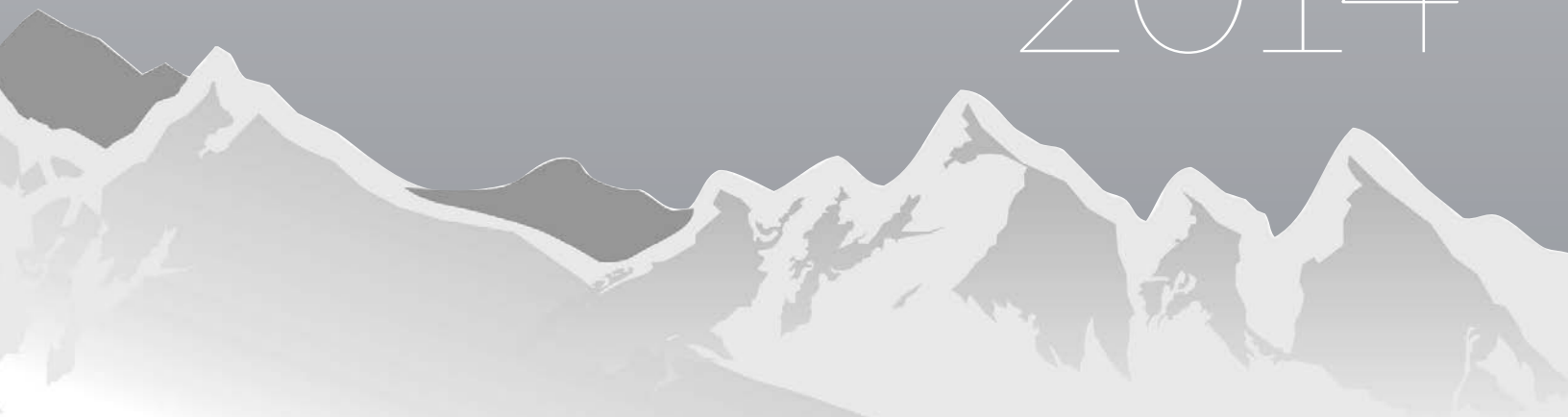




GLISI

Strong leaders transform lives.

ANNUAL REPORT
2014



Message from the Executive Director & Board Chair

Transformative. Creating opportunities and shaping bright futures for all of Georgia's children and communities will take no less than transformative learning, transformative schools, and transformative leaders.



Gale D. Hulme, Ed.D.
CEO/EXECUTIVE DIRECTOR



Loren M. Starr
BOARD CHAIR

No single institutional lever has the potential to alter the trajectories of more students than school leaders.

The need for strong school leaders has never been more urgent in Georgia. More than 1.6 million children attend public schools in Georgia.¹ At our current state graduation rate, over 30% of those students will fail to earn a high school diploma within four years of starting ninth grade.² While Georgia's student academic performance has consistently improved in the last decade, 36% of our fourth graders are still reading at a below basic level.³

What are the consequences to communities and families when we are not successful in educating all of our children? Reading below grade level as early as fourth grade is associated with higher rates of dropout, teen pregnancy, disease, poor mental health, crime, and poverty.⁴

Strong school leaders can disrupt this cycle. Strong school leaders find, inspire and support effective teachers. In schools with strong leaders, there is lower teacher turnover, higher student attendance, fewer behavioral disruptions, and higher student achievement. Strong school leaders believe that all children - regardless of neighborhood, income, race, or family background - have a right to participate

meaningfully in our state's economic and civic future. Indeed, the positive effect of strong leaders on the academic achievement of students in poverty is even greater than for average and upper income students. Yes, strong leaders transform lives.

In Fiscal Year 2013-2014, GLISI kept our eye squarely focused on developing strong leaders who transform lives in our every word and action. Driven not only by our hearts, but our deep knowledge of the research, we know that leadership development makes a difference in transforming a leader from good to great. From strong to stronger. From transactional to transformative.

We invite you to learn more in GLISI's inaugural annual report, hearing the voices and stories of our district partners as you learn about GLISI's Transformative Approach, Transformative Results, and Transformative Thought Leadership.

