

# The Bridge Initiative



**Monday, September 9, 2013**

**Mr. Michael Thurmond, Interim Superintendent**



# The Bridge Builder

By: Will Allen Dromgoole

An old man, going a lone highway,  
Came at the evening cold and gray  
To a chasm vast and deep and wide  
Through which was flowing a swollen tide.  
The old man crossed in the twilight dim;  
The sullen stream held no fears for him.  
But he turned when safe on the other side  
And built a bridge to span the tide.

“Old man,” cried a fellow pilgrim near,  
“You’re wasting your time in building here.  
Your journey will end with the closing day;  
You never again will pass this way.  
You have crossed the chasm deep and wide;  
Why build you this bridge at even tide?”

The builder lifted his old gray head.  
“Good friend, in the path I have come,” he said,  
“There follows after me today  
A youth whose feet must pass this way.  
This stream, which has been as naught to me,  
To that fair you may a pitfall be.  
He too must cross in the twilight dim-  
Good friend, I am building this bridge for him.”

# Strategic Problem










DeKalb County School District's failure to implement a comprehensive strategy designed to bridge growth and achievement gaps has negatively impacted college and career readiness of students from low income families.
















































# Data Considered to Define Problem












## PERFORMANCE FLAGS














































<b>Legend:</b>			Subgroup met both State and Subgroup Performance Targets		Subgroup met Subgroup but not State Performance Target		Subgroup met State but not Subgroup Performance Target		Subgroup did not meet either the State or Subgroup Performance Targets
	Not Applicable		Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target		Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target		Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target		Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Subgroup Performance	Criterion Reference Competency Tests				
	English Language Arts	Reading	Mathematics	Science	Social Studies
American Indian/Alaskan					
Asian/Pacific Islander					
Black					
Hispanic					
Multi-Racial					
White					
Economically Disadvantaged					
Students With Disability					
English Learners					

## 2012 Elementary Schools

## PERFORMANCE FLAGS










<b>Legend:</b>		Subgroup met both State and Subgroup Performance Targets		Subgroup met Subgroup but not State Performance Target		Subgroup met State but not Subgroup Performance Target		Subgroup did not meet either the State or Subgroup Performance Targets
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Subgroup Performance	Criterion Reference Competency Tests				
	English Language Arts	Reading	Mathematics	Science	Social Studies
American Indian/Alaskan					
Asian/Pacific Islander					
Black					
Hispanic					
Multi-Racial					
White					
Economically Disadvantaged					
Students With Disability					
English Learners					

# 2012 Middle Schools



## PERFORMANCE FLAGS

<b>Legend:</b>			Subgroup met both State and Subgroup Performance Targets		Subgroup met Subgroup but not State Performance Target		Subgroup met State but not Subgroup Performance Target		Subgroup did not meet either the State or Subgroup Performance Targets
	Not Applicable		Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target		Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target		Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target		Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Subgroup Performance	2011 4-Year Graduation Rate and 2012 End of Course Tests								
	Graduation Rate	9th Grade Literature	American Literature	Mathematics I	Mathematics II	Biology	Physical Science	U.S. History	Economics
American Indian/Alaskan									
Asian/Pacific Islander									
Black									
Hispanic									
Multi-Racial									
White									
Economically Disadvantaged									
Students With Disability									
English Learners									

# 2012 High Schools



# What does the data reveal?

Economically disadvantaged students are not meeting or exceeding the minimum standards defined by the College and Career Ready Performance Index (CCPRI).

## DISPROPORTIONATE NUMBER



# Vision

Helping students, parents/families and educators bridge the gap between under-performance and academic and career success



# The Bridge Initiative

## Alignment to Superintendent's Ninety-Day Plan:

- **Goal 3, Action 7: Evaluate academic achievement and career readiness data from under-performing schools, conduct a holistic root-cause analysis and develop a corrective action plan.**
- **Goal 2, Action 4: Realign resources to improve academic achievement and career readiness.**
- **Goal 2, Action 7: Revise and redeploy Title 1 and Title 2, Race to the Top and other state and federal grant programs to improve academic achievement and career readiness. Invest in parent, adult guardian and mentor involvement.**

# The Bridge Initiative Strategy

*Highly integrated, cross-functional* strategy designed to bridge the cultural, socio-economic and historical divides that undermine student performance and achievement by:

- Developing a holistic understanding of the root causes of under-performance by students;
- Analyzing student and school achievement and career readiness data to determine best practices and inform resource allocation;
- Realigning the existing federal funding allocated through Title I, Title II, Race-to-the-Top and School Improvement Grant; and
- Evaluating Pre-K – 12 curriculum, program offerings and curriculum alignment with common core college and career readiness standards.

