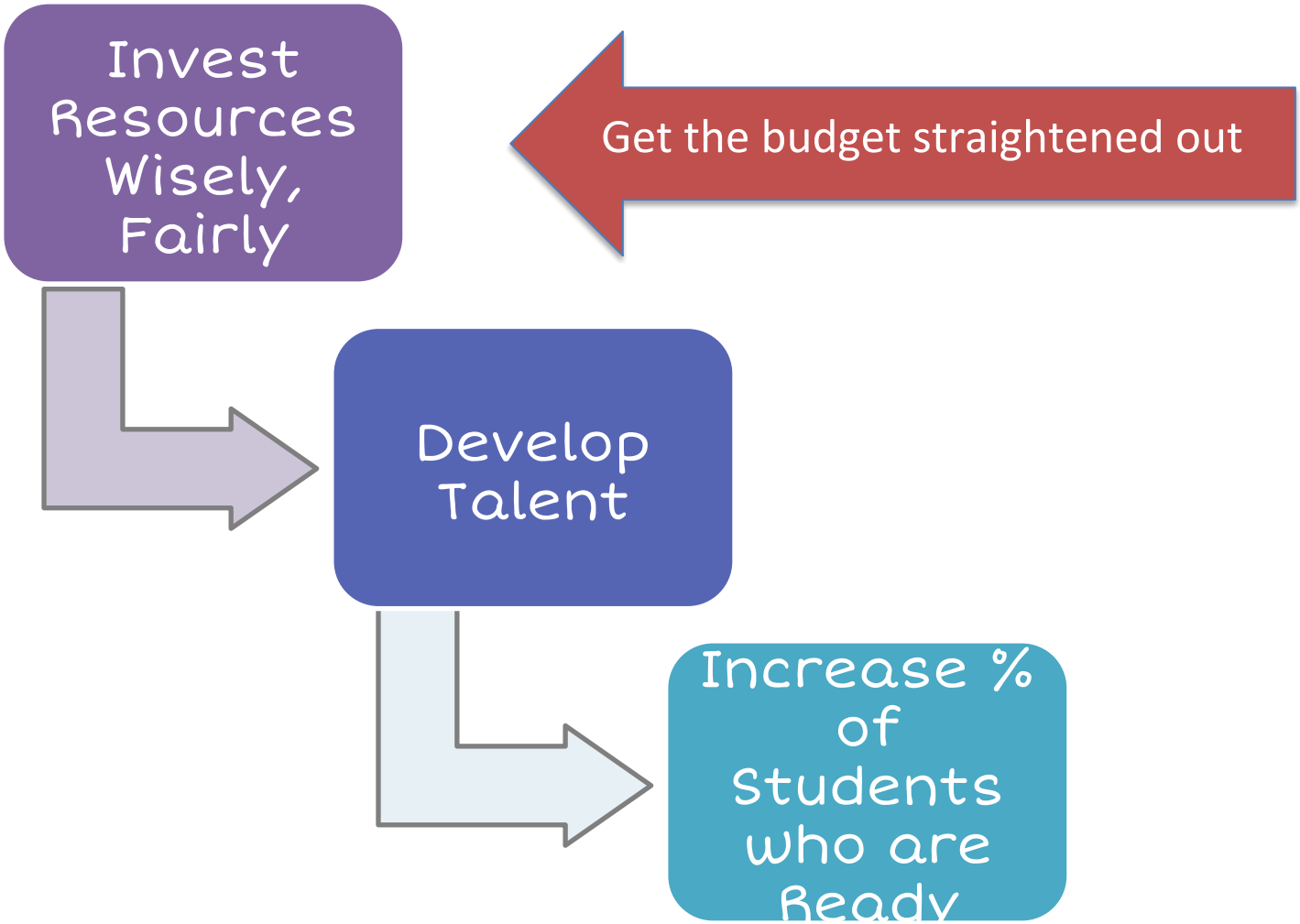
"Knowing the right thing to do is the central problem of school improvement. Holding schools accountable for their performance depends on having people in schools with the knowledge, skill, and judgment to make the improvements that will increase student performance." (p. 9)

Richard Elmore
Harvard University

System Drivers (Michael Fullan)

Capacity Building	• vs. Accountability
Group Quality	• vs. Individual Performance
Instructional Quality	• vs. Technology
Systemic Focus	• vs. Fragmented Programs

Strategic Priorities



Leadership Behaviors Depend on the Type of System Change Needed

FIRST ORDER CHANGE **System is Working As Is**	***SECOND ORDER CHANGE*** ***Outputs Need to Change***
An extension of the past	*A break with the past*
Within existing paradigms	*Outside existing paradigms*
Consistent with prevailing values and norms	*Conflicts with prevailing values and norms*
Implemented with existing knowledge and skill	*Requiring new knowledge and skill to implement*
Marginal, small changes	*A disturbance to every element of the system*
Incremental	*Complex*

First Quarter Progress Report

2017-18 GOALS - FIRST QUARTER PROGRESS REPORT (JULY, AUGUST, SEPTEMBER, 2017)

STRATEGY 1: Provide learning experiences that allow every student to master essential academic content and skills to be career, college, and citizenship ready.	
GOALS:	**STATUS:**
1. Phonics Pilot	Launched program in 13 schools, initial training for teachers and administrators, school/classroom visits at all sites.
2. Numeracy Curriculum Pilot and Math Training	Launched program in 11 schools, initial training for teachers and administrators, school/classroom visits t all sites, online collaboration across schools initiated.
	231 4th and 5th grade teachers participated in first 2 days of multiplicative training and day 3 and 4 training is underway.
3. Blended Learning and Adaptive Digital Content	Launched adaptive digital content in ELA and Math for all schools and students, K-12; provided initial training for teachers; conducting site-based technology and instructional support.
4. Early Childhood	Expanded Early Learning Offerings by: opening an additional 4-year-old Child Development classroom at Angel Oak Elementary School; opening a 3-year-old fee-based Pre-K classroom at Angel Oak Elementary; opening two Early Head Start (0-3 years) classrooms at Minnie Hughes Elementary School. Completed August 2017
	Piloted "World of Wonders" (comprehensive literacy focus) in targeted schools. Ongoing July 2017-June 2018.
STRATEGY 2: Provide learning environments and experiences that allow every student to develop and demonstrate talents, interests, and modern workplace skills.	

AdvancED one-day training seminar

November 3, Columbia, SC

Open Office Hours Summary Report

Dr. Postlewait to Hold Open Office Hours REVISED

Posted on 10/10/2017

Superintendent Dr. Gerrita Postlewait has scheduled "Open Office Hours" throughout all CCSD constituent districts during the month of October.

These sessions will be held on-site at different schools to allow for school staff, cabinets, and parents to interact with the superintendent.

Financial Report

(A & F Committee Substitute Pay)