Gale D. Hulme, Ed.D.
Executive Director

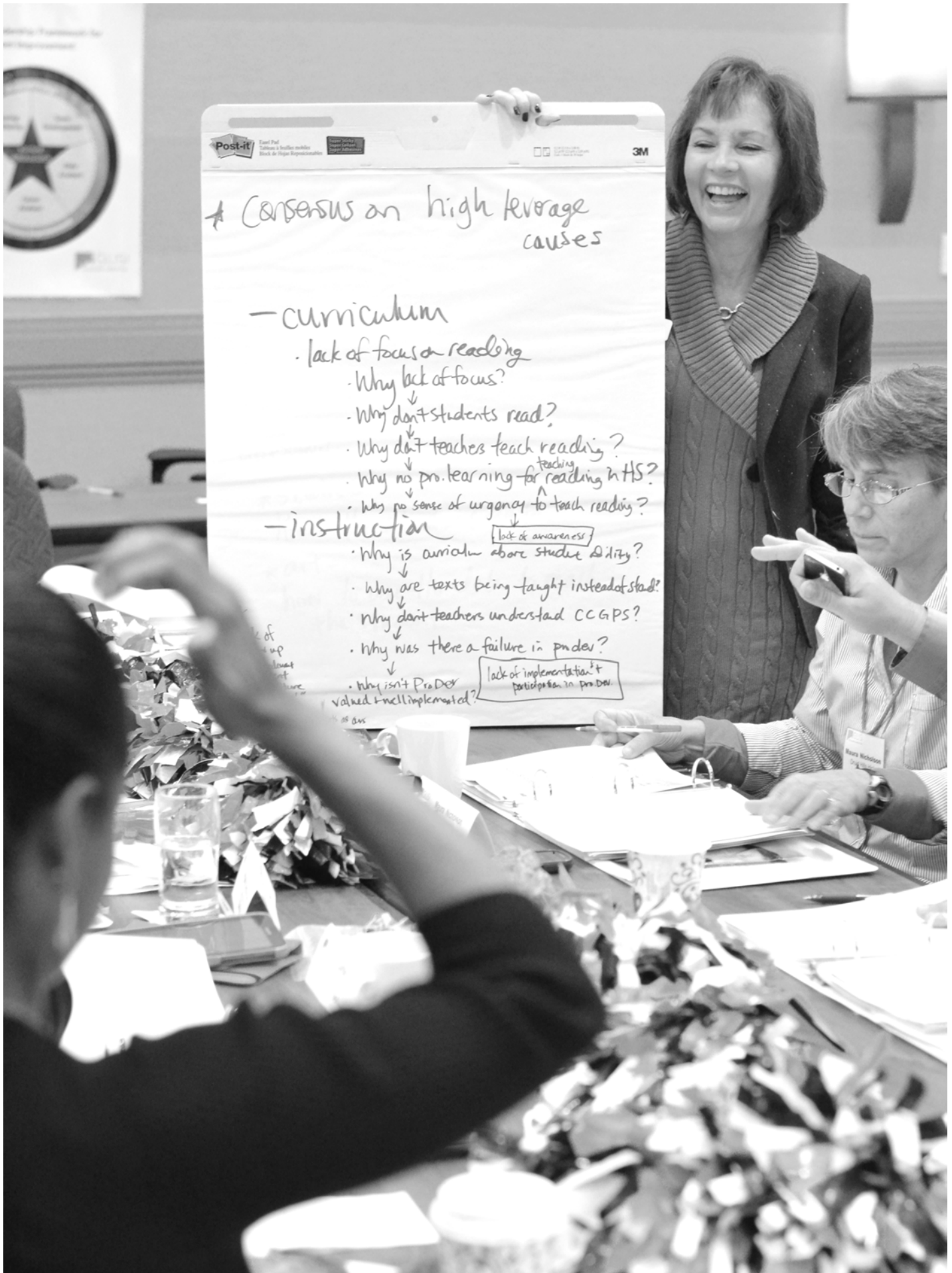
Loren M. Starr
Board Chair

[1] The Common Core of Data (2011). State Education Data Profiles, Georgia. U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

[2] Georgia's 2012 high school graduation rate was 69.7%. Georgia Department of Education (2013). Georgia's high school graduation rate increases by 2 percentage points [Press Release]. Retrieved from <http://bit.ly/11W6OTI>

[3] Georgia Department of Education (2011). Testing brief: NAEP Reading. Retrieved from <http://bit.ly/13ouuON>

[4] Baum, S., & Payea, K. (2004). Education pays 2004: The benefits of higher education for individuals and society. New York, NY: College Board; Lumina Foundation for Education. (2009). A stronger nation through higher education: How and why Americans must meet a "big goal" for college attainment. Retrieved from http://www.luminafoundation.org/publications/A_stronger_nation_through_higher_education.pdf



* Consensus on high leverage causes

- curriculum

- lack of focus on reading
 - Why lack of focus?
 - ↓
 - Why don't students read?
 - ↓
 - Why don't teachers teach reading?
 - ↓
 - Why no pro. learning for ^{teaching} reading in HS?
 - ↓
 - Why no sense of urgency to teach reading?
 - ↓

- instruction

- Why is curricula above student ability?
 - ↓
- Why are texts being taught instead of read?
 - ↓
- Why don't teachers understand CCGPS?
 - ↓
- Why was there a failure in pro dev?
 - ↓
- Why isn't Pro Dev valued & well implemented?
 - ↓

lack of awareness

lack of implementation & participation in pro dev.

