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

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**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 schools focused on teaching and learning goals
Effective District Leadership

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

COMMUNITY

CCSD Board of Trustees

Charleston County School District
The CCSD System

- Community
- CCSD Board of Trustees
- School Staff
The CCSD System

Community

CCSD Board of Trustees

Superintendent

Human Resources
Finance
Legal

Communications
Learning Services
Operations

Principals

School Staff

Charleston County School District
excellence is our standard
The CCSD System

Community → CCSD Board of Trustees

Superintendent:
- Human Resources
- Finance
- Legal
- Deputy Superintendent
- K-12 Executive Directors
- Communications
- Learning Services
- Operations

Principals

School Staff
The CCSD System

CCSD Board of Trustees

Superintendent
- Human Resources
- Finance
- Legal
  - Deputy Superintendent
  - K-12 Executive Directors
- Communications
- Learning Services
- Operations

Principals

School Staff

Community

System Priorities and Direction

Charleston County School District
## District Leadership Responsibilities

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

- Invest Resources Wisely, Fairly
- Develop Talent
- Increase % of Students who are Ready
- Get the budget straightened out
Leadership Behaviors Depend on the Type of System Change Needed

<table>
<thead>
<tr>
<th>FIRST ORDER CHANGE</th>
<th>SECOND ORDER CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>System is Working As Is</td>
<td>Outputs Need to Change</td>
</tr>
<tr>
<td>An extension of the past</td>
<td>A break with the past</td>
</tr>
<tr>
<td>Within existing paradigms</td>
<td>Outside existing paradigms</td>
</tr>
<tr>
<td>Consistent with prevailing values and norms</td>
<td>Conflicts with prevailing values and norms</td>
</tr>
<tr>
<td>Implemented with existing knowledge and skill</td>
<td>Requiring new knowledge and skill to implement</td>
</tr>
<tr>
<td>Marginal, small changes</td>
<td>A disturbance to every element of the system</td>
</tr>
<tr>
<td>Incremental</td>
<td>Complex</td>
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# 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.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Phonics Pilot</td>
<td>Launched program in 13 schools, initial training for teachers and administrators, school/classroom visits at all sites.</td>
</tr>
</tbody>
</table>
| 2. Numeracy Curriculum Pilot and Math Training | Launched program in 11 schools, initial training for teachers and administrators, school/classroom visits at 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
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)