# The Bridge Initiative Goals

- I. Identify, support, and recognize high-achieving, marginal, and under-performing students
- II. Enhance the effectiveness of district-level and school-level leaders and teachers to inspire, teach, and train
- III. Build capacities of parents, adult guardians, and mentors to support and improve student performance and academic success

# Goal I

Identify, support, and recognize high-achieving, marginal, and under-performing students

- ☐ Ensure Pre-Kindergarten teachers are teaching the Georgia Early Learning and Development Standards (GELDS) that are aligned to Common Core Georgia Performance Standards (TKES 2)
- ☐ Establish a literacy approach (Common Core Standards)
- ☐ Increase the quality and availability of After School Programs (TKES 2)
- ☐ Increase the number of high achieving students enrolled in gifted, Advanced Placement (AP), and International Baccalaureate (IB) classes (TKES 8)

## Goal I (continued)

- ☐ Reinstate middle and high school graduation coaches in lowest achieving schools (CCRPI)
- ☐ Establish a partnership with Jobs for Georgia Graduates in five high schools with the lowest graduation rates (CCRPI)
- ☐ Strengthen emphasis on Career, Technical, and Agricultural Education (CTAE) and career pathway completion (CCRPI)
- ☐ Establish a career academy (CCRPI)
- ☐ Enhance existing ROTC programs to introduce students to other post-secondary options (CCRPI)
- ☐ Provide wraparound services to special student populations such as English Language Learners (TKES 2, LKES 4, LKES 5 and LKES 8)

## Goal II

Enhance the effectiveness of district-level and school-level leaders and teachers to inspire, teach, and train

- ☐ Implement a professional development framework that incorporates growth and performance (TKES 1, LKES 1, and LKES 7)
- ☐ Develop a master teacher certification program for Pre-K-5 teachers in the areas of mathematics and science (TKES 1)
- ☐ Improve the disciplinary process for students to eliminate the school to prison pipeline (TKES 7)
- ☐ Develop a Research, Assessment and Accountability Team to evaluate and document the return on investment as local, state, federal and grant funds are budgeted, allocated and spent (LKES 3)



## Goal III

Build capacities of parents, adult guardians, and mentors to support and improve student performance and academic success

- ☐ Providing parenting support through Parent Resource Centers and parenting classes, seminars, and workshops in the community to help parents with the language of schools
- ☐ Communicating with parents through translating correspondences into different languages spoken in the home
- ☐ Supporting learning at home by providing access to instructional resources

## Goal III (continued)

- ☐ Providing a variety of volunteer opportunities to increase engagement opportunities at all levels from the classroom-level to the district-level
- ☐ Encouraging parents to be part of decision-making process
- ☐ Collaborating with the community to create a system that connects families with community and social service resources, activities and events

# 2013-2014 Budget

(Pending Approval and Revisions)

Total of Federal, Pre-K, and Professional Learning Funds for  
FY14

				%
<b>Total of Federal, Pre-K, and Professional Learning Funds</b>		<b>\$ 75,913,617.69</b>		<b>100%</b>
<b>Budgeted</b>		<b>\$ 72,577,751.94</b>		<b>96%</b>
<b>Unbudgeted</b>		<b>\$ 3,335,865.75</b>		<b>4%</b>

<b>Pre-K</b>		<b>\$ 7,291,929.69</b>	<b>%</b>	<b>Evaluate</b>	<b>10%</b>
Salaries	\$ 5,157,521.64		71%		
Benefits	\$ 1,824,258.05		25%		
Teaching Supplies	\$ 290,000.00		4%		
Other Cost Professional/Technical Services	\$ 17,500.00		0%		
Other Postage	\$ 500.00		0%		
Other Cost Printing/Binding	\$ 1,250.00		0%		
Supplies	\$ 900.00		0%		
<i>Total Budgeted</i>		<b>\$ 7,291,929.69</b>	<b>100%</b>		
<i>Total Unbudgeted</i>		<b>\$ 0.00</b>	<b>0%</b>		