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Transformative Approach

Our transformative approach to helping leaders grow is the reason GLISI is the premier leadership development organization for educators in Georgia. At the heart of our approach lies our people. GLISI's team is made up of skilled education leaders who have tried and true experience as principals and district office leaders, as well as expertise facilitating adult learning. GLISI is also home to nationally recognized researchers with expertise in school leadership, leadership development, school improvement, and social justice. Together, our team consistently delivers services that are relevant, team-based, and research-informed. Our transformative approach starts with understanding partner needs to ensure relevance; always centers on implementing robust team-based instructional practice in every school; and incorporates cutting-edge research to inform our recommendations and coaching.

Relevant

GLISI's team knows firsthand what it is like to be responsible for every student who walks through the schoolhouse door. Every time we design adult learning, facilitate a design team or craft an improvement plan, we start by seeking a deep understanding of the unique needs of each school or district partner. We measure our effectiveness in part by how well we help our partners meet their student achievement goals, and we can only achieve that goal if our support is relevant and directly responsive to our partners' needs.

Assistant Principals for Instruction in Jackson County

Our partners in Jackson County evaluated the role of their assistant principals and realized they needed to make a change in order to effectively use the Teacher Keys evaluation process to help teachers grow their instructional craft. Their assistant principals were not being utilized fully as instructional leaders visiting classrooms, but instead were spending time managing discipline, parent concerns, buses and cafeteria duty.

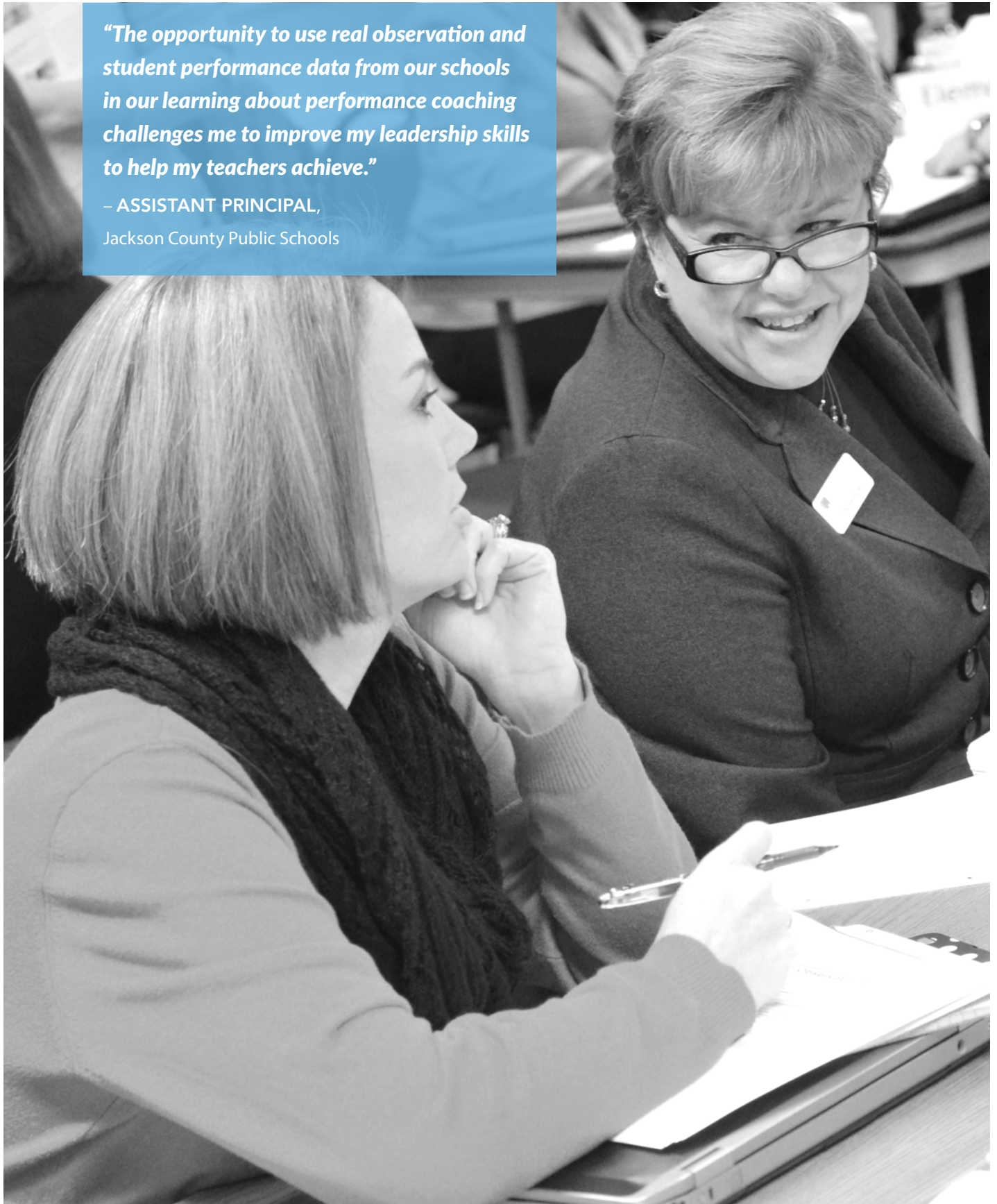
GLISI's team worked hand-in-hand with district leaders to define a new job description for Assistant Principals for Instruction. We then developed and delivered a customized series of performance-based learning experiences for assistant principals to develop their skills in instructional observation and feedback. It was a joy

to watch a rich learning community evolve among the emerging instructional leaders as they observed one another provide feedback to teachers, and then offered each other feedback on their feedback.

One assistant principal summarized her experience this way: "The opportunity to use real observation and student performance data from our schools in our learning about performance coaching challenges me to improve my leadership skills to help my teachers achieve." Today, Jackson County has a strong cadre of Assistant Principals for Instruction, while their principals have skilled partners in conducting TKES observations. Finally, teachers benefit from the inspiration, ideas and suggestions for improving instruction that ultimately lead to student achievement.

“The opportunity to use real observation and student performance data from our schools in our learning about performance coaching challenges me to improve my leadership skills to help my teachers achieve.”

– ASSISTANT PRINCIPAL,
Jackson County Public Schools





Team-based

The most effective schools are those where leadership responsibility is distributed across a leadership team and teachers. Study after study has confirmed this, yet conventional leadership development programs prepare individual leaders in isolation. GLISI designs our leadership development and consulting services to prepare leaders to lead teams by preparing leaders *with* their teams. With GLISI, emerging leaders learn how to function successfully in teams in a practice setting with coaching and feedback. Leaders do not have to wait to complete training to return to the “real world” and navigate team leadership on their own. Our team-based approach recognizes that successful school leaders are not lone heroes, but lead transformative change through a vibrant team of leaders.

Teams Transform Culture in Paulding County High Schools

Changes in leadership certification and an increase in high school principal turnover left Paulding County high schools without a bench of promising leaders for future high school principal vacancies. The culture of Paulding’s high schools was typical for secondary schools, with little collaboration among teachers or between departments. It was difficult to know which teachers might have leadership promise because teachers had few opportunities to demonstrate or practice instructional leadership. GLISI partnered with Paulding County to help build a bench of strong instructional leaders able to share instructional leadership responsibility and prepare

to step into future principal vacancies. Over two years, GLISI worked with school-based teams made up of high school principals, assistant principals, counselors and teacher leaders through monthly facilitated learning sessions and on-site coaching for individual leaders and their teams to help them successfully implement team protocols. In only two years, teacher and leader behavior showed signs of change with teachers reporting significantly increased participation in instructional decision-making and a climate of collaboration. Most exciting, 2014 CCRPI scores soared across high schools in the district with an average increase of 4.8 points.

Research Informed

The last decade has unearthed clear research findings that inform how school leaders and districts achieve success. GLISI's approach is transformative because we are able to translate cutting-edge research findings into effective adult learning experiences and practical recommendations for leaders. We respect the importance of leadership experience, while maintaining that leaders must stop doing the things that have produced poor student results in the past. To achieve a future in which all students are prepared to succeed in college or career, we know leaders will need to put school improvement and organizational effectiveness research into practice.



Using Research to Transform High Schools in Carroll County

GLISI embarked on a five-year journey with the Carroll County School System in FY14 through a partnership funded by the U.S. Department of Education. Research findings on key leader practices form the backbone of our work there: 1) shape a vision of success for all students; 2) create a hospitable climate; 3) cultivate leadership in others; 4) improve instruction; and 5) manage people, data and processes.

After a collaborative analysis of barriers and opportunities for growth with school and district leaders, the professional learning we provided in FY14 focused on giving principals and their leadership teams practice in making classroom observations - with particular

attention to differentiated instruction and rigor. By design, this approach builds capacity in school leaders and in their teams, distributing leadership responsibility throughout the school.

Using a research-informed approach means we listen carefully to our partners and bring a big-picture perspective to the challenges on the ground. GLISI's research-informed approach ensures that districts overcome the strong pull to "do what we have always done" and instead implement new leader practices that transform school culture, instruction and ultimately outcomes for students.

Transformative Results

In FY14, GLISI reached over 1,850 education leaders with our leadership development and consulting services. We measure our impact on those leaders by tracing the path from the quality of their experience to their leadership practice and finally to school and student performance measures. 98% of the leaders that participated in our flagship training program in FY14 reported they would recommend the program to a colleague, while 99% reported that the experience effectively helped them develop relevant leadership skills. Nearly 50% of the aspiring leaders we prepared in FY14 were promoted to school or district leader positions. Finally, the average increase in the College and Career Readiness Performance Index for GLISI's FY14 district partners was over 1.5 times higher than the state average increase.