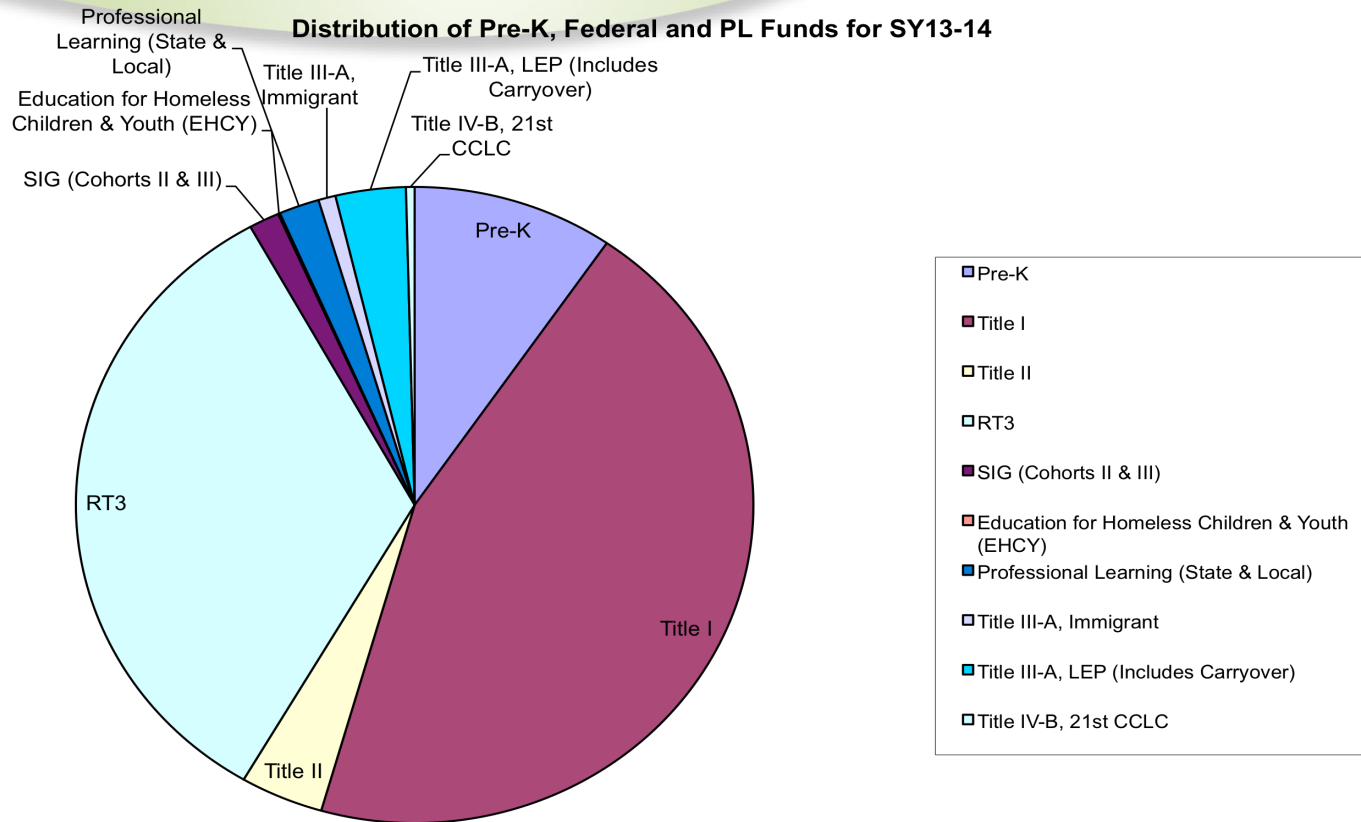
<b>Title I</b>		<b>\$ 34,043,497.00</b>	<b>%</b>	<b>Evaluate</b>	<b>45%</b>
FLP (5%)	\$ 1,702,174.85		5%		
Parental Engagement (1%)	\$ 340,434.97		1%		
Additional Parent Engagement	\$ 479,935.00		1%		
Homeless	\$ 130,000.00		0%		
Neg & Delin	\$ 153,848.00		0%		
Private Schools	\$ 40,500.00		0%		
Administration	\$ 1,834,921.00		5%		
Indirect Costs	\$ 851,087.43		3%		
School Allocations	\$ 28,616,943.22		84%		
(Adjust for Parent Engagement)	\$ (323,413.22)				
Evaluation of Title I	\$ 50,000.00		0%		
<i>Total Budgeted</i>		<b>\$ 33,876,431.25</b>	<b>100%</b>		
<i>Total Unbudgeted</i>		<b>\$ 167,065.75</b>	<b>0%</b>		

<b>Title II</b>		<b>\$ 3,014,950.00</b>	<b>Evaluate</b>	<b>4%</b>
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# 2013-2014 BUDGET