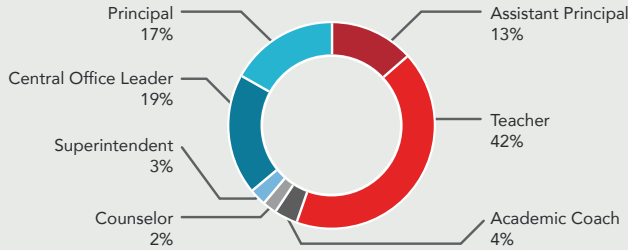
"I knew some things that worked and some things that didn't work for me, and I expected those things to work for everybody else. Working with GLISI allowed me to self-reflect and see that I could be a better role model and leader for the people around me, helping them take baby steps. Instead of trying to get to the finish line first, we had to be patient and take one small step at a time."

– PRINCIPAL, East Paulding High School, Paulding County School District

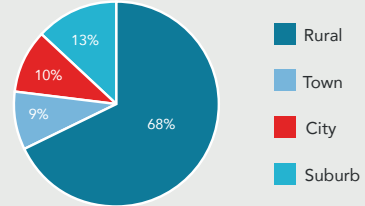
A YEAR OF TRANSFORMATIVE RESULTS

WHO WE SERVED

1,850 Education Leaders in 29 Georgia Districts



Type of District Served in FY14



497,918

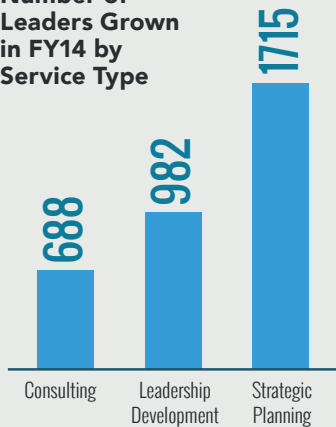
Students Served by the Leaders GLISI Helped Grow in FY14

56.8%

Average % of Students Eligible for Free and Reduced Lunch in GLISI Partner Districts

HOW WE SERVED OUR PARTNERS

Number of Leaders Grown in FY14 by Service Type



How Much Support

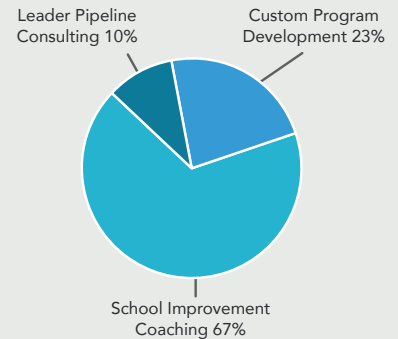
A fuller story of how GLISI grows leaders can found by looking at person-days of support provided: # of days of service x # of leaders served.

9,962 Person-Days of Consulting Support provided to 688 leaders

38,073 Person-Days of Leadership Development Support provided to 982 leaders

32,897 Person-Days of Strategic Improvement Planning Support provided to 1,715 leaders

Types of Consulting Support Provided.



OUR TRANSFORMATIVE IMPACT

GLISI Transforms School Leader Performance

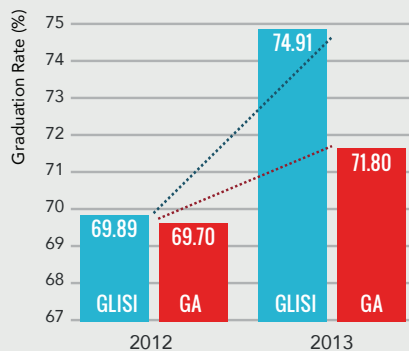
Highly qualified aspiring leaders identified and prepared in 3 leader pipeline district partners

53

46% Average percentage of GLISI-prepared aspiring leaders promoted to school or district leadership positions within 18 months.

GLISI Transforms School and Student Performance

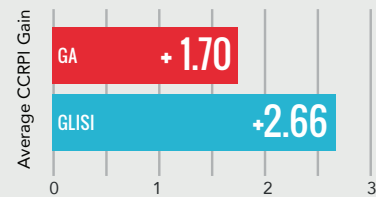
Improvement in Cohort Graduation Rates from 2012 to 2013



2.4x

GLISI districts outperformed the state average gain in Cohort Graduation Rate by a factor of 2.4, increasing by 5.03 percentage points from 2012 to 2013

Improvement in College & Career Readiness from 2012 to 2013



Transformed Leaders

The precursor to changing outcomes for students is igniting change in the hearts and minds of adults, paving the way to a change in their behavior. And leaders are the most influential adults in the schoolhouse. This is why we are especially interested in indicators of individual transformation which are stories best told in the voices of the transformed leaders. In FY14, GLISI supported the growth of over 1,850 education leaders in Georgia, including superintendents, central office leaders, principals, assistant principals, teacher leaders, and community leaders.

Our reach extended to 29 districts across Georgia from a few large systems in the metro Atlanta area to mid-sized and small rural districts in all corners of the state. We also supported the growth of exemplary principals beyond our state, facilitating the learning of leaders from Florida, North Carolina, Maryland, New York and Colorado.

Through our consulting work with districts, we are developing robust pipelines of leaders ready to step in and drive school improvement. A total of 53 highly qualified aspiring leaders have been identified and supported in the three partner districts where we are working on leader pipelines.

In Forsyth County, 50% of the aspiring leaders that participated in GLISI's leadership development work in FY14 were promoted into assistant principal or principal roles. In Paulding County, 38% of aspiring leaders that received leadership development training in FY14 were promoted to school or district leadership positions. In Carroll County, 40% of aspiring leaders were promoted to district leadership positions.



Transformed Practice

In an age of over-emphasis on test score increases, GLISI's first priority in demonstrating our impact is to document the changes in leader and teacher practice that we know have to occur before meaningful changes in student outcomes will occur. We are interested in transformed leader practices that:

- Lead to a change in school culture;
- Increase transparency among teachers about instruction and student work; and
- Create uniform structures and routines for doing the work of teaching and learning that becomes “the way we do business.”



“After participating in GLISI’s Professional Learning Communities, the biggest transformation we’ve seen is in our school culture. Whereas we used to view collaboration as something administrators forced us to do, now it’s just a part of who we are.”

– TEACHER, East Paulding High School, Paulding County School District

Transformed Lives

High school graduation is a gateway not only for college and postsecondary success, but also for enduring quality of life measures for students. When GLISI helps districts increase the number of students successfully earning a high school diploma, we are transforming lives. Districts that attended GLISI's Base Camp and Leadership Summit in FY14 posted an average four-year Cohort Graduation Rate of 74.9% compared to the state average of 71.8%. The rate of gain from 2012 to 2013 by GLISI districts was more than double the average state gain – GLISI districts improved their graduation rates by 5.05 percentage points from 2012 to 2013, while the state average only increased 2.1 percentage points in that time period..

Districts that partnered with GLISI in FY14 also out-performed state gains in the new Georgia accountability system, the College and Career Readiness Performance Index (CCRPI). The CCRPI combines student test score performance with a variety of other measures of school success, such as graduation rates and closing achievement gaps. While the state average year-over-year CCRPI gain was 1.7 points, districts that partnered with GLISI in FY14 saw an average CCRPI gain of 2.66 points, a 5.4% greater improvement than the state average.

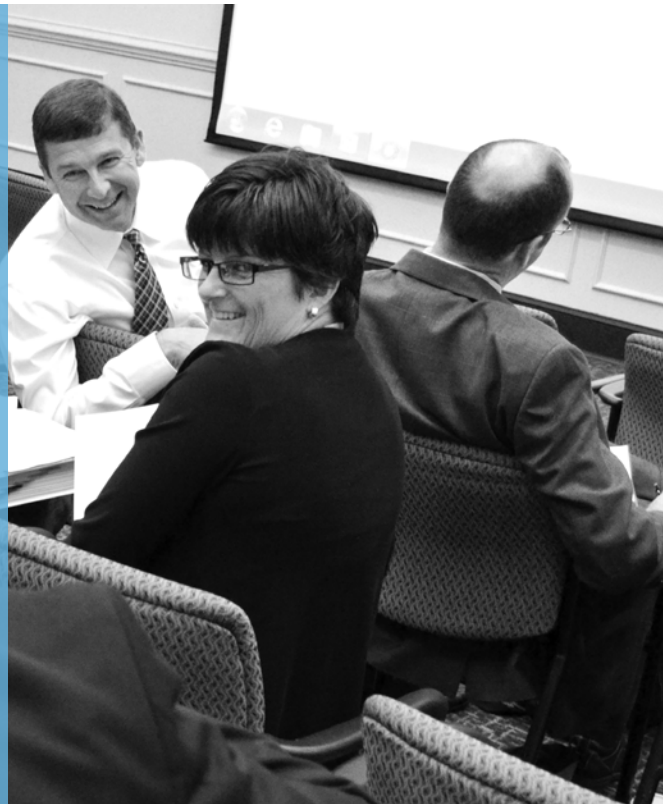
Transforming the lives of students today is urgent; however, GLISI's work transforms the work lives of teachers who touch tomorrow's students as well. When we effectively build leadership capacity and change the culture of a school, there is a ripple effect that continues to pay out over the long term.



“Every year with GLISI, we’ve seen growth in all of our measures - EOCT’s, CCRPI, and internal climate surveys. We are seeing high levels of satisfaction from our teachers.

But the biggest point of pride is the way that our leaders, from administrators to teachers to student leaders, are conducting themselves within the schools. They’re sharing leadership, helping others grow, distributing leadership into the hands of the workers who are doing the work. That is really the biggest change.”