**Distribution of Pre-K, Federal and PL Funds for SY13-14**



# The Bridge Initiative Alignment

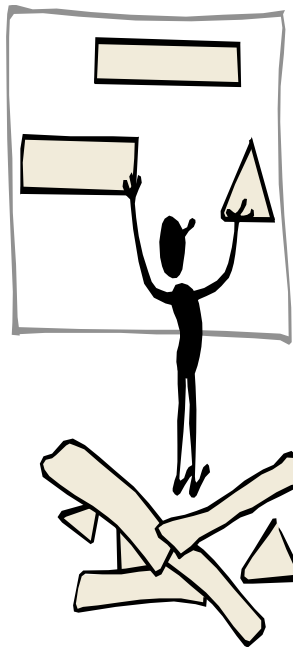
	The Bridge Initiative (BI)	Evaluation Metrics
<b>Title I</b>		
School Allocations for Personnel, PL, and Other Resources to address the academic needs of the most at-risk students	I	Student Achievement Data, TKES Data, Universal Screener Data
Parent and Family Engagement Staff	III	Parental Involvement Data, Survey Data,
Adult and Mentor Engagement (Schools)	III	Parental Involvement Data, Survey Data,
Professional Development (Schools)	II	Achievement Data, TKES Data, Universal Screener Data
Increase the quality and availability of after school programs in targeted elementary and middle schools for the most at-risk students	I	After School Program Data (e.g. Participation, Student Achievement Data, etc.)
Wraparound services for special student populations (Homeless, Neglected & Delinquent, etc.)	I	Survey Data
Evaluation of Title I	II	
<b>Title II</b>		
Class Size Reduction	I	Student Achievement Comparison Data
TAPP Support	II	TKES Data, Survey Data
PL Support for Math-Science-Social Studies	II	Student Achievement Data, TKES Data, Survey Data
HR Support--Gallup Teacher Insight & Principal Insight; Recruitment	II	TKES Data, HQ Data
EL and Gifted Endorsement Support (CaseNex)	II	Gifted & ESOL Endorsement Data, Student Achievement Data,
Professional Learning	II	
Leadership Development	II	LKES Data, Survey Data
Increasing the Number of Achieving Students Enrolled in Gifted, AP, and IB Classes in targeted clusters	I	Data on High Achievers, Gifted Identification Data, AP and IB Participation & Performance Data
Pre-K Curriculum Alignment & Master Teacher Certification	I	Curriculum Alignment Analysis Data
Evaluation of Title II	II	

# The Bridge Initiative Alignment

RT3			
Instructional Resources (Digital Content)	I, II		Student Achievement Data, Usage Data, Survey Data
2 Furlough Days for Staff Dev			TKES Data, LKES Data, Survey Data
Leadership Academy	II		LKES Data, Survey Data
STEM Expansion (40 ES, 19 MS, 19 HS)	I		Student Achievement Data, CCRPI Indicators, Survey Data
Adult and Mentor Engagement	III		Parental Involvement Data, Survey Data,
Lowest Achieving Schools (Personnel)	I, III		Student Achievement Data, TKES Data
<i>Clarkston HS</i>			
<i>Freedom MS</i>			
<i>McNair HS</i>			
<i>McNair MS</i>			
Professional Learning	II		
Pre-K Curriculum Alignment & Master Teacher Certification	I		Curriculum Alignment Analysis Data
Increase the quality and Availability of after school programs in targeted elementary and middle schools through innovative practice community grants	I		After School Program Data (e.g. Participation, Student Achievement Data, etc.)
Strengthen emphasis on CTAE and Career Pathways through STEM Expansion, etc.	I		Student Achievement Data, CCRPI Indicators including Graduation Rate, Survey Data
Jobs for Georgia Graduates	I		Graduation Rate
Evaluation of RT3	II		
SIG (Cohorts II & III)			
Professional Development	II		Student Achievement Data, TKES Data, Survey Data
Middle and High School Graduation Coaches	I		Graduation Rate
Evaluation of SIG	II		

# Theory of Change

***If opportunities and resources exist***



➤ To empower parents/guardians to actively participate in the learning process

➤ To provide a funding structure based on students' needs



# Theory of Change

... ***then DeKalb will...***

Rebuild trust with internal and external stakeholders;

Address the needs of local school communities and all students; and

Change and innovation will occur to improve student performance.

... ***then students will...***

Meet and exceed the minimum standards thereby eliminating under-performance.