– EXECUTIVE DIRECTOR SECONDARY SCHOOLS, Paulding County School District



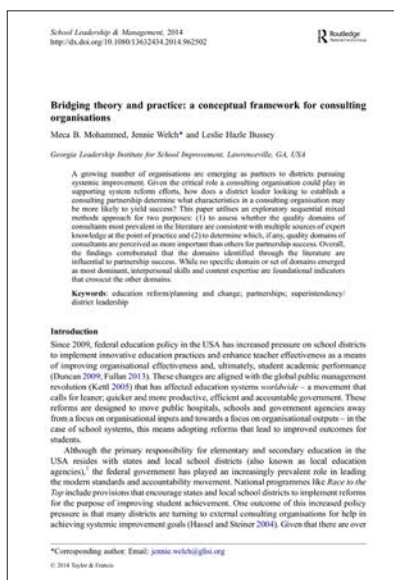
Transformative Thought Leadership

In 2014, GLISI was a transformative thought leader in Georgia, the nation, and the world. We produced transformative research shared at national conferences and in international refereed journals; disseminated transformative resources to our partners throughout Georgia; and influenced school leaders from districts across the country as part of the Wallace Foundation's Principal Pipeline Initiative.



Transformative Research

GLISI leveraged our research team this year to better understand how to improve our own performance as a partner to districts. We conducted research on the qualities of high performing consulting organizations and examined our own practice with respect to those qualities. We presented our research at the University Council of Educational Administration's annual convention and applied our findings to our internal strategic improvement efforts. We also celebrated the publication of our foundational research on consulting effectiveness, published in the refereed journal, *School Leadership & Management*, in March 2014.



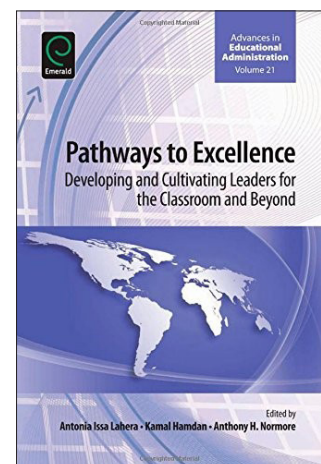
“With so many consulting organizations proliferating to ‘help’ districts navigate the landscape of education policy and with scarce resources becoming ever-more-scarce for districts and for schools, this research is of vital importance to directing funds and time towards those consulting partnerships most likely to yield fruit: successful achievement of partnership goals and, ultimately, improved instruction and student outcomes.”

– Mohammed, M.B., Welch, J., & Bussey, L.H. (2015). Bridging theory and practice: A conceptual framework for consulting organizations. *School Leadership and Management*, 35(1), 1-24.

In 2014, GLISI's research team conducted original research on the dispositions leaders need to lead schools to success. We also examined methods for measuring leader dispositions. Our program team has used this research to support our development of world-class education leaders with our district partners. Initially commissioned by our partners in Gwinnett County Public Schools with funding from the Wallace Foundation, our team extended this research for presentation at the annual conference of the American Educational Research Association in April 2014 and publication as a chapter in a book about school leadership preparation.

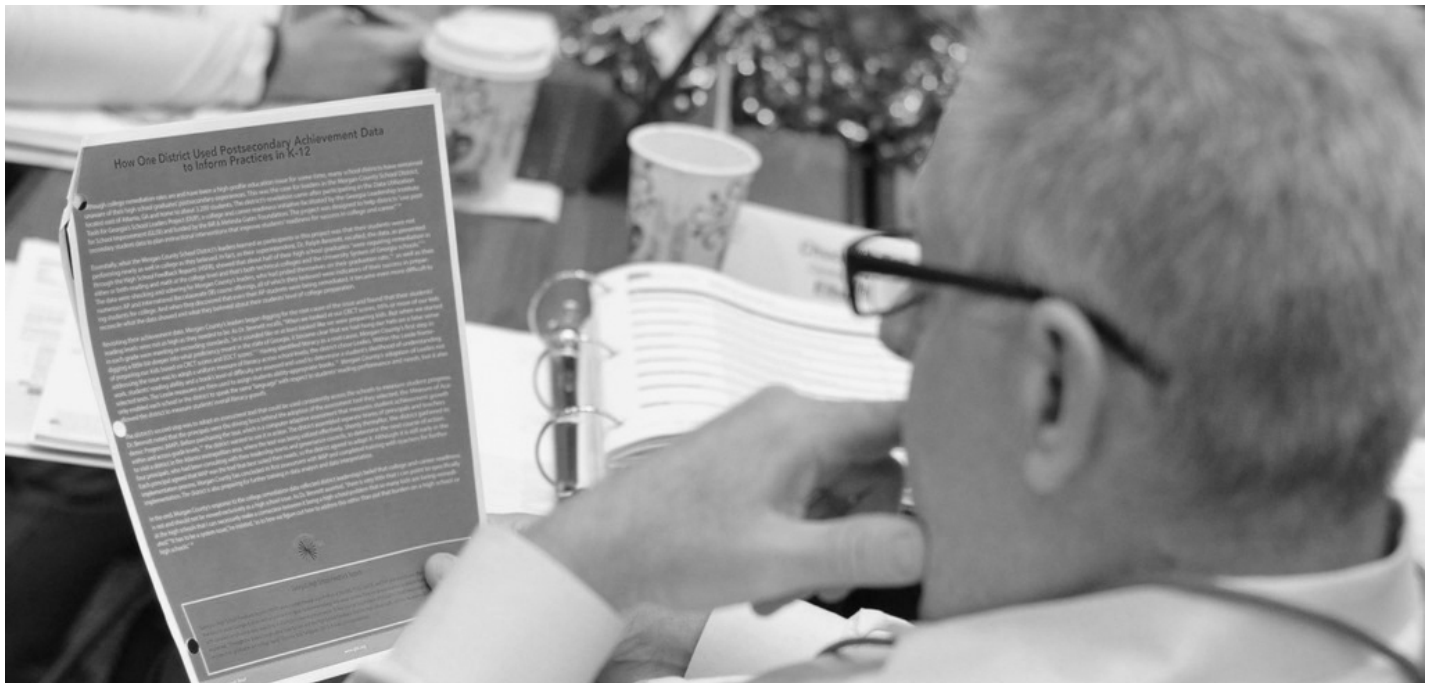
“There is a need to develop more sophisticated instruments than are currently available to assess and cultivate the dispositions of effective school leaders.”

– Bussey, L.H., & Welch, J. (2014). Dispositions matter! Now what? Exploring leader dispositions, measurement, and practical applications for helping school leaders to grow. Lahera, A.I., Hamden, K., & Normore, A.H. (Eds.), *Pathways to excellence: Developing and cultivating leaders for the classroom and beyond*. UK: Emerald Publishing.



Transformative Resources

Our research team developed a library of resources relevant to leaders as they pursue school improvement. We published two research briefs tackling pressing issues for school leaders: (1) providing effective instructional feedback and (2) college remediation & K-12 leadership. We also released the second volume in our Conditions for Success series, featuring Monroe County Public Schools. This series helps to illuminate the conditions in districts that have participated in Base Camp and Leadership Summit and see noteworthy improvements in academic achievement. Monroe County set clear and sustained organizational direction; used robust data-driven learning communities to drive instructional improvement; and paid attention to growing and keeping high quality teachers and leaders - all practices consistent with research on high-performing districts.



Transformative Facilitation

GLISI's leader development influence extends well beyond Georgia. GLISI was selected by The Wallace Foundation to facilitate rich learning and collaborative exchange between over 60 education leaders from districts selected by the foundation as part of their Principal Pipeline Initiative: Charlotte-Mecklenburg Schools, Denver Public Schools, New York City Public Schools, Gwinnett County Public Schools, Hillsborough County Public Schools, and Prince George's County Public Schools. In addition to planning interactive convenings, GLISI guided project groups to develop resources "for principals, by principals" to implement key practices including crafting vision, influencing culture, cultivating leadership, increasing instructional rigor, and leading professional learning.

Financials

Statement of Activities

Year Ended June 30, 2014

Support and Revenue	Unrestricted	Temporarily Restricted	Total
Contributions	\$2,600,706	\$200,000	\$2,800,706
Program Fees	\$1,261,943	(428)	\$1,261,943
Other Income	\$ 2,863	(178)	\$ 2,863
Net Assets Released From Restriction	\$ 100,000	(2)	-
Total Support and Revenue	\$3,965,512	(11)	\$4,065,512
Expenses	Unrestricted	Temporarily Restricted	Total
Program	\$2,344,341	-	\$2,344,341
Management and General	\$ 323,490	-	\$ 323,490
Fundraising	\$ 85,531	-	\$ 85,531
Total Expenses	\$2,753,362	-	\$2,753,362
Change in Net Assets	\$1,212,150	\$100,000	\$1,312,150
Net Assets Beginning of Year	\$1,632,317	\$100,000	\$1,732,317
Net Assets End of Year	\$2,844,467	\$100,000	\$3,044,467

Supporter Acknowledgements

We are grateful for the generous support of our partners including:

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The Georgia Power Foundation
The PwC Charitable Foundation
The Wallace Foundation
The Joseph B. Whitehead Foundation
The Zeist Foundation

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OUR HISTORY

In 2001, a coalition of education, business, and government leaders came together to improve schools in Georgia. They believed school leaders needed tools and training to prepare more students for college and career success. GLISI was founded to provide those tools and training. Since then, GLISI has incorporated as an independent non-profit organization. We are Georgia's premier partner for leadership development, consulting and research.

Georgia Leadership Institute for School Improvement

1755 North Brown Road, Suite 200
Lawrenceville, GA 30043
770.464.9299

www.glisi.org

